

## ***Quality Control Strategies and Productivity in Colleges of Education in Cross River State***

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### **Abstract**

*The study sought to examine how quality control strategies relate with productivity in Colleges of Education in Cross River State. The study was guided by two research questions and two hypotheses, using school discipline and teachers' professional qualification variables. Correlational research design was adopted for the study with a sample size of 50 lecturers and 100 third year students from two public colleges of education in the study area, using purposive sampling technique. The instrument used for data collection was a questionnaire tagged: "Quality Control Strategies and Productivity Questionnaire" (QCSPQ). The hypotheses were tested using Pearson Product Moment Correlations statistics at 0.05 level of significance. The results indicated that quality control variables such as school discipline and teachers' professional qualification have significant relationships with productivity. Based on the results, the study concluded that school discipline and teachers' professional qualification have significant relationships with productivity in Colleges of Education in Cross River State. It was recommended, among others, that government, through the Ministry of Education, should conduct employment for teachers based on teachers' experience and professional qualification.*

**Keywords:** principals, quality, control, strategies, productivity

### **Introduction**

The pride of educational system depends not just on the quantity but, even more importantly, on the quality of its products at all levels. The quality of the products in turn depends largely on the quality of the education diet that students receive in secondary schools and which is also dependent on the standard of control that teachers and students enjoy. It has been observed that the problem of adequate and effective quality control has been responsible for producing students who remain half-baked and could not assist the society in which they find themselves (Nsa & Aniekan, 2007). The problem of quality in Nigerian public primary and secondary schools has been a recurring one, especially after the introduction of both Universal Primary Education

(UPE) in 1976, Free Educational Policies in Western and Eastern regions in Nigeria in 1979, and the present Universal Basic Education in 1999.

The Nigerian philosophy of education stipulates the values which quality education must achieve. These values which are fully spelt out in the National Policy on Education (FRN, 2014) declares that education is the most important instrument of change, and that the issue of standards in education and the pursuit of quality control in achieving stated educational aims are very vital. It is because of the concern that the concept of minimum standard features in the Nigerian education scene that decree 16 of 1985 was revisited in decree 49 of 1988 and decree of 1993. However, it should be noted that it is decree 16 that gives legal backing to the attainment of uniformity in education system and standard as articulated in the National Policy on Education (FRN, 2014).

The concept of quality can simply be defined as the totality of features and characters of a product or service that bears on its ability to satisfy stated or implied needs. Quality is also seen as what makes a thing what it should be in nature, character and grade of goodness (Chamber, 2000). Quality control, according to Nsa and Aniekan (2007), refers to measures taken to remove faults at the end of the production process. It may also involve the setting in place of the system to obtain better data about discrepancies between proposed outcome and actual performance. The measures are intended to ensure that everyone's responsibilities are clearly understood and carried out.

Control is a measure to ensure compliance with roles, duties and responsibilities as expected. Chamber (2000) sees total quality as work ethos according to which continuous efforts are made to perform all aspects of one's work better. It is apparent that no single individual in an organization can attain it. It involves everybody in the organization, including top officials, junior staff, clerks, gate keepers, among others. In an educational institution, total quality involves both teaching and non-teaching staff, the principal, vice-principal and students; it requires total commitment and uncompromising pursuit of excellence, performance, continuous improvement and quality.

In education industry, practitioners do not wait till the end of production before remedial measures are taken. This therefore shows the importance of periodic assessment and evaluations on daily, weekly, monthly, quarterly and yearly basis. It must be pointed out, at this juncture, that quality control is predicated on the maintenance of minimum standards as regards the provision of school building, other infrastructures, equipment, curriculum, class-size, student-teacher ratio, quality and quantity of teachers, among others. Quality control is not teacher-centred, but involves the totality of teaching-learning environment and processes.

Under the existing Nigerian Constitution (1999), the Federal, State and Local Governments share the primary responsibility of providing quality education. However, the prescription of the minimum standard rests squarely on the Federal Government as dictated by Decree 16 of 1985 and its subsequent amendments. It is pertinent to note that the control of quality of education in Nigeria is as old as the introduction of formal education in the country by church missionary bodies. The 1882 and 1887 education ordinances made provision for ensuring quality and quality control in education. These ordinances governed the establishment of schools, organization, financial administration, staffing, discipline, provision of physical infrastructure and examination as well as frequent inspection of schools by school managers and supervisors.

These made it possible for attainment of standard and maintenance of quality standards in education. The agent of quality control in Nigeria is the Federal Ministry of Education which is saddled with the responsibility of maintaining minimum standard in the country. In order to do this, government set up the National Council of Education (NCE), Joint Consultative Committee on Education (JCCE), and other relevant agencies, such as National Universities Commission (NUC), National Board for Technical Education (NBTE), National Commission for Colleges of Education (NCCE), Joint Admissions and Matriculation Board (JAMB) and so on.

