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Research Article

Assessment of Techniques for Monitoring the Implementation of the Dual Mandate Policy in Federal Colleges of Education in North Central Nigeria

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Abstract

This study assessed techniques for monitoring the implementation of the dual mandate policy in Federal Colleges of Education in North Central Nigeria, focusing on monitoring practices, their effectiveness in ensuring compliance, and the role of regulatory agencies. A descriptive survey design was adopted, with 287 academic staff selected through multistage sampling from a population of 5,738 across five Federal Colleges of Education. Data were collected using the validated *Monitoring Techniques for Implementation of Dual Mandate Questionnaire (MTIDMQ)*, with a Cronbach's alpha reliability coefficient of 0.83. Mean and standard deviation were used for data analysis. Findings revealed that supervisory visits, internal quality assurance assessments, staff appraisals, and external accreditation were key monitoring techniques and were effective in promoting compliance with policy guidelines. The NUC and NCCE also played significant roles in regulatory oversight. The study concluded that effective monitoring and regulatory oversight strengthen compliance, accountability, educational quality, and the institutional sustainability of the dual mandate. It recommended technology-supported monitoring, capacity development for monitoring personnel, alignment with NUC/NCCE benchmarks, and stronger compliance mechanisms.

Keywords: monitoring techniques, dual mandate policy, quality assurance, regulatory compliance, institutional sustainability.

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Introduction

Education remains a critical instrument for national development, with tertiary education contributing through teaching, research, community service, and the development of skilled manpower [1]. Within Nigeria's education system, teacher education occupies a strategic position because the quality of education is closely linked to the quality of teachers. Federal Colleges of Education (FCOEs), traditionally established to provide the Nigeria Certificate in Education (NCE), have consequently undergone reforms in response to changing educational demands and declining enrolment.

One major reform is the Dual Mandate Policy, introduced following the enactment of the Federal Colleges of Education Act, 2023, which empowers FCOEs to award both the NCE and Bachelor's Degrees in Education. The policy seeks to improve teacher preparation, expand access to higher education, reduce dependence on university affiliations for degree programmes, and enhance the relevance of Colleges of Education within the national education system [2]. Its successful and sustainable implementation, however, depends on effective monitoring to ensure that expanded academic responsibilities do not compromise established educational and regulatory standards.

Monitoring provides a systematic process for assessing institutional performance, identifying implementation gaps, and ensuring compliance with policy requirements [3]. In implementing the dual mandate, monitoring encompasses curriculum delivery, staff readiness, infrastructure, admission standards, and quality assurance requirements established by relevant regulatory authorities [4,5]. Reliable institutional information and timely data are equally important for effective monitoring, planning, and decision-making [6,7]. Techniques such as performance appraisal, periodic supervision, progress reporting, evaluation meetings, and feedback mechanisms can therefore help institutions maintain academic standards while implementing both NCE and degree programmes [8].

In practice, monitoring involves both internal and external mechanisms. Internal quality assurance units and academic boards monitor curriculum delivery, staff performance, and programme compliance [9], while regulatory agencies undertake accreditation, inspection, and compliance assessments [10]. Progress reports, student evaluations, and staff appraisals further provide information for identifying implementation gaps [11]. Technology-supported information systems can also strengthen administrative data management and facilitate systematic institutional monitoring [6,7]. Consistent and development-oriented monitoring has been associated with improved academic quality, staff performance, institutional accountability, and compliance with educational reforms [12,4]. Weak regulatory oversight and institutional management, conversely, can constrain effective service delivery in tertiary institutions [1].

