

Influence of School Adherence to Quality Control Measures in Terms of Provision of Instructional Infrastructure and Facilities on Teachers' Performance in Calabar Cross River State, Nigeria

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Abstract: *This study was undertaken to assess quality control measures in terms of provision of infrastructure and facilities on teachers' job performance in public primary schools in Calabar Educational Zone of Cross River State, Nigeria. One null hypothesis was formulated to guide the study. The sample consisted of four hundred and fifty-nine (459) teachers and one thousand, eight hundred and thirty-six (1,836) pupils selected from primary six class. Two instruments were designed for the collection of data. These were Quality Control Measures Questionnaire (QCMQ) and Teachers' Job Performance Questionnaire (TJPQ). Pearson reliability was 0.78 and 0.71 respectively. The data collected were subjected to statistical analysis using One-way Analysis of Variance (ANOVA) and Fisher's protected t-test. The hypothesis was tested at 0.05 level of significance. Findings of the study showed that there was a significant influence of quality control measures of infrastructure and facilities on teachers' job performance. It was concluded that teachers' job performance could be improved through provision of infrastructure and facilities. It was recommended among others, that infrastructure and facilities should be provided in schools.*

Key words: *quality, job performance, facilities, infrastructure and teaching*

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1. INTRODUCTION

Education is seen as a vehicle for human capital development and social transformation according to Nation Policy on Education (FRN, 2004). A literate citizen can evaluate the quality of scientific information based on its source and the methods used to generate it (Nja, 2019).

The pride of educational system depends not just on the quantity but 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 that students receive in secondary schools and which is also dependent upon the standard of control that teachers and students enjoy. Quality, according to *Webster's Seventh Collegiate Dictionary*, is defined as a peculiar and essential character of an

inherent feature; a degree of excellence; a distinguish attribute. It is about the standard of something when compared with other things.

Telsang (2009) asserts that Quality control is a function or an activity whereby performance is measured and compared against planned objectives and in case of deficiencies necessary remedial measures are taken to ensure achievement of organizational objectives. This term denotes all the activities which are aimed at maintaining and improving the quality of the school system. Its refers to the efforts of the government through Ministry of Education and Post Primary School Board (PPSB) and their various agencies to monitor the activities of teachers in the classroom to maintain the academic standards.

The prescription of minimum standard of education rest squarely on the Federal Government, Courtesy Decree 16 of 1985 and its consequent amendments. It is pertinent to know that the control of quality in 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.

The agent of quality control in Nigeria is the Federal Ministry of Education which is saddled with the responsibility of maintaining minimum standards in the country. To do this, government set up the National Council of Education (NCE), Joint Consultative Committee on Education (JCCE), and other relevant Parastatals, such as National University Commission (NUC), National Board for Technical Education (NBTE), National Commission for Colleges of Education (NCCE), Joint Admission Matriculation Board (JAMB) and so on.

Many factors have been identified as quality control measures and their impact on teachers' job performance in our public secondary schools. One of the factors that guarantee qualitative education is undoubtedly the influence of the delivery of quality education, is the provision and utilization of infrastructure and facilities.

2. LITERATURE REVIEW

As submitted by Ehiamentor (2001) facilities in a general term are those factors (buildings, equipment, materials etc.), which enable production workers to achieve the goals of an organization. Specifically, he stated that school facilities were the operational input of every instructional programmed. Nigerian educational system placed much emphasis on academic and technical programme that required specialized facilities. If teachers are to perform their teaching task effectively, there must be adequate provision of necessary school facilities to enhance the illustration of ideas or facilitate practical lessons in subjects like chemistry, biology, physical education, computer lessons etc.

Nja & Obi 2019 study on classroom environment and academic performance of students discovered a positive influence of a classroom environment that is well ventilation and good acoustics to students' academic performance in Chemistry. Ebuara (2005) carried out study on availability of school facilities and teachers' job performance in cross river state secondary schools' results obtained shows that availability of science facilities has a significant influence on teachers' job performance.

