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Quality Service Delivery and Students' Academic Performance in Secondary Schools in
**Quality Service Delivery and Students' Academic Performance in
Secondary Schools in Ilorin South Local Government Area,
Kwara State**

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Abstract

This study examined Quality Service Delivery and Students' Academic Performance in Secondary Schools in Ilorin South Local Government Area, Kwara State. Specifically, the purpose of the study was to examine whether there is a relationship quality service delivery variables and students' academic performance in Ilorin, South Local Government, Kwara State. The study adopted a correlation type of survey research design. A researchers' designed questionnaire titled "Quality Service Delivery Questionnaire" (QSDQ) was used to collect data from the respondents while students' Academic Performance Proforma (SAPP) was used to collect West African Examination Council (WAEC) results from 2014 -2017 academic sessions. The QSDQ was validated by experts in the field of Educational Management Test and Measurement while test-retest method was used to determine its reliability at 0.75 reliability coefficient. One main hypothesis and five operational hypotheses were formulated and tested using Pearson Product Moment Correlation Statistics at 0.05 significant level. The findings of the study revealed that there was a significant relationship between quality service delivery variables and students' academic performance in Ilorin South

Local Government. The study recommended among others that, there should be provision of more modern facilities, school authorities should at regular interval organise workshop for effective implementation of curriculum.

Keywords: Quality service delivery, quality of teachers, quality of library, quality of school supervision, students' academic performance.

Introduction

Education is a vital instrument of change and nation building. The development of a country natural resources is dependent on the quality of its human resources and the quality of human resources in turns depends on education (Alumode, 2005). Education focuses on human development socially, intellectually, potentially, emotionally so that he would be able to contribute his quota to the development of his immediate environment and the country at large. Abhimanuyu (2007) stressed that education contribute to the individual personal development, increases productivity, income and facilitates participation in economic and social life. In fact, the Federal Republic of Nigeria (2004) stressed that the main policy objectives of education in Nigeria is to raise quality of education at all level in order to make the products of the system more useful to the society and to maintain education as one of the engines for national development. For a nation to rise to a standard worthy enough for her to compete favorably in the league of Nations, such a nation must ensure the attainment and sustenance of high quality education through quality service delivery at all levels of education especially the secondary level in the country. However, quality assurance in the education sector brings about quality education which is highly indispensable instrument in the transformation of individual beliefs, values and behaviors; it is also used to preserve societal values, cultural settings and acquisition of skills that make members of the society become useful to themselves and their society at large. According to Ehusani (2002), the process of educating is to develop the cognitive, affective psychomotor facilities of individuals and groups in order to equip them with knowledge and skills necessary to survive and make society progress.

Kadir (2012) observed that quality service delivery and standards need to be restored in the Nigerian education system. In this

direction, the scholar further stressed that quality assurance in education has provided the "magic wand" that transformed Russian in 1913 from an unbelievably, fantastically backward country, poverty stricken into the world's most technologically and economically developed country. Again, Mungle (2013) on the same issues, opined that quality assurance and standard in education have transformed Japan into the third most industrialized nation in the world. In line with this observation, quality assurance in Nigerian education system should focus on optimal development of skills, knowledge, values, attitudes, morals and capabilities of the recipients with emphasis on those relevant to the individual and Nigerian society.

According to Tijani (2013), students' academic performance in final year external examinations which is the major index for measuring school effectiveness in Nigeria and particularly Kwara State today is principally poor. The poor performance of students in the final year results in Kwara State has been linked to many factors. Hence, there is a need to investigate if any relationship exists between quality service delivery and students' academic performance in secondary schools in Kwara State., Nigeria.

Oyeniran (2018) viewed service quality delivery as an evaluation that shows the students' perception on specific dimension of service: empathy, responsiveness, reliability and assurance. In other word, service quality delivery means overall students' appraisal of the quality of teaching and learning processes and other facilities for delivery in an educational industry. In this, study, quality service delivery will be measured using quality of teachers, library, school supervision, curriculum and physical facilities. The extent to which these variables of quality service delivery correlated with students' academic performance is a major thrust of this study.

