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INFLUENCE OF QUALITY CONTROL AND SUPERVISION OF SECONDARY EDUCATION IN BENUE STATE, NIGERIA

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Abstract

This paper focused on the Influence of Quality Control and Supervision of Secondary Education in Benue State, Nigeria. Two research questions and two hypotheses were formulated to guide the study. There were two hundred (200) principals and one thousand, one hundred and thirty-six (1,136) senior teachers making a total of one thousand, three hundred and thirty-six (1,336) teachers and principals and with a sample of two hundred respondents, which include one hundred and seventy (170) senior teachers and thirty (30) principals in secondary schools in Benue State. The instrument was validated and tested for reliability using Cronbach Alpha to determine the internal consistency of the item. The coefficient stood at .85. t-test analysis was used to test the hypotheses at .05 level of significance. The major findings of the study were that Quality Control and Supervision enhance professional growth of teachers, it also enhances teachers' performance and the use of appropriate teaching methods and aids, among others. It recommended that only professionally trained personnel should be appointed as school supervisors, in-service training should be organised for the school administrators, teachers,

and supervisors on the need assessment, also teaching and learning should be adequately monitored to ensure improved performance, among others.

Keywords: Quality, Quality Control, and Supervision

Education in Nigeria is viewed as an instrument for national development and social change. Perhaps, it is on the basis of this that the Federal Republic of Nigeria (FRN, 2013) stated that Nigeria aims at providing education that is qualitative, comprehensive, functional, and relevant to the needs of the society. This calls for quality education at all levels in the country to meet the aspirations of individuals and the society. Oluremi and Oyewole (2013) argued that education constitutes the major engine for sustainable human development as well as the fulcrum around which every activity revolves. To really actualise the goals and objectives of Nigerian education, there must be Quality Control and effective supervision (Ifedili & Ofa, 2015).

Quality in the educational system can be seen as organised and systematic laid down procedure of actions for the purpose of managing the institution to perform optimally. It can be viewed as a proactive measure instituted to forestall inefficiency in the institutions. Babalola (2004) states that quality of education refers to the worth of education (with reference to its input – the teaching, learning process, and the output). It is measured against set standards and could either be seen as below, exactly, or as above a given standard. Babalola further refers to quality of input as the worth of teachers, trainees, textbooks, technology of delivery, and tasks while quality of the process deals with the worth of teaching/learning process that involves lesson plan, delivery method, classroom organisation, and control, student-teacher interaction, among others.

Stakeholders in education are seriously concerned about quality, which is the core and motivating factor for education reforms, i.e., "from access to quality." As a result, Arikewayo (2004) opined that quality serves as determination of gradations based on standard of excellence beneath which a mark of inferiority is imposed or adduced and above which grades of superiority are defined. Quality in education could therefore be seen as the ability to enable the students perform well in standard examinations relevant to the needs of the students, community, and the society as a whole.

Quality Control entails the quality of teaching personnel, quality of available instructional teaching materials, equipment and facility, school enrolment and pupils, and quality education delivery (Adedeji, 2001). Quality Control depicts maintenance of standards, exhibiting competence to handle secondary education. It can also be seen as the activity of checking learning situations to ensure that the final output of education showcase essential element of quality and standard. This is why Quality Control of

secondary education is considered an imperative by the Federal Government of Nigeria in her National Policy of Education. Hence, legal provisions were made in this regard by Decree 16 of 1985 called, "National Minimum Standards and Establishment of Institutions" (Okoye, Onyali, & Ezeugbor, 2016). This responsibility is backed by the provisions enshrined in the Federal Republic of Nigeria (2013) to ensure Quality Control and adequate supervision of education.

The need for effective supervision of instruction cannot be overemphasised if the needed quality is to be guaranteed. Education is in crisis and in dire need of rethinking and remaking. Fafunwa in Fagbamiye (2004) correctly observed that the standard of education is not what the issue is. What is actually falling is our ability to meet the set standards. The implication of this is that standards had already been established for education, but the practitioners or implementers have often failed in ensuring that such standards are attained and maintained. Adewumi and Ajayi (2015) opine that response to critics of quality of education and as a measure of improvement on the downward tread on the standard of education, school supervision has become a veritable tool for checking teacher and students' performance.

Supervision can be described as the process of formally making provision to change one's behaviour to improve learning. Supervision, according to Ezeocha in Idoko (2015) is the process of helping, guiding, advising, and stimulating growth in teachers in order to improve the quality of teaching. Ojo (2003) argued that the world of work has enormous potential for providing individuals with enrichments, challenges, and self-development and the success of any school system primarily depends on effective supervision and Quality Control. Accordingly, Okoye, Onyali, and Ezeugbor (2016) posit that inadequate educational supervision and poor Quality Control make teachers indolent in their duty posts. In order to address the problem of poor quality, professional laxity by teachers, declining standards, ill-equipped teaching force, and examination malpractices, Quality Control and adequate supervision must be ensured. Against this background, the study investigated influence of Quality Control and Supervision on Teachers' Performance in Secondary Education in Benue State, Nigeria.

