# Quality Control and Teacher Effectiveness in State Public Senior Secondary Schools, Nigeria

Stephen Olufemi Alfolabi
*Kwara State University, Malete, Nigeria*

AbdulRasaq Ayuba
*Nigeria Security and Civil Defense Corps*

# QUALITY CONTROL AND TEACHER EFFECTIVENESS IN STATE PUBLIC SENIOR SECONDARY SCHOOLS, NIGERIA

Article by Stephen Olufemi Afolabi and AbdulRasaq Ayuba

## Abstract

The study investigated the relationship between quality control and teacher effectiveness in Nigerian Public Senior Secondary Schools using Kwara State as a case study. Forty Public Senior Secondary Schools out of 305 representing 36% were randomly selected while 440 teachers out of 1,207 representing 37% were proportionally selected using multi-stage sampling technique. The instruments titled "Quality Control Questionnaire" (QCQ) and "Students Academic Performance Profoma" (SAPP) were adopted to elicit data required. Three research questions and operational hypotheses each were generated and analyzed using percentage and regression statistic at 0.05 significant level. Findings of this study revealed that there was a significant positive relationship between quality control and teacher effectiveness in Nigerian Public Senior Secondary Schools. It was recommended, among others, that supervisions of schools, stimulated professional growth and development of teacher should be intensified for effective quality control of schools. The quality of education in any nation depends on teachers' quality.

## Background to the Study

Education is the greatest legacy and a powerful instrument for cultural development of any society. It is the greatest investment that a nation can make to bring about civilization, modernization, development and socio-economic progress, as well as preparatory ground for human development (Federal Government of Nigeria, 2004).

In Nigeria, public discussions frequently focus on educational standards more especially that students' performance do not match government and parental investment. These are evident in the poor performance of students in Common Entrance Examinations, Examination Council Senior School Certificate Examination results, and quality of university graduates (Akinsola, 2010). Yet, the blame is often shifted on teachers at all

levels of education on the premise that no education system can rise above the quality of teachers in the system (FGN, 2004).

Okebukola (2004) as cited in Omoregie (2008) stated that quality control in schools is a process of continuous improvement in the quality of teaching and learning activities. This can be achieved by employing internal and external mechanism. Okebukola (2007) described quality control as the measures taken to remove faults at the end of the production process. Quality control concerns checking various components in the manufacture and marketing process, to ensure that the product or services being provided are satisfactory and safe for all customers. This is the process whereby outcomes are assessed to determine whether they are of the prescribed standard or not. Quality control practices in Nigerian education is based essentially on school inspection, monitoring, and control.

The issue of poor academic performance of students in Nigeria has been of much concern to all. The problem has led to the fallen standard of education in Kwara state and Nigeria at large. The quality of education depends on the teachers as reflected in the performance of the students.

Considering governments' huge investment in public education, its output in terms of quality of students has been observed to be unequal with government expenditure (Omoregie, 2008). Teachers' effectiveness has become a major issue in education sector which informed the researcher to investigate the relationship that exists between quality control strategies and teacher effectiveness in public senior secondary schools in Kwara State.

**Statement of the Problem**

There have been complaints and comments from stakeholders that the standard of education is falling due to poor quality control in education in terms of recruitment of personnel, selection of students for admission, conduct of examination in schools, and a host of other issues. Similarly, it has been observed that effectiveness of teachers in Kwara State secondary schools is not encouraging and this has equally been traced to poor quality control in education. Adeyemi's (2009) findings showed poor performances of students in public examinations. Abolade in Omoregie (2008) listed the problems manifested at the secondary school level as examination malpractices, cultism, manifestation of juvenile delinquency, drug abuse, and academic incompetence among others. Also, it has been observed that very few graduates of secondary schools can communicate effectively or exhibit evidence of good and solid educational background, while students have poor mastery of English language, lack requisite technical skills, oral and written communications.