Statement of the Problem

In Africa, quality service delivery has been a contemporary issue in all educational sectors, particularly, in secondary schools. It is in line with this that many studies have been conducted in relation to quality service delivery and students' academic performance. One of these study was carried out by Bornman (2004) on programme review guidelines for quality assurance in higher education in South Africa. The research included an investigation into national and international

quality assurance models and the procedures, techniques and strategies relating to quality assurance and quality enhancement. Also, Oyeniran (2018) carried out a study that centred on service quality for student development in universities in Kwara State. The conclusion made was that service quality is an important factor that enhances students' development. To the best of researchers' knowledge, no research has been carried out on the relationship between quality service delivery and students' academic performance in Ilorin South Local Government Area, Kwara State. This study is therefore carried out to fill the gap created by previous researchers.

Purpose of the Study

The main objective of this study is to investigate the relationship that exist between quality service delivery and students' academic performance. Specifically, the study examined the relationship between quality of:

- i. teachers and students' academic performance in Ilorin South Local Government Area, Kwara State.
- ii. library and students' academic performance in Ilorin South Local Government Area, Kwara State.
- iii. school supervision and students' academic performance in Ilorin South Local Government Area, Kwara State.
- iv. curriculum and Students' academic performance in Ilorin South Local Government Area, Kwara State.
- v. physical facilities and students' academic performance in Ilorin South Local Government Area, Kwara State.

Research Hypotheses

One main hypothesis and five operational hypotheses were formulated and tested in the study.

Main Hypothesis

H₀: There is no significant relationship between quality service delivery and students' academic performance in Ilorin South Local Government Area, Kwara State.

Operational Hypotheses

H₀₁: There is no significant relationship between quality of teachers

and students' academic performance in Ilorin South Local Government Area, Kwara State.

Ho₁: There is no significant relationship between quality of library and students' academic performance in Ilorin South Local Government Area, Kwara State.

Ho₂: There is no significant relationship between quality of school supervision and students' academic performance in Ilorin South Local Government Area, Kwara State.

Ho₃: There is no significant relationship between quality of curriculum and Students' academic performance in Ilorin South Local Government Area, Kwara State.

Ho₄: There is no significant relationship between quality of physical facilities and Students' academic performance in Ilorin South Local Government Area, Kwara State.

Methodology

This study was a descriptive study of correlation type. The research design helped the researcher to examine the correlation between the independent variable which is quality service delivery and the dependent variable which is students' academic performance in Ilorin South Local Government Area, Kwara State.

The population for the study comprised 726 teachers spread across 27 public secondary schools in Ilorin South local Government Area, Kwara State. Random sampling technique was used to select 17 public secondary schools out of 27 Secondary schools and it was also used to select 30 teachers from each of the schools making the total number of teachers to be 510.

The instrument used for data collection was a self-designed questionnaire by the researcher. The questionnaire titled 'Quality service delivery'(QSD) was used to collect information from the respondents of the selected secondary schools. The instrument was divided into two sections "A and B". Section "A" comprised personal information of the respondents, while section "B" contained items on quality assurance. The participants were required to tick appropriately what was applicable to them. Furthermore, a checklist titled "Students' Academic Performance Pro-FORMA' (SAPP) was used to collect data on students' academic performance. The West African Senior Secondary Examination Certificate (WASSCE) results for the period of

2014 - 2017 were used. The principals or the vice principals (Academics) in the various schools were required to fill the pro-forma. The questionnaire and the checklist designed by the researcher were validated by three experts in the field of educational management and test and measurement in order to ensure that both the face and content of the questionnaire and checklist measure what they intent to measure. In addition, the reliability coefficient of the questionnaire was found to be .75 using test-retest reliability method. The instruments were personally administered by the researcher to all the principals or vice principals (academics) as well as teachers in all the 17 randomly selected schools in Ilorin South Local Government Area, Kwara State having gotten their consent to distribute the instrument. Both instruments (checklist and the questionnaire) were collected back from the respondents immediately after supplying the necessary information and this made it easy for the researcher to completely retrieve everything.

Pearson product-moment correlation statistics was used to test all the hypotheses formulated at 0.05 level of significance. One main hypothesis and five operational hypotheses were postulated in the course of this study. It was tested using Pearson product-moment correlation statistics at 0.05 level of significance

Results

The results of hypotheses testing were presented in tables 1 to 6.

Ho: There is no significant relationship between quality service delivery and students' academic performance in Ilorin South Local Government Area, Kwara State.

