

Impact of Quality Assurance on Job Performance among Senior Secondary Schools Teachers in Minna Educational Zone of Niger State, Nigeria

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ABSTRACT

This study is tagged “Impact of Quality Assurance on Job Performance among Senior Secondary Schools Teachers in Minna Educational Zone of Niger State, Nigeria”. Three research questions guided this study which were is there impact of quality assurance on teachers’ use of instructional materials, is there impact of quality assurance on teachers’ use of pedagogies in teaching and is there Impact of quality assurance on teachers’ use of records in senior secondary schools in Minna Educational Zone Nigeria? Survey design was used. The population was 2762 with 279 sample. Multistage sampling technique was used with 20 self-designed structured-items questionnaire. Reliability was ascertained through pilot study via test re-test method and the two results were correlated using Pearson Product Moment Correlation Coefficient; 0.96 was obtained which implies the instrument was reliable. Mean was used to analyse the data. The study revealed that quality assurance

enhances teachers' ability to use, manage and maintain instructional materials in the school, enhances teachers' use of teaching pedagogies and influence effective record keeping in the school. It was recommended that government should use quality assurance reports to enhance provision of instructional materials to promote quality teaching, principals should effectively and constantly supervise teachers to ensure appropriate use of teaching pedagogies and internal and external supervisors should constantly check to guide teachers' use of records to promote effective management of senior school secondary schools in Minna Educational Zone of Niger State, Nigeria.

Key Words: Impact, Quality Assurance and Job Performance

Background to the Study

It could be seen as a measure of established value and criterion for standard. It may mean the degree of excellence in performance. Quality refers to standards and value which determines effectiveness of a programme. Quality as a term has no generally accepted definition; however, quality embodies a standard of a phenomenon (Okoro, & Agugum, 2017). According to Ajayi and Adegbesan (2007), quality is the total of the make-up of a process, product or service on its performance, in customer's or client's perception of that performance. To Okoro and Agugum (2017), it is not just the make-up of a complete product or service rather incorporates an emphasis on the internal procedures and outputs and comprises a decline of waste and the improvement of productivity. The concern for quality has been at the core of the motivating forces for reforms in education (Sunday, 2011). In line with the above definition, Fadokun in Okoro and Agugum (2017) characterised quality by three interconnected parts:

1. Efficiency in the meeting of its goals,
2. Significant to human and environmental settings and needs,
3. Something more" which means the search for new ideas, the quest for excellence and encouragement of creativity.

However, quality assurance is a systematic way of monitoring and evaluation of projects, services and programmes to ensure standard. Quality assurance in senior secondary schools is therefore planned to systematically monitor and evaluate the progress and standard of teaching and learning process as well as the entire curriculum of the school system. Introducing quality in education is to reform and promote effective productivity in the institutions of learning. Qualitative and quantitative resources are the core determinant of quality education in a nation. This is to say that adequate personnel, instructional materials, equipment and other facilities should be provided and effectively managed. Quality in education should be based on its strength to support the sound performance of student's in standard examinations, likewise being relevant to the needs of the students, community and society large (Sunday, 2011).

Therefore, quality assurance is the process in which educational programmes reviewed to ensure acceptable standards in terms of available resources, implementation and the productivity in educational industries. According to Ifedili (2006) quality assurance is the process of ensuring that the educational outputs (graduating students) are processed with all

required personnel and quality programs, facilities and materials to meet the global acceptance. The following are the key components of quality assurance instrument in primary and post primary schools according to the Federal Ministry of Education (2009):

1. Background information about the school
2. Achievements and standards attained by the school.
3. Learners' participation.
4. Provision for care, guidance and support.
5. Leadership and management of school.
6. School-Community relationship.
7. Learning environment.
8. Teaching and learning process.
9. Curriculum and other related activities.

Quality assurance in education could be internal or external. Oladosu (2012) states that internal quality assurance is the policies, mechanisms, processes and certainly the attitudinal changes form a congruent which when effected internally (by the institution) to guarantee compliance with standards, accountability and fitness of purpose, it is seen as internal quality assurance. External quality assurance on the other hand is the monitoring and evaluation for agreement with stipulated rules and standards carried out by statutory agencies from outside the school. It scrutinises the appropriateness of purpose and effectiveness of the internal quality assurance processes used by the statutory agency, with an examination of the system's structure, its documentation and the evaluation of quality done by the entity. According to Adedeji and Bamidele (2003), it comprises suitable investigatory mechanisms to guarantee financial probity, the legal representative and the persons occupying a leadership position are right and suitable persons to deliver extra on higher education programmes.

