



Research Article

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Quality Assurance and Internal Efficiency of Primary School Teachers in Ekiti State

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Doi: 10.2478/mjss-2019-0022

Abstract

The study examined the relationship between quality assurance and internal efficiency of primary school teachers in Ekiti State. The study was a descriptive research design of the survey type. The study population comprised all the 9,310 primary school teachers and all primary school pupils in Ekiti State while a sample of 700 teachers and 700 primary six pupils were selected through random, proportionate and stratified sampling techniques. The instruments used to collect data were questionnaire titled "Quality Assurance Questionnaire" which was answered by teachers and "Teachers Internal Efficiency Questionnaire" which was administered on the pupils. The instruments were validated with reliability coefficients of 0.78 for QAQ and 0.75 for TIEQ. The hypotheses were tested using Pearson's Product Moment Correlation and t-test at 0.05 level of significance. The findings revealed that there was a significant relationship between quality assurance and internal efficiency of primary school teachers. It was also revealed that there was significant difference in the quality assurance measures provided in rural and urban schools. It was concluded on the basis of the findings of the study that quality assurance is an essential variable of primary school teachers' internal efficiency. It was therefore recommended that supervising agencies of primary education should closely monitor teachers' activities, especially those in the rural areas in order to boost their internal efficiency. It was also recommended that workshop and conferences should regularly be organized for primary school administrators, most especially those in the rural areas on the various ways through which their teachers' activities could be monitored in order to actualize school goals.

Keywords: Education, Primary education, Quality assurance and Internal efficiency

1. Introduction

Education as the bedrock of every society and a tool for nation building enhances the economic, political, social, personal and technological development of every nation as it is evidently clear that no nation can rise above its educational level. Education can thus be said to be the most important weapon to produce a total person with the appropriate skills, knowledge, attitude and values required to live a fulfilled life. Ocho and Nwangwu (2011) summed it up that the ability of a nation to grow and develop depends on the quality of her educational system. It could therefore be said that the importance of education to individuals cannot be overemphasized in terms of acquisition of knowledge, skills, attitude that are necessary for effective living.

In an attempt to view education as a tool for national development, the National Policy on Education (FRN, 2004) categorized the nation's educational system into primary, secondary and tertiary education in order to enhance attainment of national goals which include: a free and democratic society, a just and egalitarian society, a great and dynamic economy and a land full of

bright opportunities for all citizens.

Primary education which is the foundation of all other formal education serves as the basic educational background upon which subsequent educational systems are built. To a very large extent, the solidity of primary education determines the difference between success and failure of subsequent educational systems. This implies that the coordination of primary education has impact on the quality of the products which are also an input for secondary education. Heads of primary schools usually referred to as headmasters/headmistresses occupy unique and strategic positions. He is accountable to the success or otherwise in the school. As a professional leader, he combines administrative supervision with instructional supervision all in a bid to ensure attainment of a common goal. As the executive head, he is expected to develop and implement means through which teaching and learning processes could be monitored.

The subject of quality assurance is a very important matter in the sphere of primary education because it serves as the foundation for other educational systems. Quality assurance which literally means supervision of instruction is a vital weapon in achieving goals of education. Oyedeji (1988) observed that when speaking on the supervising skills of the principals (which can also be applicable to primary school heads), no one is greater than their functions as supervisors, instruction and curriculum planners. Arogundade (2009) summed it up that the goals of education cannot be achieved without education and that supervision is the panacea for quality education. Mkpandioke (2007) described quality assurance as a holistic term which is directed towards education as an entity and that it entails the supplier and consumer and the various activities put in place to produce quality products and services. In a related development, Ajayi and Adegbesan (2007) contended 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, missions and stated objectives. In the same vein, Oyewumi and Fatoki (2015) see quality assurance as a total, holistic process concerned with ensuring the integrity of outcomes and which places the responsibility of quality with factory (education) and thus is expressed through its relationship with its customers. Blumende (2001) reported that the decline in the quality of education in Nigeria cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal transformation and development. Ogunsaju (2004) corroborated this view by stating that the academic standard in all Nigeria educational institutions fell considerably below societal expectations.

