QUALITY ASSURANCE AND TEACHERS' INSTRUCTIONAL PERFORMANCE TASKS IN SECONDARY SCHOOLS IN NIGERIA

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ABSTRACT

The study examined quality assurance and teachers' instructional performances tasks in secondary school in Nigeria. The paper addressed the relationship between teachers' instructional task performance and their qualifications and teaching experience. The design of the study was a descriptive survey design. The population of the study consisted all the 59 principals and 1047 teachers making a total of 10806 respondents in Abakaliki education zone, Ebonyi State, Nigeria. Stratified random sampling method was employed to select 60 principals and vice principals, 480 teachers bringing a total of 540 as the sample size. The instrument used for data collection was Quality Assurance and Teachers' Instructional Task Performance Questionnaire (QATITPQ). Two research questions and two hypotheses guided the study data collected were analyzed using Pearson Product Moment Correlation Statistics. Findings revealed that teachers' qualification and cognate experience greatly influenced their instructional task performance. The study recommends among others that principals, inspectors and supervisors of schools should intensify internal and external supervisions of instructions to enhance quality assurance in the school system.

Keywords: Secondary education, Task performance, Minimum standards, Quality assurance and Quality control

INTRODUCTION

Quality assurance is a goal and target to which all learners, teachers, and school administrators aspire to attain. Quality assurance in education sector has become a matter of concern for educational institutions and stakeholders of education in the society (Ayeni 2010). The quest for quality and improvement in our education service delivery at all levels of education has necessitated the application of quality system management standards in the education sector. The adoption of quality assurance according to Ayeni (2011) emanated from the World Conference on Education for All led by United Nation Educational Scientific and Cultural Organization (UNESCO) in Jomtien Thailand in 1990. The aim of UNESCO is to ensure total transformation of education in the E-countries. That is to say, paying greater attention to the improvement of all aspect of education (quality) and ensuring excellence of all. In line with this aim, the Federal Republic of Nigeria (FRN 2013) in her National Policy on Education aptly states the objectives of secondary education as providing academic programmes and general education for students to be aware of socio-economic, political technological and personal problems and also prepare product for higher education. The objectives could be achieved through quality standards of education with the assistance of national and international transformational agencies.

Lassa (1992) stated reasons for the justification for the maintenance of standards when he affirms that higher education in Nigeria need to get braced with both national and international transformative segments with associated criteria for quality. Literature for the justification according to Oku and Alagbaogo (2015) is that every nation and graduates of each institution compete with environment shaped by its own local and national needs, as

well as international expectation and standards. The impact of the later (standard) is increasing at any level of education in Nigeria. therefore, the success and competitiveness of graduates set standard and expectations. Suffice it to state that the quality of secondary school education determines to a large extent the quality of human resources of any nation. Some of the transformative and associated criteria for quality in Nigeria education system include; the Decree No. 1 of 1974 that established Nigerian National Universities Commission (NUC). NUC is a statutory body charged with the supervision and development of academic programmes of the universities in the country. The National Policy on Education (2013 6th edition); UBE Act (2004); National Policy on Information and Communication Technology (ICT, 2010): The Millennium Development Goals (MDGs); Education for All (EFA); and Nigeria Education Resource Development Commission (NERDC, 2005) are all transformative agencies charged with curriculum reform, standards, scholarship, vision and goals within the context of quality assurance in education. The policy thrust of these policies is geared towards attainment of qualitative education for the enhancement of sustainable socio-economic development, global competitiveness and ability of the individual to survive in the contemporary environment.

Quality in general terms is most often defined as fitness to purpose in relation to the user and customer (Wilkinson, Redman, Snape & Marchington, 1998). Nwanna (2000) sees quality in education as scale of input inform of funds, equipment facilities, teachers and pupils, transactions and output of instruction inform of their product are acceptable, desirable, beneficial, effective and efficient from the point of view of the school proprietor. Nwite (2008) affirms that quality cut across acceptable standards of excellence of the school system, inspection and supervision, examination, quality of teachers, scope and reliance of the curriculum to the need of the public. Quality in this context depicts degree of excellence of state of perfection. The combination of these attributes and peculiar features of quality makes provision for quality assurance in education.

Quality assurance therefore, is the process of maintaining standards in product or services. Scholars Oach as Campbell and Rozsanyani (2002) in their empirical and theoretical study affirms that quality assurance is an all embracing effort covering al polices actions through which quality of education is maintained and developed. Put differently, quality assurance is a process of demonstrating excellence and value services. In other words it is planned and systematic view process of an institution/ programme to determine acceptable standard of education. Okobukola (1996) contends that quality assurance is a process of continuous improvement in the quality of teaching and learning activities which will be achieved via pathway of management and teaching. Havey (1999) views quality assurance as the process of ensuring effective resource input, control, refining the process and raising the standards of output in order to meet the set goals and satisfy public accountability. Taylor and Hosker (1992) defines quality assurance in education as all those planned and systematic actions necessary to provide adequate confidence that a product or services will satisfy given requirements for quality.