Ogundiran (2014) carried out research on quality control and administrative effectiveness in secondary schools in Oyo State. The study showed that there was a positive and significant relationship between quality control and administrative effectiveness in secondary schools in Oyo state. Adeyemi (2009) also carried out a

research on quality control and teachers' effectiveness in Ilorin West Local Government Area of Kwara State. The study showed that there was a positive and significant relationship between quality control and teachers' effectiveness in Ilorin West Local Government of Kwara State. There was other research related to this topic, but none has ever focused on teachers' effectiveness in public senior secondary schools in Kwara State. Therefore, the study bridged the gap in the existing knowledge as it focused on Kwara State public senior secondary schools.

**Purpose of the Study**

The purpose of the study was to find out the:

1. relationship between teachers' qualification and teacher effectiveness in Kwara State public Senior Secondary Schools;

2. relationship between teachers' supervision and teachers' effectiveness in Kwara State public Senior Secondary Schools, and

3. relationship between teachers' in-service training and teachers' effectiveness in Kwara State public Senior Secondary Schools.

**Significance of the Study**

The findings of the study hope to help the Teaching Service Commission and other governmental agencies to see the loopholes in the management of secondary education in Kwara State with a view to improving quality delivery of educational services. Also, it would avail the agencies the opportunity to carry out effective evaluation process in schools. Besides, the government stands to benefit from the study in the sense that though Teaching Service Commission (TSC) would be able to acquire vital information critical for improving terms and working conditions of teachers which would help to increase their level of job performance. The findings will also help the Monitoring Unit and School Support Officers (SSO) in providing rewards that give teachers impetus to work harder to improve students' performance.

The research study would be of significance to teachers in Senior Public Secondary Schools in Kwara State, who will gain information on how to improve their performance in various engagements. Moreover, the study will also be significant to the management of public schools who will gain insight into measures that are geared towards enhancing performance of teachers and how to formulate motivational policies that enhance employee performance.

The study hopes to benefit school principals in performing their supervisory roles in the delegation of authority, utilizing teachers experience towards enhancing teacher effectiveness and help to reveal the need to lay more emphasis on supervision.

**Research Questions**

The following research questions were raised to guide the study:

1. What are the qualifications of teachers in Kwara State public senior secondary schools?

2. How often are teachers supervised in Kwara State public senior secondary schools?

3. How frequently do teachers attend in-service training in Kwara State public senior secondary?

**Research Hypotheses**

The following research hypotheses were formulated to guide the study:

Ho1: There is no significant relationship between teachers' qualification and effectiveness in Kwara State public senior secondary schools.

Ho2: There is no significant relationship between teacher supervision and effectiveness in Kwara State public senior secondary schools.

Ho3: There is no significant relationship between teachers' in-service training and effectiveness in Kwara state public senior secondary schools.

# Literature Review

Concept of Quality and Quality Control

Quality education deals with proactive means of ensuring quality of inputs, teaching-learning process, academic achievement of student and school environment (Ijaiya, 2001). However, Igwe (2001) stated quality implies grade, degree, or level of excellence. Igwe (2000) opined that quality in education system includes quality of its input, quality of teachers, instructors, and evaluation procedures among others. Quality is concerned with the standard of something when compared to others and therefore presupposes that there is a standard set against which the outcome is compared. Jaiyeoba and Atanda (2005) posited that quality is synonymous with standard, efficiency, excellence, relevance and worthiness. When applied to education, it is the success with which an institution provides educational environment which enables students to effectively achieve worthwhile learning goals including appropriate academic standard. The way the inputs are processed from the beginning to the final years of an educational program and the quality of assessment of the entire teaching-learning activities constitute important aspects of education. Quality outputs could be viewed in terms of achievement, which is what the students learn in terms of skills, knowledge, attitude and behavior, attainment and quality of degrees or certificates awarded.

Ijaiya (2001) explained that quality control is a retroactive action used to determine the quality of a product or a system after processing and during which wastages would have occurred and what is left is to reject and/or battle with rectification. Ijaiya emphasized it is better, more rewarding, and less costly to take steps to prevent failures and wastage before they happen. Salau and Ajitoni (2012) defined quality control as basically a system of setting standards and taking appropriate actions to deal with deviation outside permitted tolerance. This also relates to course maintenance strategies. The worth of any management is based on its ability to produce quality products and satisfy clients and other stakeholders. Its task, therefore, includes identifying and solving any problem that militates against quality delivery. Such a problem-solving approach will be directed at taking preventive measure against wastage. Quality control in the school system refers to the process of correcting inefficiencies and maintaining quality in the education sector in order to attain educational goals and objectives.

