

EDUCATIONAL INNOVATIONS FOR QUALITY EDUCATION DELIVERY IN TERTIARY INSTITUTIONS IN RIVERS STATE, NIGERIA

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Abstract

This study investigated the educational innovations for quality education delivery in tertiary institutions in Rivers State. The study adopted a descriptive survey design. Three research questions and hypotheses were formulated and posed in line with the objectives of the study. The population of the study comprised 2,800 lecturers and 16,000 students of the three public universities in Rivers State namely the University of Port Harcourt, the Rivers State University, and the Ignatius Ajuru University of Education. A stratified random sampling technique was adopted to get the sample size of 280 lecturers and 1,600 students. An instrument titled "Educational Innovations for Quality Education Delivery in Tertiary institutions Questionnaire (EIQEDITIQ)" was used for data collection. Mean and standard deviation statistics were used to answer the research questions while z-test statistics was used to test the hypotheses. The findings of the study revealed among others that as educational innovations ICT enhances quality education delivery, as it provides higher interactive potentials for users to develop their creative ability. TETFUND promotes quality education delivery as it disburses funds used in providing and maintaining physical infrastructure for teaching and learning. It was recommended among others that government should adequately fund educational innovation agencies/programmes in order to enhance the attainment of quality education in tertiary institutions.

Keywords: Educational Innovations, Quality Education, Tertiary Institutions, Rivers State.

Introduction

Tertiary institutions of learning all over the world are places for the impartation of desirable knowledge, skills and attitudes that are directly profitable to students and to society. They continuously build on the knowledge, skills, values and attitudes learnt at the lower levels of education to make individuals live and function as productive members of society, earning a living and contributing to societal progress. These institutions imbibe what is relevant to the needs of their environment and the people they serve. Thus, the crucial roles that tertiary institutions play in the educational, cultural, political and socio-economic development of nations in the 21st century cannot be overemphasized.

In Nigeria, the development of tertiary education stemmed from the background created by the agitations of the Nigerian nationalist and political leaders Dr. Nnamdi Azikiwe, Chief Obafemi Awolowo, Alhaji Abubakar Tafawa Balewa and others. The establishment of Yaba Higher College in 1934 after the amalgamation of the Northern and Southern protectorates in 1914 became the beginning of tertiary education in Nigeria. The Nigerian tertiary educational system has experienced quantitative expansion from one tertiary institution in 1934 to about 570 public and private higher institutions of learning in the country. Nigeria as a nation has invested heavily in tertiary education since she attained political independence in 1960 and the quantitative expansion has been enormous.

As at the year 2014, Nigeria had recorded the establishment of one hundred and twenty-eight (128) universities, seventy-five (75) polytechnics, sixty-three (63) colleges of education, ninety-nine (99) approved innovation enterprise institutions (IELs), fifty (50) colleges of health technology and allied institutions, and twenty-seven (27) monotronics and specialized institutions (Jaja, 2015). Indeed, Nigerians can boast of significant increase in the number of tertiary institutions in the country but the problems facing the nation remain unresolved. There is no doubt, therefore, that for meaningful growth and development to be achieved in the Nigerian economy, change and innovations must be built in the tertiary educational system to ensure compliance with societal needs.

The Nigerian tertiary institutions have witnessed series of educational innovations with a view to accommodating new changes and thoughts occasioned by new societal demands. Currently in Rivers State amongst other higher institutions of learning are the university of Port Harcourt established by the Federal Government; Rivers State University and Ignatius Ajuru University of education owned and controlled by the State Government. From inception, these institutions have undergone series of changes and innovations in terms of structure, curriculum and teaching methods, for the improvement of quality in education and maintenance of high standards. Therefore, "the worth of any educational system, as an investment, lies in its capacity to continuously serve its stakeholders better and still remains relevant to national development" (Ajuonuma & Ogugu, 2014 p.332).

