Students Evaluation of Teaching Effectiveness and Guidance and Counselling Services Towards Quality Assurance in Public and Private Universities in South East Zone Nigeria

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ABSTRACT *The seeming decline in the quality of university education in Nigeria necessitated this study on Students evaluation of teaching effectiveness and guidance and counseling services towards quality assurance in public and private universities in south east geo-political zone of Nigeria. The study adopted the descriptive survey research design. Two research questions and two hypotheses guided the study. The population of the study comprised 21,639 respondents made up of students admitted during the 2011/2012 academic session in the 74 faculties and 413 departments of the 13 universities (five public and eight private) in the south-east geo political zone, Nigeria. The sample of the study comprised of 1, 170 students from the four universities sampled. The sample was composed through multi-stage sampling. Questionnaire developed by the researchers titled "Questionnaire on Internal Measures for Quality Assurance" (SQIMFQA). was the instrument used for data collection. The instrument was validated by three experts, one in Educational measurement and evaluation and the others in Educational planning from the departments of Educational foundations and Educational Management and Policy all in the faculty of Education Nnamdi Azikiwe University, Awka. The Cronbach's alpha method was used to determine the internal consistency of the items and this yielded a result of 0.74. The researcher with the help of three research assistants distributed and successfully collected all the 1,170 copies of the questionnaire administered. The research questions were analyzed using the mean, while the hypotheses were tested using z-test at 0.05 level of significance. It was found out that students' evaluation of teaching effectiveness and guidance and counseling services were not adequately employed in both public and private universities in the south-east geo-political zone of Nigeria towards quality assurance. Based on the findings of the study, recommendations were made.*

Introduction

The persistence decline in the quality of university education in Nigeria can be deduced from the status of web metric world ranking of universities . According to the web metric rankings (2014), there is no Nigerian University (public or private) among the first 24 universities in Africa and among the first 1, 600(one thousand, six hundred) in the world. There is no university (public or private) in the south east geopolitical zone of Nigeria listed among the first 70 in the 2014African ranking of universities. The first ranked Nigeria public university occupies 25th, while the first ranked Nigerian private university in the African rankings of universities occupies the 94th position out of the first 100 in Africa (web metric University rankings, 2014).

In as much as one cannot be absolute about the quality implied in the world university ranking, it however does show a trend of relative qualities among countries. From the rankings, it is obvious that the quality of university education in Nigeria is on the decline. The scenario appears worrisome when viewed against the background that Nigeria once served as the hub of university education in the west-African sub-region, and indeed in Africa as a whole; and also from the standpoint of the rationale behind the establishment of university education in Nigeria among which is to maintain quality. Igbogbor (2012) maintained that certificates obtained in Nigeria are now subjected to further tests outside the country and further emphasized that the educated and the wealthy Nigerians now send their children to other African countries to get what they adjudge to be better education. This tends to negate the tenets of university education which is essentially an or-

ganisation established to produce quality workforce for national development. The provision of the much needed manpower to accelerate the growth and development of the economy has been said to be the main relevance of university education in Nigeria (Ibukun, 1997). The goals of tertiary education in Nigeria were aptly spelt out by the Federal Government of Nigeria in the National Policy on Education (2009, p38) as follows, to:

a. contribute to national development through high level manpower training.
b. develop and inculcate proper values for the survival of the individual and society.
c. develop the intellectual capability of individual to understand and appreciate their local and external environments.
d. acquire physical, intellectual, technical and professional skills, which will enable the individuals to be self-reliant and useful members of the society.
e. promote and encourage scholarship, entrepreneurship and community service.
f. forge and cement national unity; and
g. promote national and international understanding and interaction"

It is in recognition of this that the Nigeria government commits immense resources to ensure the provision of university education for its citizens and also tailored their policies towards ensuring that education is made accessible to the generality of its citizenry. Since the inception of university education in Nigeria in 1955 with only one university (University of Nigeria, Nsukka), and its formal open-

ing on 7th October 1960, the demand for university education has been on the increase. In order to take care of the increasing demand for university education, the Federal Government of Nigeria then involved private individuals and organization in the provision of university education in Nigeria. Today, there is a total number of 125 (one hundred and twenty five) accredited universities in Nigeria (37 federal, 38 state and 50 private universities (National Universities Commission (NUC, 2014).