Table 1
Quality service delivery and Students' Academic Performance

Variable	N	X	SD	df	Cal r value	P-value	Decision
Quality assurance	510	3.24	.78	508	.517	.000	HoRejected
Students' Academic Performance	510	5.87	1.23				

*Significant $P < .05$

Table 1 shows the calculated r-value of .508 while p-value 0.000 is less than the significance level 0.05. Therefore, the hypothesis

which states that there is no significant relationship between quality assurance and students' academic performance in Ilorin South Local Government Area, Kwara State is rejected. The finding reveals that there is significant relationship between quality assurance and students' academic performance in Ilorin South Local Government Area, Kwara State.

Ho₁: There is no significant relationship between Quality of Teachers and students' academic performance in Ilorin South Local Government Area, Kwara State.

Table 2

Quality of Teachers and Students' Academic Performance

Variable	N	X	SD	df	Cal r value	P-value	Decision
Quality of Teachers	510	3.23	.98	508	.512	.001	Ho ₁ Rejected
Students' Academic Performance	510	5.87	1.23				

Table 2 shows the calculated r-value of .512 while p-value 0.001 is less than the significance level 0.05. Therefore, the hypothesis which states that there is no significant relationship between quality of teachers and students' academic performance in Ilorin South Local Government Area, Kwara State is rejected. It is therefore revealed that there is significant relationship between quality of teachers and students' academic performance in Ilorin South Local Government Area, Kwara State.

Ho₂: There is no significant relationship between quality of library and students' academic performance in Ilorin South Local Government Area, Kwara State.

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Table 3
Quality of Library and Students' Academic Performance

Variable	N	$\bar{X}$	SD	df	Cal r value	P-value	Decision
Quality of Library	510	2.13	.76	508	.465	.000	Ho ₂ Rejected
Students' Academic Performance	510	5.87	1.23				

***Significant $P < .05$**

Table 3 shows the calculated r-value of .465 while p-value 0.000 is less than the significance level 0.05. Therefore, the hypothesis which states that there is no significant relationship between quality of library and students' academic performance in Ilorin South Local Government Area, Kwara State is rejected. The finding reveals that there is significant relationship between quality of library and students' academic performance in Ilorin South Local Government Area, Kwara State.

Ho₃: There is no significant relationship between quality of school supervision and students' academic performance in Ilorin South Local Government Area, Kwara State.

Table 4
Quality of school supervision and Students' Academic Performance

Variable	N	$\bar{X}$	SD	df	Cal r value	P-value	Decision
Quality of school supervision	510	2.22	.65	508	.432	.000	Ho ₃ Rejected
Students' Academic Performance	510	5.87	1.23				

***Significant $P < .05$**

Table 4 shows the calculated r-value of .432 while p-value 0.000 is less than the significance level 0.05. Therefore, the hypothesis

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which states that there is no significant relationship between Quality of school supervision and students' academic performance in Ilorin South Local Government Area, Kwara State is rejected. The finding reveals that there is significant relationship between Quality of school supervision and students' academic performance in Ilorin South Local Government Area, Kwara State.

Ho₄: There is no significant relationship between quality of curriculum and students' academic performance in Ilorin South Local Government Area, Kwara State.

Table 5
Quality of Curriculum and Students' Academic Performance

Variable	N	$\bar{X}$	SD	df	Cal r value	P-value	Decision
Quality of Curriculum	510	3.12	.67	508	.538	.000	Ho ₄ Rejected
Students' Academic Performance	510	5.87	1.23				

***Significant $P < .05$**

Table 5 shows the calculated r-value of .538 while p-value 0.000 is less than the significance level 0.05. Therefore, the hypothesis which states that there is no significant relationship between quality of curriculum and students' academic performance in Ilorin South Local Government Area, Kwara State is rejected. The finding reveals that there is significant relationship between quality of curriculum and students' academic performance in Ilorin South Local Government Area, Kwara State.

Ho₅: There is no significant relationship between quality of physical facilities and students' academic performance in Ilorin South Local Government Area, Kwara State.

Table 6
Quality of Physical Facilities and Students' Academic Performance

Quality Service Delivery and Students' Academic Performance in Secondary Schools in

Variable	N	$\bar{X}$	SDs	df	Cal r value	P-value	Decision
Quality of Physical Facilities	510	4.23	.79	508	.519	.000	H_0 Rejected
Students' Academic Performance	510	5.87	1.23				

*Significant $P < .05$

Table 6 shows the calculated r-value of .519 while p-value 0.000 is less than the significance level 0.05. Therefore, the hypothesis which states that there is no significant relationship between quality of physical facilities and students' academic performance in Ilorin South Local Government Area, Kwara State is rejected. The finding reveals that there is significant relationship between quality of physical facilities and students' academic performance in Ilorin South Local Government Area, Kwara State.

