

QUALITY ASSURANCE AND TEACHERS PERFORMANCE IN PUBLIC SECONDARY SCHOOL IN KOGI STATE

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Abstract

The purpose of the study was to assess the influence of Quality Assurance on Teachers' Performance in Public Secondary Schools in Lokoja Local Government Area of Kogi State. The study was guided by two research questions and two hypotheses. The study adopted a descriptive survey research design. The population of the study constitutes 13 principals and 467 teachers in all the public secondary schools. The principals and teachers were sampled with the use of simple random sampling technique. A total of 184 principals and teachers were drawn from the selected schools, that is, 10 principal and 174 teachers. A questionnaire was used to collect the data, validated by experts in measurement and evaluation. The reliability for the instrument was established through test retest method and 0.75 was obtained. Findings revealed that supervision of teachers helps with the development of work plans, lesson plans and ensures effective delivery of the lessons. It was also found that a teacher with the right qualification displays knowledge and clear understanding of topics which helps the teacher to present the topic in the simplest form for better understanding and consequently arousing students' interest in learning. The study concluded that instructional supervision and qualification play significant role in the teaching/learning process and also improves teachers' performance. The study recommended amongst others that internal and external supervision should be carried out frequently because it has positive influence on teachers' performance.

Keywords: Quality, Assurance, Teachers, Performance, Secondary

Introduction

One of the major concerns of government in the early part of the present millennium was improving the quality of education being provided to learners in educational institutions. This is because over the years, the mode of inspection of schools did not lead to the expected improvement in learning outcomes. It was devoid of standard of evaluation guidelines and largely limited to diagnosis without helpful support for school improvement. This desire to provide quality education spurred the Federal Ministry of Education to request the National

Council on Education (NCE) in its 2007 meeting, to approve the shift from the old system of inspection to education quality assurance using the whole school evaluation (WSE) strategy.

Consequently, the issue of quality assurance in education becomes a matter of concern for the government educational institutions and other stakeholders in order to meet expectations of the society (Ayeni, 2011). The quest for quality improvement in educational service delivery necessitated the application of quality system management standards in the educational sector. The adoption of quality assurance in education as an emerging policy perspective in the contemporary world emanated at the world conference on education for all led by UNESCO in Jomtien, Thailand in 1990. Representatives of the international community agreed that all countries should pay greater attention towards improving all aspects of the quality of education and ensuring excellence of all. This is to ensure substantial achievement of recognized and measurable learning outcomes in schools especially in literacy, numeracy and essential life skills (UNESCO, 2002). Quality assurance therefore is one of the most important tasks facing every nation's educational institutions, so that the societal demands for improved educational service delivery would achieve the best learning outcomes that enhance the quality of life of the citizenry (Ayeni, 2011).

The concept of quality seems from the Latin word 'galitas' which means of "what kind". Quality can be seen as appropriateness of resources available in education which can be baseline standard in education and can be measured on a scale of preference. It expresses the standard of the means through which a certain set standard in education can be achieved. It involves quality of students, teachers, instructors, facilitators, facilities, equipment academic programmes, curricular and assessment of student's performance. (Oguche, 2016 in Haruna, 2022). Quality includes quantitative elements such as completion rates, student performance, and evaluation of the learning experience. Quality can also be seen as fitness for purpose. That is, the ability to deliver outputs that satisfy the purpose for which something is instituted. It deals with the state of a thing in relation to the standard when a comparison is made. Essentially, quality can be seen as the extent or degree of performance. It is a degree of standard for evaluating products. A means of determining what is to be changed in order to ensure that the needs of service users are adequately met. The need to improve performance, productivity and minimize wastage, has led to a modern and broad approach to quality. Quality assurance is a set of procedures that every organization should undertake to guarantee that standards are defined and attained for a particular product or service. This concept covers a host of academic activities such as school's instructional supervision, discipline, availability and utilization of instructional materials, infrastructure, retraining of teachers and finance which are meant to improve the quality of resource input, process and output of the school system. For example the quality of outputs can be determined by how well the graduates are being prepared to serve the public and meet up with emerging challenges facing the world of work. It has been noted by education stake holders in Nigeria that the education industry from primary to tertiary is suffering from a lot of problems ranging from poor academic achievement of students, examination malpractices and poor attitude of teaching personnel to work.

