School Adherence to Quality Control Measures and Teachers' Job Performance in Calabar Education Zone of Cross River State, Nigeria

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Abstract

The study was undertaken using Ex post facto research design to investigate the influence of school adherence to quality control measures on teachers' job performance in Calabar Education Zone of Cross River State, Nigeria. To guide the study, one null hypothesis was formulated. The study technique adopted was stratified random sampling technique. The study population comprises of 2,293 teachers and 38,034 students in 72 public secondary schools in Calabar Education Zone of Cross River State. The sample size consisted of 459 teachers and 1,836 students selected from JSS2 class. Quality Control Measures Questionnaire (QCMQ) was used to obtain responses from teachers, while Teachers' Job Performance Questionnaire (TJPQ) was used to elicit responses from JSS2 students to access their teachers. The data collected were analysed using independent – t test at 0.05 level of significance. Findings of the study showed that there is a significant influence of quality control measures in terms of class size on teachers' job performance. It was recommended, among others, that as a matter of policy standardized class size should be spelt out and compliance enforced in all public secondary schools in order to create effective teaching – learning environment for teachers and students.
Keywords: quality, control, teachers, job, performance

Introduction

Over the years, education and researchers have debated on which factors influence teachers' job performance. School system can be a success or failure depending on teachers' job performance effectiveness. Teachers' job performance is the outcome of the task of teaching performed by a teacher at a particular period in the school system in achieving educational goals. It is the ability of a teacher to combine relevant inputs for enhancement of organizational goal achievement. A teacher's job performance is measured on his/her effectiveness in handling lesson notes preparation, lesson presentation, maintenance of discipline, interpersonal relationship and classroom management, assessment of students and participation in co-curricular activities. For

example, on lesson presentation, teaching and guidance activities are supposed to take place so that appropriate skills and knowledge can be acquired.

To a large extent, poor teachers' job performance has become a recurring problem in the Nigerian school system. Supporting this view, Dike (2000) cited a report by the Federal Government of Nigeria that the falling standard of education in Nigeria is caused by acute shortage of effective teachers in schools, and that about twenty-three (23%) percent of over two hundred thousand (200,000) teachers employed in the nation's schools do not possess requisite instructional skills. In addition to this report, UNICEF (2006), on the state of the world children, posits that about four million Nigerian children have no access to qualitative education and that the majority of children who are lucky to enter into schools at all are given substandard education by teachers with low instructional qualities.

It is also on record that many educational programmes and projects in Nigeria have failed at the implementation stage mainly because teachers' job performance as a key indicator was not taken into consideration for the realization of the goals and objectives of these programmes. Esu (2006) laments the pathetic situation in schools in recent times where teachers cannot express effectiveness in handling lesson presentation thus impairing knowledge acquisition. For example, an educational inspector attached to the Calabar educational zone informed the researcher that their experiences showed that many graduate teachers in the zone were unable to communicate their lessons clearly to the understanding of students (Cross River State Secondary Education Board, 2011).

Classroom management is another area of concern. It has to do with the manner in which a teacher handles students during teaching-learning process. It has been observed that many teachers in this zone lack classroom management skill to contend with deviant behaviours of students in the classroom, and this hinders knowledge acquisition process at that level. Interpersonal skill is a skill required to foster sound relationship with others. It borders on the ways teachers interact with fellow staff and students in the school. Experience shows that some teachers are found wanting in sound relationship with students thus hindering the learning process. Assessment of students is an important aspect in teacher's job performance; it is the ability of the teacher to evaluate students properly through assignments, classwork, tests, examinations and marking and scoring. During the course of this study, the researchers on interaction with some students in one of the schools observed that teachers rarely give assignments and tests; and even when assignments are given, results are not returned to them for correction.

Participation of teachers in co-curricular activity is another area of teacher's job performance considered in the study. It is an involvement of teachers in games and sports,

apart from class work. Majority of teachers are reluctant to join the students in sports and other co-curricular activities unless they are compelled to do so. More so, class size is an educational tool that can be used to describe the average number of student per class in a school. Holtman (1980) in Nkpubre (2012), described it as a tool that can be used to measure the performance of the educational system. Class size refers to the total number of students a teacher can handle in a classroom. In other words, it refers to the extent to which the government and the school authority adheres to the recommended class size for the secondary school level to enhance effective teacher's job performance.