Neji, Ukwetang, and Nja (2014) investigated the extent of adequacy of laboratory facilities in practical and students' academic performance in chemistry. Findings of this study showed that laboratory facilities are adequately less than expectation. Study also revealed that

adequacy laboratory facilities do not significantly contribute to the variance in students' academic performance in Chemistry

Aguokogbuo (2002) undertook a study on the problems of infrastructural provisions in Enugu and Anambra states tertiary institutions of Nigeria. The found that infrastructural facilities in the tertiary institutions studied were grossly inadequate. According to this finding on the casualty list were classrooms, hostels buildings, water, transport for intra campus shuttle, research materials, libraries that were lacking in scholastic books as well as rickety equipment.

3. METHODOLOGY

Research design adopted for this study was Ex-post facto. The area of study is Calabar Educational Zone of Cross River State, Nigeria. The population of this study was made up of all the teachers in public primary schools in the Calabar Educational Zone of Cross River State. Stratified and simple random sampling methods were used to get the sample for the study. The sample size for this study comprised of four hundred and fifty-nine (459) teachers and one thousand eight hundred and thirty-sixty (1,836) pupils drawn from seventy-two public schools in the Calabar Educational Zone.

Two types of research questionnaires were used for the study. Quality Control Measures Questionnaires (QCMQ) and "Teachers' Job Performance Questionnaire" (TJPQ). QCMQ had a Pearson reliability value of 0.75 and TJPQ had a reliability of 0.71.

Hypothesis; School adherence to quality control measures in terms of provision of infrastructure and facilities does not significantly influence Teachers' job performance.

Table 1

Summary of descriptive statistics for the influence of school adherence to quality control measures in terms of adequacy of infrastructural facilities on Teachers' job performance.

S/No	Teachers' job performance in terms of:	Availability of infrastructural facilities	N	X	SD
1.	Lesson presentation	Inadequate Moderately	113	12.50	0.50
		Adequate	172	14.33	1.49
		Highly Adequate	174	156.32	1.37
		Total	459	14.63	1.96
2.	Interpersonal relationship with pupils	Inadequate Moderately	113	15.72	3.05
		Adequate	172	16.16	1.06
		Highly Adequate	174	16.83	1.22
		Total	459	16.31	1.86
3.	Classroom management and control	Inadequate Moderately	113	12.83	3.19
		Adequate	172	13.65	3.15

		Highly Adequate	174	16.24	2.59
		Total	459	13.98	3.32
4.	pupils' assessment	Inadequate Moderately	113	15.44	4.76
		Adequate	172	15.66	1.70
		Highly Adequate	174	15.83	1.22
		Total	459	15.67	2.68
5.	Co-curricula activities	Inadequate Moderately	113	18.00	1.42
		Adequate	172	18.21	4.83
		Highly Adequate	174	18.51	2.56
		Total	459	18.25	3.00

Table 2

One-way Analysis of Variance (ANOVA) of the influence of school adherence to quality control measures in terms of adequacy of infrastructural facilities on Teachers' job performance

Teachers' job performance in terms of:	Source of variation	SS	Df	MS	F
Lesson presentation	Between	1021.220	2	510.610	316.215*
	Within	736.327	456		
	Total	1757.547	458	1.615	
Interpersonal relationship with pupils	Between	91.140	2	45.570	13.922*
	Within	1492.547	456	3.273	
	Total	1583.686	458		
Classroom management	Between	823.997	2	411.999	44.585*
	Within	4213.785	456		
	Total	5037.782	458	9.241	
pupils' assessment	Between	10.496	2	5.248	i. 0.729
	Within	3284.485	456		
	Total	3294.980	458	7.203	
Co-curricula activities	Between	23.330	2	1.665	1.302
	Within	4085.850	456		

Total 4109.181 458 8.960

*significant at .05, critical F = 3.00

Results of analysis in Table 2 show that the calculated F-ratios for the comparison between school adherence to quality control measures in terms of adequacy of infrastructure facilities and Teachers' lesson presentation (316.215), interpersonal relationship with pupils (13.922), and classroom management (44.585) were each greater than the critical F-ratio of 3.00 at .05 level of significance with 2 and 456 degrees of freedom. This means that school adherence to adequacy of infra structural facilities as a means for quality control significantly influence Teachers' job performance in terms of these three sub-variables. The null hypothesis was rejected for these three sub-variables and accepted for pupils' assessment and Teachers' participation in extra curricula activities.