Public universities are referred to as those universities owned by the government (state or federal government), and are funded by the government through grants for personnel costs; research funding and capital expenditure (Odebiyi & Aina, 2009). Public universities had a near monopoly in providing university education in Nigeria until 1999 when private individuals and organisations were given license to provide university education (Ajadi, 2010). According to Belfed and Lerin (2003), private universities are non- public or independent universities who do not receive fund from government and are usually administered by denominational or secular boards; including universities operated by individuals for profit. Ndebbio (1983), and Olaniyan (2001) also referred to private universities as those universities that are solely owned, financed and managed by private individuals with the intention to recover cost within a short time and make profit. The need for private universities in Nigeria according to Ajadi (2010) has been enhanced by a number of factors which include; a burgeoning demand from students for access and the inability of the public universities to satisfy the growing social demand for university education; the declining capacity of public universities; the retrenchment of public servants and incessant strikes by Acadamic Staff Union of Universities (ASUU); emphasis on and need for a highly skilled labour force that target the local market; and interest by foreign providers. Okebukola (2004) maintained that the establishment of private universities would go a long way in assisting those who fail to secure admission into public universities.

The increase in the demand for university education and the involvement of private individuals in the provision of university education in Nigeria has raised a question at the extent to which quality is being assured in the system. Ensuring that quality education is handed down to the students has thus become one of the central issues accorded priority in the recent educational reform going on worldwide. Quality assurance therefore seems to have become the mechanism used in achieving quality education. Quality education according to Mosha (1997) is measured by the extent to which the training received from an institution enables the recipient to think clearly, independently and analytically to solve relevant societal problems in any given environment. Assuring quality in the Nigerian university system is therefore indispensable if excellence is required for the human resource base needed to catapult Nigeria into an enviable position it ought to occupy. Quality in education is a multidimensional concept which should embrace all functions and activities: teaching and academic programmes, research and scholarship, staffing, students, building, facilities, equipment, services to the community and academic environment (United Nations Educational Scientific Cultural Organization (UNESCO, 1998). The concern about quality according to Maduewesi (2005) is uppermost in educational discourse all over the world. The stakeholders are conscious to see that educational institutions deliver what they should deliver and that what they deliver, produce desirable outcome, this brought

about the concept of quality assurance into the university education system.

Quality assurance is concerned with consistently meeting product specification or getting things right, first time and every time. Quality assurance in the university system implies the ability of the institutions to meet the expectations of the users of manpower in relation to quality of skills acquired by their outputs (Ajayi & Akindutire, 2007). Furthermore, quality assurance in the university education can be said to be the ability of the universities to meet certain criteria relating to academic matters, staff-student ratio, staff mix by rank, staff development, physical facilities, funding and adequate library facilities. The adequacy of various inputs in the university systems in terms of quality and quantity exercises tremendous influence on quality assurance in the university system. According to NUC (2007), quality assurance is a key component of successful internationalization mechanism for building institutional reputation in a competitive local and global arena and necessary foundation for consumer protection. Many scholars have posited that students evaluation of teaching effectiveness and adequate provision of guidance and counseling services helps to ensure quality. Zerihun, Beishuizem and Willem (2012) maintained that the objective of teaching is students' learning, assessing the impact of teachers' support on learning has been considered a major indicator of teaching quality in higher education institutions and students' evaluation of teachers' behavior is considered as evidence of the quality of teaching. Every nation and its university graduates are competing in an environment shaped by its own local and national needs as well as international expectations and standards. It is therefore pertinent for the individual universities to assess their own systems in that context and strive to set appropriate standards of their own, which also will draw on and reflect the unique history, needs and expectations of the nation. In the light of this, universities from inception ought to design an avenue through which students will be allowed to evaluate teaching effectiveness of their lectures with a view of using the outcome for formative purposes. Guidance and counseling according to Odeck (1997) cited in Iyeke and Fakroghe (2012) is one of the factors which can positively influence internal efficiency of tertiary institutions Omoni (2012) maintained that school based counseling services are capable of assisting students to understand the variety, depth and breadth of personal and interpersonal experience available and actions necessary for self and societal goal attainment, towards ensuring quality.