Schools are complex formal organizations that include behaviour of diverse stakeholders, organized and inter-connected by a structure of authority and a network of relationships that allow partial and unfinished information, resources and products passed from one group to another (Akpakwu, 2008). The creation and maintenance of an orderly working environment is a pre-requisite for effective teaching and learning. In classrooms where, for whatever reason, discipline cannot be effectively maintained, the most committed teacher will find it particularly difficult to bring about improvements in students' attainment (Ajayi & Ayodele, 2010). The administrators' roles in education revolves around their maintenance of school discipline; that is how they work towards effective conflict resolution in school. Maintenance of school discipline is so paramount as the success of the school and education is linked to it.

Maintenance of discipline refers to the use of corrective measures to keep students and staff back on the right path (Charles, 2007). Maintaining discipline is probably the most difficult and unpleasant part of any administrator or educator's job. However, many factors have been identified as being responsible for the poor quality of work in public secondary schools. They include poor funding, inadequate supply of qualified and experienced teachers and outdated method of teaching, among others (Akinyemi, 2003).

Abe (2014) articulated that teachers' qualification accounted for approximately 40 to 60 percent of the variance in average of students' attitude and achievement in assessment. Akinsolu (2010) also supported this view when he asserts that availability of qualified teachers determined the interest and performance of students in schools. According to Usman (2012), a qualified teacher can be defined as one who holds a teaching certificate and/or licensed by the state, owns at least a bachelor's degree from a four-year institution and well qualified in his/her area of specialization. Darling-Hammond (2008) defines well qualified teacher as one who was fully certified and held the equivalent of a major in the field being taught. Although the formal qualification of teachers is an important indicator of their knowledge and competence in teaching, it has only limited utility in analyzing how well-prepared teachers are for what they have to teach in schools. More detailed knowledge of the courses they have taken during their training needs to be compared to the actual content and skills required to teach the school's curriculum.

Undeshi et al. (2019) conducted a study on principal's quality control measures and secondary school productivity in Obudu Local Government Area of Cross River State. The study was guided by two research questions and two hypotheses using school discipline and school supervision as content variables in relation to secondary school productivity in Obudu Local Government Area of Cross River State. Ex-post facto research design was adopted for the study with a sample size of 54 principals and vice in the 27 public secondary schools in the study area, using purposive sampling technique. The instrument used for data collection in the study was a self-structured questionnaire tagged: Principals' Quality Control Measures and School Productivity Questionnaire (PQCMSPQ). The data obtained from the questionnaire were subjected to Pearson Product Moment Correlation Coefficient analysis at 0.05 level of significance. The results of the statistical analysis indicated that principal's quality control variables such as school discipline and school supervision have significant relationship with secondary schools' productivity. Based on the result, the study concluded that provision of school discipline and school supervision significantly relate to secondary schools' productivity in Obudu Local Government Area of Cross River State.

Yusuf and Dada (2016) in a study examined the impact of teachers' qualification and experience on students' attitude towards teacher training and performance in Colleges of Education in Kaduna State, Nigeria. Two Colleges of Education in Kaduna state were used for the study. A total of twenty (20) teachers and one hundred (100) students were randomly selected from the two Colleges of Education. The data was collected using questionnaire and students' test scores. Data was analyzed using frequency counts, percentages and t-test. The results revealed that a significant difference existed in the attitude and performance of students taught English language by professional and experienced teachers. The study recommended, among others, that only qualified and

experienced teachers should be allowed to teach in Colleges of Education in Kaduna state, Nigeria. All non-professional and unqualified teachers should be encouraged to pursue their post graduate studies (such as Post Graduate Diploma in Education, Master's and Doctoral degrees in Education) on a part-time or full-time basis. This will help to improve the quality of their teaching and teacher education in Nigeria, and consequently improve the interest and performance of students.

### **Statement of the problem**

Members of the public, parents and all other stakeholders in educational system have risen to education task and are predominantly concerned about the Federal government's investment of billions of naira in the educational sector to educate the citizenry. This is so because education is known to promote economic growth and development. Hence, it is worthwhile to examine if the government expected aims are attained, if students are maximally gaining appropriate knowledge, if educational system has achieved appropriate quality and goals, with respect to the influence of quality control measures on colleges of education students' performance.

A careful observation through researches and interview of members of the public revealed that some provost of colleges of education are applying the required administrative measures to ensure quality control and maximize student's academics performances in schools. While some are lacking in appropriating the government allocated funds, some found it difficult to employ disciplinary measures to maintain standards and quality education in educational system. It is as a result of the above scenario that this study is interested in discovering the relationship between quality control strategies and productivity in colleges of education in Cross River State using school discipline, and teacher's qualification as the study independent variables in relations to productivity.

### **Purpose of study**

This study attempts to find out the impact of quality control strategies on productivity in colleges of education in Cross River State. Specifically, the study seeks to:

1. find out how school disciplinary measure relates to productivity in colleges of education.
2. determine how teachers' qualifications relate to productivity in colleges of education.

### **Research questions**

The following research questions were raised to give direction to the study:

1. In what way does school discipline relate to productivity in colleges of education?
2. In what way does teacher's qualification relate to productivity in colleges of education?

### **Research hypotheses**

The following null hypotheses were formulated to guide the study:

**Ho1:** School discipline has no significant relationship with productivity in colleges of education.

**Ho2:** Teachers' professional qualifications have no significant relationship with productivity in colleges of education.