Statement of the Problem

Effective instructional supervision however would be difficult to carry out if the funds that are supposed to be available are not there. Due to the scarce resources, school administrators as well as instructional supervisors would affect the supervision exercise. Administrative inadequacies emerge when planning fails to specify the scope of responsibilities and results that instructional supervision is expected to bring about in a school. Thus, poor planning affect quality assurance exercise in the school.

More so, one of the major challenges facing instructional supervision in Nigerian secondary schools is the issue of competence and technical knowledge of the instructional supervisors. Evidence from previous studies Eya and Leonard (2012) revealed that some instructional supervisors lack knowledge and competence to carry out the exercise. Additionally, both supervisor and the school administrators on account of funds meant to procure necessary materials for the school system would not be adequately utilized for the purpose it means for. A time, the supervisors (internal and

external) unduly demands for things from the supervisee which result them to temper with reports of supervision.

Generally, school personnel see supervision as a threat to their peace in the school setting. More so, the quality assurance in secondary schools especially at senior level may not be adequate and effective since there are issues associated with teachers' poor use of instructional materials, improper use of teaching pedagogies and poor records management. However, it was based on the above reasons that this study was carried out this.

Objectives of the Study

The following objectives guided this study

1. Determine the impact of quality assurance on teachers' use of instructional materials in teaching senior secondary school students in Minna Educational Zone of Niger State, Nigeria.
2. Investigate the impact of quality assurance on teachers' use of pedagogies in teaching senior secondary school students in Minna Educational Zone of Niger State, Nigeria.
3. Determine the impact of quality assurance on teachers' use of records in senior secondary schools in Minna Educational Zone of Niger State, Nigeria.

Research Questions

For the purpose of this study, the following questions were asked:

1. Is there impact of quality assurance on teachers' use of instructional materials in teaching senior secondary school students in Minna Educational Zone of Niger State, Nigeria?
2. Is there impact of quality assurance on teachers' use of pedagogies in teaching senior secondary school students in Minna Educational Zone of Niger State, Nigeria?
3. Is there impact of quality assurance on teachers' use of records in senior secondary schools in Minna Educational Zone of Niger State, Nigeria?

Research Design

Descriptive survey research design was used by the researchers for this study. This design will be used because it permits the researcher to study small sample and later generalized the findings to the whole population. Osuala, (2005) was of the view that in survey research small sample is studied and the findings are generalized to the entire population of the study.

Methodology

The population of this study comprises all the senior secondary schools' Principals and Teachers in Minna Educational Zone of Niger State. According to statistical data from Planning, Research and Statistics Department (PRSD), Niger State Ministry of Education, Minna (2016), the public senior secondary schools has the total population of 82 principals and 2680 teachers (M. O. E, Minna, 2016).

Sample size for this study consisted of 6 principals and 273 teachers making a total of 279 stakeholders. A multistage sampling technique was used to select sample for this study by the researchers. The Minna Educational Zone was grouped into five Local Governments to ease randomly selection. However, according to Gay and Diehl (1992) opined that, for descriptive research, the sample size should be 10% but if the population is too small, then 20% may be required. Based on this, the two Local Government Areas were randomly selected which include Chanchaga and Rafi respectively.

Structured questionnaire titled "Impact of Quality Assurance on Job Performance among Senior Secondary Schools Teachers in Minna Educational Zone of Niger State, Nigeria" comprises of 24 structured items. Section one of the questionnaire was demographic data of the respondents while the remaining sections were made up of item statements to answer the research questions. More so, the items structured on a four point likert scale, ranges from Strongly Agreed, Agreed, Disagreed and Strongly Disagreed.

The instrument was given to specialists in educational administration and planning as well as linguistics for face and criterion validation. Based on their advices, some questions were modified, some dropped and others added in order to make the instrument valid.

In order to ascertain the reliability the instrument, a pilot study was conducted on fifty members of the population from five (5) senior secondary schools in Minna Educational Zone of Niger State. Six respondents were used from each school including the principals. This was done through test re-test method. The two results were correlated using Pearson Product Moment Correlation Coefficient (PPMC) and the result r value 0.96 was obtained which implies the instrument was reliable.