The increasing access to primary and secondary education places great demands on the quality of the teaching force. Harlak (2001) remarked that enrolment rates are high in most regions, yet the quality of education has been suffering. Federal Government of Nigeria (2004) stressed the importance of teachers in the educational sector when they said that the training and production of man-power required for the attainment of national objectives is dependent on the quality and quantity of teachers. Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others (for example Ministry of Education, Legislation, School Administrators and other government officials). For teachers to be effective, they must possess the knowledge and skills needed to attain the goals and be able to use the knowledge and skills appropriately if these goals are to be achieved.

There are several ways through which teachers are made to put their best in the classroom for better job performance leading to teacher effectiveness. These ways are characterized by teacher supervision, teacher delivery, and determination of subject matter knowledge, teacher experience, teacher ability as well as improvement of teacher condition of service like regular payment of salary and fringe benefits and promotion prospects.

Quality control is a mechanism used to evaluate the efficiency and appropriateness of teaching and learning in schools so as to ensure the delivery of high- quality education, a holistic method of identifying and resolving problem within the educational system in order to ensure continuous quality improvement and disseminating information regarding the quality of secondary education. According to Birdsall et al. (2006), enrollment of children in school, the challenges of access and quality of teaching and facilities must be resolved if schools are to offer quality education. Bateman (2006) opined that quality assurance includes standards of achievement, documented procedures for all identified processes, established ways of responding to issues and clear accountability for outcomes. The importance of consistence and continuous quality assurance in secondary education are many. Some of these benefits associated with consistent quality assurance and continuous quality improvement measure in education include: the establishment of established high standards academic excellence which will

go a long way to enhance the school's reputation and image, improved communication across the school system, improvement of outcome so that the policies and procedures are constantly revisited through analysis and the delivery of teaching and learning, identification of systems strengths and weaknesses, determination of the program effectiveness and tracking of its integrity and increase in capacity to secure funding and refinement service delivery.

The function of quality control in education system is to facilitate the implementation of the various learning programs aimed at improving teacher productivity or effectiveness in the school system. Teachers, whether new or old on the job needs necessary support in implementing the instructional programs in order to be improved in teaching situation. The quality control in education oversees the activities of personnel, particularly the teachers in educational systems to ensure that they conform to the generally accepted principles and practices of education (Adeyemi, 2009). Ogundiran (2014) opined that for effective and efficiency teaching and learning in the school system, qualified teacher should be employed in order to achieve educational goals and objectives. The teacher effectiveness in schools will be realized through the quality control in the educational system. The teachers should be adequately assessed in the educational system to improve academic performance of the students in Nigeria particularly in Kwara State.

## Measures of Quality Control and Teachers Effectiveness

Supervision has been the most prominent tool for quality control in education since the introduction of formal education in Nigeria (Salau & Ajitoni, 2012). The School head as a supervisor provides professional guidance for the practicing teachers so that they can effectively implement the school curriculum. Supervision is also a way of stimulating, guiding, refreshing, encouraging, and overseeing certain group with the help of seeking their cooperation for the supervisors to be successful in their task of supervision. Supervision is essentially the practice of monitoring the performance of school staff, noting the merits and demerits of teaching methods and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits, thereby increasing the standard of performance and achieving educational goals.

According to Ogunu (2005), a supervisor is seen to be performing controlling, coordinating, and communicating roles in the school system. Supervision is an important ingredient of quality control in education. If effectively employed, it will ensure the maintenance of high standards in our teacher education perhaps; that is why Igwe (2001) explained that to supervise means to direct, oversee, guide or to make sure that expected standards are met. Thus, supervision in school implies the process of ensuring that principles, rules, regulations, and methods prescribed for purpose of implementing and achieving the objectives of education are effectively carried out. Supervision therefore involves the use of expert knowledge and experiences to oversee, evaluate and coordinate the process of improving teaching and learning activities in schools.