Despite the efforts and the availability strategies such as provision of guidance and counseling services and opportunity for students to evaluate the teaching effectiveness of their lectures with a view to enhancing learning in Nigeria universities and the external functions of the NUC through the use of Minimum Academic Standard (MAS) document, accreditation and other measures put in place to ensure qualitative university education, both public and private universities in Nigeria seem to have lost their reputation in offering quality university education to the citizenry (Omoregie, 2008). Prior to 1999 there were only 36 universities in Nigeria (25 federal and 11 State owned) and no private university. Today, private universities are more in number than the government owned universities. Bearing in mind the rationale behind the establishment of private universities, one would think that by now, the issue of poor quality university education in Nigeria should have been reduced to the barest minimum. A number of questions then come up

regarding this issue; is it that the government and private owned universities in Nigeria are not keen on employing the internal measures towards ensuring quality in university education? or is it that the nature of ownership of universities is detrimental to their ensuring quality education? It is against this background that the researcher considered it worthwhile to find out if students evaluate teaching effectiveness of their lectures and adequate guidance and counseling services provided towards quality assurance in public and private universities in the south-east geopolitical zone of Nigeria.

Statement of the Problem

Due to the seemingly declining quality in university education in recent years, the accolades attached to Nigerian university education seem to be fading away. Flood of criticisms becloud the admissions procedures as standards for new student intake in Nigerian Universities seem to be lowered. There have been many reported cases of examination malpractice as students' evaluation process do not seem to be standardized; guidance and counseling services in Nigeria Universities seem to be inadequate as most students seem confused and not well guided on how to go about their academic matters and challenges. Nigeria Employers Consultative Association ((NECA) 2000) asserted that companies were not recruiting but adopting employment protection strategies due to the very poor quality graduates produced in Nigeria, who do not meet the demands of the industries. NUC (2004) assessment study on the labour market expectations of graduates from Nigerian universities revealed that there were scores of unemployed graduates roaming the streets and more embarrassingly, those who were lucky to secure employment had to undergo remedial training in order to bridge the huge knowledge and skill gaps leftover from university training. This tends to negate the tenets of university which is essentially an institution established to produce quality workforce for national development.

The recent developments in the Nigerian university system and its poor rankings in Africa and the world in general indicate that all is not well as expected with ensuring quality in the Nigeria university system. In as much as one cannot be absolute about the quality implied in the university rankings, it does however show a trend of relative qualities among countries. One may therefore begin to wonder what could be responsible for the state of quality decline in Nigeria Universities. Could it be that individual universities do not in addition or as a follow up of the accreditation by the NUC employ and make adequate use of other strategies such as students evaluating teaching effectiveness of their lecturers towards ensuring quality in the education they offer? If these trends go on unabated, the Nigeria university education might end up in a mess as regards quality assurance. These and other related problems necessitated this present study.

Purpose of the Study

Specifically, this study was designed to find out the following:

1. Areas students evaluate teaching effectiveness of lecturers in public and private universities in south-east geopolitical zone for quality assurance
2. Guidance and counseling services used in public and private universities in south-east geopolitical zone for quality assurance

Research Questions

The following research questions guided the study:

1. What are the areas students evaluate teaching effectiveness of lecturers in public and private universities in south-east geopolitical zone towards quality assurance?
2. What are the guidance and counseling services provided in public and private universities in south-east geopolitical zone towards quality assurance?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of students in public and private Universities in South East geopolitical zone of Nigeria on the areas they evaluate the teaching effectiveness of their lecturers.
2. There is no significant difference in the mean ratings of students in public and private Universities in South East geopolitical zone of Nigeria on the guidance and counseling services provided for them.