The data collected for this study were analyzed through frequency counts and simple percentage.

Data Presentation and Analysis

In order to collect data for this study, 279 instrument were distributed. Two hundred and seventy-four were correctly filled, retrieved and analyzed while 5 were not returned. The researchers used 2.5 as the mean otherwise known as decision mean since the instrument was based on four structured point likert scale. This was to take decision whether to accept or reject a research question after comparing it with the cumulative mean. Here, mean score of 2.5 and above indicate positive response to the research question and accepted while a mean score below 2.5 indicate negative answer to the research question and rejected. This is shown below:

$$\begin{array}{l}
 \text{SA} \quad - \quad 4\text{point} \\
 \text{A} \quad - \quad 3\text{point} \\
 \text{D} \quad - \quad 2\text{point} \\
 \text{SD} \quad - \quad 1\text{point} \\
 \hline
 \frac{4+3+2+1}{4} = 10/4 = 2.5 \text{ (Decision mean)}
 \end{array}$$

Keys:

$N_1=6, N_2=268$

N_1 = Number of Principals

N_2 = Number of Teachers

\bar{X}_1 = Mean of Principals

\bar{X}_2 = Mean of Teachers

\bar{X}_t = Average Means.

Research Question One: Is there Impact of Quality Assurance on Teachers’ Use of Instructional Materials in Teaching Senior Secondary School Students in Minna Educational Zone of Niger State, Nigeria?

Table 1: Opinions of Stakeholders on the Impact of Quality Assurance on Teachers’ Use of Instructional Materials in Teaching Senior Secondary School Students in Minna Educational Zone of Niger State, Nigeria

S/ N	Items	\bar{X}_1	\bar{X}_2	\bar{X}_t	Remark
1	Quality assurance enhance effective use of instructional materials	3.4	3.3	3.4	Agreed
2	Quality assurance affect appropriate choice of instructional materials by teachers negatively	1.1	1.2	1.2	Disagreed
3	Quality assurance enhance adequate provision of instructional materials	2.1	1.6	1.9	Disagreed
4	Quality assurance enhance teachers’ knowledge, skills and ability in improvisation of instructional materials in the school	3.7	3.5	3.6	Agreed
5	Quality assurance enhance teachers’ ability to manage and maintain instructional materials in the school	3.3	3.1	3.2	Agreed

Table 1 seeks to know the opinions of respondents on the Impact of Quality Assurance on Teachers’ Use of Instructional Materials in Teaching Senior Secondary School Students in Minna Educational Zone of Niger State, Nigeria. Item 1 says that quality assurance enhances effective use of instructional materials with average mean of 3.4 which indicates that the statement was accepted. Item 2 says quality assurance affect appropriate choice of instructional materials by teachers negatively; the average mean was 1.2 which means that the statement was disagreed by the respondents. Item 3 says

that quality assurance enhances adequate provision of instructional materials with 1.9 average mean and it means that the statement was also disagreed. Item 4 says that quality assurance enhances teachers' knowledge, skills and ability in improvisation of instructional materials in the school with average mean of 3.6 which means that the statement was rejected. Item 5 states that quality assurance enhances teachers' ability to manage and maintain instructional materials in the school; however, the average mean value was 3.2 which reveals that the statement was agreed by the stakeholders.

Research Question Two: Is there Impact of Quality Assurance on Teachers' Use of Pedagogies in Teaching Senior Secondary School Students in Minna Educational Zone of Niger State, Nigeria?

Table 2: Opinions of respondents on the Impact of Quality Assurance on Teachers' Use of Pedagogies in Teaching Senior Secondary School Students in Minna Educational Zone of Niger State, Nigeria

S/ N	Items	\bar{X}_1	\bar{X}_2	\bar{X}_t	Remark
1	Appropriate use of teaching pedagogies influence effective classroom management and control	3.9	3.7	3.8	Agreed
2	Quality assurance bring about appropriate choice and use of teaching pedagogies by teachers	3.4	3.1	3.3	Agreed
3	Quality assurance enhance teachers' knowledge, and skills in the use of teaching pedagogies in the classroom	3.3	3.5	3.4	Agreed
4	Appropriate use of pedagogies bring about effective teaching and learning process	3.9	3.7	3.8	Agreed
5	Quality assurance enhance teachers' use of teaching pedagogies effectively	3.5	3.1	3.3	Agreed

