

## Educational Innovations In Academic Planning And Quality Assurance In Professional Development

<sup>1</sup>Eimuhi Onojerena Justina, Ph.D and <sup>2</sup>Ayegbas. Ayegba, Ph.D

<sup>1</sup>Educational Administration and Planning

Faculty of Education

Ambrose Ali University

Directorate of Academic Planning and Quality Assurance

Benue State University Makurdi.

**Corresponding Author: Eimuhi Onojerena Justina, Ph.D**

---

### ABSTRACT

Innovation is a tool to enhance sustainable development in education and it has been attracting educators, academic planners, educationists and researchers across the universe. In organizational context, innovation is seen as intentionally bringing into existence and practice something new, so as to enhance performance and growth through improvement in efficiency and effectiveness. To easily achieve this objectives, there is the need to delve into the concept of quality assurance, strategies for building quality assurance into the education system, parameters for measuring quality and challenges was discussed. This paper identified some challenges affecting quality assurance and Innovation in the school amongst others. On the way forward appropriate recommendations were recommended.

---

**Keywords:** Academic planning, Quality assurance, Innovation and Development

### INTRODUCTION

Nigeria has earned the designation of the giant of Africa by good worth of its size, population and vast resources however, the pitiable state of infrastructure; low standard of education, wearing a way of value system, and many other tribulations prevalent in the society has caused the country to be fast losing its respect across the sphere. Nigeria is blessed amply with all the resources to be the best in all ramifications but yet the educational system is in shambles just because it is a product of Nigerian norm where in most cases normal things are abnormal and abnormal things are normal (Usman,2016). The world has realized that the economic success of the states is directly determined by the quality of their education systems .It is worrying that while some countries have recognized the value of investing heavily in education as a vehicle for irremediable growth and brawny economy, Nigeria still prioritizes sustaining an excessively expensive system of governance ahead of instituting mechanisms that will guarantee quality education (Usman, 2016).

The widespread recognition that education is a major driver of economic competitiveness in an increasingly knowledge-driven global economy has made high-quality education more important than ever before (Asiyai, 2015). Therefore, it is imperative for countries to strive towards raising candidates with higher level employment skills and sustain a globally competitive research and knowledge breeding base to

the benefit of society. Quality education equips people with the ability that will enable them explore the world and manipulate it for their survival and establishment. It has been the backbone of development in most countries of the world, because it propels both economic and social emancipation of a nation. Therefore, in order to prepare students with the skills needed to succeed at University and beyond, schools need to be hubs of innovation. With the advancements in technology, and the need for our future leaders to have the skills and knowledge to hit the ground running when they begin their professional careers, innovation in education is increasingly important. Innovation is a term banded around with ease, but what is it exactly? In this paper, the authors looks more at innovation in education and tell you about some of the things happening that will ensure our students are ready for the future.

### Innovation in Education

Innovation can be defined as making changes to something already established by adding something new. In the education setting, there is not one fixed definition of innovation, it comes in many forms. The key to innovation in education is for leaders and teachers to have an openness to look with fresh eyes at a potential problem and to find solutions to improve the learning experience. Being innovative shows that we do not have all the answers and that learning never stops. We can always improve and try new methods and new ways.

With the speed at which technology is developing now, there are plenty of examples of innovation in education. Some of these include:

**Project-Based Learning (PBL):** This approach helps students identify a real-world problem and develop a solution for it. Including PBL in lessons can have a big impact on developing a number of vital skills such as creative thinking, problem-solving, and teamwork.

**Blended learning:** This came about with the explosion of online platforms such as Blackboard and has been adopted by schools and universities worldwide. Blended learning combines online learning with traditional classroom learning. The benefits of such an approach mean students experience both ways of learning – in a physical classroom setting, and a more flexible online setting. The online aspect means they are able to develop and use the tools that they will find common in the workplace when they begin their professional careers.

**EdTech:** Educational technology (edtech) typically refers to any software, application or service developed to enhance education. Innovative classroom technologies often mirror the innovations outside of education. So, the more students engage with technologies in the classroom, the better prepared they will be to engage with and through technology in the workplace.