The worth of any educational system is based on its ability to deliver quality products to satisfy the clients and stakeholders for collective development. Every nation and its education graduates are competing in an environment shaped by their own local and national needs as well as international expectations and standards (Njoku, 2011). Because of this, tertiary

institutions are challenged to set appropriate standards of their own to reflect the needs and expectations of their stakeholders. Thus, these institutions of learning are expected to introduce innovations to enforce the desired standards and to monitor them.

The Introduction of Information and Communication Technology (ICT) in education, in recent times is a technological innovation in the Nigerian educational system (Abali & Suanukordo, 2015). For a nation to be in tandem with modern trends in this digital era, it should be able to boost of a viable and functional ICT driven education. Today, computers perform a host of functions in teaching and learning as educational institutions are adding computer literacy, reading and writing literacy as skills students will need for succeeding in this technologically developed world (Nwanekezi & Ugonna 2011; Abali & Suanukordo, 2015). Ejesu (2015) avers that ICT provides higher interactive potential for users to development their individual, intellectual and creative ability. The introduction of ICT has enhanced the access to library and research material. Therefore, lecturers are trained to develop competencies of carrying out effective searches on the web and other electronic database in order to enhance the performance of their professional work role (Camius, 2015).As an educational innovation in teaching and learning, ICT has enhanced the delivery of quality education by increasing the engagement and motivation of learners; by ensuring learners' acquisition of basic skills; and by facilitating the training of teachers (ICT Advantages & Disadvantages, 2011). ICT enables people have access to current student and school data at anytime and anywhere and bring about higher quality lesson through collaboration between teachers in planning of school resources (ICT Advantages & Disadvantage, 2011).

The federal republic of Nigeria (2008) emphasizes the need for thorough supervision of instruction of all levels of education. Ololube (2012) avers that poorly trained teachers result in a poor quality of teaching which directly and negatively affects students' quality of learning. He reiterates that training of faculty will improve the quality of education in universities. Thus, for meaningful teaching and learning to be achieved in our higher institutions of learning, clinical supervision becomes imperative. Clinical supervision is a modern concept in educational administration that is geared towards the delivery of quality education. Madumere-Obike in Ogbizo (2011) avers that clinical supervision is "a special case of teaching in which at least two persons are concerned with the improvement of teaching and at least one of them is a teacher whose performance is being studied" (p.76).

Teachers in higher institutions need to be guided and assisted by clinical supervisors, through classroom observation, on the appropriateness and effectiveness of the teaching method or methods used by the teachers. Teachers should be guided on how to vary their teaching method based on the course content. Arogundade (2009) posits that one of the ways of ensuring quality education delivery is for teachers in institutions of learning to use appropriate methods of instruction. Ukala and Nwabueze (2015) assert that an important aspect of teaching is classroom management / control. A teacher who does not possess the ability to manage or control his classroom cannot disseminate instruction successfully. Arising from these facts therefore, the clinical supervisor of instruction should observe the classroom situation and see whether clinical supervisee (teacher) is able to effectively and efficiently

manage/control his class; if not, appropriate suggestions on how to improve on the classroom management should be given by the clinical supervisor (Ukala & Nwabueze, 2015).

A properly organized instructional material makes information more accessible to the students (Ololube, 2009). Thus, teachers are faced with the task of selecting and developing appropriate materials for the task of teaching. Onyemerekeya in Oriji (2016) comments that the use of instructional materials in the delivery of lessons is very necessary as there is no lesson, irrespective of its content that does not require an instructional material to enhance the teaching-learning process. The clinical supervisor therefore, should observe whether appropriate instructional materials are effectively used by the teacher in the teaching-learning process. The main purpose of using instructional materials in lesson delivery is to arouse the five senses. These senses, according to Morah (1991) and Onyemerekeya (2001) in Oriji (2016) are hearing (auditory), seeing (optical), touch (kinetic), taste (gustatory) and smell (olfactory). Hence, it is the function of the clinical supervisor to advise, guide and encourage the use of appropriate instructional material by teachers, to enhance the delivery of quality education in tertiary institutions.

