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## **Improvement of Quality Standards in Examination Process in Colleges of Education**

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### **Abstract**

Education is the universal catalyst for qualitative development of effective citizenship and competent workforce required in building a modern dynamic society. Purposeful instructional leadership, prudent management of resources and vibrant evaluation of students' learning outcomes as a means of quality control could raise appreciable standards toward an improvement of examination process in Colleges of Education. Being a major task in the school curriculum implementation, examination process is a basic mechanism for academic quality assurance in higher education. A comprehensive examination process largely comprises admission of qualified candidates into teacher education programme, effective teaching and learning of the subject curriculum contents, continuous assessment of learning outcomes, moderation and conduct of examinations, marking and grading of examination scripts, external moderation of examination results, computation and consideration of moderated examination results, notification and release of examination results, certification and production of transcripts, career induction and convocation of certified competent and responsible graduates for employment in the labour market. Hence, it is suggested that prompt identification of challenges and strategies for improvement of quality standards in examination process would enhance a comprehensive professional development of competent and personable teachers. Such well-informed educational experts shall use their professional

expertise, ethical orientation and instructional best practices to discover and nurture a crop of gifted, talented and skilled individuals as credible future leaders in all aspects of our national life and global economy.

**Keywords:** Teacher education, examination process, improvement, standards, quality assurance, teachers,

## Introduction

Mankind has no business with poverty, deprivation and underdevelopment when quality education is used as a potent tool to inculcate functional literacy, employable skills and vibrant attitudes for effective service delivery and wealth creation towards shared prosperity and harmony of the citizenry. It implies that our people are the critical resource base of production and development that must be wholly monitored, educated and equipped with the requisite knowledge, skills and values to enhance their well-being and excellent service to humanity (Yahaya, 1991; Odozi, 1996; Oyekan, 2012). With the great power comes the enormous responsibility to develop human capital and build resilient nations. Being a practical activity that involves making rational decisions and imparting relevant competence in learners in a knowledge-based society of the 21<sup>st</sup> Century, functional education surely requires vibrant evaluation and improvement of students' learning outcomes. Herein schools are regarded as the generative learning centres where each individual is helped to discover his/her talents, abilities and interests toward preparation for useful living and survival in the society (Oyekan, 2000). As symbols of the prosperous future champions in all aspects of human life, our children and youths in schools today deserve a functional comprehensive educational evaluation imbued with an inherent quality examination process.

Evaluation is a professional responsibility of teachers aimed at determining students' academic progress and achievement as well as the worth and effectiveness of educational programme (Kissock, 1981; Oyekan, 2000). It embraces all the quantitative and qualitative procedures of collecting, analyzing and interpreting data in order to ascertain the goodness and functionality of the school curriculum. Effective evaluation in the classroom should, therefore, embrace a combination of measuring instruments such as tests, examinations, assignments, observation techniques, projects, rating scales, interviews, field studies and practical exercises to accommodate varying attributes of learners. In the same vein, meaningful evaluation requires a suitable learning environment which supports good teaching-learning activities with durable educational facilities, standard books and cultivation of effective reading culture. Teachers who are shouldering the responsibility for assessing, improving and imparting knowledge, skills and ethics for shared prosperity of the citizenry are nation builders. Such dedicated educational professionals on critical assignment of human capacity building towards national development

constitute a beacon of enlightenment to our generation with inspiration and passion for excellence and service to humanity. They ought to be supported with all resources to uphold the credibility and acceptability of quality examination process that is guided by the basic principles of fairness, honesty, transparency, professionalism and integrity in classroom practices.

Formal tests and examinations are the common instruments of assessment of educational objectives for motivation, maintenance of publicly recognised standards (Wheeler, 1967), selection and guidance of the students (McFarland, 1973), curriculum revision and professional improvement of teachers (Oyekan, 1997). However, the students' admission, instruction and administration of examinations are often fraught with anxiety, stress and irregularities in their quest for success and accruing advantage. Examination success by secondary school students is usually viewed as a gateway to good grades, further education and entry into the world of work (Denga, 1983). The high values attached to good grades and certificates could encourage some students to engage in varied immoral acts of cheating as a means to circumvent failure and shame (Oyekan, 2000). Such unethical practices that usually surface when assessing the learning outcomes might be hinged on some inadequacies of the school, students and teachers. Cheating in contemporary Nigerian schools seems to pervade all strata of education with a veritable threat to professional development of teachers, relevance of education, employability of school graduates and the much needed morality for sustainable development, economy and polity.