Statement of the Problem

A major issue, which has been the focus of national discourse, is the quality of service delivery. Opinions of many respected and eminent scholars indicate that education as provided in Nigerian schools, especially in Benue State, is of poor quality leading to poor performance. This poor performance is attributed to inadequate quality control and effective supervision of schools. Many stakeholders have observed that proper supervision, evaluation of learning experiences of both curricular and co-curricular are no longer being monitored by school heads. More worrisome is the rate of truancy, poor utilisation of instructional resources, and poor classroom management on the part of teachers, which seem to suggest that instructional supervisors and Quality Control have failed in inculcating in teachers the desired skills and attitudes for

efficient functioning in classroom. The consequences can be seen in declining standards, examination malpractices, and ill-equipped teaching force. This study, therefore, sought to determine if Quality Control and effective supervision can bring about improvement in the effectiveness of the teachers, which in turn will lead to an improvement in the performances of secondary schools in Benue State, Nigeria.

Purpose of the Study

The main purpose of this study was to investigate the Influence of Quality Control and Supervision of Teachers' Performance in Secondary Schools in Benue State, Nigeria. Specifically, the study sought to:

1.   determine the influence of Quality Control and supervision on teachers' performance in secondary schools in Benue State, Nigeria

2.   determine the strategies for enhancing Quality Control and supervision on teachers' performance in secondary schools in Benue State, Nigeria

Research Questions

The following research questions were raised to guide the study:

1.   What is the influence of Quality Control and supervision on teachers' performance in secondary schools in Benue State, Nigeria?

2.   What strategies should be adopted to enhance Quality Control and supervision on teachers' performance in secondary schools in Benue State, Nigeria?

Hypotheses

The following hypotheses were formulated to guide this study and were tested at 0.05 level of significance.

1.   There is no significant difference in the influence of Quality Control and supervision on teachers' performance in secondary schools in Benue State, Nigeria

2.   There is no significant difference in the strategies to be adopted to enhance Quality Control and supervision of teachers' performance in secondary schools in Benue State, Nigeria

Methodology

The survey design was adopted for the study with study area comprising Benue State, Nigeria. The population of the study comprised of the principals and senior teachers in secondary schools distributed across the three (3) education zones in Benue State. Senior teachers in this study are those on grade level thirteen (13) and above. There were two hundred (200) principals and one thousand, one hundred and thirty-six (1,136) senior teachers (Benue State Ministry of Education Statistics Section).

Proportionate stratified random sampling was used in drawing the respondents involved in the study, which include principals and teachers. Fifteen per cent (15%) of the population of the principals and teachers were randomly drawn. This gave a total of

two hundred respondents, which include thirty (30) principals and one hundred and seventy (170) senior teachers in secondary schools in Benue State (Sample Size = 200). The instrument for data collection was a 15-item self-structured questionnaire titled, "Influence of Quality Control and Supervision of Secondary Education Questionnaire (IQCSSEQ)." The instrument comprised two sections – Section 'A' and Section 'B.' Section 'A' sought information on influence of Quality Control and supervision on the performance of teachers, while Section 'B' sought information on the strategies of enhancing Quality Control and supervision on teachers' performance.

The instrument was based on a four-point scale of Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points, and Strongly Disagree (SD) – 1 point. The instrument was face-validated by one expert in Measurement and Evaluation and two experts in Educational Administration and Planning from University of Agriculture, Makurdi. The completed questionnaire were analysed for reliability using Cronbach Alpha Coefficient. The cluster reliability of .85 was established. For the items of the instrument, researchers used the Mean ($\bar{x}$) to answer the research questions. A mean score of 2.50 and above was accepted as determinant and vice versa. t-test analysis was used to test the hypotheses.

Any computed significant level above .05, the null hypothesis was not rejected, which is an indication of no significant difference. On the other hand, when the significant level is below .05, the null hypotheses of no significant difference was rejected, which is an indication of a significance difference.

Result and Discussion

This chapter presents results of the data analysis and discussion of findings based on data collected for the study. The presentation follows the sequence of the research questions and corresponding hypotheses that guided the study.

Results:

Research Question 1:

What is the Influence of Quality Control and Supervision on Teachers' Performance in Secondary Schools in Benue State, Nigeria?