Record keeping is a vital responsibility of the teacher because of the indispensable role it plays in the effective delivery of instructions. Okpetu and Peretomode (2009) affirm that in order to make decision affecting the day-to-day operations of the classroom, teachers rely on information that is captured on records. An important record keeping of the teacher is reporting of grades. Lecturers / teachers have to report grades of students to their heads of departments. Ukala and Nwabueze (2015) assert that clinical supervisors should monitor the record keeping aspect of the teachers thoroughly. They reiterate that the supervisor should ensure that classroom records are well prepared and kept by the teachers for effective delivery of quality education.

An important statutory instructional duty of a teacher in the teaching profession is the preparation of lesson. According to Mandah (2010), one of the ethics of the teaching profession that has been least discussed in Nigeria's educational system is teachers' level of lesson preparation. Abraham (2002) avers that no good teacher goes to teach without first and foremost preparing adequately for that lesson. He reiterates that teachers who adequately prepare their lessons prove very efficient and effective in the delivery of instructions. Therefore, to ignore preparing for lessons in advance of actual teaching means to fail in the classroom delivery process (Mandah, 2010). Adequately preparing for lessons by teachers before commencing the art of teaching will determine to a great extent how effective the teaching and learning process will be. It, therefore, becomes imperative for clinical supervisor to encourage and guide teachers in preparing adequately for quality lesson delivery. Ogbonnaya in Ogbonnaya (2010) posits that through the process of supervision, teachers are stimulated, helped, advised and guided to do their jobs better. Ogbonnaya reiterates that an improvement in teachers' performance will naturally lead to a corresponding improvement on the performance of the students themselves.

Tertiary education is an expensive commodity and with limitless funding endless expansion would be possible. In consonance with the above assertion, the Federal Republic of Nigeria (2008) in her policy document avers that “education is a capital –intensive social service, which requires adequate financial provision from all tiers of Government for successful implementation of educational programme” (p.83). In improving the funding of tertiary institutions therefore, the Nigerian Government established the Tertiary Education Trust Fund (TETFUND) under the TETFUND Act in 2011. TETFUND is a government agency charged with the responsibility of directing, organizing, monitoring and disbursing two percent (2%) Education Tax generated revenue solely for public tertiary institutions of learning (Onyeike, 2015).

The disbursed funds (Onyeike, 2015) are used in providing and maintaining physical infrastructure for teaching and learning, instructional materials and equipment, research and publication, academic staff training and development, and other critical and essential projects agreed by the Board of Trustees capable of improving the quality and maintenance of standards in the public educational institutions across Nigeria.

Statement of the Problem

Successive governments in Nigeria have introduced innovations for attaining quality standards in tertiary institutions of learning across the country. In a bid to instituting structurally planned changes in the tertiary educational system as canvassed by the Nigerian populace, these governments did not consider the causes and forms of innovation they should introduce, the actual contributions and problems associated with these innovations in the delivery of quality education. This is the case of educational innovation in Nigeria which has constituted serious challenges in the tertiary educational system. Thus, the need to take a cursory examination of the causes and forms of educational innovations and their contributions to the delivery of quality education at the tertiary institutional level in Rivers State and giving empirical explanations to the trend is the bane of this study.

Aim and Objectives of the Study

The aim of this study was to investigate the educational innovations for quality education delivery in tertiary institutions in Rivers State. The specific objectives of the study were to:

1. Find the ways Information and Communication Technology (ICT) as an educational innovation enhances quality education delivery in tertiary institutions in Rivers State.
2. Examine the ways clinical supervision as an educational innovation contributes to the delivery of quality education in tertiary institutions in Rivers State.
3. Examine the ways Tertiary Education Trust Fund (TETFUND) as an educational innovation promotes quality education delivery in tertiary institutions in Rivers State.

Research Questions

The following research questions were answered in this study:

1. In what ways does Information and Communication Technology (ICT) as an educational innovation enhance quality education delivery in tertiary institutions in Rivers State?
2. In what ways does clinical supervision as an educational innovation contribute to the delivery of quality education in tertiary institutions in Rivers State?
3. In what ways does Tertiary Education Trust Fund (TETFUND) as an educational innovation promote quality education delivery in tertiary institutions in Rivers State?