The aim of supervision of instruction in school is the improvement of pupils learning and the attainment of educational objective (Salau & Ajitoni, 2012). Supervision enhances teaching and learning effectiveness through the improvement of teachers' professional competence which includes technical skills of teaching as well as his reflective skills and ability to analyze, synthesize and evaluate ideas and teaching situation and make the school environment conducive for learning (Ijaiya, 2001). Supervision, according to Salau and Ajitoni (2012), ensures that educational policies and laws are properly enforced in order to improve the academic performance of students. For the supervisors to be able to carry out these duties, they need to be professionally trained, with many years of experience in the profession, and knowledge in the area of educational supervision.

Oyedeji (2010) identified two major assumptions that showed the relationships between administration and supervision to include:

a. That supervision is that phase of administration which has particular pertinence for the expectations (products) of educational systems.

b. That supervision is concerned with the appropriateness of instructional expectations.

An examination of the above concepts shows that supervision may affect teaching-learning process and it may also affect students' academic performance.

For the attainment of educational objectives in the school setting, all efforts must be made to ensure that the right personnel are secured, retained, and developed since the quality of education in any given society depends considerably on the number and quality of its personnel (Opadokun, 2004). Alabi (2002) said that quality learning depends on the recruitment, retention and development of professional teachers, effective personnel management procedures are essential pre-conditions for the employment and continual development of adequately qualified and dedicated staff and are meant to promote an optimum level of performance toward the provision of quality education.

Alabi (2002) defined recruitment as those activities or operations which the school administrator undertakes with the intent of attracting and securing. There are two major sources of recruitment which are internal sources and external sources.

In measuring teacher effectiveness, Sargent and Hannum, (2000) suggested three parallel evaluation systems. These include an induction system for novice teachers with a focus on meeting performance standard, a remediation system for experienced teachers in need of remediation to correct deficiencies in performance and a professional development system for competency.

Sofoluwe (2000) observed that there is a growing concern on the issue of productivity in Nigeria. Academic performance has been described as the scholastic standing of a student at a given moment. This scholastic standing could be explained in terms of the

grade obtained in a course or groups of courses. Ijaiya (2001) described academic standards as what students should be able to do and explicit expectations for students at each grade level along with explicit description of the content knowledge and academic skill. Students' academic performance is the desirable change in students' behavior after a period of teaching and learning in school in order to determine the effectiveness of teaching and learning activities as related to educational objectives.

Abdul (2007) defined students' academic performance as the students' level of attainment in the grade point average of courses offered in his/her year examination. The pattern of grading students in the senior Secondary School Certificate (SSC) examinations in Nigeria is such that the distinction grade is being represented by A1 to B3. The credit grade is represented by C4 to C6. The ordinary pass grade is represented by D7 and E8 while the failure grade is represented by F9. It needs to be mentioned however, that the distinction and credit grades are the only requisite grades for admission into Nigerian universities and candidates must have at least credits in five subjects including English language in order to qualify for admission (FGN, 2004).

## Review of Empirical Studies on Factors of Teachers' Effectiveness

Ogundiran (2014) carried out a study on quality control and administrative effectiveness in Oyo State Secondary Schools. The instrument employed for the study was a researcher designed questionnaire tagged; 'Quality Assurance Questionnaire' (QCQ) and the checklist titled 'Student Academic Performance Checklist' (SAPC). One-hundred and ninety secondary schools were selected as sample and 700 respondents were selected through proportional stratified random sampling technique to collect information for the study; two research questions, one main hypothesis and five operational hypotheses were formulated to guide the study; Pearson Product Moment Correlation Coefficient was used to analyze the data collected at 0.05 significant level. The finding of the study revealed that there was no significant relationship between quality control and administrative effectiveness. The study indicated that assessment of students' learning behavior (cognitive, affective and psychomotor domain) is expected to be carried out in totality. This was supported by Salau and Ajitoni (2012) who suggested that the issue of quality assurance is central to the future of teacher education because it assesses and compares the activities of educational institutions. Thus, adequate supervision is necessary because it will assure the quality of students and ensure adequate level of education within the country.