Regulatory oversight is therefore central to the effective implementation of the dual mandate. The National Commission for Colleges of Education (NCCE) establishes minimum standards and oversees NCE programmes [13], while the National Universities Commission (NUC) provides oversight for degree programmes through resource verification, accreditation, and enforcement of national university standards [14]. These agencies, alongside institutions such as JAMB and TETFund, contribute to curriculum

harmonization, staffing adequacy, infrastructure, and admission standards [12]. Such oversight is necessary to expand access without compromising academic quality and institutional integrity [15], while ethical and professionally competent supervision further contributes to educational quality [16]. Against this background, this study assesses the techniques used for monitoring the implementation of the dual mandate policy, their effectiveness in ensuring compliance, and the role of regulatory agencies in Federal Colleges of Education in North Central Nigeria.

Research Questions

This study was guided by the following research questions:

1. What are the existing techniques used for monitoring the implementation of the dual mandate policy in Federal Colleges of Education in North Central, Nigeria?
2. What is the level of effectiveness of monitoring techniques in ensuring compliance with implementation of dual mandate policy guidelines in Federal Colleges of Education in North Central, Nigeria?
3. What is the role of regulatory agencies (such as NUC and relevant bodies) in monitoring compliance with dual mandate implementation in Federal Colleges of Education in North Central, Nigeria?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant level of effectiveness of monitoring techniques in ensuring compliance with implementation of dual mandate policy guidelines in Federal Colleges of Education in North Central, Nigeria.
2. There is no significant role of regulatory agencies (such as NUC and relevant bodies) in monitoring compliance with dual mandate implementation in Federal Colleges of Education in North Central, Nigeria.

Methodology

The study adopted a descriptive survey research design. The population comprised 5,738 academic staff from five Federal Colleges of Education in North Central Nigeria. A sample of 287 respondents, representing 5% of the population, was selected using a multistage sampling procedure. Data were collected using a researcher-developed questionnaire titled *Monitoring Techniques for Implementation of Dual Mandate Questionnaire (MTIDMQ)*. The instrument comprised three clusters: Cluster A addressed

existing techniques used to monitor the implementation of the dual mandate policy; Cluster B assessed the effectiveness of monitoring techniques in ensuring compliance with the implementation of the dual mandate; and Cluster C examined the role of regulatory agencies in monitoring dual mandate implementation in Federal Colleges of Education.

The instrument was validated by three experts from Federal Colleges of Education in North Central Nigeria. Its reliability was established using Cronbach's alpha based on responses from 30 academic staff of the Federal College of Education, Okene, Kogi State, yielding a reliability coefficient of 0.83. The instrument employed a four-point rating scale: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1.

Mean and standard deviation were used to answer the research questions. A criterion mean of 2.50 was adopted, such that mean scores of 2.50 and above indicated agreement, while mean scores below 2.50 indicated disagreement. Chi-square was used to test the hypotheses at the 0.05 level of significance. The decision rule was that a hypothesis was rejected when the p-value was less than 0.05; otherwise, the hypothesis was not rejected.

Results and Discussion

Research Question 1: What are the existing techniques used for monitoring the implementation of the dual mandate policy in Federal Colleges of Education in North Central, Nigeria?

Table 1. Mean and Standard Deviation Rating on the Existing Techniques used for Monitoring the Implementation of the Dual Mandate Policy in Federal College of Education in North Central, Nigeria.

S/No	Item Description	N	SA	A	D	SD	$\bar{X}$	*SD*	Decision
1	Regular supervisory visits are conducted to monitor the implementation of the dual mandate policy in the college.	216	79	72	37	28	3.06	0.81	Agree
2	Internal quality assurance units actively assess compliance with the dual mandate policy.	216	90	53	45	28	3.07	0.83	Agree
3	Periodic staff appraisal is used as a technique for monitoring the effectiveness of dual mandate implementation.	216	79	67	38	32	3.04	0.84	Agree
4	External accreditation bodies are involved in evaluating the	216	86	62	41	27	3.35	0.89	Agree

	implementation of the dual mandate policy.								
5	Feedback from students is systematically collected and used to monitor the implementation of the dual mandate policy.	216	106	63	20	27	3.02	0.89	Agree
	Cluster Mean						**3.90**		**Agree**