**Artificial intelligence:** The latest development in education, as in many other sectors, is the use of artificial intelligence (AI). While it is still in its infancy, in the education setting, it is already being used to revolutionize numerous aspects including grading, plagiarism detection, recommending individual learner paths and more. Innovation, according to the United Nations Education Science and Cultural Organization (UNESCO, 2020) is a general change that is deliberate and must never be regarded as simple adjustment. Continuing, UNESCO added that innovation refers to any persistent change in the patterns of behavior of members of an identified social system. It is a novel departure from a customary practice that can be sustained for some time which is situational and relevant to a group in time and place, and when widely adopted, it becomes a reform.

Nwafor, (2007) defined innovation as a technique, idea, a practice or an object that is perceived by an individual or others as new. (ISOTC, 2020) defines innovation as a new or changed entity, realizing or re-distributing value or the practical implementation of ideas that result in the introduction of new goods or services or improvement in offering goods and services. From these definitions, it implies that when new inventions and discoveries are put in practice, or a successful introduction of a better thing and method, it leads to progress, efficiency and competitive advantage. It fosters growth, enhances

productivity and drives societal and economic development. Therefore, innovation is a process that renews or improves something that exists. It is the act of introducing new ideas in order to improve or make an existing one more effective. From the foregoing, Innovation therefore is an idea that is new to a situation. It is the introduction of new ideas which can take the form of process, programs, products, the means or ends. Innovative practices can be seen in the areas of health, communication, education etc. This paper discusses innovative practice in education. Innovation in Education according to Nwafor (2007) is a deliberate systematic, novel, specific and persistent change in the system of a particular society, which is aimed at improving the system or creating a new one, for a more effective and efficient means of attending to the educational needs of the social group, in their social environment. Innovation in Education is a creative, new educational innovational policy, a creative way to renew education, a creative solution, a creation of new educational culture, a new opening, and a new idea to overcome some problems in education. Adoption of an innovation in education means to take up or accept an innovation and make use of it in the educational sector.

As in all sectors, innovation will be essential to bringing about qualitative changes in education as opposed to the quantitative expansion seen so far. These changes are needed to increase efficiency and improve the quality and equity of learning opportunities. This is necessary, because a healthy system should tend towards inventing new procedures, move towards new goals, produce new kinds of products, diversify itself and become more, rather than less differentiated over a period of time (Okoye, 2012). Education therefore, should change to meet the changes of the society.

The adoption of innovations in education offers the educational institutions, the opportunity of making changes or improvement in the educational sector. This is because it is when innovations are widely adopted that the reforms that have always been desired in the educational sector will be achieved.

### **Concept of Quality and Quality Assurance in Education**

Quality as a concept is multi-dimensional; hence it has been defined differently by stakeholders. Quality is the concept of meeting commonly agreed precepts or standards which may be defined by law, an institution, a coordinating body or a professional society. It is the degree with which a product, service, or phenomenon conforms to an established standard, and which makes it to be relatively superior to others. Egati (2025) encapsulated that quality is the meeting the requirements, expectations and needs of customers free from the defects, lacks and substantial

variants. There are standards to satisfy the customer requirements.

According to UNESCO (2020), quality education is characterized by (i) Learners who are healthy, well-nourished and ready to participate and learn, and supported in by their families and communities (ii) Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; (iii) Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life etc (iv) Processes through which trained teachers use child centered teaching approaches in classrooms, schools and skillful assessment to facilitate learning and reduce disparities; (v) Outcomes that encompass knowledge and attitudes linked to national goals for education and positive participation in society.

Quality of educational programme could be measured in terms of quality of input, quality of process, quality of context and quality of output (Adegbesan, 2011). Therefore, ensuring quality in education requires the right quantity and quality in everything that goes into the teaching-learning process or system as input and process (Okoye 2017).

This kind of productive synergy can ensure a clear focus on school development, providing data on aspects such as school climate and the well-being of all members of the school community, effective teaching, learning and the impact of innovations (Adeniran & Ekeruche, 2019).

Mbaka (2012) emphasizes that education quality assurance in Nigeria is a paradigm shift from the former practice of school supervision and inspection to a monitoring and evaluating process that provides a new operative mode of evaluation. This is carried out according to set standards that bring about improvement in teaching and learning. The strategic aim of quality assurance is therefore to prescribe standards and ensure that inputs, processes and outputs of the system meet these standards.

