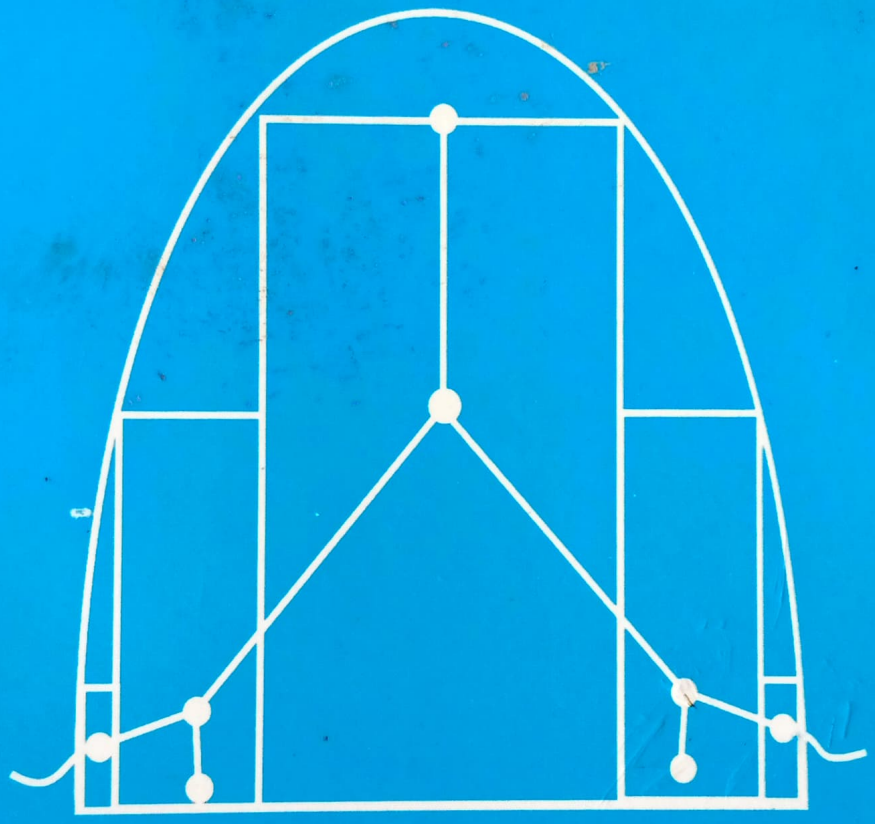
INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT (IJEM)



VOLUME 18 No. 2, 2020

Published by

DEPARTMENT OF EDUCATIONAL MANAGEMENT,
UNIVERSITY OF ILORIN, ILORIN, NIGERIA

In honour of:
Prof. Nike Yetunde Sidiqat IJAIYA

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Quality Assurance Strategies and Teachers' Productivity in Kwara State Secondary Schools

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Abstract

The poor performance of secondary school student in external examinations over the year has shown that teachers' productivity in Kwara state secondary schools is low. Thus there is need to ensure high teachers' productivity through appropriate quality assurance strategies. This study therefore investigated the relationship between quality assurance strategies and teachers' productivity in Kwara State secondary schools. Two research questions, one main hypothesis and three operational hypotheses were set to guide the study. Descriptive research design was adopted. The sample of the study was 364 out 6,894 teachers in 347 secondary schools in Kwara State. A researcher-designed questionnaire was used to elicit information about quality assurance strategies while student academic performance proforma was used to collect WAEC's Senior School Certificate Examination for five years (used to determine the level of teachers' productivity). Three experts validated the questionnaire while crumbach alpha was used to ascertain the reliability of the instrument at 0.68. Mean and percentage were used to answer the research questions while Pearson'sProduct moment correlation statistic was used to test the hypotheses formulated. It was found out that there is significant relationship between quality assurance strategies (quality control, inspection and supervision) and teachers'; productivity in Kwara State secondary schools. It was recommended that education supervisors should be frequent and functional in schools inspection while the principal should pay regular visit to the classes in order to ensure quality of classroom delivery.,

Key Words: Quality Assurance strategies; Supervision; Teachers' Productivity

Introduction

Education has been described as the bedrock of every society and a tool for nation building. According to Ugwoke, Ofoegbu and Ugwuanyi (2019), education is a process of human enlightenment and empowerment, for the achievement of better and higher quality life of a nation. The process of education is shaped and moulded by the teachers, who play a pivotal role in any educational system. Teachers play a major role in the whims and caprices of the educational system. They influence the teaching – learning outcomes either positively or negatively because they determine the quality of instructional delivery and influence quality education when it comes to implementation of the curriculum and educational policies.