Quality assurance involves the systematic review of educational programmes and processes to maintain and improve their quality, equity and efficiency. While the design of quality assurance

mechanisms (tools, processes and actors) varies across national contexts, their common objective is to improve teaching and learning with the ultimate goal to support best outcomes for learners (European Commission; Directorate-General for Education and Culture (2015). Quality assurance is the set of activities that an organisation undertakes to ensure that a product or service will satisfy given requirements for quality (Robinson 1994, in Ayeni, 2011). Education Quality Assurance is a process of monitoring, assessing, evaluating and reporting objectively based on agreed quality standards, all aspects of school life to ensure that acceptable standards are attained, maintained and improved upon continually. Quality assurance processes and practices are dynamic and provide the needed guidance and support to schools for consistent improvement in learning outcomes (National Education Quality Assurance Handbook, 2016). According to Ayeni (2011) Quality assurance in education can be regarded as the systematic management, monitoring and evaluation procedures adopted to measure the performance of school administrators (principals), teachers and students against educational objectives towards ensuring best practices in instructional inputs, through-puts, outputs and improvement drives. This implies that quality assurance is evidence based and directed at efficient and effective resource utilization in institutional management by principals and curriculum delivery by teachers in secondary schools. Quality assurance for education in the world is a continuous process of adjustments, reflections and reforms.

In a school system, the teacher performs a wide range of roles which relate to teaching and administration. Teachers are the largest professional body in a school. They have the most contacts with students for most of the school hours and influence the environment of the school greatly. The teachers are also the most important people in the school who can help in modifying the children's personalities and help in the development of individual pupil's talent. Teachers are the very vital group of professionals for our nation's future. The teachers' work, to a very great extent determines the degree of success or otherwise in achieving the institution's goal. The teacher is noted for the means through which the subject matter is presented to the students. A teacher is someone who not only teaches or imparts knowledge but also, and most importantly, is someone responsible for shaping and moulding the minds and hearts of all those whom he or she teaches (Omebe, 2015). A teacher is a person whose interaction, relationship, understanding and encouragement enable the learner to attain his or her full potential. This is not about being able to pass tests or examinations alone, but developing fully in all areas as a whole person who reaches and surpasses his or her full potential and also develops a lifelong love for learning and discovery. Being a great teacher means knowing when to assist, when to stand back and insist on independence. Doing too much for a learner leads to reliance and lack of perseverance, which will in turn lead to lack of self-esteem. Reaching that goal with encouragement but no physical help will enable the learner experience the feeling of an achievement that inspires further learning.

Statement of the Research Problem

Evaluators appointed by the Directorate of Quality Assurance and Standards which is a department in the Ministry of Education in charge of the supervision of curriculum implementation tour secondary schools in Kogi state to supervise and assess the performance of the administrative heads and staff of schools. The reports are used in grading and ranking

schools. Despite efforts of the directorate, the end products of the school system are not as impressive as expected due to the inability of the students to perform up to expectation particularly in the external examinations such as the West African Examination Council (WAEC), National Examination Council (NECO), and Unified Tertiary Matriculation Examination (UTME). There is a growing concern about the realization of the objectives of secondary education due to the steady decline in teachers' instructional task performance and students' academic performance which seems to show non realization of quality assurance in secondary schools. This decline may be attributed to gaps in supervision, teachers' qualification and competence. The researchers therefore carried out this study to ascertain the influence of quality assurance on teachers' performance in secondary schools in Kogi State in order to investigate how teachers' qualification and instructional supervision influence teachers performance.

Purpose of the Study

The purpose of the study is to investigate the influence of quality assurance on teachers' performance. Specifically, the study will investigate the following:

- i.. The extent to which qualification influences the performance of teachers.
- ii. The influence of instructional supervision on the performance of teachers.

Research Questions

The following research questions guided the study:

- i. How does teachers' qualification influence their job performance?
- ii. How does supervision of teachers improve their performance?

Research Hypotheses

The following hypotheses were formulated to guide the study and will be tested at 0.05 level of significance:

- H₀₁:** There is no significant influence of teachers' qualification on the performance of teachers.
- H₀₂:** Instructional supervision has no significant influence on the performance of teachers.