Hypotheses

The following null hypotheses were tested in this study:

H₀₁: There is no significant difference between the mean ratings of lecturers and students on the ways Information and Communication Technology (ICT) as an educational innovation enhances quality education delivery in tertiary institutions in Rivers State.

H₀₂: There is no significant difference between the mean ratings of lecturers and students on the ways clinical supervision as an educational innovation contributes to the delivery of quality education in tertiary institutions in Rivers State.

H₀₃: There is no significant difference between the mean ratings of lecturers and students on the ways Tertiary Education Trust Fund (TETFUND) as an educational innovation promotes quality education delivery in tertiary institutions in Rivers State.

Significance of the Study:

The findings of this study would have immense benefits to the government, school administrators, lecturers and students in higher institutions of learning. The government would be guided on the form of educational innovations to introduce, the problems associated with these innovations and their contributions to quality education delivery in tertiary institutions. School administrators, lecturers and students would be equipped with innovative thinking and skills to effectively manage the changes and innovations which come with new demands.

Furthermore, the results of this study would serve as a reference material to scholars and researchers both locally and internationally. Those interested in carrying out studies in this area, would have the material and literature to rely upon and arouse further research interest in areas not covered by this study.

Methodology

This study adopted a descriptive survey design with a population of 2,800 lecturers and 16,000 students of the three public universities in Rivers State namely the University of Port Harcourt, the Rivers State University, and the Ignatius Ajuru University of Education. The sample size comprised 280 lecturers and 1,600 students. A validated 18-item instrument tagged "Educational Innovations for Quality Education Delivery in Tertiary Institutions Questionnaire (EIQEDTIQ)" developed by the researcher was used for data collection. Its reliability coefficient was established at 0.80 using Pearson r. 1,880 copies of questionnaires were administered out of which 1,786 copies (lecturers 262 and students 1,524) were retrieved. Data collected were analyzed using mean and standard deviation statistics to answer the research questions while z

–test statistics was used to test the null hypotheses at 0.05 level of significance. The weighted mean score of 2.50 served as the criterion mean. Items above the criterion mean were accepted.

Results:

The results obtained in this study after data analysis were presented and analyzed below:

Research question 1: In what ways does Information and Communication Technology (ICT) as an educational innovation enhance quality education delivery in tertiary institutions in Rivers State?

Table 1: Ways Information and Communication Technology (ICT) as an educational innovation enhances quality education delivery n tertiary institution in Rivers State.

S/N	Questionnaire Items	Lecturers N = 262		Students N = 1524		Mean Set $\bar{X}_L \bar{X}_S$	Remarks
		\bar{X}_L	SD _L	\bar{X}_S	SD _S		
1.	ICT provides higher interactive potentials for users to develop their creative ability.	3.78	0.46	3.30	0.50	3.54	Agreed
2.	Through ICT teachers are trained to develop competencies of carrying our effective searches s on the web.	3.47	0.69	3.22	0.68	3.35	Agreed
3.	Through ICT innovations, learners' motivation and engagement in the learning process is increased.	3.76	0.48	3.80	0.53	3.78	Agreed
4.	ICT enables people to have access to current student and school data.	2.39	1.59	2.61	1.03	2.50	Agreed
5.	ICT brings about higher quality lessons through collaboration between teachers in planning of school resources.	3.21	0.74	3.19	0.69	3.20	Agreed
6.	ICT encourages longer retention capacity of things learnt in schools.	1.82	0.79	1.74	0.68	1.78	Disagreed

7.	ICT brings greater efficiency in schools as communication channels are increased through the use of e-mail and discussion groups.	3.29	0.67	3.14	0.67	3.22	Agreed
	Aggregate mean and standard deviation	3.10	0.77	3.00	0.68	3.05	

S/N	Questionnaires Items	Lecturers	Students	Mean	Remarks
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The data on Table 1 showed that items 1,2,3,4,5 and 7 have weighted mean scores above the criterion mean of 2.50 and were agreed as ways ICT as an educational innovation enhance quality education delivery in tertiary institutions in Rivers State. Item 6 had a weighted mean score (1.78) below the criterion mean and was disagreed upon.