The belief that teachers play a very central role in the production of

quality education has been adopted by educationists, governments as well as community members (Abdul, 2011). Thus teachers' productivity is of paramount importance to the stakeholders of secondary education in Kwara State. Productivity according to Hanushek and Ettema (2017) is about how much output can be produced per unit of input. Invariably teachers' productivity is the amount of graduates produced by teachers in a particular school or locale within a stipulated period. Thus teachers' productivity in this study is determined by the academic performance of students in Senior Secondary School Examination conducted by West African Examination Council (WAEC) between 2015 and 2019 in Kwara State. Performance of students in West African Senior School Certificate Examination has been so poor over the years. For example the result revealed that in 2010/2011,2011/2012 and 2012/2013 respectively, only 49%, 38.5% and 35.66 % of the candidates who sat for the WASSCE had between A1-C6 in Biology (Kwara State Ministry of Education). It was even worse in 2009/2010 with only 28.59%. In 2012, 2013, 2014, 2015 and 2016 respectively, the percentage of students with credit in further Mathematics in WASSCE were as follows: 41%, 38%,59%, 89% but worse in other subjects like Physics, Chemistry, Biology and English Language (Kwara State Ministry of Education). It therefore shows that teachers were not as productive as they were supposed to be, judging from the average performance of the students.

For teachers to be productive, there is need to ensure that minimum standard are at least met. In other words, quality needs to be assured. Quality assurance according to Arikewuyo (2004) is the process of ensuring that schools possess the ability to enable the students performs well in standard examinations and give education that is relevant to the needs of the students, community, and the society as a whole. Similarly, Ajayi and Adegbesan (2007) argue that, quality assurance is related to accountability both of which are concerned with maximizing the effectiveness and efficiency of educational systems and services in relation to their contexts, of their missions and their stated objectives. According to Fasasi (2006), quality, assurance in school management focuses on monitoring, while challenging and supporting schools to achieve success. It emphasizes improvement as well as making use of school and students data to monitor school performance against set targets.

The need for quality assurance in Kwara State secondary schools cannot be overemphasized in order to ensure high teachers' productivity. The objectives of quality assurance according to Ugwoke, Ofoegbu and Ugwuanyi (2019) include to: (i) serve as indispensable component of quality control strategy in education, (ii) ensure and maintain high standard of education at all levels, (iii) assist in monitoring and supervision of education, (iv) determine the quality of the teacher input, (v) determine the number of classrooms needed based on the average class size to ensure quality control of education, and (vi) determine the level of adequacy of the facilities available for quality control (vii) ensure how the financial resources available could be prudently and judiciously utilized.

To achieve this objectives of quality assurance, there are basically several strategies that can be used but this study focusses on three of those strategies (quality control, inspection and supervision). Ojedele (2007) views that; quality control involves examining the qualification of teachers, teachers by gender, the adequacy of the curriculum, availability of equipment in the required number as well as the proper use of the processes involved in the various skills to ensure that the finished products are of high standard. Supervision on the other is a way of advising, grinding, refreshing, encouraging and stimulating staff (Onocha, 2002). Inspection involves assessment of available facilities and resources in an institution with a view to establishing how far a particular institution has met prescribed standards, it is more of an assessment rather than an improvement induced exercise (Ijaya, 2001)).

Quality assurance and teachers' productivity seems to be two sides of a coin because the essence of quality assurance is to ensure that teachers are productive and this productivity is determined by the quality of products of the secondary schools. In ensuring quality the right type of strategies must be employed. It is therefore imperative to investigate if the right type of quality assurance strategies are employed and if so or so not, what is the relationship of the strategies to teachers' productivity in Kwara state secondary schools. It is against this background that this study was carried out.

Statement of the Problem

Education has been described as the bedrock of every society and tool for nation building. For quality education to be achieved in a nation or state like Kwara State, the teachers who are the principal actors must be highly productive. The determinant of teachers' productivity in this study is students' academic performance. In 2019, a total of 1,020,519 out of 1,590,173 who candidates sat for May/ June WASSCE obtained five credits and above with a minimum of five credit including English and Mathematics. However, the results of 180,205 candidates was withheld with reports of engagement in examination malpractice (Nseyen, 2019). This development showed that the teachers were not as productive as expected.

