

## Teachers' Perception of Implementation of Quality Assurance on Senior Secondary School Students' Academic Performance in Ilesa West Local Government Area, Osun State, Nigeria

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**Abstract.** The annual unimpressive academic performance of secondary school students at both internal and external examinations is not only embarrassing to significant stakeholders in the education industry, but constituted source of grave concern to the entire nation. Several studies had been carried out in different dimensions towards providing solution to this ugly development, which up till now has defied solution. This study examined teachers' perception of the implementation of quality assurance on senior secondary school students' academic performance in Ilesa West Local Government Area, Osun State, as part of continuous search for solution to this problem. The study employed descriptive survey design. Two hundred and fifty (250) teachers randomly drawn from secondary schools in Ilesa West Local Government Area of Osun State, Nigeria, were involved in the study. A self-designed and validated questionnaire titled: "Quality Assurance Questionnaire (QAQ)" provided data for the study. Data analysis was carried out with the use of Statistical Package for Social Sciences (SPSS) 25 version, making use of descriptive statistics of mean scores and standard deviation, as well as average mean analysis. Results showed that participants were only aware of three out of eleven items as components of quality assurance namely: safe school and classroom environment ( $\bar{x}=2.00$ ); school mission ( $\bar{x}=1.98$ ); and frequent monitoring of students' success ( $\bar{x}=1.87$ ). The results also showed that none of the quality assurance components was implemented in schools. However, the results further showed that quality assurance has the capacity to positively impact students' academic performance if

well implemented in schools. Based on these findings, the following recommendations were made: State Ministry of Education should find way to implement all other components of quality assurance in order to enhance academic performance of secondary school students; the government in collaboration with education stakeholders should provide adequate infrastructural and instructional facilities that will enhance quality education; principals as school administrators should employ quality assurance techniques for the attainment of laudable secondary educational aims and objectives; and principals as quality assurance agents should concentrate more on adequate supervision and monitoring of teaching and learning process to ensure quality secondary education.

**Keywords:** Academic Performance, Adequate Supervision, Implementation, Quality Assurance, Quality Assurance Components, Quality Education, School and Classroom Environment, Standard of Education.

### 1. Introduction

Education is central to economic and political development of any country, and as well vital to competitiveness in an increasingly globalizing knowledge society. In any organisation performing a given task, supervision has to be in place to ensure that the desired quality and objectives are achieved (El-Khawas, Pietro-Jurand, & Nielsen, 2008). Quality is concerned with how good or bad a product is. It is about the standard of a product or service when compared with others. It therefore presupposes that there is a standard set against which the outcome

is compared (Ekundayo, 2010). Jaiyeoba and Atanda (2003) posited that quality is synonymous with standard, efficiency, excellence, relevance and worthiness. When applied to education, it is the success recorded when an institution provides learning experiences which enable students to effectively achieve worthwhile learning goals including appropriate academic performance of students (El-Khawas, Jurand, & Nielsen. 2008).

Quality assurance is a wide concept which covers all matters that individually or collectively influence the quality of products and/or services (Quinn, 2007). The American Heritage Dictionary defines quality assurance as a system of evaluating performance, with regard to the delivery of services or the quality of products provided to customers, patients or clients (Quinn, 2007). In order for a country to achieve high productivity in education, the quality assurance division should be strengthened to ensure positive delivery of quality education at both the public and private sector to regulate private education. Kimeu (2010), found that to improve students' performance head teachers are required to improve on the management of schools.

Quality assurance is important to school success in terms of its mission, goal and objectives. It is, therefore, imperative that school leadership put in place mechanisms to ensure that quality assurance practices are being followed in their schools with a sole aim of improving education quality and standards (Ajuoga, Indoshi & Agak, 2010). According to Abenga (2009), there have been concerns expressed by government bureaucrats, politicians and the public in general over what they perceived as lack of and/or inadequate Quality assurance practices in secondary schools.