Adeyemi (2009) investigated the relationship between quality control and teacher effectiveness in Ilorin West LGA of Kwara state. The instrument employed for the study was a researcher designed questionnaire tagged; 'Quality Control Questionnaire' (QCQ) and 'Student Academic Performance Proforma' (SAPP). Two research questions, one main hypothesis, and three operational hypotheses were formulated to guide the study. Descriptive statistics were used to answer the research questions while Pearson Product-Moment Correlation Statistics was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that there was a significant relationship

between quality control and teacher effectiveness in Ilorin West LGA of Kwara State. The study therefore recommended that the teacher effectiveness in secondary schools would be improved if the government could change its attitude towards quality control of education.

Iyiomo (2014) investigated the relationship between non-financial motivation strategies and secondary school teachers' productivity in Ondo State, Nigeria. The study used a descriptive research design of a survey type; it made use of 1,200 teachers and principals of public secondary schools through proportional stratified random sampling techniques. A research question was raised, and one hypothesis was tested in the study. Data was collected using developed instruments styled, Non-Finance Motivation Strategies and Teachers Productivity Questionnaire (N-FMSTPQ). The findings of the study revealed that all the motivational indices made significant relative influence on teachers' productivity and there is a significant relationship between non-financial motivational variables and teachers' productivity in Ondo state secondary schools. The study recommended that government should improve the present working environment, introduction of good incentives in the workplace, and rewards for best teacher of the year should be introduced by the proprietors of schools.

Fredriksson (2004) re-emphasized the importance of motivating teachers on their jobs using a study conducted by the Voluntary Service Overseas (VSO) in 2002, whose research report findings pointed out that teachers' motivation was fragile and declining mostly in the developing countries including Nigeria. The study also observed that poor absolute value of the teachers' salaries was a significant factor influencing their motivation. The implication of the research findings was there was a strong link among teachers' motivation, quality performance, and quality education in the Nigerian education system.

## Methodology

The research design was a descriptive survey of correlation type that investigated the relationship among quality control, teacher motivation (independent variables), and teachers' effectiveness (dependent variable) in Kwara State public senior secondary schools. The population for this study consisted of teachers and principals in the entire 305 public senior secondary schools in the 16 Local Government Areas (LGA) form the three senatorial districts in Kwara State. Multi-stage sampling technique was used in the study. Random sampling technique was used to select two LGAs from each senatorial district to make a total of six LGAs (38%) out of 16 LGAs in the state. Stratified random sampling technique was used to select 40 public senior secondary schools and principals (36%), out of the 112 schools in the six LGAs. Out of the 1,207 teachers that are in the LGAs, 440 teachers (37%) were selected through stratified random sampling technique. The teachers comprised of 278 males and 162 females. They all responded to the questionnaires and all were returned.

Three instruments titled "Quality Control Questionnaire" (QCQ) and "Students' Academic Performance Proforma" (SAPP) were used to collect data for the research.

However, Section A of the QCQ contained bio data of respondents while Section B and C were used to collect information from the respondents on quality control with three options from which the respondents select one. These are A - Always, O – Often and N - Never for some items, and four Likert Scale of SA- Strongly Agree, A – Agree, D-Disagree and, SD- Strongly Disagree for other items. The instrument contained the psychometric property it requires as it was validated by three professors in the faculty of Education, Kwara State University.

Test re-test reliability was used to ascertain the reliability of the instruments by administering the questionnaire twice to 20 teachers chosen from the school outside the schools used for the study, within a time interval of three weeks. The data gathered were analyzed by using Pearson Product Moment Correlation Statistics. The coefficient of correlation obtained was 0.65

The researcher personally went to the selected sampled schools with the help of two trained research assistants in order to administer the questionnaires on the respondents as well as to collect students' results from the senior secondary school principals. This enabled the researcher to give comprehensive explanations on the instruments distributed.