Methodology
Research Design

The study adopted the descriptive survey research design. According to Akuezuilo and Agu (2003), descriptive research design describes and interprets what is; seeks to find out the conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing.

Population of the Study

The population of the study consists of 21,639 third year students admitted in the 2011/2012 academic session in the 74 faculties and 413 department in all the 13 Universities (5 public and 8 private) in the south-east geopolitical zone of Nigeria. (Source: Personnel departments and websites of the Universities under study and the Department of Students' Support Services NUC, 2013).

Sample and Sampling Techniques

The sample for this study comprised of 1, 170 respondents made up of students sampled from four Universities (two public and two private universities). The sampling was composed through multi-stage. Simple random sampling technique was used in selecting two states out of the five states in the south-east geopolitical zone of Nigeria. Stratified random sampling technique was used to stratify the universities in the two states sampled into public (two public universities) and private (seven private universities). The two public universities in the two states sampled were used for the study, while simple random sampling technique was used to select two universities from the seven private Universities in the two States sampled. Furthermore, simple random sampling technique was used to sample five students each from the 234 departments in the four universities sampled.

Instrument for Data Collection

The instrument used for data collection was a questionnaire developed by the researchers. The questionnaire is titled "Students' Questionnaire on Internal Measures for Quality Assurance" (SQIMFQA). It is divided into three sections namely; Sections: A, B and C. Section A sought information on the students' demographic data. Section B elicited information on the areas students evaluate teaching effectiveness of their lecturers in their individual universities and it contained 21 items. Section C

collected data on guidance and counseling services and it contains 10 items. The questionnaire was structured on "Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) response pattern.

Validation of the Instrument
The instrument was subjected to face validation using three experts; two from educational planning and one from measurement and evaluation from the departments of Educational Management and Policy and Educational Foundations all in the Faculty of Education, Nnamdi Azikiwe University, Awka.

Reliability of the Instrument
To establish the reliability of the instrument, two universities (one public and one private) in Imo and Abia states which were not part of the sample selected for the study were used. Three hundred 3rd year regular undergraduate students and 300 lecturers (150 from each of the two universities) were randomly sampled. Copies of the questionnaire were administered on them. Cronbach alpha method was used to determine internal consistency of the items. The reliability coefficients for the sections of the instrument were 0.74 and 0.75 respectively, while the overall reliability coefficient of the instrument was 0.74. Fraenkel and Wallen, (2000) maintained that items will be considered reliable and desirable for consistency level if they yield a reliability coefficient of 0.70 and above. The instrument was therefore considered reliable.

Method of Data Collection
One thousand one hundred and seventy copies of the questionnaire were administered to the respondents by the researchers with the help of three research assistants.. On the spot method of data distribution and collection was employed. All the 1, 170 copies of the questionnaire that was distributed were properly filled and collected thus recording a return rate of 100%. They were used for data analysis.

Method of Data Analysis
Data relating to the research questions were analyzed using mean, while data on the hypotheses were tested using z-test. Any response with a mean score of 2.50 and above was considered as agree while any mean score below 2.50 was not considered as Disagree.

Result
Table 1
Students' Responses on the Areas they Evaluate Teaching Effectiveness of their Lecturers in Public and Private Universities in South-East Geopolitical Zone of Nigeria for Quality Assurance (N = 1,170)