Students' academic performance is a yardstick for determining the quality of education and this is influenced by many factors. With the persistent poor academic performance of secondary school students in Nigeria today, there is a need to identify strategies which secondary schools principals need to adopt in their role as quality assurance agents in order to improve on students' performance in national examinations. One of the ways to do this is for the school principals to be alive to their responsibilities which are geared towards ensuring quality in the school system. This is because no matter the amount of money invested in the school system, without proper coordination and effective supervision of activities at the school level, the investment becomes a waste. This therefore calls for the examination of the quality of the learning experiences being provided

in all institutions of learning, secondary schools inclusive, as the government views the satisfactory performance of the education system as not only instrumental to, but also strategically related to economic development and international competitiveness (UNESCO, 2012). Kimeu (2010) observed that supervisory methods used by head-teachers were inadequate since they were limited to checking of teachers' records of work rather than training in supervisory methods in order to improve productivity.

Quality assurance plays a significant role in curriculum implementation when teachers are provided with in-service training. This training improves the teachers' ability to implement the curriculum effectively. They also oversee time management in schools to ensure that every subject has been allocated enough time in the timetable. The teachers should not only allocate time to subjects in the timetable but also utilize the time allocated to each subject judiciously and ensure that the syllabus is covered in good time (Kimeu, 2012). It is against this backdrop that this study was carried out to examine quality assurance as a factor influencing students' academic performance in senior secondary school in Ilesa West Local Government Area, Osun State.

## 2. Statement of the Problem

Students' academic performance is a yardstick for determining the quality of education. The persistent secondary school students' poor performance in national examination is influenced by many factors which include but not limited to expertise of the teaching staff, instructional materials, equipment, and programs within the school, admission and assessment of standards, the teaching and learning environment, the internal/external quality assurance mechanism in the school, the quality of the library and laboratories, management effectiveness, governance and leadership, parents' education, socio-economic factors, students' gender. Also, school managerial level, limited funds, laxity, and low number of field officers to conduct school assessments are all the factors influencing academic performance in schools (Berhanu, 2011). Quality assurance and standards in education are integral parts of school system, and will continue to be central in education policy in the foreseeable future. However, as important as quality assurance is to the raising of standard of education, vis-à-vis improving students' academic performance, not much of empirical works has been done on it in the study area. Therefore, this study sought to enumerate the

components of quality assurance in secondary schools, found out how each component is being implemented in schools and examined how quality assurance maintenance has influenced students' performance. The findings of the study will help school managers to understand the importance of the components and elements of quality assurance in secondary school education. The study will provide them with formation relevant on establishing the best policy guidelines for implementation of quality assurance and standard policy in public secondary schools. The study is important in this period of Universal Secondary Education. The study therefore delved into possible strategy for improving school management and administration, teachers' work performance and achievement and academic outcome of students. The study findings would help to make informed decisions on areas of investment within the education sector and specifically school infrastructure, teacher capacity building and curriculum development. The findings of the study would also serve as a launching pad to rejuvenate the formulation and implementation of effective quality assurance strategies and policies in the quest for quality education in Nigeria. The findings of this study is of great prominence to the policy makers and Secondary school administrators as it points out major strategies to reshape the behavior of the teaching staff towards their job performance in improving the teaching-learning process.

### 3. Purpose of study

The main purpose of the study is to examine teachers' perception of the implementation of quality assurance on senior secondary school students' academic performance in Ilesa West Local Government Area, Osun State, while the specific objectives are to:

- determine teachers' awareness of the components of quality assurance in secondary school education
- examine how each component of quality assurance is being implemented in schools
- investigate the influence of quality assurance on students' academic performance

### 4. Research Questions

Answers were provided to the following research questions:

- What are teachers' level of awareness of components of quality assurance in secondary school education?

- How is each component of quality assurance implemented in schools?
- What are the influences of quality assurance on students' academic performance?