Research Questions 2: In what ways does clinical supervision as an educational innovation contribute to the delivery of quality education in tertiary institutions in Rivers State?

Table 2: Ways clinical supervision as an educational innovation contributes to the delivery of quality education in tertiary institutions in Rivers State.

		N = 262		N = 1524		Set	
		\bar{X}_L	SD _L	\bar{X}_S	SD _S	$\bar{X}_L\bar{X}_S$	
8.	Teachers are guided on how to use appropriate method of instruction.	3.10	0.90	3.28	0.77	3.19	Agreed
9.	Teachers are helped to effectively and efficiently manage/control their classes.	3.21	0.79	3.27	0.64	3.24	Agreed
10.	Teachers are guided on how to use appropriate instructional materials in teaching.	3.28	0.77	3.46	0.79	3.37	Agreed
11.	Teachers are guided on how to prepare and keep proper classroom records.	3.19	0.84	3.32	0.69	3.26	Agreed
12.	Teacher are guided on how to adequately prepare their lesson before actual teaching.	3.21	0.77	3.41	0.86	3.31	Agreed
13.	Teachers are stimulated and guided to do their Jobs better.	2.63	1.06	2.70	1.09	2.67	Agreed
Aggregate mean and standard deviation		3.10	0.86	3.24	0.81	3.17	

The data on Table 2 showed that items with serial number 8 – 13 have weighted mean scores above the criterion mean of 2.50 and were agreed as ways clinical supervision as an educational innovation contributes to the delivery of quality education in tertiary institutions in Rivers State.

Research Question 3: In what ways does Tertiary Education Trust Fund (TETFUND) as an educational invocation promote quality education delivery in tertiary institutions in Rivers State?

Table 3: Ways Tertiary education Trust Fund (TETFUND) as an educational innovation promotes quality education delivery in tertiary institutions in Rivers State.

S/N	Questionnaires Items	Lecturers		Students		Mean Set	Remarks
		N = 262		N = 1524			
		\bar{X}_L	SD _L	\bar{X}_S	SD _S	$\bar{X}_L\bar{X}_S$	
14.	TETFUND provides bursary for students in tertiary institutions of learning.	1.69	0.62	1.68	0.61	1.69	Disagreed
15.	It disburses funds in providing and maintaining physical infrastructure for teaching and learning.	3.34	0.60	2.92	0.90	3.13	Agreed
16.	It disburses funds for procuring of instructional materials and equipment in schools.	3.43	0.55	2.94	0.88	3.19	Agreed
17.	It provides funds for conducting researches and publications.	3.04	1.20	2.82	0.82	2.95	Agreed
18.	Funds disbursed by TETFUND are used for academic staff training and development.	3.47	0.54	3.26	0.71	3.37	Agreed
Aggregate mean and standard deviation		2.99	0.70	2.73	0.78	2.87	

The data on Table 3 showed that items 15, 16, 17 and 18 have weighted mean scores above the criterion mean of 2.50 and were agreed as ways TETFUND as an educational innovation promotes quality education delivery in tertiary institutions in Rivers State. Item 14 had a weighted means score (1.69) below.

Hypothesis 1

H₀₁: There is no significant difference between the mean ratings of lecturers and students on the ways Information and Communication Technology (ICT) as an educational innovation enhance quality education delivery in tertiary institutions in Rivers State.

Table 4: Comparison of the mean ratings of lecturers and students on the ways Information and Communication Technology (ICT) as an educational innovation enhances quality education delivery in tertiary institutions in Rivers State.