S/N	Areas Students Evaluate Teaching Effectiveness of Lecturers	Public		Private		Total		Remarks
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	
1	Lecturer administration of continuous assessment	1.3629	.56473	1.3648	.56590	1.3639	.56500	Disagree
2	Lecturer mastery of the subject matter	1.7099	.49628	1.6922	.48799	1.6968	.45992	Disagree
3	Lecturer attendance to lectures	1.4089	.58930	1.9043	.58049	1.4086	.58020	Disagree
4	Lecturer punctuality to classes	1.5771	.49434	1.5497	.49230	1.5636	.49315	Disagree
5	Lecturers' usage of teaching aids	1.5439	.49652	1.5504	.49780	1.5470	.49600	Disagree
6	The relevance of teaching aid used by lecturers to the course content	1.7725	.47840	1.4297	.51560	1.5282	.58000	Disagree
7	Lecturers' organization of lectures	1.5504	.49780	1.6630	.46541	1.6171	.48600	Disagree
8	Lecturer willingness to offer individual help to the student	1.5590	.49690	1.4719	.49963	1.5154	.49090	Disagree
9	Lecturer facilitation of note-taking in the class	1.3697	.48011	1.6297	.48347	1.5094	.50013	Disagree
10	Lecturers' use of appropriate and variation of teaching methods	1.4012	.49005	1.4701	.49053	1.4087	.49060	Disagree
11	Lecturers approachability to the students for consultation	1.6040	.46122	1.6040	.46122	1.6040	.46100	Disagree
12	Students' contributions to lessons encourage and valued	1.5780	.49527	1.5590	.50004	1.5850	.49697	Disagree
13	Giving opportunity for students to dialogue with lecturers in the class	1.4222	.49434	1.4547	.49027	1.4385	.49041	Disagree
14	Clarity of the learning objectives of courses	1.4234	.49700	1.4188	.49279	1.4111	.49225	Disagree
15	Adequate administration of courses (e.g sufficient resources were available when needed)	1.5260	.49007	1.5157	.50004	1.5282	.49042	Disagree
16	Adequacy of teaching facilities for courses (e.g labs, lecture theatre, tutorial rooms)	1.5083	.49096	1.6667	.51352	1.6025	.50017	Disagree
17	Lecturers encouragement of students input	1.5892	.49561	1.5040	.51782	1.5021	.50272	Disagree
18	Giving helpful feedback on assessment with a reasonable time to facilitate further learning	1.2063	.48732	1.4515	.51013	1.4220	.58467	Disagree
19	Analyzing and communicating the outcome of students' evaluation of teaching effectiveness on lecturers	1.4222	.49434	1.4581	.53020	1.4482	.51080	Disagree
20	Using the outcome of lecturers' evaluation of teaching effectiveness for lecturers promotion	1.6359	.48155	1.5915	.59587	1.6137	.54198	Disagree
21	Using the outcome of Students' evaluation of teaching effectiveness for summative purposes	1.5841	.51139	1.5111	.58838	1.5375	.55260	Disagree
	Grand mean					1.5379		Disagree

Table 1 above indicates that all the items (1 to 21) had mean scores below the cutoff point of 2.50. Thus depicting that students disagreed that they evaluate the teaching effectiveness of their lecturers in those areas as contained on the table in public and private universities in south-east geopolitical zone of Nigeria. Furthermore, the table revealed that the grand mean is 1.53 and this is below the benchmark of 2.50. This indicates that students' evaluation of lecturer's teaching effectiveness is not adequately used in public and private universities in the south-east geopolitical zone of Nigeria as an internal measure for quality assurance.

Table 2
Students' Responses on the Guidance and Counselling Services Provided in Public and Private Universities in South-East Geopolitical Zone of Nigeria for Quality Assurance (N = 1,170)

S/N	Guidance and Counselling Services Provided in Universities	Public		Private		Total		Decision
			SD		SD		SD	
22	Information service desk	1.4222	.49434	1.5402	.57830	1.4812	.54095	Disagree
23	Faculty-based course counseling	1.4308	.49561	1.5419	.63465	1.4863	.57185	Disagree
24	Department-based course counseling	1.5077	.51720	1.5299	.65654	1.5188	.59084	Disagree
25	Counseling and Advisory services for students with disabilities	1.3470	.53724	1.4085	.53851	1.3778	.53853	Disagree
26	Central (university wide) students counseling and advisory services	1.6359	.48159	1.4906	.53985	1.5632	.51647	Disagree