It is evidently clear from the various submissions that quality assurance revolve round the learner, teaching-learning processes, the contents as well as the learning outcomes and that supervision plays a pivotal role in school programmes. Teachers thus play an essential role and as well serve as the engine room of all these activities. This implies that teachers, as one of the inputs into the educational process constitute an important aspect of pupils' learning. Considering this point, it could be said that the level of performance in primary schools are intimately tied to the quality assurance measures put in place by the schools' head in accordance with laid down regulations by the governing body.

Internal efficiency which implies the extent to which resources made available to the educational system are being used to achieve the objectives for which the educational system has been set up is an essential factor in evaluating educational outcomes. In this study, primary school teachers' job performance would be used interchangeably as their internal efficiency. Teachers are the backbone of educational activities, meaning that they are the main determinants of quality in education. This implies that the success or otherwise of educational programmes depend on teachers' job performance and they are therefore expected to be effective and committed to their job. To be effective on the job, it therefore becomes imperative that teachers' activities must be supervised. To this end, Okeniyi (1995) described teachers' job performance as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. Similarly, Olaniyan (1999) perceived teachers' job performance as the ability of teachers to skillfully combine the right behaviour towards the achievement of organizational goals and objectives. Taking a cursory look at the various submissions on teachers' job performance, it could thus be inferred that teachers are the drivers of education in all spheres of life, it thus becomes imperative that importance should be attached to their efficiency through quality assurance measures.

Observation shows that headmasters who are the internal supervisors appear not to be bothered about ways and manners in which teachers discharge their duties, most especially those schools that are located in the rural areas. Probable reason for this might be due to the exposure to seminars, workshops and conferences on modern supervisory techniques that headmasters in schools located in urban centers have over their counterparts in the rural areas or because their activities are closely monitored by the primary school supervising agencies than those in the rural areas. Since supervision is believed to be a pre-requisite for teachers' internal efficiency irrespective of schools' location, it therefore becomes essential that teachers should be supervised in the area of curriculum implementation, preparation of lesson notes, punctuality and regularity in class among others. All these are variables that if not well supervised, are believed to have negative impact on teachers' job performance.

Some headmasters appear not to supervise their teachers' job performance in relation to the contents and methods used in implementing the curriculum and this could be inimical to the attainment of educational goals. Curriculum is a powerful tool used by the school to actualize the educational objectives of a nation. Thorng (2013) affirmed that it is through curriculum that ideas, concepts and theories are translated into practice, into the teaching, learning and assessment programmes that form the day-to-day experience for educators at all levels. It could be inferred from Thorng's assertion that effective curriculum implementation is one of the important functions of a headmaster if the goals for which the school stands are to be achieved. Although it is the teachers that would implement the curriculum, but it is imperative that headmasters should supervise the how, when, where and why of the implementation processes in order to ensure a positive teaching-learning processes because it is generally believed that effective curriculum implementation cannot take place in a school where the headmaster does not accord importance to instructional supervision.

The quality of teachers' preparation for his/her lesson is crucial to helping pupils reach high academic standards, yet some enter classrooms unprepared. Some teachers appear to shirk their responsibilities by not writing scheme of work, lesson notes, diaries among others as and when due. Lesson note which serves as a blueprint containing what to be taught, objectives to be achieved, steps to be involved as well as evaluation of teaching-learning processes is an essential note to be made available and consulted during teaching, but some teachers appear not to bother about going to class with well-prepared lesson note. Probable reason for teachers' unpreparedness for their class might be because of their headmasters' incapability of exercising their supervisory role. It is imperative to note that for meaningful and effective learning to take place, teachers' lesson notes must be well prepared and its quality ascertained by the headmaster or designated person because scantily or ill-prepared lesson notes could jeopardize attainment of school goals. Adewumi (2000) emphasized that in discharging their supervisory role, principals (which could also be applicable to headmasters) could help their teachers for better task performance in the preparation of lesson plans and lesson notes, good use of instructional methods and teaching aids.