In relation to class size, Stepaniuk (1989) in Nkpubre (2012) reported that the rational utilization of classroom space depends on the class size. He argued that there is standard class size approved by the federal government in the National Policy on Education which is one teacher to 35 pupils in primary school and 1:45 in the secondary school level (FRN, 2004). Commeyras (2003) reported that effective teaching seems impracticable for teacher educators having large class size of 50, 70, and 100 or more. Adeyemi (2008) reported in his study that schools having an average class size of 35 and above obtained better results in Senior Secondary Certificate Examination (SSCE) than schools having more than 35 students per class.

Adeyemi (2008) examined the influence of class size on the quality of output in secondary schools in Ekiti State, Nigeria. The findings revealed that schools having an average class-size of 35 and below obtained better results in the Senior Secondary Certificate Examinations (SSCE) than schools having more than 35 students per class. The mean scores were higher in schools having an average class-size of 35 and below. Small class size has an advantage over large classes in terms of attitude to learning and teaching especially in sciences. Teachers claim that it is easier and more effective for them to manage small classes in ways which enhance students' self-esteem (Tunner, 2000).

However, Okoro 1985 in Nkpubre (2012) argued that few pupils per class are uneconomical, as they do not make adequate use of space, teachers and teaching materials. Wosyanju (2005) observed that teaching large classes affects the morale, motivation and self-esteem of teachers. According to the author, many teachers feel that when teaching large classes, they spend more time in organizing class activities and not enough time on meeting students' needs individually. Wosyanju (2005) maintained that large classes pose some teaching challenges such as:

1. Limitation of the amount of feedback provided to students or delayed feedback.
2. Absence of high quality individual feedback, feedback for individual work, therefore inefficiency and poor quality of students recorded.
3. Changing in workload –- reduction in teaching, less assignments so as to reduce marking.

4. Avoiding assessment which encourages shallow teaching and learning.

Wosyanju, (2005) observed that teaching large classes affects the morale, motivation and self-esteem of teachers. According to her, many teachers feel that when teaching large classes, they spend more time in organizing class activities and not enough time on meeting students' needs individually. While on the contrary Nwadiani (2000) argued that the higher the class-size the lower the cost of education. He contended however that most classrooms are over-crowded spreading resources thinly and thereby affecting the quality of education. Ajayi (2000) supported the viewpoint and argued that in order to control rising capital cost of education, the average class-size could be increased.

Hypothesis

   Ho1: School adherence to quality control measures in terms of class size does not significantly influence teachers' job performance in Calabar education zone of Cross River State, Nigeria.

Methodology
Research design adopted for the study was ex post facto. This design according to Isangedighi et al. (2004) is a design whereby a study of a phenomenon takes place after it has occurred. This design is aimed at investigating a possible relationship between two variables by first identifying some existing consequences and searching back through the data to establish possible factors or relationship (Denga & Ali, 1998). The design was adopted because the independent variable (quality control measures) under study have already existed and had presumably exerted its effect on the dependent variable (teachers' job performance) before the researchers conceived the idea of carrying out the study. Therefore with this design, the researchers cannot directly manipulate the independent variable but can only make some deductive inference in terms of its influence on the dependent variable after data collection and analysis. The area of the study is Calabar Education Zone of Cross River State, Nigeria. It is made up of seven (7) Local Government Areas, namely Akamkpa, Akpabuyo, Bakassi, Biase, Calabar Municipality, Calabar South and Odukpani.

The population of the study is made up of 72 public secondary schools, two thousand, nine hundred and ninety three (2,993) teachers, and thirty-eight thousand and thirty- four students (38,034), in the Calabar Education Zone. The sample size of this study, comprises of four hundred and fifty-nine (459) teachers and one thousand eight hundred and thirty six (1,836) students drawn from the 72 public secondary schools in the Calabar Education Zone of the state. Stratified and simple random sampling techniques were used to select the teachers and students. To select teachers for the study, 20% of the teachers in each

Local Government Area were randomly selected, which gave rise to four hundred and fifty nine (459) teachers out of two thousand two hundred and ninety three (2,293) teachers in the seven local government areas. Four (4) students in JSS3 classes per school were selected randomly to assess a teacher. The reason for using this category of students is that they have been in the school for appreciable period of time with the teachers which enabled the students to make objective assessments. The total number of students that assessed the teachers was one thousand eight hundred and thirty six (1,836).