Methodology

The study employed a descriptive survey design. The choice of the descriptive survey design was made based on the fact that in this study researchers are interested in the state of affairs already existing in the field and no variable was manipulated. All the teachers and principals of all the public secondary schools within Lokoja Local Government Area constitute the population of the study. There are 13 public Secondary Schools with 467 teachers (Kogi State Ministry of Education, 2023). The principals and teachers were selected because they were in good position to give information about the subject matter. Simple random sampling technique was used to sample 174 teachers and 10 Principals, making a total of 184 respondents. The researchers developed a questionnaire titled "Quality Assurance and Teachers Performance in Public Secondary Schools in Kogi State (QATPPSSK). The questionnaire consists of two sections (Section A and Section B). Section A consists of personal information which includes

name of school, Academic qualification and designation. Section B consists of questionnaire items divided into 2 clusters representing each of the research questions with options of: strongly Agree, Agree, Disagree and Strongly Disagree and close and open ended questions. The instrument was validated by two (2) experts in educational administration and planning and one expert in educational measurement and evaluation. Corrections and suggestions observed by the experts were made by the researchers before the administration of the questionnaire to the respondents.

To ensure the reliability of the Instrument, test-retest technique of reliability testing was employed whereby the pilot questionnaire was administered twice to respondents outside the study area. Then the scores were correlated using Pearson's Product-Moment Correlation formula. Correlation coefficient (r) of 0.75 was realized which showed that the instrument reliable. The instrument was administered to the respondent with the help of two research assistants and was collected on the spot. The research questions were analyzed with the use frequency and percentage while chi-square was used to test the null hypotheses.

Results

Research Question One: How does teachers' qualification influence their job performance?

Table 1: Responses on the influence of teachers' qualification on their job performance.

S/N	Items	SA		A		D		SD	
		No	%	No	%	No	%	No	%
1	Teachers display knowledge and clear understanding of the topics.	63	34.2	121	65.8	-		-	-
2	The teachers' are knowledgeable and are able to present the lesson in the simplest form to give students better understanding thereby arousing pupils' interest in learning.	88	47.8	83	45.1	13	7.1	-	-
3	Properly using evaluation techniques/tests.	39	21.2	141	76.6	4	2.2	-	-
4	Planning effective lessons and giving students proper class work / homework.	72	39.1	101	54.9	11	6.0	-	-
5	Teachers explain experiment and assignment clearly.	81	44.0	94	51.1	9	4.9	-	-

The data represented in the table shows that 121 (65.8%) of the respondents agreed that a certified teacher with qualifications displays knowledge and clear understanding of the topics, 88 (47.8%) respondents strongly agreed that a qualified teacher is able to present the lesson in the simplest form to give students better understanding thereby arousing pupils' interest in learning, 141 (76.6) respondents agreed that qualified teachers are able to use evaluation techniques and tests properly, 101 (54.9%) respondents agreed that qualified teachers plan effective lessons and 94 (51.1) respondents agreed that qualified teachers are able to explain experiments and assignments effectively.

Research Question Two: How does supervision of teachers improve their performance?

Table 2: Responses on how Supervision of teachers influence teacher's job performance in public secondary schools in Lokoja

S/N	Items	SA		A		D		SD	
		No	%	No	%	No	%	No	%
6	It helps with the development of work plans, lesson plans and ensures effective delivery of the lessons.	94	51.1	82	44.6	8	4.3	-	-
7	Classroom visitation helps principals to gather information concerning teachers and students cordial relationships.	67	36.4	117	63.6	-	-	-	-
8	Classroom visitation ensures the teachers maintain classroom routines and procedures.	89	48.4	93	50.5	2	1.1	-	-
9	It helps to ensure that records such as attendance register; diary and records books are properly maintained and up to date.	113	61.4	71	38.6	-	-	-	-
10	It helps to ensure proper use of various evaluation techniques/tests.	37	20.1	141	76.6	6	3.3	-	-

The data in the table above shows that 94(51.1%) of the respondents strongly agreed that supervision of teachers helps with the development of work plans, lesson plans and ensures effective delivery of the lessons. 117(63.6%) agreed that Classroom visitation helps principals to gather information concerning teachers' and students' cordial relationships, 93 (50.5%) agreed that classroom visitation ensures the teachers maintain classroom routines and procedures, 113 (61.4) respondents strongly agreed that It helps to ensure that records such as attendance register, diary and records books are properly maintained as well as being up to date and 141(76.6) respondents agreed that supervision helps to ensure proper use of various evaluation techniques and tests.

Testing of Hypothesis

Hypothesis One: There is no significant influence of teachers' qualification on the performance of teachers.