Quality assurance according to Egati (2024) is a process of ensuring effective resource input control, refining the process and raising the standards of output in order to meet the set goals and satisfy public accountability. It is based on three main principles of control, accountability and improvement. Accountability usually requires meeting the preferences of stakeholders and control means that the institution does not merely control the expenditure of resources but also shows how high quality is achievable with the existing resources. Improvement enables the institution to get necessary input, refine the process and raise the standards of output in order to meet the goals set (Egati, 2024).

In schools quality assurance activity focuses on whether learners are achieving as much as they can and whether everything the school provided has the best possible impact on learning (Olayanju, 2016). The system provides the evidence needed to establish confidence among all concerned that quality-related activities are being performed effectively (Mbaka, 2012). In view of the fact that a systematic and consistent quality assurance system helps to establish an institution's good reputation and credibility, Adegbesan,(2011) averred that educational administrators are always faced with the responsibility of determining the priorities of management and other functions including adopting the management style that will ensure the seamless achievement of qualitative educational outcome.

The need for quality assurance in Nigerian schools cannot be overemphasized in order to ensure quality of teaching and learning. In this regard, Adegbesan (2011) enumerated the relevance of quality assurance to the education system in Nigeria to include;

- a) Serving as indispensable component of quality control strategy in education; ensuring and maintaining high standard of education at all levels;
- b. Assisting in monitoring and supervision of education;
- c. Determining the quality of the teacher input; determining the number of classrooms needed based on the average class size to ensure quality control of education;
- d. Determining the level of adequacy of the facilities available for quality control and regulating the prudent and judicious utilization of the available financial resources towards achieving the desired result.

#### **Building Quality into Nigeria's Education System**

To fulfill the purpose of quality assurance in Nigerian education system, scholars has listed some basic strategies and educational management functions that should be streamlined and practiced in similar terms by educational managers in order to enhance quality assurance in the education system.

Prominent amongst such strategies is good planning, regular monitoring and evaluation, quality control mechanism, effective supervision and conducive learning environment. Planning is an essential aspect of good management that requires the ability of the manager to forecast and be able to formulate and select appropriate objectives and procedures to be followed within the school system with the aim of simply achieving the desired results (Okoro & Oguam, 2017).

Quality assurance is guaranteed when there is steady cycle of regular monitoring and evaluation activity

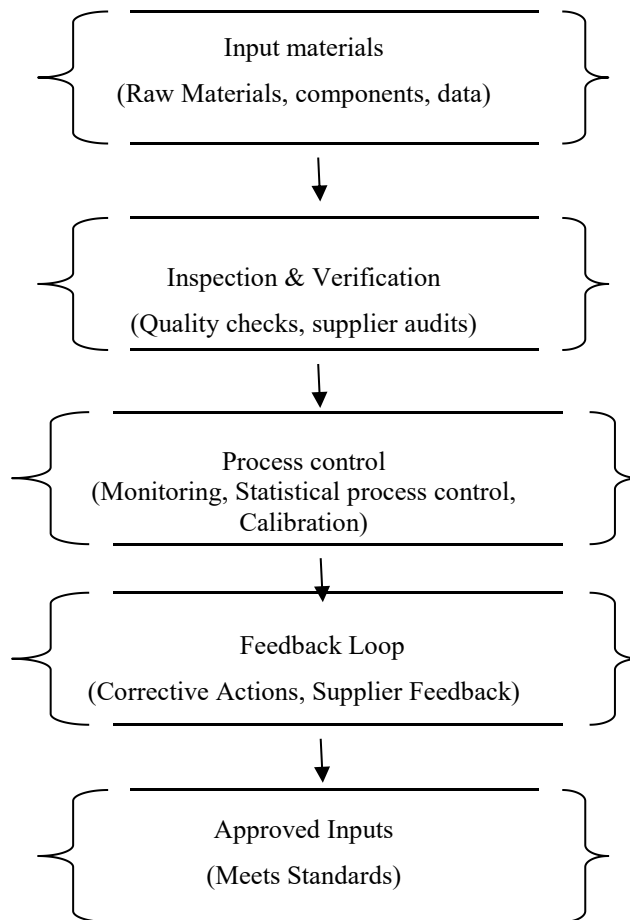
with the aim of assessing the level of performance to find out how far set objectives are being met (Adegbesan, 2011). Quality control is one of the strategies for establishing quality assurance in the education system at all levels and should be of concern to the country in its drive towards economic recovery and technological development.