Table 1: Mean and Standard Deviation of Responses of Principals and Teachers on the Influence of Quality Control and Supervision on Teachers' Performance

No.	Item Description	Principals N = 30		Teachers N = 170		Decision	
		X	SD	X	SD	Principals	Teachers
1.	Quality Control and supervision enhances use of appropriate	3.73	0.45	3.26	0.68	Agree	Agree

		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
	teaching methods and aids						
2.	Supervisors enlighten teachers about their weaknesses and strength	3.70	0.47	3.52	0.65	Agree	Agree
3.	Classroom attendance is made effective with Quality Control and Supervision	3.53	0.86	3.65	0.48	Agree	Agree
4.	Quality Control and Supervision enhance professional growth of teachers	3.57	0.50	3.59	0.57	Agree	Agree
5.	Performance of teachers in lesson preparation and delivery are enhanced after supervision	3.57	0.50	3.25	0.48	Agree	Agree
	Cluster Mean	**3.57**		**3.25**			**Agree**

Key: $\overline{X}$ = Mean, S.D. = Standard Deviation, N = Number of Respondents

Analysis of data as presented in Table 1 shows the mean responses of teachers and principals on the influences of Quality Control and Supervision on Teachers' Performance in secondary schools in Benue State, Nigeria. Based on the table, the principal had a mean rating of 3.73, 3.70, 3.53, 3.57, and 3.57 for items 1 – 5 statements and cluster mean of 3.37 were rated by principals as agreement that Quality Control and supervision enhance teachers' performance in secondary schools in Benue State, Nigeria.

On the same table, the teachers had a mean rating of 3.26, 3.52, 3.65, 3.59, and 3.25 with a corresponding standard deviation of 0.68, 0.65, 0.48, 0.57, and 0.48 respectively. From these, it can be observed that items 1 – 5 statements and cluster mean of 3.54 were rated by teachers as agreement that Quality Control and Supervision enhance teachers' performance in secondary schools in Benue State, Nigeria.

Research Question 2: What strategies should be adopted to enhance Quality Control and Supervision on teachers' performance in Secondary Schools in Benue State, Nigeria?

Table 2: Mean and Standard Deviation of Responses of Principals and Teachers on Strategies for Enhancing Quality Control and Supervision of Teachers' Performance

No.	Item Description	Principals N = 30		Teachers N = 170		Decision	
		X	SD	X	SD	Principals	Teachers
1.	Effective classroom management by teachers will inculcate in them the desired skills and attitudes for efficient functioning in classroom	3.23	0.77	3.39	0.58	Agree	Agree
2.	Effective utilisation of instructional resources will enhance quality and academic standard	3.10	0.76	3.46	0.55	Agree	Agree
3.	There is need to train and retrain teachers for improved methods of teaching and learning to enhance quality and academic excellence	3.27	0.45	3.57	0.58	Agree	Agree
4.	Through supervision, inexperienced teachers are assisted to grow and even experienced teachers should be monitored to maintain high standards	3.70	0.47	3.28	0.66	Agree	Agree
5.	The supervision section of the Education Ministries should be re-organised, equipped with adequate materials and funds to operate effectively	3.83	0.38	3.36	0.72	Agree	Agree
6.	Only competent professionals should occupy supervisory positions for the purpose of achieving good academic performance for the school	3.60	0.49	3.22	0.42	Agree	Agree
7.	Teaching and learning should be adequately monitored to ensure improved performance	3.17	0.38	3.21	0.51	Agree	Agree
8.	Modern supervision should not be tailored towards fault finding and condemnation of teachers but it is geared towards helping	3.60	0.49	3.60	0.49	Agree	Agree

		$\overline{X}$	S.D.				
	them to improve teachers' performance in areas of need						
9.	There should be appropriate cordial relationship between supervisors and teachers so as to address the educational problems and find appropriate solutions to them	3.57	0.73	3.65	0.49	Agree	Agree
10.	Proper supervision, evaluation of learning experiences of both curricular and co-curricular activities would enhance quality of teaching and learning	3.37	0.72	3.54	0.59	Agree	Agree
	Cluster Mean	**3.37**		**3.54**			**Agree**

Key: $\overline{X}$ = Mean, S.D. = Standard Deviation, N = Number of Respondents

Analysis of data as presented in table 2 shows the mean responses of teachers and principals on the strategies for enhancing Quality Control and Supervision on Teachers' Performance in secondary schools in Benue State, Nigeria. Based on the table, the principal had a mean rating of 3.23, 3.10, 3.27, 3.70, 3.83, 3.60, 3.17, 3.60, 3.57, and 3.37 for items 1 – 10 with corresponding standard deviation of 0.77, 0.76, 0.45, 0.47, 0.38, 0.49, 0.38, 0.49, 0.73, and 0.72. From these, it can be observed that items 1 – 10 and cluster mean of 3.37 statements were rated by principals as strategies for enhancing Quality Control and Supervision of teachers' performance in Benue State, Nigeria.