Examination is a formal test that involves answering of questions to determine the acquisition of knowledge, aptitude, and proficiency of learners on the prescribed learning contents. It is preceded by effective teaching of subjects, and meaningful internalisation of basic concepts and processes by learners in the course of their education and training. Within the context of stocktaking exercise in an organisation, examination is the control element in continuing education and training of youths and adults. Perhaps examinations should be seen as an academic responsibility which may improve, save or alter the destiny and prosperity of learners. In practice, the examination process in Colleges of Education (COEs) will begin with a credible search for qualified candidates who can be admitted on merit, and end with graduation and induction of certified competent professional teachers into the teaching profession. Attainment of quality standards in the examination process in COEs requires continuing hard work, diligence, focus, determination and good character as veritable ingredients of achieving academic excellence with exemplary performance. This will enhance conduct of credible examinations and instill public confidence in the awarded certificates to the graduating professional teachers.

Hence, the objective of this paper is to identify determinants of quality examination process in Nigerian COEs. Hindering challenges and impactful prospects of improving standards of examination process would be highlighted as basis for provision of competent and responsible school graduates. Such well educated, empowered and

responsive professionals, leaders and captains of industry shall be the vibrant manpower for sustainable national development. All educational stakeholders including parents, teachers and the government should mitigate the prevailing challenges confronting schools with adequate funding and learning resources in order to augment students' interests, needs and academic achievement.

### **Challenges of Quality Standards in Examination Process**

The school is a vital component of any organised human society. It is a learning centre where children, youths and adults are nurtured and refined with processes of reasoning, feeling and doing things in a happy expectancy. As a matter of necessity, schools should provide a comprehensive education that would inculcate relevant knowledge, refine the minds of the citizens and prepare them to lead a decent life and develop a virile society. Examinations are used to appraise the progressive performance and achievement of students on organised learning contents. Derived results from organised examinations provide cogent required data and information to make relative decisions on the worth of the educational programme, employability of school graduates and their predictive nexus with productivity in future positions of responsibility.

However, the prevailing social, economic and political crises confronting the contemporary Nigerian society and education system are equally declining the quality of performance of teachers, learners and their examination process at all levels. Quality examination process in COEs is hindered severally by challenges associated with quality standards in the entire education system. Such hindrances are significantly related to issues depressing relevance of teacher education. Hence, Odozi (1996), Oyekan (1999, 2012) and Olanipekun & Aina (2014) x-rayed the indices of crisis in education, among others, to include:

1. Inadequate funding of education,
2. Insufficient competence of teachers on testing and conduct of examinations,
3. Rapid national population growth with rising enrolment and large classes,
4. Widespread frauds, indiscipline, and admission and examination malpractices,
5. Poor leadership and ineffective management of resources,
6. Dearth of professional training, induction and orientation of teachers,
7. Poor teaching with inconsistent assessment and massive learning failure,
8. Defective marking system and delayed release of examination results,
9. Irregular school calendar precipitated by students and teachers' strikes,
10. Poor language and communicative competence,

11. Inadequate instructional supervision, and
12. Upsurge in aversion towards education, training and research.

These challenges of quality standards in education are inexhaustible and integrated with respect to effective teaching, meaningful learning and examination process in COEs. It is important to note that disharmony in education sector is traceable to gross indiscipline, brazen impunity and pretentious enforcement of standards, best practices and professionalism. As barriers to meaningful learning and achievement motivation, their impact on conduct of examinations could have significant effect on the credibility of awarded certificates, and capability of the school graduates in higher education and world of work. Meaningful improvement of quality standards in examination process by committed College Management, competent teacher educators and vibrant support staff will help to mitigate emerging hindrances to effective instruction and evaluation in COEs.