Source: Field Work, 2026

Table 1 indicates the Mean response values of items 1-5 as 3.06, 3.07, 3.04, 3.35, 3.02 and a cluster mean of 3.90 with a corresponding Standard Deviation values of 0.81, 0.83, 0.84, 0.89 and 0.89 respectively. All the mean response values are above the criterion mean of 2.50. This implies that the respondents agreed that regular supervisory visits are conducted to monitor the implementation of the dual mandate policy in the college, internal quality assurance units actively assess compliance with the dual mandate policy, periodic staff appraisal is used as a technique for monitoring the effectiveness of dual mandate implementation, external accreditation bodies are involved in evaluating the implementation of the dual mandate policy and feedback from students is systematically collected and used to monitor the implementation of the dual mandate policy are the technique used for monitoring implementation of dual mandate policy in Federal Colleges of Education in North Central, Nigeria. The Cluster Mean value of 3.90 was above the mean cut-off point of 2.50. This shows that all the techniques are used in monitoring implementation of dual mandate policy in Federal Colleges of Education in North Central, Nigeria.

Research Question 2: What is the level of effectiveness of monitoring techniques in ensuring compliance with implementation of dual mandate policy guidelines in Federal Colleges of Education in North Central, Nigeria?

Table 2. Mean and Standard Deviation Rating on the Level of Effectiveness of Monitoring Compliance with Implementation of the Dual Mandate Policy in Federal Colleges of Education in North Central, Nigeria.

S/No	**Item Description**	N	**SA**	**A**	**D**	**SD**	$\bar{X}$	***SD***	**Decision**
6	Regular supervision of academic and technical programmes ensures compliance with dual mandate policy guidelines in the college.	216	76	69	43	28	3.00	0.89	Agree

7	Periodic monitoring visits by regulatory bodies enhance adherence to dual mandate requirements.	216	115	52	18	31	3.02	0.88	Agree
8	Internal monitoring committees effectively track the implementation of both teaching and technical training components.	216	83	67	37	29	2.96	0.85	Agree
9	The use of performance reports helps in identifying gaps in compliance with dual mandate policy guidelines.	216	94	57	38	27	3.03	0.84	Agree
10	Feedback from monitoring exercises is adequately utilized to improve compliance with the dual mandate policy.	216	90	73	29	24	3.12	0.98	Agree
	Cluster Mean						**3.03**		**Agree**

Source: Field Work, 2026

Table 2 indicates the Mean response values of items 6-10 as 3.00, 3.02, 2.96, 3.03, 3.12 and a cluster mean of 3.03 with a corresponding Standard Deviation values of 0.89, 0.88, 0.85, 0.84 and 0.98 respectively. All the mean response values are above the criterion mean of 2.50. This implies that the respondents agreed that regular supervision of academic and technical programmes ensures compliance with dual mandate policy guidelines in the college, periodic monitoring visits by regulatory bodies enhance adherence to dual mandate requirements, internal monitoring committees effectively track the implementation of both teaching and technical training components, the use of performance reports helps in identifying gaps in compliance with dual mandate policy guidelines and feedback from monitoring exercises is adequately utilized to improve compliance with the dual mandate policy. The Cluster Mean value of 3.03 was above the mean cut-off point of 2.50. This shows high level of effectiveness of monitoring techniques in ensuring compliance with implementation of dual mandate policy guidelines in Federal Colleges of Education in North Central, Nigeria.

Research Question 3: What is the role of regulatory agencies (such as NUC and relevant bodies) in monitoring compliance with dual mandate implementation in Federal Colleges of Education in North Central, Nigeria?

Table 3. Mean and Standard Deviation Rating on the Role of Regulatory Agencies (Such as NUC and relevant bodies) in Monitoring Compliance with Implementation of the Dual Mandate Policy in Federal Colleges of Education in North Central Nigeria.