Respondents	N	\bar{X}	SD	DF	Z-Cal	Z-Crit.	Decision
Lecturers	262	3.10	0.77	1784	1.98	± 1.96	H ₀₁
Students	1524	3.00	0.68				Rejected

Table 4 showed the z-test of difference between the mean ratings of lecturers and students on the ways ICT as an educational innovation enhances quality education delivery in tertiary institutions in Rivers State. The z-test statistics calculated and used in testing the hypothesis stood at 1.98 while the z-critical stood at ± 1.96 , using 1784 degree of freedom at 0.05 level of significance. Since the calculated z-value was greater than the critical z-value, the null hypothesis of no significant difference between the mean ratings of lecturers and students on the ways ICT as an educational innovation enhances quality education delivery in tertiary institution in Rivers State was therefore rejected by the researcher.

Hypothesis 2

H₀₂: There is no significant difference between the mean ratings of lecturers and student on the ways clinical supervision as an educational innovation promotes quality education delivery in tertiary institutions in Rivers State.

Table 5: Comparison of the means of lecturers and students on the ways clinical supervision as an educational innovation promotes quality education delivery in tertiary institutions in Rivers State.

Respondents	N	\bar{X}	SD	DF	Z -Cal	Z-Crit.	Decision
Lecturers	262	3.10	0.86	1784	-2.46	± 1.96	H ₀₂
Students	1524	2.24	0.81				Rejected

Table 5 showed the z-test of difference between the mean ratings of lecturers and students on the ways clinical supervision as an educational innovation promotes quality education delivery in tertiary institutions in Rivers State. The z-test statistics calculated and used in testing the hypothesis stood at -2.46 while the z-critical stood at ± 1.96 , using 1784 degree of freedom at 0.05 level of significance. Since the calculated z-value was greater than the critical z-value, the null hypothesis of no significant difference between the mean ratings of lecturers and students on the ways clinical supervision as an educational innovation promotes quality education delivery in tertiary institutions in Rivers State was therefore rejected by the researcher.

Hypothesis 3

H₀₃: There is no significant difference between the mean ratings of lecturers and students on the ways Tertiary Education Trust Fund (TETFUND) as an educational innovation promotes quality education delivery in tertiary institutions in Rivers State.

Table 6: Comparison of the mean ratings of lecturers and students on the ways Tertiary Education Trust Fund (TETFUND) as an educational innovation promotes quality education delivery in tertiary institutions in Rivers State.

Respondents	N	\bar{X}	SD	DF	Z -Cal	Z-Crit.Decision
Lecturers	262	2.99	0.70	1784	5.46	± 1.96 H ₀₃
Students	1524	2.73	0.78			Rejected

Table 6 showed the z-test of difference between the mean ratings of lecturers and students on the ways Tertiary Education Trust Fund (TETFUND) as an educational innovation promotes quality education delivery in tertiary institutions in Rivers State. The z-test statistics calculated and used in testing the hypothesis stood at 5.46 while the z-critical stood at ± 1.96 , using 1784 degree of freedom at 0.05 level of significance. Since the calculated z-value was greater than the critical z-value, the null hypothesis of no significant difference between the mean ratings of lecturers and students on the ways TETFUND as an educational innovation promotes quality education delivery in tertiary institutions in Rivers State was therefore rejected by the researcher.

Discussion of Findings

On the ways ICT as an educational innovation enhance quality education delivery in tertiary institutions, this study discovered that ICT provides higher interactive potentials for user to develop their creative ability. This discovery is in tandem with Ejesu's (2015) assertion that ICT as an educational technology provides higher interactive potential for the users to develop their individual, intellectual and creative ability. This study also discovered that through ICT teachers are trained to develop competence of carrying out effective searches on the web. In support of this finding is Camilus (2015) who opined that the introduction of ICT has enhanced the access to library and research materials. Therefore, teachers are, trained to

develop competencies of carrying out effective searches on the web and other electronic database in order to enhance the performance of their professional work role.