Inadequate budgetary allocation of funds to education will not allow the schools to recruit, train and remunerate sufficient competent and responsible educators, administrative personnel and technical staff. Rapid national population growth with rising enrolment and large classes could result into poor teaching with inadequate functional instructional materials, inconsistent assessment practices and massive learning failure without appropriate educational guidance. This may facilitate aversion towards education, training and research by educators and student-teachers. However, the quest for good grades and certificates to secure admissions into higher educational institutions or hunt for jobs may lure the student-teachers and their accomplices into a series of indiscipline and academic dishonesty exemplified by examination malpractices, defective marking system and delayed release of incomplete examination results (Denga, 1983; Oyekan, 2000; Essien, 2014). The prevailing crisis in education that hinders effective conduct of examinations is worsened by poor leadership, ineffective management of resources and irregular school calendar precipitated by students and educators' strikes. Furthermore, dearth of well-equipped classrooms, laboratories and workshops as well as poorly stocked libraries and inadequate instructional supervision of educators with limited professional orientation would severally impede quality standards of teaching, learning, and examination process in COEs. All these identified challenges of quality standards should be rectified by prompt provision of basic determinants of quality examination process to ensure professional development of competent and responsible teachers.

### **Determinants of Quality Examination Process**

Education is the universal catalyst for qualitative development of effective citizenship and competent workforce required in building a modern dynamic society. Well-trained and well-groomed teachers become the brainpower and conscience of any prosperous nation that is desirous of sustainable development. They will be equipped

with professional artistry and scientific process of adjusting education to the changing needs of learners and development of their community. Such industrious and visionary teachers could imbibe good self-concept, honesty and commitment to teaching as a vehicle of continuous human engineering. These quality teachers who are flexible and willing to learn shall radiate exemplary academic excellence and loving-kindness to cope with the bright, slow and average students with sympathetic understanding. Hence, their purposeful instructional leadership, prudent management of resources and vibrant evaluation of students' learning outcomes as a means of quality control would raise appreciable quality standards toward an improvement of examination process in COEs.

Assessment is an integral part of any effective teaching-learning programme that should be subjected to thorough planning and design. Paradoxically, assessment is given less attention possibly because it is an activity that raises the spectre of examinations, which arouses jittery in students and teachers. Being a major task in the school curriculum implementation, examination process is a basic mechanism for academic quality assurance in higher education. It is the duty of the College Management to identify and articulate a policy on the basic determinants of quality examination process for successful implementation of their curricular programmes. Extensive awareness and constructive dialogue on acceptable standards and best practices for conduct of examinations by staff and students under the leadership of their Heads of Department and Deans will provide the required vital inputs for policy formulation and implementation.

The basic determinants of quality examination process in COEs usually embrace all the situations associated with the provision of capable student-teachers for meaningful instruction, evaluation and certification on graduation. Notable determinants of quality examination process include management of resources, functional facilities, instructional leadership, evaluation and assessment, and healthy living of educators and student-teachers as displayed below:

## **1. Management**

- i. Admission of qualified and capable student-teachers on merit,
- ii. Adequacy and prudent management of financial resources,
- iii. Grants, loans and scholarships for indigent and brilliant students.

## **2. Facilities**

- (i) Availability and maintenance of infrastructural facilities,
- (ii) Provision of durable recreational facilities for relaxation and co-curricular activities.

### **3. Instructional leadership**

- (i) Purposeful instructional leadership and supervision by educators,
- (ii) Ethical orientation anchored on discipline and worthy character with integrity,
- (iii) Guidance counselling on personal, academic and vocational matters,
- (iv) Educational tours and partnerships with industries and other institutions.

### **4. Evaluation and Assessment**

- (i) Vibrant evaluation and continuous assessment of students' learning outcomes,
- (ii) Diagnosis and remediation of students' weaknesses for achievement motivation.

### **5. Healthy living**

Quality nutrition and good lifestyles for healthy living

The above-mentioned factors which severally influence provision of functional education could impact on conduct of quality examinations, credibility of awarded certificates and employability of emerging teachers. This is why professional development of competent, responsible and vibrant teachers should start with seeking and admitting qualified candidates on merit through competitive Unified Tertiary Matriculation Examination (UTME). It is a unified examination that is conducted by Joint Admissions and Matriculation Board (JAMB) for applicants seeking placement into COEs, Polytechnics and Universities in Nigeria. Adequate funding of COEs will ensure provision and maintenance of well-stocked classrooms, laboratories, and libraries with functional information and communication technological (ICT) devices; appointment and promotion of professionally qualified educators; sponsorship of higher education programmes and conferences; comfortable working offices, hostels and staff quarters; and payment for support services such as supplies of electricity and water. Brilliant and indigent student-teachers can be given appreciable grants, loans and scholarships to lessen their financial burden.