In line with these views, Babalola, Adedeji and Ewart (2007) contends that quality assurance in education has to do with totality of features and characteristics of a product or service that bear on its ability to satisfy stated needs. Quality assurance in all ramifications is about continual improvement of quality standard set out in the guidelines on minimum standard in schools (Federal Ministry of Education, FME, 2009). Wikipedia (2008) affirms that quality assurance is any action taken to prevent quality problems from occurring. In the same vein, quality assurance aim at providing zero defects' products or service by getting things done right at the first time and every time (Okoroma, 2006).

An attempt at universalization of quality assurance in higher institution across Nigeria in 2004 was reported by National University Commission (NUC) in an effort to standardize the quality of university education bringing about quality assurance in academic programmes. Adedipe (2007) cited in Onyekan & Alaba (2014) shared with NUC the responsibilities of addressing key areas of quality assurance in Nigeria education system:
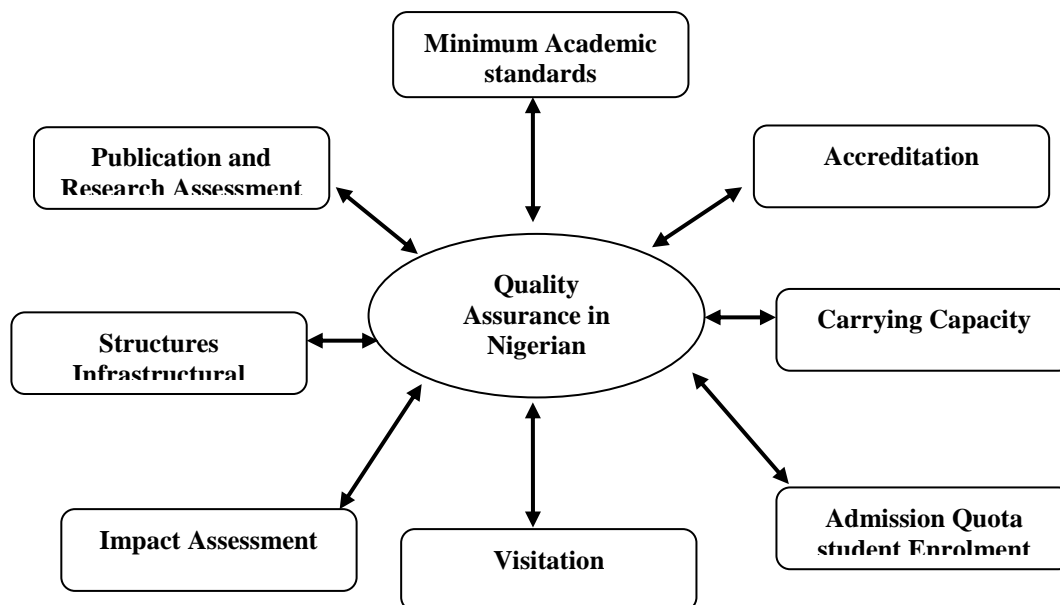
Source: Adedipe 2007.

From the above figure as illustrated by Adedipe cited in Oyekan and Alaba (2014) is an illustration of coping with quality at any level of education which appears multidimensional and embressing all functions all functions and activities of a university for UNESCO (2003) they include; teaching academic programme, research and scholarship, staffing and students enrolment, structures, service to the community and academic environment.

Drawing from the above referenced words of scholars, and NUC model, quality assurance in education can be regarded as wholistic approach to our education as an entity. Simple put, it is a systematic management monitoring and evaluation procedure adopted to measure the performance of school administrators, teachers and students against educational objectives to ensure best practices instructional input, output and improvement drives. Quality assurance in education is a multidimensional concept which should embrace all functions and activities: teaching academic programs, staffing, students, school plants, facilities, equipment, and services to the community and academic environment (UNESCO, 1998).

Success or failure of the students in our secondary schools to a great extent is on the quality of instructions and not merely on lack of students' abilities to learn (Levine cited in Ayeni 2011). This is because teaching approach that a teacher adopts in the classroom may affect students' achievement or facilitates high standards of learner's outcomes from this perspective. In this you teachers are expected to raise the objectives of quality assurance transformative policies, quality assurance should be embraced by school principals and teachers for their professional development and quality learning out comes of the students.

STATEMENT OF THE PROBLEM

The growing concern of the stakeholders, principals, teachers, students about the realization of secondary school objectives due to doubt that there has been steady decline in teachers' instructional task performance and students performance depicts non-realization of quality assurance schools (Anyni 2011 and Adeniji 2002). The non-realization and decline in

teachers and students task performance have been attributed to gaps in teachers' incompetence, inadequate learning facilities, and non-implementation of the new curriculum for secondary schools, inadequate funding, and institutional management. These must have affected quantity assurance in education in Ebonyi State. In addition to these factors, other gaps and challenges that confront the achievement of quality assurance in education include poor delivery of instruction by the evaluation of students' learning and inadequate provision of training facilities for professional development which may not lead to increased productivity. The problem of this study is what are the effects of quality assurance on teachers' instructional task performance in secondary schools in Abakaliki Education Zone of Ebonyi State?