27	Spiritual advisory services	1.4188	.49379	1.5726	.53501	1.4957	.52031	Disa-gree
28	Marital advisory services	1.5333	.49931	1.5487	.53453	1.5410	.51706	Disa-gree
29	Vocational advisory services	1.5145	.50022	1.4940	.53672	1.5043	.51867	Disa-gree
30	Personal advisory services	1.6393	.57769	1.5145	.52689	1.5769	.55615	Disa-gree
31	Counseling and advisory services for students with chronic illness	1.4889	.55545	1.5145	.50022	1.5017	.52848	Disa-gree
	Grand mean					1.5112		Disa-gree

Table 2 above indicates that all the items (22 to 31) had mean scores below the cutoff point of 2.50. Thus depicting that students disagreed that the guidance and counseling services as contained on the table were provided in public and private universities in south-east geopolitical zone of Nigeria. Furthermore, the table revealed that the grand mean is 1.51 and this is below the benchmark of 2.50. This indicates that guidance and counseling services were not adequately provided and used in public and private universities in the south-east geopolitical zone of Nigeria as an internal measure for quality assurance.

Table 3
z-test Comparison of the Mean Ratings of the Students on the Areas they Evaluate Teaching Effectiveness of their Lectures in Public and Private Universities in South-east Geopolitical Zone of Nigeria.

	Uni-versity type	N	Mean	Std. Devia-tion	df.	t-tab.	t-cal	Deci-sion
Areas of Students evaluation of teaching effective-ness	Private	585	1.5398	.14243	1168	1.96	0.630	Accept
	Public	585	1.5343	.15343				

P<0.05

Result from Table 6 shows that the calculated t-value (0.63) is less than the critical t-value (1.96) at 0.05 level of significance; therefore the null hypothesis was accepted. Thus there is no significant difference in the areas students evaluate teaching effectiveness of their lecturers in public and private universities in the south-east geopolitical zone of Nigeria for quality assurance.

Table 4
z-test Comparison of the Mean Ratings of the Respondents on the guidance and counseling services provided in Public and Private Universities in South-east Geopolitical Zone for Quality Assurance.

	Uni-versity type	N	Mean	Std. Devia-tion	df	t-tab.	t-cal	Deci-sion
Guidance and coun-seling services	Private	585	1.5227	.22869	1168	1.96	1.715	Accept
	Public	585	1.4996	.23327				

P<0.05

Result from Table 7 indicates that the calculated t-value (1.76) is less than the critical t-value (1.96) at 0.05 level of significance; therefore the null hypothesis was accepted. Thus there is no significant difference in the guidance and couselling services provided in public and private universities in the south-east geopolitical zone of Nigeria for quality assurance.

Discussion of Findings
The study disclosed that students' evaluation of teaching effectiveness is not adequately used as an internal measure towards quality assurance in public and private universities in the south-east geopolitical zone of Nigeria. This is revealed in Table 1 as all the areas students evaluate teaching effectiveness of their lecturers were not adequately used as response from respondents were below the benchmark mean score. This implies that students in both public and private universities were not adequately given the opportunity to evaluate the teaching effectiveness of their lecturers. The findings further revealed that though universities in the south-east geopolitical zone do not adequately use students' evaluation of teaching effectiveness as an internal measure towards quality insurance, however, private universities use it slightly more than the public universities. Nevertheless, the study revealed that the difference is not significant.