To further investigate the category of infrastructural facilities availability that influenced job performance of the teachers more, a Post Hoc comparison test among group means was conducted for the three variables that were significant using Fisher's Least Significant Difference (LSD) method. Results of the analysis are presented in Table 3.

Table 3

Fishers' LSD of the influence of school adherence to quality control measures in terms of adequacy of infrastructural facilities on Teachers' job performance.

Variable	Infrastructural facilities	1 (n=113)	2 (n=172)	3 (n=174)
Lesson	Inadequate	12,50 ^a	1.83 ^D	3.82
Preservation	Moderately adequate	11.73* ^c	14.33	1.99
	Highly adequate (MSW= 1.615)	24,49*	14.32*	16.32
Interpersonal relationship with pupils	Inadequate	15.72	0.44	1.11
	Moderately adequate Highly adequate (MSW=3.273)	1.98* 5.00*	16.16 3.22*	0.67 16.83
Classroom management	Inadequate	12.83	0.82	3.41
	Moderately adequate	2.20*	13.65	2.59
	Highly adequate (MSW=9.241)	9.17*	7.46*	16.24

* Significant at .05

Group means are along the principal diagonals

(a) Differences among group means are above the principal diagonals.

(b) t-values are below the principal diagonals

Results of analysis in Table 3 show significant differences among group means as follows:

1. Lesson presentation: Inadequate versus moderately adequate ($t=11.73$, $P<.05$), inadequate versus highly adequate ($t=24.49$, $P<.05$), and moderately adequate versus highly adequate ($t=14.52$, $P<.05$). Following the mean scores, these results indicate that highly adequate infrastructure I facilities ($X= 11.32$) were more potent as quality control tool for lesson presentation than other classes of facilities.
2. Interpersonal relationship with pupils: Inadequate versus moderately adequate ($t=1.98$, $P<.05$), inadequate versus highly adequate ($t=5.00$, $P<.05$), and moderately adequate versus highly adequate ($t=3.22$, $P<.05$). Following the mean scores, these results indicate that highly adequate infrastructural facilities ($X=16.83$) were more potent as a quality control tool for interpersonal relationship than other classes of facilities.
3. Classroom management: Inadequate versus moderately adequate ($t=2.20$, $P<.05$), inadequate versus highly adequate ($t=9.17$, $P<.05$), and moderately adequate versus highly adequate ($t=7.46$, $P<.05$). Following the mean scores, these results indicate that highly adequate infrastructural facilities ($X= 16.24$) were more potent as a quality control tool for class management than other classes of facilities.

4. DISCUSSION

The results of analysis showed a significant influence of school adherence to quality control measures in terms of school infrastructural facilities on teacher's job performance in respect of lesson presentation (316.213), interpersonal relationship with students (13.922), classroom management and control (44.585) were each greater than critical ratio of 3.00 at .05 level of significance with 2 and 456 degree of freedom. This means that school adherence to adequacy of infrastructural facilities as a means of quality control significantly influence teachers' job performance in terms of these three sub-variables.

The dimension of this finding which showed a significant influence of adequacy of infrastructural facilities on teachers' job performance in respect of lesson., presentation, interpersonal relationship with students, classroom management and control are in agreement with Bassey and Ekpoh (2003) who undertook a study on the influence of physical facilities on secondary schools' teachers' performance in Akwa Ibom state. Instructional facilities therefore are those things of education, which enable a skill teacher, achieve a level of instrumental effectiveness that far exceeds what is possible when they are not provided.

5. CONCLUSION/RECOMMENDATIONS

The results of this study showed that there is a significant influence of school adherence to quality control measure in terms of school infrastructural facilities on teachers' job performance in respect of lesson presentation, interpersonal relationship with pupils, classroom management and control, pupils assessment and teachers participation in extra curricula activities.

Based on the study, the following recommendations were made:

It is being recommended that adequate infrastructural facilities should be provided in public primary schools by the government and other stakeholders. Instructional materials make teaching real and facilitate learners understanding. Apart from provision by government, teachers should be creative in improvising instructional materials in their different disciplines.

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