### 5. Methodology

The descriptive survey research design was adopted for the study. Survey research design makes use of selected representative sample for the purpose of generalizations on the entire population. It allows for use of questionnaire for data collection from the respondents. The population for this study comprised all secondary school teachers in Ilesa West local Government Area of Osun State. Participants for study comprised 250 secondary school teachers. Ten (10) teachers were randomly selected from Twenty-five (25) secondary schools in Ilesa West Local Government Council Area of Osun State, while the schools involved in the study were purposively selected to ensure that schools located in every nook and craning of the local government was catered for. A self-designed questionnaire by the researcher tagged "Quality Assurance Questionnaire (QAQ)" was used to collect pertinent data for the study. The questionnaires were administered on the teachers to elicit their opinions on their level of awareness, implementation and the influence of quality assurance on the academic performance of students in public secondary schools. The questionnaire contained four sections A to D. Section A deals with respondents' bio-data and has five items. Section B addresses components of quality assurance, with eleven items. Section C contained eleven items which investigated how effectively components of quality assurance were being implemented; while the last section had nine items on the influence of quality assurance on academic performance of students in schools. The Likert scale questionnaire type with Strongly Agree to Strongly Disagree was used.

In order to assure both face and content validity of questionnaire, the draft copy was shown to colleagues in the departments and experts in measurement and evaluation to critique. Their comments and observations were then made use to produce the final copy. The test re-test method was employed to determine the internal consistency of the instruments' items, which yielded 0.81 reliability coefficient. The questionnaires was pilot-tested on 20 respondents who were not part of the study sample was done twice within the interval of two weeks. The data collected were analyzed using descriptive statistics of mean scores, standard deviation analysis, and average mean analysis.

**6. Results**

**Research Question 1:** What are teachers’ level of awareness of components of quality assurance in secondary school education?

To answer the research question, responses on components of quality assurance were summed up and subjected to mean and standard deviation analysis. A total score of between 1 – 1.50 = Not Aware; 1.51 – 2.0 = Aware. The summary of the results are as shown in Table 1.

**Table 1:** Quality Assurance Components Awareness Mean Scores (250)

S/N	Components of quality assurance in secondary school	Mean
7	Safe school and classroom environment	2.00
8	School mission	1.98
11	Frequent monitoring of students’ success	1.87
4	Quality measurement and reporting	1.29
6	Home-school relation	1.22
10	Opportunities to learn and time on task	1.21
9	High expectation for success	1.20
5	School supervision and inspection	1.18
3	Effective management leadership	1.16
2	Availability of competent teachers	1.10
1	Good quality study programs	1.00

Source: Internet Search, 2019.

Shown in Table 1 are the awareness mean scores of quality assurance components in secondary schools by the teachers. It was revealed from the table that the top three items with 2.00, 1.98, 1.87 mean scores respectively, were the only components participants were aware of. These are the components whose mean awareness scores were greater than the benchmark awareness mean score of 1.50. Participants were not aware of or recognize items whose mean scores were below the benchmark mean score as component of quality assurance.

**Research Question 2:** How is each component of quality assurance implemented in schools?

To answer the research question, responses on how components of quality assurance had been implemented were summed up and subjected to average mean analysis. A total score of between 1 – 1.50 = Not Implemented; 1.51 – 2.0 = Fully Implemented. The summary of the results are as shown in Table 2

**Table 2:** Quality Assurance Components Average Implementation Mean Scores (N = 250)

S/N	Components of quality assurance in secondary school	Mean
1	Good quality study programs	1.02
2	Availability of competent teachers	1.06
3	Effective management Leadership	1.11
4	Quality Measurement and Reporting	1.26
5	School supervision and inspection	1.18
6	Home-school relation	1.26
7	Safe school and classroom environment	1.25
8	School mission	1.27
9	High expectation for success	1.24
10	Opportunities to learn, time on task	1.36
11	Frequent monitoring of students’ success	1.34
<b>Average Weighted Mean Score</b>		<b>1.21</b>

Source: Field Survey, 2019.

Table 2 indicated quality assurance components average implementation mean scores in schools. It revealed that none of the components of quality assurance was properly and effectively implemented in schools as the individual component mean score and the average weighted mean score of 1.21 were below the benchmark weighted mean score of 1.50.

**Research Question 3:** What are the influence of quality assurance on students’ academic performance?

To answer the research question, responses on influence of quality assurance on students’ academic performance were summed up and subjected to average mean analysis. A total score between 1 – 2.50 = Negative; 2.51 – 4.0 = positive influence. The summary of the results are as shown in Table 7.