The National Policy on Education (Federal Republic of Nigeria, 2013) stipulates that all teachers in tertiary educational institutions should be ICT-proficient, professionally trained, qualified and registered with Teachers Registration Council of Nigeria (TRCN), which shall regulate teaching profession and practice. Educators who are instructional leaders should manage learning activities which enhance capacity building and creation of wealth, foster intellectual excellence and ethical leadership, and promote healthy collaboration and partnerships with industries and sister institutions (Oyekan, 2014). They would engage in teacher education curriculum

implementation with exemplary principles of morality and relevant ICT infrastructure for blended learning and continuous assessment. Diagnosis and remediation of emerging students' weaknesses that often create learning difficulties with necessary guidance could upscale students' academic achievement and interest in teaching career. Both educators and student-teachers can nurture their cognition, productivity and performance with quality nutrition that comprises balanced diet, regular exercises and adequate rest.

### **Improvement of Standards of Examination Process**

Every society has a fundamental direction, intention and justification for continuous training and education of its children and youths. Education is acknowledged as a means for transforming and empowering communities (Okwelle & Ayonmike, 2014), and a key agent of national development by developing human capacity and increasing the skilled workforce for modernization (Alam, 2008). This implies a comprehensive, diagnostic, systematic and guidance-based assessment of practical exercises and theoretical discussions of learning contents beyond the classroom situations. Effective planning and administration of examinations should be given priority attention by teacher-training institutions as a means of equipping student-teachers with the necessary instructional competence and orientation for meaningful assessment of learning experiences in their subject disciplines.

The purpose of evaluation is to provide an appropriate basis for making evidence-informed educational decisions on commitment to improve the existing subject curricula, standards of teaching and learning in classroom practices, quality examination process, and credibility of awarded certificates to school graduates. Hence, a comprehensive examination process in COEs should comprise:

- admission of qualified candidates on merit into teacher education programme,
- effective teaching and learning of the subject curriculum contents,
- continuous assessment of learning outcomes,
- moderation and conduct of examinations,
- marking and grading of examination scripts,
- external moderation of examination results,
- computation and consideration of moderated examination results,
- notification and release of examination results,
- certification and production of transcripts,
- career induction; and



- convocation of certified competent and responsible graduates for employment in the labour market.

The above-mentioned components of a quality examination process are rational guidelines to discharge our statutory duties with confidence and zeal in achieving the objectives of the school curriculum evaluation. Rationality in curriculum implementation may be viewed as the means to cultivate the intellect, useful skills and good habits in learners.

### **Admission of Qualified Candidates**

Admission of well qualified and capable candidates through organised screening, written tests and oral interviews will constitute the preparatory foundation for the professional development of competent and responsible teachers. Good student-teachers with brilliant results in English language, Mathematics, and relevant subjects of the chosen course of study will likely have the intellectual capacity, intrinsic interest and achievement motivation to work harder and succeed in a happy expectancy. They will have no room for bad behavioural dispositions towards effective teaching, meaningful learning and continuous assessment. When admitted on merit, the prospective teachers may not have a penchant for social vices typified by cultism, drug abuse, and examination malpractices.

The preferred candidates must have strong (written and verbal) communication, coordination, persuasion and presentation skills with exceptional zeal and capacity for excellent teaching and motivation of learners. As a matter of fact, they should be computer literate with proficiency and flair for Microsoft Word, Excel, PowerPoint and Research applications, namely SPSS and Epi-info. Such student-teachers shall be ICT-compliant and examination-friendly fellows with propensity for effective study habits, greater academic achievement and inclination for teacher education. In their COEs, these potential teachers are more likely to cope with professional teacher training programmes involving formal training in educational foundation studies, teaching subjects, general studies in education, micro-teaching sessions, and experiential attachments in actual situations during teaching practice.