Percentage was used to analyze the research questions generated, multiple regression used to test the main hypothesis while linear regression statistics was used to test the operational hypotheses at a 0.05 level of significance.

# Data Analysis and Presentational of Results

Research Questions 1: What are the qualifications of teachers in Kwara State Public Senior Secondary Schools?

- **Table 1: Percentage distribution of teachers by qualification**.  See attached.

Table 1 indicated the analysis of the responses for Research Question 1. Of the 440total respondents, 122 (27.7%) were teachers who possessed National Certificate in Education (NCE), and 293 (66.6%) of the respondents represents possessed a Bachelor's Degree (B.Ed). Education while the remaining 25 (57.7%) possessed a Master's Degree in Education (M.Ed).

Research Question 2: How often are teachers supervised in Kwara State public Senior Secondary Schools?

- **Table 2: Percentage response of how often teachers are supervised in senior secondary schools**. See attached.

From Table 2, 88.6% of senior teachers occasionally check the performance of students in the school while 7.3% of the respondents indicated that senior teachers always check students' performance in school. Also, 27.7% of the respondents believed that the

ministry inspectorate always visit their school, while 72.3% said that the ministry inspectorate occasionally visits their school. In addition, 86.1% of the respondents believed that the principal ensures that teachers are always attending their classes while the remaining 13.9% held a contrary opinion. Furthermore, 67.3% of the respondents believed that vice principals and the Head of Department always complement the efforts of the principals in supervision; while 8.2% of the respondents agreed that vice principals and HODs never complement the effort of the principal in supervision. Lastly, 59.5% of the respondents opined that, teachers occasionally assist one another in teaching and learning while 5.5% of the respondents believed teachers never assist one another in teaching.

Research Question 3: How frequently do teachers attend in-service training in Kwara State Public Senior Secondary?

How frequently do teachers attend in-service training in Kwara State public Senior Secondary Schools?

- **Table 3: Percentage responses on in-service training in schools**. See attached.

As shown in Table 3, 59.8% of the respondents believed that teachers are occasionally considered for the training whenever they indicated interest while 4.3% of the respondents believed that teachers are always considered for training whenever they are due. In addition, 53% of the respondents were of the view that teachers are never encouraged to attend additional training on the job while 13.9% of the respondents opined teachers are always encouraged to attend additional training. Further, 68.5% of the respondents believed that teachers are never motivated to attend for in-service training while 3.4% of the respondents believed that teachers are always motivated to attend for in-service training. Lastly, 67.5% of the respondents opined teachers are occasionally promoted immediately after their in-service training while 8% of the respondents opined teachers are always immediately promoted after their in-service training.

**Hypotheses Testing**

H01: There is no significant relationship between School supervision and teachers' effectiveness in Kwara State public Senior Secondary Schools.

- **Table 4: Summary of Regression Analysis of relationship between School supervision and effectiveness in secondary school**. See attached.

- **Table 5: Test of significance**. See attached.

Table 4 summarizes the regression results of relationship between teachers' supervision and teachers' effectiveness in Kwara State Public secondary schools. The result indicated that there is a positive correlation between teachers' supervision and

teachers' effectiveness (R = 0.824) while R-squared is 0.680 which means that the independent variable (teachers' supervision) explained 67.9% variations of the dependent variable (teachers' effectiveness). Thus, this is an accurate reflection that teachers' supervision statistically significantly relates with teachers' effectiveness ($F438 = 632.31$, $p = 0.000$).

The test of significance results as presented in Table 5 showed that teachers' supervision statistically significantly have relationship with teachers effectiveness (B = 0.932; $t(438) = 25.15$, P = 0.000). It indicated that at 5% level of significance there is enough evidence that the regression equation is well specified that a significant relationship exists between teachers' supervision and teachers' effectiveness. Based on this, the null hypothesis was rejected and it was concluded that teachers' supervision has significant relationship with teachers' effectiveness in Senior Secondary Schools.

H04: There is no significant relationship between teachers' in-service training and teachers' effectiveness in Kwara State public Senior Secondary Schools.