Table 2 seeks to know the opinions of respondents on the Impact of Quality Assurance on Teachers' Use of Pedagogies in Teaching Senior Secondary School Students in Minna Educational Zone of Niger State, Nigeria. Item 1 says appropriate use of teaching pedagogies influence effective classroom management and control with average mean of 3.8 which indicates the statement was accepted. Item 2 says that quality assurance brings about appropriate choice and use of teaching pedagogies by teachers with average mean value of 3.3 which means that the statement was agreed. Item 3 states that quality assurance enhances teachers' knowledge, and skills in the use of teaching pedagogies in the classroom with average mean value of 3.4 and this reveals that the statement was agreed. Item 4 says that appropriate use of pedagogies bring about effective teaching and learning process with 3.8 average mean which shows that the statement was agreed. Item 5 states that quality assurance enhances teachers' use of teaching pedagogies effectively with average mean value of 3.3 which indicates that the statement was accepted.

Research Question Three: Is there Impact of Quality Assurance on Teachers' Use of Records in Senior Secondary Schools in Minna Educational Zone of Niger State, Nigeria?

Table 3: Opinions of stakeholders on the Impact of Quality Assurance on Teachers' Use of Records in Senior Secondary Schools in Minna Educational Zone of Niger State, Nigeria

S/ N	Items	\bar{X}_1	\bar{X}_2	\bar{X}_t	Remark
1	Quality assurance influence effective record keeping in the school	3.9	3.5	3.7	Agreed
2	Effective use of records positively enhance school management	3.7	3.4	3.6	Agreed
3	Quality assurance promotes effective use and management of school records	3.6	3.3	3.5	Agreed
4	Records help to determine school progress	3.8	3.4	3.6	Agreed
5	Quality assurance enhance teachers' knowledge on the use and/or record keeping in the school	3.5	3.2	3.4	Agreed

Table 3 seeks to know the opinions of respondents on the Impact of Quality Assurance on Teachers' Use of Records in Senior Secondary Schools in Minna Educational Zone of Niger State, Nigeria. Item 1 quality assurance influence effective record keeping in the school with mean average of 3.7 which means agreed. Item 2 says effective use of records positively enhance school management with average mean value of 3.6 and shows that the statement was agreed by respondents. Item 3 says that quality assurance promotes effective use and management of school records with average mean of 3.5 which indicates that the statement was agreed. Item 4 says records help to determine school progress with average mean value of 3.6 meaning the statement was agreed. Item 5 says quality assurance enhance teachers' knowledge on the use and/or record keeping in the school with average mean value of 3.4 meaning the statement was agreed.

Summary of Findings

Based on the data collected, the following findings were discovered:

1. Quality assurance enhances effective use of instructional materials, quality assurance enhances teachers' knowledge, skills and ability in improvisation of instructional materials in the school, quality assurance enhances teachers' ability to manage and maintain instructional materials in the school and quality assurance does not enhance adequate provision of instructional materials
2. Appropriate use of teaching pedagogies influence effective classroom management and control, quality assurance brings about appropriate choice and use of teaching pedagogies by teachers, quality assurance enhances teachers' knowledge, and skills in the use of teaching pedagogies in the classroom,

appropriate use of pedagogies bring about effective teaching and learning process and quality assurance enhances teachers' use of teaching pedagogies effectively.

3. Quality assurance influence effective record keeping in the school, effective use of records positively enhance school, quality assurance promotes effective use and management of school records, records help to determine school progress and quality assurance enhance teachers' knowledge on the use and/or record keeping in the school

Conclusion

It was concluded that quality assurance enhances effective use of instructional materials, appropriate use of teaching pedagogies influence effective classroom management and control, quality assurance enhances teachers' knowledge, and skills in the use of teaching pedagogies in the classroom, and quality assurance influence effective record keeping in the school.

Recommendations

Based on the findings, the following recommendations were made:

1. Government should use reports of quality assurance to enhance adequate provision of instructional materials in senior secondary schools to promote quality teaching and learning process in Minna Educational Zone of Niger State.
2. Principals should effectively and constantly supervise teachers to ensure appropriate use of teaching pedagogies and quality teaching in senior secondary schools.
3. Internal and external supervisors should constantly check to guide teachers' use of records to promote effective management of senior school secondary schools in Minna Educational Zone of Niger State, Nigeria.

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