In recent time, there have been upspring concern about the competency level of teachers and the quality of graduates of secondary schools in Kwara State. Yoloye (2005) opined that quality assurance must characterize education at every stage if teachers' productivity are to be enhanced. In Kwara State secondary schools, one seldom hears of inspectors of education going round and ensures good standards. Some that visits schools are not objective in their assessment. This may be one of the reasons why many secondary schools in the state are turning into shopping malls, deteriorated learning environment, many of the schools have no furniture, and in many cases even no doors or windows. Hence the productivity of the teachers diminishes and this is evident in the performance of students and the resultant cases of examination malpractices in WASSCE in recent years (Ijaya, 2001).

Several researchers like Abdulkareem, (2016), Onocha, (2002).Ajayi and Adegbesan (2007) carried out different related studies but none of them focussed particularly on Kwara state and none (to the best of the researcher's knowledge) used the parameters used to determine the variables in this study. Thus this study investigated the level of teachers' productivity in relation to the quality assurance strategies put in place in Kwara State secondary schools. The quality assurance strategies include quality control, quality of resource input and supervision while students' academic performance in WASSCE was used to determine the level of teachers' productivity. These determinants and the locale distinguish this study from others.

Purpose of the Study

The main purpose of this study is to examine the relationship between quality assurance strategies and teachers' productivity in Kwara State secondary schools. Specifically the purpose include: to

i. investigate the mostly used quality assurance strategy in Kwara State secondary schools?
ii. examine the level of teachers' productivity in Kwara State secondary schools?
iii. determine the relationship between quality control and teachers' productivity in Kwara State secondary schools.
iv. examine the relationship between inspection and teachers' productivity in Kwara State secondary schools.
v. find out the relationship between supervision and teachers' productivity in Kwara State secondary schools.

Research Questions

The following questions were set to guide the study:

1. What is the mostly used quality assurance strategy in Kwara State secondary schools?
2. What is the level of teachers' productivity in Kwara State secondary schools?

Research Hypotheses

Main Hypothesis

Ho: There is no significant relationship between quality assurance strategies and teacher productivity in Kwara State secondary schools.

Operational Hypotheses

Ho_1: There is no significant relationship between quality control strategies and teachers' productivity in Kwara State secondary schools.

Ho_2: There is no significant relationship between inspection and teachers' productivity in Kwara State secondary schools

Ho_3: There is no significant relationship between supervision and teachers' productivity in Kwara State secondary schools.

Methodology

This study adopted a descriptive research design. The population of this study comprised 6,894 teachers in 347 secondary schools in Kwara State. Proportional sampling technique using Krejcie and Morgan (1970) sample size determination table was adopted to select 54 teachers from Kwara North, 122 teachers from Kwara South and 188 teachers from Kwara Central Senatorial District respectively. The sample of the study was therefore 364 teachers.

A researcher-designed questionnaire titled "Quality Assurance Strategies Questionnaire (QASQ)" was used to collect relevant data based on the four Likert scale of strongly agree (A), agree (A), disagree (D) and strongly disagree (SD). Three experts in the Department of Educational Management validated the questionnaire while Crumbach Alpha was used to ascertain the reliability of the instrument (0.68). Mean and percentage were used to answer the research questions generated for the study while Pearson product moment correlation statistic was used to test the generated research hypotheses at 0.05 level of significance. Students' academic performance proforma was used to collect the result of students in WASSCE (conducted by WAEC)for five years (2015-2019) which was used to ascertain the teachers' productivity.

Answering of Research Questions

Research Question One: *What is the mostly used quality assurance strategy in Kwara State secondary schools?*

The participants' response in the questionnaire was subjected to descriptive analysis (Mean and Standard Deviation) the result is shown on Table 1.

Table 1:

Mostly used Quality Assurance Strategies in Kwara State Secondary Schools

Welfare packages	N	Mean	S.D
Quality Control	364	8.82	2.12
Inspection	364	10.28	2.53
Supervision	364	13.67	4.43

It was revealed on Table 1 that supervision with highest mean of 13.67 is the mostly used quality assurance strategy in Kwara State secondary schools followed by inspection with the mean of 10.28 while quality control with the least mean of 8.82 was the least used quality assurance strategy in Kwara State secondary schools.

Research Question Two: *What is the level of teachers' productivity in Kwara State secondary schools?*

Table 2:

Level of Teachers' Productivity in Kwara State Secondary Schools

Year	Students with 5 Credits with Eng. & Maths.	Students with less than 5
2014	43.20 %	56.80%
2015	36.78%	63.22%
2016	47.46%	52.54%
2017	46.12%	53.88%
2018	49.00%	51.00%
Percentage Average	**44.51%**	**55.49%**

Table 2 showed that 44.51% of the students had five credits including English Language and Mathematics while 55.49% had below five credits. This showed that the level of teachers' productivity is below average. It therefore implies that the productivity level of teachers in Kwara State secondary schools is below average.