- **Table 6: Summary of Regression Analysis of relationship between Teachers' In-service Training and Teachers' Effectiveness in Secondary School**. See attached.

- **Table 7: Test of significance**. See attached.

Table 6 summarizes the regression results of relationship between teachers' in-service training and teachers' effectiveness in secondary school. The results indicated that there is a positive correlation between teachers' in-service training and teachers' effectiveness (R = 0.870) while R-squared is 0.757 which means that the independent variable (teachers' in-service training) explained 75.6% variations of the dependent variable (teachers' effectiveness). Thus, this is an accurate reflection that, teachers' in-service training statistically significantly relates with teachers' effectiveness ($F438 = 928.56$, $p = 0.000$).

The test of significance results as presented in Table 7 showed that teachers' in-service training statistically significantly have relationship with teachers effectiveness (B = 0.823; $t(438) = 30.47$, P = 0.000). It indicated that at 5% level of significance there is enough evidence that the regression equation is well specified that a significant relationship exists between teachers' in-service training and teachers' effectiveness. Based on this, the null hypothesis was rejected and it was concluded that teachers' in-service training has significant relationship with teachers' effectiveness in Senior Secondary Schools.

# Summary of Findings

The following are the summary of the major findings of the study:

1. There is no significant relationship between teachers' qualification and teachers' effectiveness in Kwara State Public Senior Secondary Schools.

2. There is significant relationship between teacher supervision and teachers' effectiveness in Kwara State public Senior Secondary Schools.

3. There is significant relationship between teachers' in-service training and teachers' effectiveness in Kwara State public Senior Secondary Schools.

## Discussion of the Findings

The study revealed that there was a positive significant relationship between quality control teachers' effectiveness in Kwara State public Senior Secondary Schools. This finding agreed with Adeyemi (2009) who stated that quality control of teachers plays very significance in teachers' effectiveness and lead to students' academic performance. For teachers to be effective they must possess the knowledge and skills needed to attain the goals and must be able to use that knowledge and those skills appropriately if these goals are to be achieved. Therefore, to understand teacher effectiveness, one must be able to link teacher competence and teacher performance with the accomplishment of the goals.

The result indicated that there was a positive correlation between teachers' qualification and teachers' effectiveness (R = 0.003) while R-squared was 0.00 which means that the independent variable (teachers' qualification) explained 0.0% variations of the dependent variable (teachers' effectiveness). Thus, this is an accurate reflection that, teachers' qualification statistically significantly did not relate with teachers' effectiveness (F438 = 0.112, p = 0.960). The findings agreed with the research findings of Ifedili (2006) who found that out of 62% male and 38% female principals in Nigerian secondary schools, only six states had 50-64% of graduate teachers with teaching qualification; five states had less than 24% graduate teachers with teaching qualification and 31 states had less than 50% graduate teachers with teaching qualification. These statistics are worrisome. Teaching became professionalized in Nigeria in 1993 yet many non-professionals are still in the teaching profession.

The findings on the relationship between teachers' supervision and effectiveness in secondary school corroborated the view of Oyedeji (2012), who stated that the way and manner a teacher exercises his supervisory role go a long way to enhance the students' academic performance.

On relationship between teachers' in-service training and teachers' effectiveness in secondary school the result indicated that there was a positive correlation between teachers' in-service training and teachers' effectiveness. The finding is in line with the view of Udey (2002) who asserted that there was a significant difference in the attitude of teachers who receive in service training and those who do not. In Nigeria, stake holders in education are much more concerned about student performance in external examination. Some of them are even of opinion that insufficient welfare package for

teachers such as car loan, housing loan, rent subsidy, study leave, maternity leave, leave bonus, regular payment, in service training, furniture allowance, disturbance/transfer allowance, hazard allowance would cause teachers low productivities in public secondary school (Ehinola, 2011).

**Limitations of the Study**

The researchers were only faced with challenge of administering the data on the respondents especially at initial time of visitation. The researcher's persistence and perseverance resulted to 100% record of success in that all the questionnaire distributed were retrieved.

**Recommendations**

Based on the findings, the following recommendations become imperative:

In-service training should be intensified by the school administrators for teachers to improve their performance.