Teachers' efficiency in relation to their punctuality and regularity in class is another variable that needs to be supervised by headmasters if the goals for which the school stands are to be achieved. Okpilike in Buhari (2014) contended that teachers exhibit various forms of indiscipline such as lateness to school, lack of preparation for class work, absenteeism among others and concluded that the shift in the value system has permeated the school system. Observation shows that some teachers especially those in the rural areas appear not to be punctual in class, let alone being regular. Some teachers come to school and classes at their convenient time while some engage in their personal businesses, some even work in their farm at the expense of teaching the pupils while some engage their colleagues in irrelevant discussions instead of teaching the pupils. All these and other irregularities among teachers are possible probably because of the low quality assurance measure put in place in schools. Be it as it may, it is essential that adequate quality assurance measures be put in place to checkmate teachers' internal efficiency so that goals of the schools could be achieved.

2. Statement of the Problem

Some stakeholders especially government, parents and the society alleged internal inefficiency among primary school teachers. This seems to escalate the incidence of academic and moral decadence among pupils. Reasons such as leadership styles, communication behaviour among others have been adduced to this, but this work investigated teachers' internal efficiency vis-à-vis quality assurance since quality assurance appear to be a powerful tool in achieving stated goals. The problem of the study is therefore the seemingly non-clarity of the impact of quality assurance on teachers' internal efficiency and which of the either school in rural and urban centers can better enhance quality assurance among his/her members of staff so that school goals could be achieved.

3. Research Hypotheses

- i. There is no significant relationship between quality assurance and teachers' internal efficiency.
- ii. There is no significant difference in the quality assurance measure provided in rural and urban schools.
- iii. There is no significant difference between the internal efficiencies of teachers in rural and urban schools.

4. Methodology

The study is a descriptive research design of the survey type. The population of the study comprised all the primary school pupils and 9,310 teachers in the 818 public primary schools in Ekiti State. The sample for the study was 700 teachers and 700 primary six pupils selected from 35 primary schools. The sample was drawn through the multi-stage sampling procedure involving random, proportionate and stratified sampling techniques. In doing this, 7 Local Government Areas were randomly selected from the 16 Local Government Areas in the State. This was followed by proportionate selection of 5 primary schools per Local Government Area, making 35 schools, 700 teachers and 700 pupils were thereafter selected using stratified sampling technique at the rate of 20 teachers and 20 pupils per school taking into consideration variables like sex, school size and location.

The instruments used to collect data were questionnaire titled "Quality Assurance Questionnaire" which was answered by teachers and "Teachers Internal Efficiency Questionnaire" which was administered on the pupils. The face and content validity were established by experts in educational management and tests and measurement in the Faculty of Education, Ekiti State University. The reliability of the instruments were established through test-retest method. This was done by administering the instruments twice within an interval of two weeks to 48 teachers and 40 pupils in 2 schools which were not part of the sample used in the study. The two sets of responses were correlated using Pearson's Product Moment Correlation and reliability coefficient of 0.78 was obtained for QAQ and 0.75 for TIEQ. The hypotheses were tested using test of relationship and test of difference. The results were held significant at 0.05.

5. Results

5.1 Hypothesis 1: There is no significant relationship between quality assurance and teachers' internal efficiency

Table 1: Pearson's Product Moment Correlation on Quality Assurance and Teachers' Internal Efficiency

Variables	N	Mean	SD	r-cal	r-tab
Quality assurance	700	26.60	3.90	0.363*	0.195
Teachers' internal efficiency	700	13.91	4.10		

* Significant P < 0.05

Table 1 shows that r-calculated value of (0.363) is greater than r-table value of (0.195) at 0.05 level of significance. The null hypothesis was therefore rejected. This implies that there was a significant relationship between quality assurance and teachers' internal efficiency.

5.2 Hypothesis 2: There is no significant difference in the quality assurance measures provided in rural and urban schools

Table 2: t-test of quality assurance measures provided in rural and urban schools

Variables	N	Mean	SD	Df	t-cal	t-tab
Urban	388	27.13	1.65	698	4.478*	1.960
Rural	312	25.83	5.41			

* Significant P < 0.05

Table 2 shows that the value of t-calculated (4.478) is greater than the value of r-table (1.960) at 0.05 level of significance. The null hypothesis was therefore rejected. This implies that there was a significant difference in the quality assurance measures provided in rural and urban schools.