### **Effective Teaching and Learning of Subject Curriculum Contents**

Progressive COEs should reposition their instructional practices and examinations to take the advantage of evolving digital world in meaningful life-enhancing classroom operations. The real emphasis on technologically-oriented instructional systems could provide a broad spectrum of learning opportunities which may facilitate excellent delivery of coherent instruction and production of more competent and proficient teachers. It is against this background that comfortable classrooms, laboratories, studios and workshops should be well equipped with laptops, setups for PowerPoint presentations, digital projectors and projector screens. However, no textbook, no paper and no visual presentation can replicate the exciting nature and firsthand experiences derivable from concrete objects, tools and materials being used

globally for instructional practices in logical and coherent explanation, illustration and demonstration of practical exercises. This is why effective professional development of teachers will require a coherent Multimedia Instructional Systems Approach (MISA) that provides a broad spectrum of opportunities for educators and students to clarify basic concepts in simple and comprehensive forms with the use of instructional technology. No matter the power of technology and the intellect of educators, all may be meaningless without a benevolent display of mutual love, care and integrity in our examination process and relationships beyond the school settings.

Boosting the productivity and morale of educators, COEs need to sponsor regular attendance of learned conferences, educational training workshops and exhortative seminars on improvement of quality standards in teaching and examination process. Hence, effective teaching and learning of the subject curriculum contents would constitute an instructional chord for intellectual engagement, moral rectitude and enterprising skills acquisition for student-teachers to concentrate on their studies and prepare them for future tasks. They will not be troubled by anxiety and fear of failure in their examinations or get themselves involved in examination malpractices. At the same time, good teaching could make the student-teachers to attend classes regularly to acquire adequate subject matter, pedagogical skills and professional standards required in making productive and responsive teachers. Such a crop of competent and committed prospective teachers shall love teaching for conceptual understanding and building of human capacity. They are more likely to embrace continuous assessment as a means of appraising the cognitive, affective and psychomotor domains of human learning with a combination of measuring instruments.

### **Continuous Assessment of Learning Outcomes**

The National Policy on Education (Federal Republic of Nigeria, 2013) stipulates that educational activities shall be learner-centred for maximum self-development and self-fulfillment. Continuous assessment (CA) can be used for a comprehensive appraisal of the cognitive, psychomotor and affective qualities of learners towards their total development. It confers a greater responsibility upon the classroom teachers: good teaching, regular assessment, immediate feedback and appropriate guidance towards better performance of the students (Oyekan, 2000). Expectedly, CA is a systematic, diagnostic, comprehensive, cumulative and guidance-oriented activity that strengthens the intellect, morality, and ability of the students to learn, achieve and succeed beyond the school setting. To inspire much diligence and greater achievement from the student-teachers, educators should endeavour to conduct at least three tests in each course being taught for examination per semester or term. Establishment of a Continuous Assessment Committee (CAC) in Departments can facilitate the conduct of periodic tests, assignments, practical exercises, field studies and projects. It is also the duty of CAC to identify and proffer solution to emerging

problems of CA, ensure maintenance of proper records of students' achievement, and render appropriate advice to the student-teachers from their CA dossiers. Herein regular educational assessment motivates the student-teachers to work harder and attain greater achievement scores, reduces examination malpractices and absenteeism, and helps in the diagnosis and remediation of students' weaknesses as teaching progresses. This makes evaluation the quality control element in professional teacher training and education of productive citizens.

In Ireland, the State Examinations Commission (2010) emphasised the essence of providing an accessible, and efficient high quality examination system ingrained with acceptable standards of transparency, fairness and accountability. For sustainable educational reforms in assessment of learning, Essien (2014) advanced an innovation option of developing assessment tools that take the diversity of the student population into account. It is expedient for educators to assess students' learning outcomes with a combination of measuring instruments, which includes tests, examinations, assignments, research projects, field studies, practical work, and class attendance to accommodate the inherent variation of learning attributes of learners. Having taught the students well, educators should prepare good questions and/or practical exercises, comprehensive marking guides, suitable examination venues with quality facilities, and evoke extant examination rules and regulations of COEs to conduct the CA of learning outcomes in all courses. The consistent efforts of COEs and educators to improve the performance and guidance of learners could enhance the professional competence and growth of teachers. Hence, it is envisioned that CA would keep both the teacher and students on their toes, boost the sanctity of examinations, credibility of awarded certificates, and employability of competent school graduates. Effective management of CA could give the student-teachers the necessary academic insight, competence and confidence to be examined in their courses of study in a happy expectancy.