Main Hypothesis: *There is no significant relationship between quality assurance strategies and teachers' productivity in Kwara State secondary schools.*

Participants' response on quality assurance strategies was correlated with teachers' productivity using Pearson Product Moment Correlation (PPMC). The result is shown on Table 3.

Table 3:

Relationship between Quality Assurance Strategies and Teachers' Productivity Kwara State Secondary Schools

Variables	N	Mean	SD	df	r-value	p- value	Decision
Quality Assurance Strategies	364	12.26	3.27				
				362	.84	.000	Ho Rejected
Teachers' Productivity	364	17.07	10.62				

Table 3 revealed a p-value of 0.000 which is less than the significance value of 0.05 (0.000<0.05), the null hypothesis that stated that there is no significant relationship between quality assurance strategies and teachers' productivity in Kwara State secondary schools is rejected. Hence there is a significant relationship between quality assurance strategies and teachers' productivity in Kwara State secondary schools. The relationship is confirmed by coefficient (r-value) of 0.84 which is positive and above average.

Operational Hypotheses

Hypothesis One: *There is no significant relationship between quality control and teachers' productivity in Kwara State secondary schools.*

Participants' response on quality control **was correlated with teachers' productivity** using Pearson Product Moment Correlation (PPMC). The result is shown on Table 4.

Table 4:

Relationship between Quality Control and Teachers' Productivity Kwara State Secondary Schools

Variables	N	Mean	SD	df	r-value	p- value	Decision
Quality Control	364	12.26	2.31				
				362	.63	.001	Ho Rejected
Teachers' Productivity	364	17.07	10.62				

Table 4 revealed a p-value of 0.001 which is less than the significance value of 0.05 (0.001<0.05), the null hypothesis that stated that there is no significant relationship between quality control and teachers' productivity in Kwara State secondary schools is rejected. Hence there is a significant relationship between quality control and teachers' productivity in Kwara State secondary schools. The relationship is confirmed by coefficient (r-value) of 0.63 which is positive and above average.

Hypothesis Two: *There is no significant relationship between inspection and teachers' productivity in Kwara State secondary schools.*

Participants' response on inspection was correlated with teachers' productivity using Pearson Product Moment Correlation (PPMC). The result is shown on Table 5.

Table 5:

Relationship between Inspection and Teachers' Productivity Kwara State Secondary Schools

Variables	N	Mean	SD	df	r-value	p- value	Decision
Inspection	364	9.15	2.11				
				362	.57	.000	Ho Rejected
Teachers' Productivity	364	17.07	10.62				

Table 5 revealed a p-value of 0.000 which is less than the significance value of 0.05 (0.000<0.05), the null hypothesis that stated that there is no significant relationship between inspection and teachers' productivity in Kwara State secondary schools is rejected. Hence there is a significant relationship between

inspection and teachers' productivity in Kwara State secondary schools. The relationship is confirmed by coefficient (r-value) of 0.57 which is positive and above average.

Hypothesis Three: *There is no significant relationship between supervision and teachers' productivity in Kwara State secondary schools.*

Participants' response on supervision was correlated with teachers' **productivity** using Pearson Product Moment Correlation (PPMC). **The** result is shown on Table 6.

Table 6:
Relationship between Supervision and Teachers' Productivity Kwara State Secondary Schools

Variables	N	Mean	SD	df	r-value	p- value	Decision
Supervision	364	10.11	2.91				
				362	.69	.000	Ho Rejected
Teachers' Productivity	364	17.07	10.62				

Table 6 revealed a p-value of 0.000 which is less than the significance value of 0.05 (0.000<0.05), the null hypothesis that stated that there is no significant relationship between supervision and teachers' productivity in Kwara State secondary schools is rejected. Hence there is a significant relationship between supervision and teachers' productivity in Kwara State secondary schools. The relationship is confirmed by coefficient (r-value) of 0.69 which is positive and above average.

Discussion of Findings

The answering of research question one showed that, the most used quality assurance strategy is supervision followed by inspection and then quality control. The supervision came first because it is usually done by the principals and the heads of departments in the school. Inspection are usually done by external inspectors. According to Ijaiya (2001), external supervisors are not regular in visitation. Quality control on the other hand came last probably because due process are no longer followed in the admission of students, teachers and even procurement of resources. This is against the observation of Ayeni (2012) that there is need for efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce a quality output (students) that meets set standards and expectations of the society.