This finding is in line with Fadokun (2005) who maintained that student evaluation of teaching effectiveness is not adequately used in universities as an internal measure for quality assurance. Many studies and scholars has found out and maintained that students' evaluation of teaching effectiveness is a measure that will ensure quality assurance. Zerihum, Beishuizem and Willem (2012) maintained that students' evaluation of teacher's behavior is considered as evidence of the quality of teaching. It is appauling that the study revealed that universities in the south-east do not adequately use student evaluation of teaching effectiveness of lecturers as a measure towards quality assurance. The cause (s) of the universities not adequately utilizing students' evaluation of teaching effectiveness may not be obviously clear. Various arguments can be raised to account for such scenario. One possible explanation could be the fact that lecturers are probably apprehensive about the potential academic and professional inadequacies that may be exposed by students evaluating their teaching effectiveness. This is in consonance with Braskamp and Ory (1994) who found out among others that lecturers in most faculties were skeptical of students evaluating their teaching effectiveness because of the possible damages it might inflict on their careers. But this could be detrimental to ensuring quality education because the outcome of students' evaluation of teaching effectiveness could be used for formative purposes, thereby improving the learning and teaching process and also fostering professional growth of lecturers (Iyamu, 1998).

The study further revealed that guidance and counseling services were inadequately provided and used in public and private universities in the south-east geopolitical zone for quality assurance as presented in Table 2. The study further revealed that private university provides more guidance and counseling services for their students than the public universities. However, the difference is not significant. This findings of the study is not in line with Biswalo (1996) who found out that universities need effective students' guidance and counseling services that can assist students with the knowledge about the world of work, choice of courses, and academic habits. Biswalo further

revealed that because most campuses are mercilessly assailed by drug and alcohol abuse, unplanned pregnancies, depression and other numerous personal problems, adequate provision of guidance and couselling services in the campuses becomes imperative. The finding of this study however is not in corroboration with the findings of Biswalo (1996) as it reveals that the universities don't adequately provide and utilize various counseling services. This finding tends to affect the students academically as they will not be well guided which will consequently affect quality assurance in the university system.

Omoni (2012) posited that school based counseling services are capable of assisting students to understand the variety, depth and breadth of personal and interpersonal experience available and actions necessary for self and societal goal attainment towards ensuring qualitative education. Similarly, Odeck (1997) cited in Iyeke and Fakroghe (2012) maintained that guidance and counseling services is one of the factors which can positively influence internal efficiency of secondary institutions. Despite the above identified and many other roles of guidance and counseling towards ensuring quality education, one may begin to wonder why it is not fully utilized in the various institutions studied. One of the possible explanations to inadequate provision and utilization of guidance and counseling services in the universities the researcher conceived could be students' population explosion in private universities against the carrying capacity of the universities. There has been a public outcry against students' over population in Nigeria universities. This population explosion could be the reason why the available guidance and counseling services provided is not adequate since there are many students who the services are meant for.

Another possible explanation of the inadequate provisions of guidance and counseling services in the universities could be the fact that the universities Management were not sort of exposed and well educated on the role and contributions of guidance and counseling services towards facilitating quality university education. Other reason could still be inadequate professionals (trained counsellors) that will be in charge for the rendering of guidance and counselling services at various units of the institutions.

Conclusion

An inference that is drawn from the findings of this study is that both public and private universities in the south-east geopolitical zone of Nigeria do not adequately employ students' evaluation of teaching effectiveness, guidance and counseling services towards quality assurance. Therefore one can conclude that the inadequate use of students evaluation of teaching effectiveness and provision of adequate guidance and counseling services towards achieving quality assurance in the universities to a great extent could be responsible for the sharp and continuous decline in the quality of university education in the south-east zone of Nigeria and the consequent low ratings of universities in the south-east geopolitical zone of Nigeria among the comity of universities in the world, Africa and in Nigeria in the web metric university rankings.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Management of public and private universities in the south east geopolitical zone of Nigeria should adequately provide an avenue for students to evaluate teaching effectiveness of lecturers.
2. The annual appraisal of lecturers shouldn't be focusing at lecturers scholarly publications only but alongside the outcome of students' evaluation of teaching effectiveness of lecturers.
3. Guidance and counseling units and services of the universities in the south east geopolitical zone in Nigeria should be made practically functional by the university Management. This can be done through provision of adequate facilities, infrastructure and superstructure and professionals who can render clear cut expert services to the students as regards to academic and other related matters.

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