Seminars, workshops, and conferences should be organized for the school supervisors in order to be current and improve their supervisory skills. School supervision should not be toiled with but should be seriously handled because it is one of the measures of school effectiveness.

Inspectorate Division of the Ministry of Education should arrange for the schools to be visited often.

The dignity of the teaching profession should always be maintained through the employment of only qualified teachers into the public schools.

**Conclusion**

This study showed that quality control improves teacher effectiveness in Kwara state public senior secondary schools. This implies that supervision, qualification, and in-service training of teachers are all meant to improve teachers' effectiveness in Nigerian schools.

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Table 1:  Percentage distribution of teachers by qualification

| Qualification | Frequency (f) | Percentage (%) |
|---|---|---|
| NCE | 122 | 27.7 |
| B.Ed | 293 | 66.6 |
| M.Ed | 25 | 5.7 |
| Others | 0 | 0 |
| Total | 440 | 100 |

Source: Researcher's Field report, 2017.

Table 2: Percentage response of how often teachers are supervised in senior secondary schools

| S/No | Items | A(%) | O(%) | N(%) |
|------|-------|------|------|------|
| 1. | Senior teachers do check the performance of students in the school | 32 (7.3) | 390(88.6) | 18(4.1) |
| 2. | The ministry inspectorate visit our school | 122(27.7) | 318(72.3) | - |
| 3. | Principal ensures that teachers attend their classes | 379(86.1) | 38(8.6) | 23(5.3) |
| 4. | The vice principal and HODs complement efforts of the principal in supervision | 296(67.3) | 108(24.5) | 36(8.2) |
| 5. | Teachers assist one another in teaching and learning | 154(35) | 262(59.5) | 24(5.5) |

Source: Researcher's Field report, 2017

Table 3:    Percentage responses on in-service training in schools

| S/No | Items | A(%) | O(%) | N(%) |
|------|-------|------|------|------|
| 1. | Teachers are considered for training whenever they show interest | 29(4.3) | 263(59.8) | 158(39.9) |
| 2. | Teachers are encouraged to attend additional training on the job | 61(13.9) | 146(33.1) | 233(53) |
| 3. | Teachers are motivated to attend in-service training | 15(3.4) | 124(28.1) | 301(68.5) |
| 4. | Teachers are immediately promoted after their in-service training | 35(8) | 297(67.5) | 108(24.5) |

Source: Researcher's Field report, 2017.

Table 4: Summary of Regression Analysis of relationship between School supervision and effectiveness in secondary school

| Model | N | R | R Square | Adjusted R Square | F-cal. | P-value |
|---|---|---|---|---|---|---|
| 1 | 440 | .824 | .680 | .679 | 632.314 | .000 |

Dependent Variable: teachers' effectiveness.

Table 5:      Test of significance

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95% Confidence Interval | |
|---|---|---|---|---|---|---|---|
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound |
| 1 (Constant) | .160 | .117 | | 1.373 | .171 | -.069 | .390 |
| Teacher Supervision | .932 | .037 | .824 | 25.146 | .000 | .859 | 1.005 |

Dependent Variable: teachers' effectiveness.

Table 6:   Summary of Regression Analysis of relationship between Teachers' In-service Training and Teachers' Effectiveness in Secondary School

| Model | N | R | R Square | Adjusted R Square | F-cal. | P-value |
|-------|-----|------|----------|-------------------|---------|---------|
| 1 | 440 | .870 | .757 | .756 | 928.564 | .000 |

Dependent Variable: teachers' effectiveness

Table 7:        Test of Significance

| Model | Unstandardized Coefficients | | Standardized Coefficients | | | 95% Confidence Interval | |
|---|---|---|---|---|---|---|---|
| | B | Std. Error | Beta | t | Sig. | Lower Bound | Upper Bound |
| 1 (Constant) | .497 | .086 | | 5.780 | .000 | .328 | .667 |
| Teachers' in-service training | .823 | .027 | .870 | 30.472 | .000 | .770 | .876 |

. Dependent Variable: teachers' effectiveness