### **Moderation and Conduct of Examinations**

All the examination questions should be moderated by seasoned and experienced senior educators from sister COEs as External Examiners, assist in ensuring quality assurance of examinations which determine the academic progress and achievement of student-teachers. It is the duty of the External Examiner, as a moderator, to check the quality of the questions and the marking guide, and ascertain their content validity with respect to covering the prescribed learning contents of the course. Edited questions and/or practical activities are packaged in sealed and signed envelopes for concerned educators to do the necessary corrections highlighted by the External Examiner. Thereafter, the Head of Department (HOD) should word-process the questions and keep them in sealed envelopes in a safe place to avoid any examination leakage.

Conduct of examinations should also involve the production and release of examination time-table, preparation of suitable examination venues including

comfortable classrooms and laboratories with adequate functional facilities, and display of appropriate rules and regulations of the College towards successful examinations devoid of sharp practices. All the academic and administrative staff that would participate in the examinations should be exposed to extant rules and regulations during the coordination meetings, and promptly supplied with necessary operational materials and appropriate motivational incentives. The invigilators are implored to exercise utmost patience, fairness and creativity in ensuring that students are well spaced in well-ventilated lecture theatres and rooms with sufficient wide windows, air-conditioners, fans, lighting, tables and chairs with backrest. Attendance records of students should be taken for future reference and evidence of sitting for the examination. The examination scripts are orderly collected from students while seated to preclude rowdiness, examination malpractice and loss of scripts.

### **Marking and Grading of Examination Scripts**

The rapid national population growth with rising enrolment and large classes should attract an adoption of digital solutions to cope with emerging challenges of assessment. It implies that large classes would require a coherent multimedia instructional systems approach (MISA) to collect, store and transmit information consisting of relevant knowledge, skills and value-orientations to learners in formal educational practice. Consequently, large classes could make use of a closed circuit television (CCTV), public address system consisting of microphones and loud speakers, computers, overhead projectors, projector screens and PowerPoint presentations for teaching as well as electronic test or computer based test (CBT) for regular assessment of learning outcomes in the first and second years of teacher education programme. It is intended to reduce the drudgery of teaching, hardships of conducting CA, and the stress of marking and processing examination results. Thereafter, third year students should be exposed to a mix of CBT, essay tests, assignments, projects and practical exercises to encourage critical thinking, problem solving, originality of ideas and comprehensive assessment of cognitive, psychomotor and affective qualities for total development of student-teachers.

Marking of essay tests and practical exercises must be done with earlier marking guide used for moderation of examination questions and practical activities. This will ensure consistent marking of the examination scripts without any bias or prejudice against any student-teacher. Efforts should be made that correct answers are carefully ticked (√) and wrong answers are dotted (.) while the given marks are written on the right-hand margin of the answer script. All marks must be carefully added while total scores earned by the student-teachers should be transcribed to the frontal page of the examination scripts. The final score with a grade in the course emanates from the correction and addition of CA and examination scores. Educators should endeavour to cross-check their marking of the scripts and addition of scores recorded on detailed mark sheets (DMS).

## **External Moderation of Examination Results**

External moderation of the examination scripts, practical works, and research projects is done by senior educator who moderated the questions before conduct of the examinations. This further concretises the quality assurance of our examinations to enjoy public confidence in the capacity and capability of our school graduates. At this level of quality control, irregularities in marking of the examination scripts, practical works and research projects as well as the accuracy and clarity of reporting the scores on the DMS can be detected for instant correction to avoid the student being at disadvantage. Herein the final moderated scores are sent to cognate Departments of the student-teachers for computation and consideration where further checks are made for correctness of these scores by Results Vetting Committee. Approved grading system of the COEs will be adopted in the examination result computation, certification and graduation of successful student-teachers with the award of Nigeria Certificate in Education (NCE) on the strength of their character and learning.