Supervision is an indispensable variable in ensuring effective teaching and learning which brings about improved process needed to build quality into education system. It is a fundamental component of education administration that assists in effective management of the human and material resources in the industry (Agih, 2015). Learning can occur anywhere, but the positive learning outcome generally sought by educational systems happens in quality learning environment. Therefore, Availability of school facilities and the conduciveness of the school learning environment potent factors that influence improvement in the school system.

**Quality Assurance Measuring Parameters**

In the education system, appraisal is very important because it creates a platform for gap analysis between the anticipated and the attained outcome. In this regard, quality of resource input, quality of output, quality of process and quality of content is the basic measuring criteria for quality assurance in Nigeria. Quality of resource input consists of the quality and quantity of both human and material resources put into educational production process. The quality of output implies the worth of the products of the education process which include academic achievement on tests, scores and progression and pass rates etc.

The output quality is a demonstration of the input quality thus; if the input is high quality, the output is assured to be equally of good quality and vice versa. Quality of process according to Asiyai (2015) entails; student teacher interaction, level of learner’s participation and engagement in learning etc. whereas the quality of content is another indicator which imply the value of curriculum content of learning in the education system.



**FIG.1:** Input Process Control Mechanism For Quality Assurance  
**Source:** Field work, Eimuhi, J.O. (2025). Input, process control mechanism for quality control

**Explanation:**

1. Input Materials – Raw materials, components, or data enter the process
2. Inspection & Verification – Quality checks ensure compliance with specifications.
3. Process control – Statistical process control (SPC), Monitoring and calibration ensure consistency.
4. Feedback Loop – Issues trigger corrective actions and supplier feedback
5. Approved inputs – Only materials standards precede further.

According to Onyesom and Ashibogwu (2013) as show in Fig.1 above, emphasis is on the input and process combination that produces the output. The feedback mechanism helps to re-evaluate the extent of achievement of the objectives and to determine where corrective actions are required. The input component includes the teachers, equipment, funds, infrastructures, supervisors. The process element includes the system, curriculum, teaching/learning interactions among others. The output elements are the school products, students' achievements, skills, attitudes and general behavior. The reactions from each of these elements are channeled back to the input segment through the feedback mechanism for proper control. Quality assurance should be a continuous process aimed at encouraging attitude change and teamwork and the inculcation of a value that acknowledges the student as the best judge of quality deserving the best possible service. Others include teacher quality, curriculum relevance, learning resources and infrastructure, student support services, assessment and feedback, employability and career outcomes ( Ramsden, 2003).

**Challenges Facing Quality Assurance in Nigeria**

The most prominent amongst the impediments of quality assurance in the education sector in Nigeria is under funding. The issue of funding of education has been a recurrent decimal in the history of Nigeria's educational sector despite the poor state of education system in the country (Amahua, 2010).An analysis by Abdusalam (2019) revealed that only 4%, 7.40%, 7.04% and 7.02% was allocated to the Federal Ministry of Education by the government in 2016, 2017, 2018 and 2019 respectively. The obvious low allocation is definitely a hindrance to the sector in implementing policies that reassures quality education.

Nigeria, policies transforms recurrently with almost every change in country's leadership leading to inconsistencies in education policies. These frequent change of policies signifies the absence of a workable strategic plan for education sector development and constitute a serious challenge to their forms in the education sector (Asiyai ,2015). Other factors hindering quality assurance in Nigeria as observed by

Alex & Olawunmi (2024) is the politicization of appointments in the education sector. In some instances, persons without requisite experience or academic background in education are appointed into leadership of education and related institutions. Such misfit appointments can lead to absence of total quality management work culture in education system.