### **Methodology**

The study adopted correlational research design with the population of 1,466 academic staff and 2,678 third year students from school of general education in two colleges of education in Cross River State. Out of this total population, the study sampled 50 lecturers and 100 students in the study area using purposive/judgmental sampling technique. The instrument for data collection was a questionnaire titled: "Quality Control Strategy and Productivity Questionnaire (QCSPQ). QCSPQ was used to elicit information from the respondents. A four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used to rate the scores and it weighted 4, 3, 2 and 1 point respectively.

The instrument was face-validated by experts in Educational Management, Federal College of Education, Obudu. The experts vetted the items and approved the instrument to be used in collecting data. The reliability of the instrument was determined through test-retest method using 10 heads of department from Federal College of Education, Obudu who were not part of the sampled respondents. The exercise was repeated after one week on the same respondents. The reliability coefficient of the two tests was statistically tested using Pearson Product Moment Correlation statistics and it yielded a coefficient of 0.74 which was considered adequate for the study. The data collected from the instrument were analyzed using Pearson Product Moment Correlation statistics at 0.05 level of significance.

### **Presentation of results**

**Ho1:** School discipline has no significant relationship with productivity in colleges of education.

**Table 1:** Pearson Product Moment Correlation analysis of the relationship between school discipline and productivity (N = 150)

Variable	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	cal	r-
School Discipline(x)	1306		33043				
Productivity (y)		33047		46450	38754	0.229*	

\* Significant at 0.05; df = 148; critical r = 0.138.

The result of the analysis on the first variable which sought for the relationship between school discipline and productivity showed that the calculated value of 0.229 is greater than the critical r-value of 0.138 when tested at 0.05 level of significance and 148 degree of freedom. This result depicts that there is significant relationship between school discipline and productivity in the school system. Thus, the null hypothesis which states that there is no significant relationship between school discipline and productivity was rejected.

**Ho2:** Teachers professional qualification has no significant relationship with school productivity in colleges of education.

**Table 2:** Pearson Product Moment Correlation analysis of the relationship between professional qualification and productivity (N = 150)

Variable	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	cal	r-
Professional qualification (x)	2306		28200				
Productivity (y)		33047		46465	34996	*0.628*	

\* Significant at 0.05; df = 148; critical r = 0.138.

The result of the analysis on the second variable which sought to establish the relationship between professional qualification and productivity showed that the calculated value of 0.628 is greater than the critical r-value of 0.138 when tested at 0.05

level of significance and 148 degree of freedom. This result depicts that there is a significant relationship between professional qualification and productivity. Thus, the null hypothesis which states that there is no significant relationship between professional qualification and productivity was rejected.

### **Discussion of the findings**

The finding of the first variable which sought to establish the relationship between school discipline and productivity in Colleges of Education in Cross River State revealed that a significant relationship exists between the two variables (school discipline and productivity). This was because the calculated r- value of 0.229 was found to be greater than the critical value of 0.138 at 0.05 level of significance, and 148 degree of freedom. The probable reason for the finding is that discipline is a strong determinant of organizational success including the colleges of education. Teachers' attitude to work is positively affected in schools when discipline is established for teachers. This is in agreement with Undeshi et al. (2019) whose study concluded that school discipline and school supervision significantly relate to secondary schools' productivity in Obudu Local Government Area of Cross River State. This implies that principal's maintenance of school discipline will effectively enhance administrative efficiency and the achievement of school goals.

The finding of the second variable of the study which sought to establish the relationship between teacher's professional qualification and productivity in colleges of education in Cross River State also revealed a significant relationship between the two variables. This was because the calculated r-value of 0.628 was found to be greater than the critical value of 0.138 at 0.05 level of significance, and 148 degree of freedom. This finding agreed with Yusuf and Dada (2016) who reported that a significant difference existed in the attitude and performance of students taught English language by professional and experienced teachers. The study recommended, among others, that only qualified and experienced teachers should be allowed to teach in Colleges of Education in Kaduna state, Nigeria. All non-professional and unqualified teachers should be encouraged to pursue their post graduate studies (such as Post Graduate Diploma in Education, Master's and Doctoral degrees in Education) on a part-time or full-time basis. This will help to improve the quality of their teaching and teacher education in Nigeria, and consequently improve the interest and performance of students.

### **Conclusion**

Based on the result of the study and the finding that emerges, the study concluded that quality control variables such as school discipline, and teachers' professional qualifications significantly relate to productivity in Colleges of Education in Cross River State. The researchers advocated that educational managers should incorporate



and build into the system within which they manage, self-regulating and effective control mechanism and measures so that the purpose of the system could be achieved.

### **Recommendations**

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

1. Administrators (Provosts) of Colleges of Education including Deans and Heads of Department should maintain effective school discipline by collaborating with others stakeholder in the education system to further ensure quality output.
2. The Ministry of Education through National Commission for Colleges of Education (NCCE) should collaborate with the Provost/management of Colleges of Education to ensure that employment of academic staff into the school system is done based on professional qualification and experiences.

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