Schools should constitute a School-based Management Committee (SMC) that is made up of the Dean (Chairman), Vice Dean, and Heads of Department in each of the Schools in the COEs. Hence, SMC should receive, consider and implement the moderation reports generated by External Examiners in all the courses taught and examined by educators in their Departments. The External Examiners' Reports provide a review of the performance of student-teachers in the examinations, detailed analysis of the standards of answering the questions, and the basis for imbibing the right attitude towards examination process. All the observations and recommendations on the moderated examinations with respect to their identified strengths, weaknesses, threats and opportunities for future improvement on quality standards in the examination process should be reviewed for implementation by the Committee.

Efforts should be made at the SMC meetings to discuss the problems in each Department, investigate factors militating against optimum performance of educators and student-teachers, and adopt effective disputes resolution mechanism as a panacea for boosting quality performance, industrial peace, and professional development of educators. Instant implementation of the remarks and highlights of the Moderation Reports could induce creative innovations in subsequent series of teaching, assessment, marking, computation, certification and orientation of educators and student-teachers. It is intended to improve the excellent process of conducting free, fair, credible and peaceful examinations that integrate quality as the basis for educational excellence, good governance and innovation in professional development of teachers.

## **Computation and Consideration of Moderated Examination Results**

The College usually has a standing Committee of Deans (COD) which further scrutinise and authenticate the computed and considered results from the School Boards of Examiners for quality assurance. Results are given to Deans with original copies of the DMS to vet and authenticate their correctness. Identified flaws are collated and given to the HODs for full correction to ensure quality assurance and public confidence in the organised examination process. Educators are enjoined, therefore, to be mindful of their reputation and impact of their actions and/or inactions on student-teachers' achievement, competence, employability, well-being and contributions to development of their living community.

Furthermore, the Business Committee of the Academic Board carefully check all the examination results before those ones without any query are recommended to the Academic Board for approval and provisional award of the NCE certificates under the chairmanship of the College Provost. Final production of approved examination results must be secured in soft and hard copies by the College Registrar for production of academic transcripts to student-teachers seeking further education, scholarship awards, job placements and future reference by the public.

## **Notification and Production of Transcripts**

At this junction, the HOD is empowered to release provisional examination results and display them on conspicuous notice boards and on the College website by the College Registrar. This makes the student-teachers to see and access their results, note areas of weakness and endeavour to improve in the subsequent lessons and examinations in anticipation of better results. All the approved results must be secured in soft and hard copies for safety and future reference as transcripts are issued to the NCE graduates for further studies, to the scholarship boards or employers of labour on formal request. The critical relevance of academic transcripts to further educational improvement, professional growth and prosperous life of prospective teachers underlines the importance of ensuring quality standards in the examination process in COEs.

Optimum use of modern technology by COEs could develop an organised useful examination process; and enhance effective service delivery to educators, student-teachers, researchers, employers of labour and the general public. The use of functional computer systems, Internet resources and websites will largely boost sustainable examination process, authentic sources of information, and corporate image of the College. Hence, an enriched website should be well designed to provide useful information on the comprehensive history of the College; names, qualifications and functions of the principal officers of the College; roles and members of the College Governing Council, and Academic Board; School Boards of Studies; academic and non-academic staff; and aesthetic development of the College. Equally important are the guidelines for admission and certification; teacher education programmes;

publications of relevant teacher education books and journals; payment of school fees; course registration procedures; list of Departments; checking of results; and an overview of the College examination process. The vitality and functionality of ICT-reliant COEs and student-teachers will shore up students' academic interests and achievement motivation when learning without borders, doing their course registration and accessing their examination results, and relating with cognate industries and labour market online with ease.

### **Career Induction and Convocation Ceremonies**

All the NCE graduates are expected to undergo induction into the noble teaching profession with adequate orientation on professional standards and global best practices that will make the successful teachers creditably perform anywhere in the world. The National Policy on Education (2013) stipulates that Teachers' Registration Council of Nigeria (TRCN) shall continue to register teachers and regulate teaching profession and practice. It implies that TRCN must perform its statutory duties of registering and inducting all successful teacher education graduates into the teaching profession, as done by other notable regulatory professional bodies like Institute of Chartered Accountants of Nigeria, and Nigerian Medical and Dental Council of Nigeria. Such a colourful induction ceremony ought to be done in collaboration and partnership with the teacher-producing Faculties, Institutes and COEs. It is instructive for regulatory and supervisory bodies to accredit the programmes of COEs, chart a progressive road map for curriculum reforms, integrate entrepreneurial initiatives in teacher education programmes and fine-tune the examination process in consonance with global best practices. These efforts shall halt declining quality standards in the teaching, learning, examination and certification of prospective teachers in COEs.