The answering of research question two showed that the level of teachers' productivity in Kwara state secondary schools is below average. According to

Barber and Mourshed, (2007), the quality of an education system cannot exceed the quality of its teachers. Teachers are expected to have sound knowledge of their subject area, deliver lessons effectively using appropriate instructional materials (improvising where necessary), evaluate the students, provide regular feedbacks on students' performance, keep adequate records and ensure discipline of the students (Ayeni,2010).All these are required to ensure a complete well-rounded education and production of quality students from the secondary school system which determines the level of teachers' productivity. The finding is similar to that of Maduekwe and Ajibola (2007) in a study on the strategies for teaching English lessons in Lagos. It was revealed in their study that; in spite of the fact that most of the teachers have teaching qualifications, many of them do not have adequate knowledge of some grammatical concepts and they ended up imparting the wrong knowledge to their students. This situation is a serious gap in the teaching – learning process and also constitutes threat to the attainment of high teachers' productivity which shows in their students' academic performance.

The analysis of data on main hypothesis led to the rejection of the hypothesis. Thus, there is significant relationship between quality assurance strategies and teachers' productivity in Kwara State secondary schools. The finding is in line with that of Ajayi and Adegbesan (2007), that quality assurance is related to accountability both of which are concerned with maximizing the effectiveness and efficiency of educational systems and services. Babalola (2008), who stated that quality assurance in education deals with proactive means of ensuring quality of inputs on teaching - learning process, academic achievement of students. Hence, an educational institution of high quality should have high quality students, teachers, facilities, school curriculum and government policies as Inputs, Furthermore, the manner in which the Inputs are processed from the beginning to the final years of an educational programme with the sole aim of maximising teachers' productivity or achievement of schools goals and objectives.

The testing of operational hypothesis one revealed that there was significant relationship between quality control and teachers' productivity. This implies that for teachers to be highly productive, adequate quality control must be put in place. A critical look at Theory X implies that when quality are not controlled, teachers as human being are likely to display nonchalant attitude to work leading to low productivity. Ojedele (2007) corroborated this view that; quality control should be of concerns to any state in its drive towards development. For this to be successfully carried out, there is need to examine the qualification of teachers, teachers by gender, the adequacy of the curriculum, availability of equipment in the required number as well as the proper use of the processes involved in the various skills to ensure that the finished products are of high standard.

The testing of hypothesis two led to its rejection. Thus, there is significant relationship between inspection and teachers' productivity in Kwara State secondary schools. It therefore implies that inspections contributes to the level of teachers productivity in Kwara state secondary schools. The finding was in line with the report of Babalola (2008) who states the quality of resources input in education, has do to with the level of teachers experience, level of communication, knowledge of subject matter, teachers qualification, level of instructional material, adequate preparation of lesson note, provision of physical facilities in school which in turn provide the output (students) who will go out to the labour market to act out various capacities. The coordination of the quality of resources input and output (students) activities by the school head will lead to a better quality assurance and effective teacher's productivity in Nigerian schools.

Hypothesis three was also rejected. Hence, there is significant relationship between supervision and teachers' productivity in Kwara State secondary schools. The finding is in line with the report of Akinwumi (2002) who states that Supervision is the provision of guidance and feedback on matters of personal, professional and educational development and supervision aim in ensuring better quality assurance and effective teachers' productivity. Supervision might involve inspection, but it goes beyond inspection and includes attempt at bringing about improvement in the quality of instruction. It involves staff as essential part of the process. It is a way of advising, grinding, refreshing, encouraging and stimulating staff (Onocha, 2002). This activities will likely enhance the productivity level of the teachers.

Conclusion

Based on the findings of this study, it was concluded that the level of teachers' productivity in Kwara state secondary schools is low. This may not be good for the educational system in the state because the success of any education system is hinged on the quality of its personnel. It was also revealed that there is significant relationship between quality assurance strategies and teachers productivity in the state. Thus appropriate usage of the right quality assurance starategy (ies) will go a long way in improving the level of productivity of the teachers in Kwara state secondary schools. It therefore implies that if adequate and appropriate quality assurance strategies are not put in place and well utilised, unqualified teachers might be employed, unqualified students may be admitted, inadequate resources may be procured, lesson may be delivered inefficiently or ineffectively, students may be evaluated wrongly and at the end lead to poor performance of students which determines the level of teachers' productivity and achievement of school goals and objectives.

Recommendations

Based on the findings and conclusions of this study, the following recommendations were made.

i. Ministry of education should ensure that education supervisors visit secondary schools regularly and ensure that adequate and appropriate inspection are done.

ii. School principals should ensure that supervision are done every week by visiting the teachers' in class while teaching, checking their lesson note, getting feedback from students and eventually discuss his/her observations with the teachers.

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