Table 3: Chi-Square Computation Table

Responses	O	E	O - E	(O - E) ²	Σ (O - E) ²
NCE	88	46	42	1764	38.3
1 st Degree	83	46	37	1369	29.8
2 nd Degree	13	46	-33	1089	23.7
Others	0	46	-46	2116	46.0
Total	184				X²= 137.8

$$\text{Expected value} = \frac{184 \times 46}{4}$$

Therefore calculated chi-square (χ^2) = 137.8

At 0.05 level of significance with the degree of freedom of 3, the chi-square value is 7.8 from the table. Based on the result of hypothesis one above, the null hypothesis (H₀) which stated that "There is no significant influence of teachers' qualification on the performance of teachers" is rejected. This is because the calculated chi square value of 137.8 is greater than the table

value of 7.8 which implies that, teachers' qualification has a significant influence on the performance of teachers. This is supported by the responses to question 6 – 10 of table 1.2 above.

Hypothesis Two: Instructional supervision has no significant influence on the performance of teachers.

Table 4 Chi-Square Computation Table

Responses	O	E	O-E	(O-E) ²	Σ (O-E) ²
NCE	94	46	48	2304	50.1
1 st Degree	82	46	36	1296	28.2
2 nd Degree	8	46	-38	1444	31.4
Others	0	46	-46	2116	46.0
Total	184				X²= 155.7

$$\text{Expected value} = \frac{184}{4} = 46$$

Therefore calculated chi-square (χ^2) = 155.7

At 0.05 level of significance with the degree of freedom of 3, the chi-square value is 7.8 from the table. Based on the results of hypothesis two, the null hypothesis (H₀) which stated that instructional supervision has no significant influence on the performance of teachers is rejected. This is because the calculated chi square value of 155.7 is greater than the table value of 7.8 which implies that instructional supervision has significant influence on the performance of teachers. This is supported by the responses to question 1 – 5 of table 4.5 above.

Discussion of the Findings

Findings revealed that teachers' qualification was important because the teachers will be able to display a clear knowledge and understanding of the subject, present the lesson in the simplest form to give the students a clearer understanding, use proper evaluation techniques, plan effective lessons and explain assignments clearly. The performance of students taught by qualified teachers is better in most cases than the students taught by less qualified teachers. This is in line with the findings of Casian, Mugo, and Claire (2021) that educational qualification of teachers brings about the teachers ability to master course content, which will on the long run improves students grades. Similarly, a study carried out by Ichazu and Omoregie (2020) shows that there is a significant difference between teachers qualifications and students academic performance. The authors concluded that students taught by qualified teachers are better in terms of performance than those taught by unqualified teachers. In another study Yasin, (2021) also maintain that teachers with high qualifications had positive effect on the academic performance of students. Such teachers can support and motivate students to attain their academic and future professions.

It was also found that instructional supervision helps teachers with the development of work plans and effective delivery of lessons. Supervision helps to ensure that teachers maintain class room routines and procedures, it encourage the proper use of evaluation techniques and also, it helps to ensure the maintenance of school records such as: the attendance register, diary, lesson plan and notes, movement book and be certain that the records are up to date. This finding is in

corroboration with Ekaette and Eno (2016) who contended a positive connection between supervision and teachers' job performance. In another study Mwaniki and Guanta (2018) revealed that instructional supervision improved teachers instructional competences in assessment and evaluation of learners. This means teachers are able to carry out evaluation and assessment of learners at ease when there is proper supervision. This in turn will bring about improvement in teachers performance and quality in the standard of the school

Conclusion

It can be concluded that quality assurance is a critical variable of internal efficiency among secondary school teachers. This is evidenced in the findings which revealed that teachers' qualification play a vital role in their performance. Also, Principals' that supervise their teachers' activities as and when due pave way for enhancing teachers' job performance. This could in turn boost students' academic performance and subsequently lead to the attainment of secondary school goals.

Recommendations

Based on the findings of this study, the following recommendations were made;

- i. Teachers' qualification has a significant influence on the performance of teachers hence, teachers without teaching qualification should be encouraged to undergo study in Post Graduate Diploma in Education (PGDE). And teachers with low qualification should be encouraged to go for further studies in order to enhance their performance.
- ii. Instructional supervision has significant influence on the performance of teachers therefore; internal and external supervision should be carried out on a regular basis. And the essence should be constructive criticism and to provide guidance and help to the teachers to become better on a daily basis.

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