Convocation follows induction ceremony at a chosen date for the award of certificates and prizes for outstanding performances. This articulated comprehensive examination process is refined and made credible for public confidence in the awarded certificates by adherence to the identified determinants of examination process, and the quality control mechanism instituted by COEs. The NCE graduates are expected to perform and justify the academic trust reposed in them as benevolent ambassadors of their College. Graduation is a declaration of the inherent quality standards in the examination process that produced the professional teachers as worthy commodities for education industry and sustainable development of all nations across the world.

In summary, both the excruciating challenges and efforts of improving education have a relative impact on the quality of examination process and education system. With reference to the National Policy on Education (Federal Republic of Nigeria, 2013), efforts towards the improvement of quality education at all levels shall include:

- a) all teachers in educational institutions shall be professionally trained with incorporation of Information Technology (IT) in all teacher-training programmes;
- b) appointment and retention of academically and professionally qualified persons and heads of educational institutions;
- c) only professionally qualified and registered teachers shall be allowed to practise at all levels;
- d) provision of improved conditions of service and incentives to motivate teachers and make the teaching profession more attractive;
- e) setting professional standards for teacher educators who train new teachers;
- f) a formal process of induction for all newly-recruited teachers; and
- g) provision of mandatory in-service training as an integral part of continuing teacher education for teachers in public and private schools.

Attempts to improve the collective welfare of teacher educators employed on merit and quality standards of instructional practices could ensure an inclusive quality assurance in examination process in the professional development of competent teachers in COEs. These pragmatic initiatives and regular exposure to innovations in the teaching profession shall assist in producing highly motivated, conscientious and efficient classroom teachers for all levels of the education system. Such academically-cultured teacher educators would imbibe professional ethics and display good qualities with practical wisdom and cautious optimism (Oyekan, 2014). The tendency is for the intelligent and hardworking teacher educators to boost their instructional productivity for creative teaching, enhance consistent and fair marking of examination scripts, and make objective and merit-based performance decisions.

## **Conclusion**

Education is the key to sustainable development of any nation. A cream of industrious and responsible brilliant professional teachers is a formidable source of functional comprehensive education, moral rectitude and productive life of the student-teachers under their tutelage. Teacher education curriculum implementation demands a display of professional competence, morality, determination and total quality assurance from educators in their efforts to produce highly conscientious and diligent teachers. This implies that the key to quality assurance in teacher education programme is the quality examination process that refines and reposes professional competence and integrity in teachers.

Examination process is the totality of credible search for qualified candidates who can be provided with quality preparatory instruction, continuous assessment, organised examinations and graduation with induction of certified competent professionals. Standards of quality examination process must be upheld at all cost by



educators under the leadership of HODs and Deans in their respective Departments and Schools. Improvement of quality standards in examination process in COEs is enhanced by effective teaching of qualified student-teachers exposed to continuous assessment and organised examinations, whose questions are moderated and answers are marked with comprehensive marking guides. Further quality control mechanism is effected at the levels of Departments, COD, and Academic Board. Emerging graduates will be able to engage in effective teaching and meaningful examination process that nurture talents, skills and habits of students in their prospective schools and workplaces.

Hence, it is suggested that government should accord education a priority attention being the key to sustainable development, economy and polity of any nation. Teachers who are the brainpower of the society must be properly trained, sponsored to in-service training and higher education programmes, and allowed to enjoy good welfare packages. Educators who engage in prompt identification of challenges and strategies for improvement of quality standards in examination process would enhance a comprehensive professional development of competent and personable teachers. Such well-informed educational experts shall use their professional expertise, ethical orientation and instructional best practices to discover and nurture a crop of gifted, talented and skilled individuals as credible manpower and future leaders in all aspects of our national life and global economy.

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