S/No	Item Description	N	SA	A	D	SD	$\bar{X}$	*SD*	Decision
11	There is adequate collaboration between the college management and regulatory agencies in ensuring compliance.	216	76	69	43	28	3.10	0.81	Agree
12	Regulatory agencies support the institution through capacity-building and advisory services for dual mandate implementation.	216	115	52	18	31	3.22	0.80	Agree
13	Sanctions are appropriately applied by regulatory agencies when the college fails to meet dual mandate requirements.	216	83	67	37	29	2.96	0.82	Agree
14	Regulatory bodies ensure that the college maintains the required balance between teacher education and technical training functions.	216	94	57	38	27	3.33	0.87	Agree
15	Guidelines provided by regulatory bodies are clear and adequate for implementing the dual mandate.	216	90	73	29	24	3.22	0.68	Agree
	Cluster Mean						**3.07**		**Agree**

Source: Researcher's Field Work, 2026

Table 3 indicates the Mean response values of items 6-10 as 3.10, 3.22, 2.96, 3.13, 3.22 and a cluster mean of 3.07 with a corresponding Standard Deviation values of 0.81, 0.80, 0.82, 0.87 and 0.68 respectively. All the mean response values are above the criterion mean of 2.50. This implies that the respondents agreed there is adequate collaboration between the college management and regulatory agencies in ensuring compliance, regulatory agencies support the institution through capacity-building and advisory services for dual mandate implementation, sanctions are appropriately applied by regulatory agencies when the college fails to meet dual mandate requirements, regulatory bodies ensure that the college maintains the required balance between teacher education and technical training functions and guidelines provided by regulatory bodies are clear and adequate for implementing the dual mandate. The Cluster Mean value of 3.07 was above the mean cut-off point of 2.50. This shows the role of regulatory

agencies (such as NUC and relevant bodies) in monitoring compliance with dual mandate implementation in Federal Colleges of Education in North Central, Nigeria.

Test of hypotheses

Hypothesis 1: There is no significant level of effectiveness of monitoring techniques in ensuring compliance with implementation of dual mandate policy guidelines in Federal Colleges of Education in North Central, Nigeria.

Table 4. Chi-square of Significant Level of Effectiveness of Monitoring Techniques in Ensuring Compliance with Implementation of Dual Mandate Policy Guidelines in Federal Colleges of Education in North Central, Nigeria.

Responses	Observed Frequency	Expected Frequency	Df	χ^2	*P*	Decision
SA	89	54				
A	67	54	3	259.709	0.000	Significant
D	38	54				
SD	22	54				

Source: Field Work 2026

Table 4 shows (χ^2=3, 259.709, P=0.000). Since P<0.05, thus the null hypothesis which states that there is no significant level of effectiveness of monitoring techniques in ensuring compliance with implementation of dual mandate policy guidelines in Federal Colleges of Education in North Central, Nigeria was rejected. This implies that there is significant high level of effectiveness of monitoring techniques in ensuring compliance with implementation of dual mandate policy guidelines in Federal Colleges of Education in North Central, Nigeria.

Hypothesis 2: There is no significant role of regulatory agencies (such as NUC and relevant bodies) in monitoring compliance with dual mandate implementation in Federal Colleges of Education in North Central, Nigeria.

Table 5. Chi-square of Significant Role of Regulatory Agencies (Such as NUC and Relevant Bodies) in Monitoring Compliance with Dual Mandate Implementation in Federal Colleges of Education in North Central, Nigeria.

Responses	Fo	Fe	Df	χ^2	*P*	Decision
SA	102	54				
A	67	54	3	26.782	0.000	Significant
D	28	54				

SD	19	54

Source: Field Work 2026

Table 5 shows (χ^2=3, 226.782, P=0.000). Since P<0.05, the null hypothesis which states that there is no significant role of regulatory agencies (such as NUC and relevant bodies) in monitoring compliance with dual mandate implementation in Federal Colleges of Education in North Central, Nigeria was rejected. This implies that there is a significant role of regulatory agencies (such as NUC and relevant bodies) in monitoring compliance with dual mandate implementation in Federal Colleges of Education in North Central, Nigeria.