5.3 Hypothesis 3: There is no significant difference between the internal efficiencies of teachers in rural and urban schools

Table 3: t-test of internal efficiencies of teachers in rural and urban schools

Variable	N	Mean	SD	Df	t-cal	t-tab
Rural	234	11.80	6.60	698	10.391**	1.960
Urban	466	14.97	0.000			

* Significant P < 0.05

Table 3 shows that the value of t-calculated (10.391) was greater than the value of t-tab (1.960) at 0.05 level of significance. The null hypothesis was therefore rejected. Implication of this is that there was a significant difference between the internal efficiencies of teachers in rural and urban schools.

6. Discussion

The study revealed a significant relationship between quality assurance and teachers' internal efficiency. This implies that there is the likelihood of achieving success by headmasters who strive to monitor teachers' activities and as well ensuring that all activities are geared towards overall success of the school. Probable reason for this might be because of the general belief that instructional supervision which is perceived as a tool of quality control in the school needs to be used as and when due by headmasters in order to attain school goals. This finding is in congruence with Chika, Enueme and Ebele (2008) and Ekaette and Eno (2016) who all contended a positive connection between supervision and teachers' job performance.

The study also revealed a significant difference in the quality assurance measures provided in rural and urban schools. This might be due to the general belief that schools located in urban centers have edge over those in the rural areas in terms of access to modern quality assurance measures such as attending and participating in workshops, seminars and conferences among others than their counterparts in the rural areas. The finding corroborates that of Bowman (2002) who reported that schools in the inner part of the city are very different in many areas from those located in the suburb.

The study equally revealed a significant difference between the internal efficiencies of teachers in rural and urban schools. This might be due to the fact that schools in the urban centers are regularly inspected by designated officers than their counterparts in the rural areas.

7. Conclusion

The findings of this study have led to the conclusion that quality assurance is a critical variable of internal efficiency among primary school teachers. This is evidenced in the findings which revealed that headmasters 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, attainment of school goals.

8. Recommendations

The following recommendations were made based on the findings:

1. Supervising agencies of primary education should closely monitor teachers' activities, especially those in the rural areas in order to boost their internal efficiency.
2. Induction courses, workshop and conferences should be organized on a regular basis by the government in general and the State Universal Basic Education in particular for primary school administrators, most especially those in the rural areas on the various ways through which their teachers' activities could be monitored in order to actualize school goals.

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Appendix

Principals' Quality Assurance Questionnaire

S/N	ITEMS	Yes	No
	<i>My principal:</i>		
1.	Facilitates breaking down of the curriculum contents into simple form.		
2.	Ensures teachers' compliance to the curriculum.		
3.	Occasionally visits teachers in the classroom.		
4.	Provides supportive measures (availability of instructional materials) that will aid effective implementation of the curriculum.		
5.	Sanctions teachers that teaches outside the curriculum.		
6.	Regularly supervises teachers' lesson notes.		
7.	Supervises teachers during teaching-learning processes.		
8.	Takes disciplinary measures against any teacher that teaches without lesson note.		
9.	Engages Heads of Department in the supervision of teachers' lesson notes.		
10.	Marks teachers' lesson notes before the commencement of teaching.		
11.	Discourages teachers' absenteeism in school.		
12.	Gives exercise books to class captains to mark teachers' attendance in class.		
13.	Marks teachers' attendance register given to class captains.		
14.	Frowns at teachers' irregularity in class.		
15.	Discourages teachers from supporting students in examination malpractice.		

Teachers' Internal Efficiency Questionnaire

S/N	ITEMS	Yes	No
	<i>My teacher:</i>		
1.	Teaches in a way that we understand.		
2.	Uses teaching aids in teaching us.		
3.	Comes to the class with his/her lesson note.		
4.	Uses the lesson note in teaching us.		
5.	Always comes late to the class.		
6.	Leaves the class before the end of his/her period		
7.	Always tells us to mark his/her name on the teachers' attendance register when he/she does not even teach us.		
8.	Always tells us stories that are not related to the topic when teaching us.		
9.	Does not come to school always.		
10.	Punishes us for telling the headmaster about what he/she does in class.		