RESEARCH QUESTION

Two research questions were formulated to guide the study:
1. What are the effects of teachers' qualification on the instructional task performance in secondary school in Abakaliki Education Zone?
2. What are the effects of teachers' in the job experience on the instructional task performance in secondary schools in Abakaliki Education Zone?

HYPOTHESES

Two hypotheses were generated to guide the study:
H1.   There is no significance relationship between teachers' qualification and their instructional task performance.
H2.   There is no significant relationship between teachers' on the job experience and the instructional task performance.

METHODOLOGY

Descriptive survey design was adopted for the. Descriptive survey design study was deemed necessary as the study is mainly concerned with describing events as they are without manipulations (Ali, 1996 & Allen and earl, 1997). The population comprised all the 59 principals and 10,741 teachers in public schools in Abakaliki Education Zone of Ebonyi State making a total of 10800 respondents. The selection of the secondary school principals and teachers was based on stratified random sampling technique from the education zone. The instrument used for data collection was Quality Assurance and Teacher Instrumental Task Performance (QATITP). Two research questions guided the study while two hypotheses were tested at 0.05 level of significance using Pearson product Moment Correlation Co-efficient statistics.

RESULTS

Table 1. Pearson Product Moment Correlation Analysis of Relationship between Teachers' Qualification and Instructional task Perforce (N=540)

Variable	N	df	$\overline{X}$	SD	r-value
Teachers Qualification				2.35	
	540	538			0.680
Instructional Performance				4.80	6.65

P</05 crit r = 0.062 df 538

The data presented on table I revealed that the r-value of 0.680 at 0.05 level of significance is an indication that teachers' instructional output task performance was greatly influenced by their professional qualifications. The null hypothesis is rejected while the alternative hypothesis (H_x) is accepted.

Table 2: Pearson Product Moment Correlation Analysis of Relationship between Teachers' Teaching Experience and Instructional Task Perforce (N=540)

Variable	N	df	X̄	SD	r-value
Teachers Teaching Qualification			3.31	2.35	
	540	538			0.741
Instructional Task Performance			42.78	6.65	

P</05 crit   r = 0.741 df 538

Table 2 revealed that the r-value of 0.741 at 0.05 level significance. Analysis of data on table 2 showed a significant relationship between teachers' teaching task performance with r-value of 0.741 at 0.05 level of significance. The null hypothesis is rejected infavour of the alternative hypothesis. Therefore, there is a significant relationship between teachers' teaching experience and instructional task performance in secondary schools. This implies that teachers' instructional practices are enhanced by years of cognate teaching experiences.

DISCUSSION

The result of hypothesis I showed a significant relationship between teacher's qualification and instructional task performance with r-value of 0.680 at 0.05 level of significance. This implies that the quality of teachers' instructional input was greatly influenced by their professional qualifications. The finding is in line with Ayeni (2011) who identified that requisite professional qualification with long standing cognate experience determines teachers' competence and ability to demonstrate pedagogical and andragogical skills in the discharge of instructional tasks.

Table 2 also revealed that there is a significant relationship between teachers' teaching experience and instructional task performance with r-value of 0.741 at 0.05 level of significance with 538 degree of freedom (df). This implies that the finding is in accord with Ematarom (1992) who indicated that both teaching experience and former training and desirable in promoting quality education in the school system. This findings is interdem with the empirical findings of Okpalanze (2016) and Kis (2015) who maintained that in educational institution quality assurance is measured by providing and managing quality of infrastructural facilities, assembling them in components, directing them to service related to production, management processes that enhances effective teaching and learning. Consistent professional renewal and career development for all teachers in secondary schools on challenging pedagogical research beyond pre-service training is a welcomed development to improve and promote teachers' instructional task performance in classroom instructions.

CONCLUSION

The study has established that quality assurance in education in secondary schools is a wholistic approach directed towards education as an entity and a preventive measure to avoid wastage in the educational system. Quality assurance in education sector hinges on teachers' quality and effectiveness in curriculum delivery hence, efforts should be intensified to reduce all inhibiting factors of quality assurance such quality crisis, inadequate finding and poor utilization of available instructional tools and language and instructional communication. Consequently teachers in their capacity are expected to cultivate positive interest in continuous learning to improve quality of instructional task performance that will meet set standards in secondary schools.

RECOMMENDATION

Based on the findings and discussions of this study, the following recommendations are made:

1. Federal and State Governments should promote capacity development of teachers in secondary schools through regular seminars/workshops based on pedagogical skills acquisition. This will enable teachers acquire relevant skills and competence in various subject area with a view to improving the quality of education.

2. Principles, Inspectors and supervisors should intensify internal and external supervision of instruction on regular bases to enhance quality assurance in the school system.

3. More qualified teachers should be recruited to reduce the large class size and high teacher-student ratio in secondary schools for effective application of quality assurance in instructional delivery.

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