**Table 3:** Average Mean Scores of teachers’ perception of Influence of Components of Quality Assurance on Students’ Academic performance

		(250)
S/N		Mean
1	Makes for effective lesson delivery on the part of the teachers	3.86
2	Encourages school principal to be up and doing in their supervisory roles	3.51
3	Promotes good home-school relations	3.36
4	Encourages regular school inspection to ensure that goals of school are achieved	3.45
5	Increases high expectation for success	3.22
6	Promotes frequent monitoring of students’ success	3.21
7	Makes the school and classroom environment safe for learning	3.30
8	Lead to higher students’ academic performance	3.11
9	Does not improve students’ academic performance	2.35
<b>Average Weighted Mean Score</b>		<b>3.26</b>

Source: Field Survey, 2019.

Table 3 revealed teachers’ perception of influence of quality assurance on students’ academic performance. From the table, it was shown that quality assurance has positive influence on students’ academic performance; because the benchmark weighted mean score stood at 2.50 and the average weighted mean score is 3.26 which is above the benchmark weighted mean score.

**7. Summary of the Findings**

Based on the analysis of the data above, the following were deduced:

- The main components of quality assurance in secondary school education the participants were aware of were safe school and classroom environment, school mission and frequent monitoring of students’ success. This showed that participants were only aware of three (3) out of eleven (11) items of components of quality assurance.
- None of the quality assurance components was properly implemented in schools.
- Quality assurance had positive influence on students’ academic performance.

**8. Discussion of the Findings**

The study examined Quality assurance as correlate of students’ academic performance in senior secondary school in Ilesa West Local Government Area, Osun State. The first finding of this study revealed that the main components of quality assurance in secondary school education participants were aware of were safe school and classroom environment, school mission and frequent monitoring of students’ success. This showed that participants were only aware of three (3) out of eleven (11) items of components of quality assurance. This is an unfortunate finding or

discovery. If teachers at this stage of knowledge explosion cannot recognize parameters of quality assurance, it simply means that quality assurance is not being implanted in schools. This finding is similar to that of Onuma and Okpalanze (2017) who reported that provision of infrastructural facilities, recruitment of qualified teachers, secondary school curriculum implementation and effective leadership management are quality assurance parameters in secondary schools in Enugu State.

Second finding showed that components of quality assurance components were not being implemented in schools. This result is not surprising given the first finding above. This finding however, might be as a result of the fact that government of the day has relented in the monitoring process of the schools sampled in the local government, coupled with the fact that the principals may not have motivated enough to effectively discharge their duties. This finding negates that of Nwosu (2013) who reported that components of quality assurance were fully implemented. Also, Ajayi and Adegbesan (2007) whose finding revealed that quality assurance components in teaching profession are fully achieved in Nigeria.

Finally finding revealed that the influence of quality assurance on students’ academic performance was positive. Quality assurance has the capability to positively impact students’ academic performance if

well implemented in schools. The outcome of this study might be as a result of the fact that majority of the teachers sampled in this study had B.Ed./B.Sc./B. Tech. certificate which might influence their perception on the influence of quality assurance on academic performance of secondary school students. This finding is congruent with that of Emeruo (2012) who reported that the extent of application of quality assurance in Business Studies in the junior secondary schools in Enugu education zone of Enugu State was high.

## 9. Conclusion

This study concluded that teachers in Ilesa West Local Government Area, of Osun State were not familiar with most components of quality assurance in secondary schools, hence it was not implemented in schools, but then opined that proper implementation of quality assurance in school will improve students' academic performance.

## 10. Recommendations

Based on the foregoing findings, the following recommendations were made.

- School Principals should collaborate with ministry of education to organize workshop for the teachers on the importance and implementation of quality assurance in schools;
- The government in collaboration with education stakeholders should provide adequate infrastructural and instructional facilities that will enhance quality education.
- The best intellectuals should be employed as principals and teachers for adequate impartation of knowledge that will bring about quality education.
- Principals as school administrators should employ quality assurance techniques for the attainment of laudable secondary educational aims and objectives.
- There should be compressive collaboration between the supervising institutions to ensure the effective implementation of quality assurance guidelines and policies.
- There should be monitoring and evaluation of how these quality assurance techniques have been employed by principals for effective outcome and productivity.
- Principals as quality assurance agents should concentrate more on adequate supervision and monitoring of teaching and learning process to ensure quality secondary education.

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