Outbreak of diseases of public health concern like ebola and corona virus disease (COVID-19) that occurred in Nigeria and other countries is also hindrance to quality assurance. There is no arguing the fact that education is one of the major casualties of COVID-19 pandemic (Onunaiju, 2021). The pandemic has affected educational systems worldwide, leading to the near-total closure of schools, thereby disrupting academic activities (UNESCO, 2020). More worrisome is that, in Nigeria the presidential task force (PTF) formed since the outbreak of COVID-19 is perceived to have done more to orchestrate fear than articulate a better understanding of the nature of the disease ( UNESCO, 2020). School closures in response to the pandemics like COVID-19 etc. have shaded more light on numerous issues affecting access and quality of education in Nigeria.

According to Aida (2023) educational supervision which is dynamic that is aimed at enhancing the quality of teaching and learning within educational institutions has been a great challenge in education as it lacks the needed commitment and coordination to survive. The internal and external organs of quality assurance in education in this regard have failed and any system or project that is not properly supervised is bound to derail from its expectations and intended objectives (Amoor, 2010). In another dimension, persistent insecurity and conflicts remain a menace that resulted from the weak institutions and social organization in the country (Abdullah, 2019).

Over the years, educational institutions have become targets of bandits in carrying out their nefarious activities ranging from kidnappings and killings etc. (Usman, 2020). Prominent amongst the cases which has disrupted school activities were recorded in Chibok in Borno State 2014, Dapchi in Yobe State 2018, Kankara in Katsina State 2020, Kagara in Niger State, 2021 and Afakain Kaduna State, 2021 etc. Okebukola (2013) observed that poor management and governance of institutions by administrators is also having a consequential effect on quality assurance in the education sector. This problem characterizes every other sector of Nigerian society. In this regard, Eimuhi (2013) posits that the problem in Nigeria is that the institutions for managing education whether at the local or national level are weak and inefficient because of the democracy deficit in our polity. It is certain that as

long as management continues to play nonchalant role, quality assurance will continue to be jeopardized in the nation's institutions. She emphasized on the nature of confidence, the causes, the consequences, the implications and strategies for restoring the lost glory of education system. Learning environment in modern day Nigeria has not been friendly with both learners and teachers. This has created a lot of quality vacuum in the learning process.

### CONCLUSION

Quality assurance is the immediate and long-term solution to the problem of poor quality in education in Nigeria. The adoption and implementation of internal and external quality assurance mechanisms will facilitate the actualization of the goals of education in Nigeria. This paper therefore, established the relevance and challenges affecting quality assurance in Nigeria education system with a view of finding lasting solution.

### RECOMMENDATIONS

On the basis of the above, the following measures were recommended to enhance the actualization of quality assurance in Nigerian education system.

- a) Regular supervision and appraisal of educational programmes should be conducted to confirm compliance to quality assurance procedures. This will assist in identifying areas that need remedial actions in implementation process.
- b) Regular capacity building training for staff through seminars, conferences and workshops should be encouraged to broaden their knowledge with new skills and improved innovations that guarantees improved quality service delivery in the education system.
- c) A framework that will encourage policy continuity should be instituted to ensure that succeeding governments adopts and complete ongoing education policy and modify them to meet societal needs rather than discarding them completely.
- d) The funding of the education sector should be increased to enable the sector to conveniently implement its projects in line with globally acceptable best practices.
- e) Nepotism in the system should be discouraged especially in terms of appointments. Appointments should be on merit to facilitate competence and productivity in the system.
- f) Adequate security should be provided in schools. Therefore, Community participation in the administration of schools should be encouraged to promote a harmonious school-community relationship that will enhance the security of the learning environment.

- g) Employment and appointment of qualified and experienced school administrators and professionals should be a necessity in Ministry of Education in Nigeria.