Discussion of Findings

The first finding showed that regular supervisory visits, internal quality assurance assessments, staff appraisals, external accreditation, and systematic student feedback are key techniques used to monitor the implementation of the dual mandate policy in Federal Colleges of Education in North Central Nigeria. This finding aligns with [9], which noted that institutional mechanisms such as quality assurance units and academic boards oversee curriculum delivery, staff compliance, and programme alignment with dual certification requirements. Similarly, the NUC [10] affirmed that external monitoring is conducted through accreditation visits, inspections, and compliance assessments to ensure adherence to academic and infrastructural standards, supported by periodic institutional reports on implementation progress. The finding is further consistent with the NCCE [11], which emphasized the role of stakeholder feedback, including student evaluations and staff appraisals, in assessing effectiveness and identifying implementation gaps. The emphasis on regular supervision and quality assurance is also consistent with [16], which underscores the importance of ethical and professionally competent supervision for educational quality. In addition, [1] highlights weak regulatory agencies and institutional management among the challenges to effective tertiary-level service delivery.

The second finding showed a significant high level of effectiveness of monitoring techniques in ensuring compliance with dual mandate policy guidelines in Federal Colleges of Education in North Central Nigeria. Regular supervision of academic and technical programmes promotes compliance with policy guidelines, while periodic monitoring visits by regulatory bodies strengthen adherence. Internal monitoring committees track teaching and technical training components, performance reports help identify compliance gaps, and feedback from monitoring exercises contributes to improved adherence. This finding is consistent with [17], which found that strong monitoring and supervision systems enhance academic quality, improve teaching practices, and strengthen institutional accountability through internal quality assurance units, ICT-enabled tracking systems, and periodic external assessments. It also aligns with [12], which reported that consistent and development-oriented monitoring fosters compliance with educational reforms, enhances staff performance, and reduces deviations from policy expectations. Systematic monitoring reports and feedback

may further be strengthened through management information systems, which support institutional planning, decision-making, staff administration, and data management [6].

The third finding showed that regulatory agencies play a significant role in monitoring compliance with dual mandate implementation in Federal Colleges of Education in North Central Nigeria. This includes collaboration between college management and regulatory agencies, capacity-building and advisory services, enforcement of sanctions, maintenance of appropriate programme standards, and provision of implementation guidelines. This finding aligns with the NCCE [13], which emphasizes its role in setting minimum standards, accrediting NCE programmes, ensuring compliance with teacher education policies, and supervising dual mandate implementation. It is also consistent with [15], which established that accreditation visits, monitoring, and policy enforcement enable regulatory bodies to expand access to teacher education without compromising academic quality or institutional integrity. The finding further points to the importance of reliable administrative information, as management information systems can improve communication and personnel management and thereby support coordination between institutional managers and oversight bodies [7].

Conclusion

The study concluded that effective monitoring techniques and regulatory oversight are essential to the successful implementation of the dual mandate policy in Federal Colleges of Education in North Central Nigeria. Regular supervisory visits, internal quality assurance assessments, staff appraisals, and external accreditation constitute important mechanisms for monitoring implementation and ensuring compliance with established policy and regulatory standards. The findings further demonstrate the important role of regulatory agencies, particularly the National Universities Commission (NUC) and the National Commission for Colleges of Education (NCCE), in promoting compliance and maintaining quality standards in the implementation of the dual mandate.

Effective monitoring, however, extends beyond immediate regulatory compliance. By strengthening quality assurance, accountability, and consistency in policy implementation, monitoring mechanisms can contribute to the long-term institutional sustainability of the dual mandate. This is particularly important as Federal Colleges of Education assume expanded academic responsibilities under the policy. Sustaining the dual mandate therefore requires continuous monitoring, effective regulatory coordination, institutional capacity development, and adherence to established quality standards to ensure that policy expansion does not compromise the quality of teacher education and other academic programmes.

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