The findings of this study further revealed that through ICT innovations, learners' motivation and engagement in the learning process is increased. This finding conforms to the assertion of ICT Advantages and Disadvantage (2011) that as an educational innovation in teaching and learning, ICT has enhanced the delivery of quality education by increasing the engagement and motivation of learners. The study also revealed from its findings that ICT enables people have access to current student and school data; and ICT brings about higher quality lessons through collaboration between teachers in planning of school resources. In collaboration with these findings is ICT Advantages and Disadvantages (2011) assertion that ICT enables people have access to current student and school data at anytime and anywhere and brings about higher quality lessons through collaboration between teachers in planning of school resources.

On the ways clinical supervision as an educational innovation contribute to the delivery of quality education in tertiary institutions, this study discovered in its findings that teachers are, guided on how to use appropriate methods of instruction; and helped to effectively and efficiently manage/control their classes. Supporting this is the view of Arogundade (2009) who posited that one of the ways of ensuring quality education is for teachers in institutions of learning to use appropriate methods of instruction. Furthermore, Ukala and Nwabueze (2015) asserted that an important aspect of teaching is classroom management/control. A teacher who does not possess the ability to manage or control his classroom cannot disseminate instructions successfully.

The findings also revealed that teachers are, guided on how to use appropriate instructional materials for teaching; guided on how to prepare and keep proper classroom records; and to adequately prepare their lesson before actual teaching. In support of these findings, Onyemerekeya in Oriji (2016) commented that the use of instructional materials is very necessary as there is no lesson, irrespective of its content that does not require an instructional material to enhance the teaching-learning process. Okpetu and Peretomode (2009) averred that in order to make decision affecting the day-to-day operations of the classroom, teachers rely on information that is captured on records; and Abraham (2002) asserted that no good teacher goes to teach without first and foremost preparing adequately for that lesson. The findings furthermore revealed that teachers are stimulated and guided to do their jobs better. Affirming this finding is Ogbonnaya in Ogbonnaya (2010), who asserted that through the process of supervision, teachers are stimulated, helped, advised and guided to do their jobs better.

On the ways TETFUND as an educational innovation promotes quality education delivery in tertiary institutions, the findings of this study revealed that TETFUND disburses funds used in providing and maintaining physical infrastructure for teaching and learning. It disburses funds for procuring of instructional materials and equipment in schools; provides funds for conducting researches and publications; and the funds disbursed by TETFUND are used for

academic staff training and development, and other critical and essential projects agreed by the Board of Trustees capable of improving the quality and maintenance of standards in the public educational institutions across Nigeria.

The findings of this study revealed in Table 4, 5 and 6 that there were significant differences between the mean ratings of lecturers and students on the ways ICT as an educational innovation enhance quality education delivery in tertiary institutions; on the ways clinical supervision as an educational innovation contribute to the delivery of quality education in tertiary institutions; and on the ways TETFUND as an educational innovation promote quality education delivery in tertiary institutions in Rivers State. The presence of significant differences in the lecturers' and students' ratings is attributed to the difference in status, political and economic consciousness between lecturers and students.

Conclusion

In the contemporary period, educational innovations are contributing immensely to the delivery of quality education in tertiary institutions of learning across Nigeria. Today, computers perform a host of functions in teaching and learning, as schools are adding computer literacy as skills students will need for succeeding in this technologically developed world. Teachers are, clinically supervised to identify solutions to problems, improve practice and increase understanding of professional issues; and funds are, disbursed through TETFUND to provide and maintain physical infrastructure, instructional materials and equipment for teaching and learning.

Recommendations

Based on the conclusion of this study, the following recommendations were made:

1. Government should have a critical examination of the forms of innovations they should introduce in the tertiary educational system in order to enhance the delivery of quality standards in higher institutions of learning.
2. Government should adequately fund educational innovation agencies/programmes and provide reliable statistical data in order to promote the attainment of quality education in tertiary institutions.
3. Finally, Supervisory bodies and administrators of tertiary institutions should ensure the clinical supervision of faculty in order to improve the competence of teaching staff for effective dissemination of instructions.

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