### REFERENCES

- Abdullahi, A. (2019). Rural banditry, regional security, and integration in West Africa. *Journal of Social and Political Sciences*.2 (3), 644-654
- Abdusalam, A., (2019). Education ministry gets 7.02% of Nigeria's 2019 budget. Retrieved from [http://educeb.com/Education Ministry gets 7.02% of Nigeria's 2019 budget](http://educeb.com/Education%20Ministry%20gets%207.02%20of%20Nigeria's%202019%20budget)
- Adegbesan, S. O., (2011). Establishing quality assurance in Nigerian educational system: Implication for educational managers. *Education Research and Reviews*, 6(2), 147 – 151.
- Adeniran, A., &Ekeruche, M.A., (2019).How to implement quality education in Nigeria. <http://southernvoice.org/how-to-implement-quality-education-in-nigeria>
- Agih, A. A., (2015). Effective school management and supervision: Imperative for quality education service delivery. *International Multidisciplinary Journal*, Ethiopia; 9(3), 62-74.
- Aida, E (2023). The huge importance of the process of supervision in Education <http://www.blog.skolera.com>
- Ajayi, I. A. &Akindurite, I. O. (2007). The unresolved issues of quality assurance in Nigeria universities. *Journal of Sociology and Education in Africa*.6 (1), 17 22.
- Alexis, Z & Oluwunmi, I.( 2024). Barriers and challenges affecting quality education (sustainable development goals#4 in sub-saharan africa by 2030 sustainability) 16(7) 2657. [http// doi org/10.3390/su16072657](http://doi.org/10.3390/su16072657).
- Amahua, A.S., (2010). Under-funding of education in Nigeria: The case of research and development for quality assurance in business education. *Bus. Educ. Book Reading*, 1(10): 184-200.
- Amoor, S.S., (2010). The need to improve teacher quality in business education programme in Nigerian universities. *Int. J. Edu. Res.*, 11(1): 42-51.
- Anioke, B.O., (2013). Towards the changing role of the contemporary office: challenges of
- Asiyai, R.I. (2015). Improving quality higher education in Nigeria: The roles of stakeholders. *International Journal of Higher Education*, 4(1), 61-70
- Chidobi, R. U., & Eze-Thecla, A. Y., (2016). Utilization of the quality assurance handbook in secondary school supervision of instruction in Enugu state, Nigeria. *World Journal of Education*. 6(4); 30-37 81.

- Egati, 2024. Quality assurance and quality control. Engati.com.
- Eimuhi, J.O & Aluyor, P. (2013). Managing crises of confidence in Nigerian education system. African journal of pedagogy. Tanzania 5, 25-42.
- Eimuhi, J.O & Ayegba, S (2025). Field survey, input, process control mechanism for quality assurance in educational innovations in academic planning and quality assurance in professional development ( unpublished thesis).
- ISOTC (2000). Definition of Innovation . <https://wikipedia.org/wiki>.
- Mbaka, J.A. (2012). Educational reform. Federal education on quality control. Federal ministry of education. vol.4 (2). <http://education.gov.ng>.
- Nwafor, O.M. (2007). Educational innovation process and products. Onitsha, Nigeria: perfect image
- Okoye, F.N. (2012). Influence of school climate on educational innovations in Nsukka education zone of Enugu State, Nigeria. Unpublished M.Ed Dissertation, Department of Educational Foundation.
- Okoye, U.P and Nwendu, O.M. (2023) effect of banditry and kidnapping on the development of selected tertiary institutions in Nigeria. <https://doi.org/10.47772/ITP155>.
- quality assurance in skills development in colleges of education. Nigerian Journal of Business Education.1 (2), 57-67.
- Ramsden, P (2003). Learning to teach in higher education. Routledge.
- San Francisco, C.A., Jossey-Bassey (2008), A system framework for guiding innovative school reform. Online available at [innovationschoolonline.com](http://innovationschoolonline.com)
- Selman J.(2009) Leadership and Innovation: Relating to circumstances and change. [www.innovation.cc](http://www.innovation.cc).
- UNESCO 2020, Global Education Monitoring (GEM) Report: Inclusion and education all means Global Education...[unesco.org/en](http://unesco.org/en).
- UNESCO 2020. Education: from disruption to recovery. Retrieved from <http://en.unesco.org/covid-19/educationresponse>.
- Usman, Y. D (2016). Educational Resources: An Integral Component for effective school. Admin in Nigeria: Research on Humanities & Social Science 6(13) 27-37 Retrieved from Eric.
- Winner, E., Goldstein, T.R. & Uineent-Lanein, S. (2013), Art for Art's sake. The impact of Arts education, Paris: OED publishing.
- Yunusa D.U & Madudili (2021) Quality Assurance in Nigeria Education. System: Research gate-<https://www.researchgate.net>. or eduline journal of Edu & Learning Motivations 1(2):76-83.