Discussion of Results

The finding presented in Table 1 showed that there is a significant relationship between quality service delivery and students' academic performance in Ilorin South Local Government Area, Kwara State. This finding is similar to the studies of Mathew (2006) who opined that a strong relationship exists between quality assurance and students' academic performance. The implication of this is that if quality teachers are employed, quality library provided, improved quality of school supervision, quality of curriculum and quality of physical facilities, all things been equal, it will improved students' academic performance in the schools.. This therefore means that if quality assurance procedures are strictly followed in the school, the academic performance of students will be enhanced.

Result in Table 2 shows that there is significant relationship between quality of teachers and students' academic performance in Ilorin South Local Government Area, Kwara State. This means that quality of teacher in terms of good knowledge of the subject matter, attending to students' needs, qualification and innovation will positively improve student academic performance in secondary schools in Ilorin South Local Government, This finding is in support of the findings of Nelson (2012) who opined that the teachers are the sole

implementers of the curriculum in the classroom in that the main focus of the implementers of the curriculum is the learner, the most important person in curriculum implementation are the teachers. This means if competent, punctual, disciplined and dedicated teachers are employed and available, quality service delivery will be easy and will then have a positive impact on students' academic performance.

Result in Table 3 revealed that there is significant relationship between quality of library and students' academic performance in Ilorin South Local Government Area, Kwara State. The quality of library in terms of accessibility, resourcefulness, conducive for study, stock with latest book and been updated from time to time will improve student performance. This finding goes in line with that of Jato (2014) who opined that school library has a positive impact on students achievement. Thus, school library provides a quiet well-lit study place that is conducive to mental concentration. This simply implies that if the quality of library is high with well-stocked materials, students will be motivated to go there for studies and this will have positive effects on their performance.

Table 4 indicated that there is significant relationship between quality of school supervision and students' academic performance in Ilorin South Local Government Area, Kwara State. The quality of supervision to a great extent improves teacher competence which in turn enhance student academic performance. Also, the regularity of school supervision and its attempt to address specific problem of the school program influence the achievement of the goal of the school. This finding confirmed the finding of Ogunsaju, (2005) who expressed that supervision improves the effectiveness of teachers so that they can contribute maximally to the attainment of system goals. The implication of this is that, if internal as well as external supervision is always carried out on both academic and administrative aspects of a school, there is every possibility that the performance of students would be enhanced.

In addition, the finding on Table 5 result shows that there is significant relationship between quality of curriculum and students' academic performance. This result implies that a curriculum that was design to meet the needs of the student and avail students with practical based knowledge to solve societal problem will improve student academic performance. This finding goes in line with the study of

McDonald (1994) that "curriculum might more appropriately be seen as a continuing conversation among faculty; a basis of inquiry; a set of relations with a wider, social, moral, and economic universe; an entitlement of supports for student learning; or a set of active aims for teaching.

Furthermore the finding on Table 6 shows that there is significant relationship between quality of physical facilities and students' academic performance in Ilorin South Local Government Area, Kwara State. Quality of facilities in terms of durability, enhanced students learning, use as instructional materials and create conducive environment for learning will improve student academic performance. This finding substantiated the study of Ishola (2005) who opined that 'quality of physical facilities cannot be overemphasised for effective goal achievement of school because it enhances school effectiveness. This means if physical facilities needed are provided in the system, the students will be able to study under comfort and this will improve their performance.

Conclusion

The quality of input determines what the educational output (performance) will be. Hence, the quality of; teachers, library, school supervision, curriculum and physical facilities will significantly enhance students' academic performance in Ilorin South Local Government Area, Kwara State.

Recommendations

From the findings and conclusions in this study, the following recommendations were made:

1. there is need for provision of modern laboratories, functional libraries and comfortable classrooms for better academic performance of students;
2. school authorities should at regular intervals organize workshops and seminars for teachers for effective implementation of curriculum;
3. government should provide a well-furnished library that would enable students and teachers to have access to relevant materials towards their studies; and
4. supervision as a positive measure aimed at developing the

educational system should be subjected to more routine practices to enable the supervised teachers more conversant with recent developments in the teaching industry.

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