On the same table, the teachers had a mean rating of 3.39, 3.46, 3.57, 3.28, 3.36, 3.22, 3.21, 3.60, 3.65, and 3.54 with corresponding standard deviation of 0.58, 0.55, 0.58, 0.66, 0.72, 0.42, 0.51, 0.49, 0.49, and 0.59 respectively for items 1 – 10. From these, it can be observed that items 1 – 10 statements with the cluster mean of 3.54 were rated by the teacher as strategies for enhancing Quality Control and Supervision of Teachers' Performance in Secondary Schools in Benue State, Nigeria.

Test of Hypotheses
Hypothesis 1:
There is no significant difference in the mean ($\bar{x}$) scores of principals and teachers on the Influence of Quality Control and Supervision on Teachers' Performance in Secondary Schools in Benue State, Nigeria.

Table 3: T-test Analysis of Principals and Teachers on the Influence of Quality Control and Supervision on Teachers' Performance in Secondary Schools

Variables	N	$\bar{X}$	Std. Deviation	df	t-cal	t-crit.	Sign.	Decision
Principals	30	2.91	0.198					
				198	2.2386	1.96	.000	Sign.
Teachers	70	2.68	0.814					

The t-test analysis of data on table 3 shows that the t-cal 2.24 is greater than t-critical 1.96 at 198 df indicating that the null hypotheses is not accepted. Therefore, it can be concluded that there is influence of Quality Control and Supervision on teachers' performance in secondary schools in Benue State, Nigeria.

Hypothesis 2:
There are no strategies to be adopted to enhance Quality Control and supervision of teachers' performance in secondary schools in Benue State, Nigeria.

Table 4: t-test analysis of Principals and Teachers on the Strategies to enhance Quality Control and Supervision on Teachers' Performance in Secondary Schools

Variables	N	$\bar{X}$	Std. Deviation	df	t-cal	t-crit.	Sign.	Decision
Principals	30	3.22	0.423					
				198	2.152	1.96	.000	Sign.
Teachers	70	2.81	1.027					

The t-test analysis of data on table 4 shows that the t-cal 2.152 is greater than t-critical 1.96 at 198 df showing that the null hypothesis is not accepted. Therefore, it can be concluded that these are strategies to be adopted to enhance Quality Control and Supervision on teachers' performance in secondary schools in Benue State, Nigeria.

Discussion of Findings

Based on the findings of the study, the respondents agreed that Quality Control and Supervision enhance the use of appropriate teaching methods and aids, enlighten teachers about their weakness and strength, make classroom attendance effective, professional growth of teachers are enhanced and it also improves the performance of teachers in lesson preparation and delivery.

The above findings are consistent with that of Okoye, Onyali, & Ezeugbor (2016) who also observed that Quality Control play significant role in enhancing academic performance of students.

The opinion of respondents also indicated that effective classroom management by teachers will inculcate in them the desired skills and attitudes for efficient functioning

in classroom, enhance quality and academic standards, and improve methods of teaching and learning. This is in line with Adedeji (2001) who attested that the academic performance of students will improve if there is an ideal instructional supervision by the school administrator. The researcher is of the opinion that Quality Control and Supervision based on the findings would enhance teachers' job performance and undoubtedly improve students' academic performance.

Conclusion and Recommendations

The paper focused on the Influence of Quality Control and Supervision on Teachers' Job Performance in Secondary Schools in Benue State, Nigeria. The findings from the research asserted that quality control and effective supervision enhance the quality and standard of teachers' performance and quality of teaching and learning in general. The paper also came out with some strategies that will enhance the quality of teaching and learning. Based on the findings of the paper, it can be concluded that Quality Control and effective supervision enhance teachers' performance; thus, leading to high standard of academic achievement.

Recommendations

Based on the discussions above, the following recommendations are made in order to improve Quality Control and instructional supervision in schools:

1.   Seminars, workshops, and conferences should be organised for both the principals, supervisors, and teachers to create better awareness on the importance of instructional supervision and Quality Control

2.   Only professionally trained personnel should be appointed as supervisors

3.   Inspectorate Division of the Ministry of Education should be re-organised, equipped with adequate materials and fund to operate effectively, and make arrangement for the schools to be visited often

4.   In-service training should be organised for the school administrators, teachers, and supervisors based on the need assessment

5.   Schools should be furnished with instructional materials and equipments

6.   Teaching and learning should be adequately monitored to ensure improved performance

7.   There should be appropriate cordial relationship between supervisors and teachers so as to address the educational problems and find appropriate solution to them.

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