The instrument for data collection was a 15-item structured questionnaire designed by the researchers titled Quality Control Measures Questionnaires (QCMQ). It consists of 2 sections; section A and section B. Section A comprises of teachers' demographical variables, such as gender, marital status, age class size and teachers' qualifications. While, section B consists of 15 items and have school teachers as respondents. Variables for quality control measures include: teachers academic qualification; infrastructural facilities, class size, supervision and teacher's welfare condition. Teachers' academic qualification and class size were considered in the study as discrete data so they were measured in the personal data section of the questionnaire. Each variable was measured using five items each. The responses are strongly agree (SA = 4), Agree (A = 3), Disagree (D = 2), strongly disagree (SD = 1). To ensure the validity of the instrument, a copy of the instrument was given to two experts for critique and editing. The reliability of the questionnaire was established using test-retest reliability method. The statistical tool used to establish reliability was Pearson product moment correlation. The reliability coefficient was 0.75. The second instrument titled "Teachers Job Performance Questionnaires" (TJPQ) was designed for students to assess the teachers. It consists of 25 items, and is made up of 2 sections; section A and section B. Section A comprises of students' demographical variables, such as gender, age, class and name of school. While, section B consists of 25 items, with each variable measured using 5 items. The questionnaires were administered to the respondents accordingly, and the data was collected for analysis, which used independent t-test.

Presentation of results

Ho1: School adherence to quality control measures in terms of class size does not significantly influence teachers' job performance in Calabar education zone of Cross River State, Nigeria.

Table 1: Independent t-test analysis of the influence of school adherence to quality control measures in terms of class size on teachers' job performance

Teachers' job performance in terms of:	Class size	N	Mean	SD	T
Lesson presentation	Small	250	15.23	2.28	6.969*
	Large	299	14.02	1.32	
Interpersonal relationship with students	Small	230	16.75	1.85	5.194*
	Large	299	15.87	1.77	
Classroom management	Small	230	14.35	3.28	2.376*
	Large	299	13.61	3.32	
Students assessment	Small	230	16.36	2.49	5.639*
	Large	299	14.99	2.70	
Co-curricular activities	Small	230	19.12	3.32	6.495*
	Large	299	17.38	2.34	

*Significant at .05, DF= 457, critical t= 1.96

Results of analysis in table 1 show that the calculated t-values for the influence of school adherence to quality control in terms of class size on teachers' job performance with regards to lesson presentation (6.969), interpersonal relationship with students (5.194), classroom management (2.376), students' assessment (5.639), and extra curricula activities (6.495) were each greater than the critical t-value of 1.96 at .05 level of significance with 457 degree of freedom. This means that school adherence to quality control in terms of class size significantly influences teachers' job performance. Based on these results, the null hypothesis is rejected.

This result indicated that there was a significant influence of class size on all sub-variables of teachers' job performance. As shown in table 1, the independent t-test revealed that teachers whose school had low class sizes performed better than their counterparts whose school had large class sizes, as indicated by the differences in their mean scores.

Discussion of the findings
The findings from this study indicated that teachers' job performance was significantly influenced by school adherence to quality control measure in terms of class size. This finding is in agreement within Adeyemi (2008) who examined the influence of class size on the quality of output in secondary schools Ekiti State, Nigeria. The findings revealed that schools having an average class-size of 35 and below obtained better results in the Senior School Certificate Examinations (SSCE) than schools having more than 35 students per class. The mean scores were higher in schools having an average class-size of 35 and below. Small class size has an advantage over large classes in terms of attitude

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Conclusion

In conclusion, the result of the study shows that there is a significant influence of school adherence to quality control measures in terms of class size on teachers' job performance, in respect of handling of lesson presentation, interpersonal relationship with students, classroom management and control, students' assessment and teachers' participation in extra-curricular activities. It was also concluded that the smaller the class size, the higher the teachers' job performance.

Recommendations

Based on the findings, it was recommended that:

1. As a matter of policy, standardized class size should be spelt out and compliance enforced in all public secondary schools in order to create effective teaching-learning environments for both teachers and students.

2. Classroom should be constructed and dilapidated classrooms should be renovated to create more space to accommodate the teeming number of students.

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