

Quality Assurance of Resource Inputs in English Studies Curriculum Implementation at the Basic Education Level

Ikechukwu, Blessing Ijeoma

Department of Curriculum and Teachers' Education
Faculty of Education, Abia State University, Uturu, Abia State
Email: ijeomablessing490@gmail.com
Tel: 08134770719

Okoro, Charity Onyinyechi

Department of Adult and Continuing Education
Michael Okpara University of Agriculture Umudike, Abia State
Email: onyinyechiokoro98@gmail.com
Tel: 08066657946

Abstract: *Quality education provides the human capital that drives the economy as well as provide focused leadership that steers the continued development processes and activities. There have been clarion calls on education managers on how to make the educational system to be vibrant in the quality of the products from the various educational systems in the country. These, over the years have generated a lot of debate and argument among parents, religious bodies, concerned Nigerians and non-governmental organizations. They expressed their concern over the manner in which the system is loosing its confidence with regard to the effective and efficient nature of the system. Therefore, this paper examines the role of educational managers in ensuring quality in the Nigerian education system. Consequently the paper ex-rayed the concept of quality assurance, strategies for establishing quality assurance in education, and the role of education managers in assuring quality in Nigerian education system. Also recommendations for achieving quality assurance in the Nigerian education system were equally made.*

Key words: *English studies curriculum, English studies teachers, quality and quality assurance, inputs, human resources, material resource, Infrastructural resources and implementation.*

1.0 Introduction

Education is the bedrock of development in every society. The Federal Republic of Nigeria in the National Policy on Education (2016) articulated what the curriculum of the various levels of education in Nigeria should be. It is through education that countries all over the world compete favourably, socially and economically with one another. It is therefore a fertile ground on which laudable ventures such as a lasting culture of peace and care for planet earth can be achieved. Adepoju (2019) is of the view that education should serve as a vehicle for enthroning a culture of reform. Human resource management in secondary schools can never be disassociated from effective English curriculum implementation because it is a must for many nation's educational development. English language is an international language. In Nigeria, English is used as a second language. It is the language for social, political, educational as well as an expression used in a

multi-ethnic and multi-racial country such as Nigeria. Nigeria is made up of 400 - 500 ethnic groups with different languages and dialects. English language is therefore the official language. The English language curriculum for senior secondary school includes the four language skills - reading, writing, listening and speaking English. The Federal Republic of Nigeria in the National Curriculum for Senior Secondary School (2016:1) states that: The curriculum is designed to achieve a high level of proficiency in the Nigerian students' use of the English language, preparing students for tertiary and vocational education, for the world of work after leaving school. These expectations have not been fulfilled as students continue to perform very poorly in English which is taught as a subject and serves as language of instruction in schools. The West Africa Examination Council Chief Examiner's Report (2008) laments students' poor performance in English language and states that candidates proficiency in English for the past five years seems to be rapidly declining in the neighborhood of 70- 75% annually. Mass failure indicates that there is problem or weakness in the curriculum implementation. Effective curriculum implementation may be hampered by poor human resources such as inadequate and unqualified English language teachers, absence or incompetent laboratory technicians and lack of motivation, and uneven distribution of human resources in schools in urban and rural areas.

1.1 Concept of quality and quality assurance.

The term "quality" defined by Merriam Webster dictionary as "*degree of excellence*", But in the context of "learners quality", it is defined as "*how good or bad something is*" or "*a characteristic or feature that someone or something has something that can be noticed as a part of a person or thing*" Since, we are talking about the quality of teaching here so the quality of teaching is based on conception of teaching and conceptions have specific meanings attached to a phenomena, that conception mediates our responses to the situation involving those phenomenon.

Ajayi & Akindutire (2017) states that our conception is formed virtually on different aspects of the phenomena of the world and from those aspects our perceptions are built, which are based on those conceptions, which were already provided by the world. And afterwards we use our abstract to represent our limits and relate it to certain aspect of the world. In result, we view the world through the lenses of our conceptions, interpreting and acting in accordance with our understanding of the world. Thus, conception significantly influences our perception, behavior and interpretation of events, people, and phenomena surrounding us. This connection between conception based perception and behavior has impact on how educators conceptualize teaching and how they teach.

Quality assurance involves the systematic review of educational provision to maintain and improve its quality, equity and efficiency. It encompasses school self-evaluation, external evaluation (including inspection), the evaluation of teachers and school leaders, and student assessments. Developing strong quality assurance systems is crucial to support high-quality, inclusive education across a European Education Area. It is also important to support the implementation of the 2018 Council Recommendations on Key Competences for Lifelong Learning and on promoting common values, inclusive education, and the European dimension of teaching.

Furthermore, quality assurance is vital to create the conditions for facilitating student mobility across Europe, in particular through enhanced transparency and trust. Quality assurance also plays

a key role in supporting the mutual recognition of upper secondary qualifications and the outcomes of learning periods abroad.

2.0 Quality Assurance of human resources in the implementation of English studies curriculum.

Human Resource Management and the English Language Curriculum Implementation Curriculum according to Ajayi and Adegbesan (2017) is "a systematically planned experience the learners are exposed under the guidance of the school". While Ali and Akubue (2016) defines implementation as "the act of making something that had been officially decided start to happen or be used". The various aspects of the English language pose problems to the students. For example, the way words are pronounced in most cases in English is not the way it is written. There are differences between the written language and the spoken language. Comprehension and summary, vocabulary development, oral English, structure of English etc each poses its inherent problem for the students. Most students find it difficult to understand and appreciate the different aspects of the English language and these affect students' performance. The learning of grammatical structures and functions of words and the way they are used is a problem to most students. The area of the English syntax that is, the structure of a sentence and sentence formation poses problems to the students (Arikewuyo, 2016). These lead to students' poor performance and may have been as a result of inadequate and poor human resources management in most secondary schools. Students in most cases find it difficult to comprehend the various aspects involved in the English language curriculum, Artzt, (1992) observes that: in spite of the official and public emphasis on English, the schools do not seem to be producing adequate number of pupils who are sufficiently proficient in English. The performance of candidates in terminal examinations in English has never been satisfactory. Their understanding and use of English have not attained a standard considered reasonable by other users of English.

There are inadequate numbers of qualified English language teachers in most secondary schools. Fadipe (2019) states that the importance of qualified teachers is for the purpose of better academic performance and that among all educational problems that beset African countries today, none is as persistent as competent teachers. The implication is that there is need for recruitment of adequate qualified teachers in secondary schools. Ijaiya, Y. (2016) notes that most students fail English language not because they are incapable of learning but largely because of poor preparation of students. The teacher is the dispenser of knowledge, unfortunately, inadequate number of teachers persists in most secondary schools. Iyamu and Ede (2016) observes that all educational problems in African countries today are related to the training of teachers and advices that teachers need to be trained to enable them face challenges of teaching.

Language laboratory technician and computer operators are conspicuously absent in secondary schools. Even when schools are provided with certain equipment that can aid teaching and learning in English such as computer, projectors etc, there are often no technicians to operate such equipment and such equipment lay waste where they were packed.

Motivation and Human Resource Management

Motivation is any rational behaviour by which an individual seeks to satisfy the basic drive, perceived need or personal goal. Motivation is the driving forces that will make an individual to diligently do some tasks. It is what moves a person to make certain choices to engage in action and to persist in action. Teachers need to be motivated. The welfare of teachers should be paramount in any nation so as to make them to be more dedicated in their duty.

Odennde (2016) view that when teachers are not well remunerated, wages and salaries are not paid as and when due, they become less committed to duties and show apathy and lack of interest in their job. People enter into work with the personal objective of making gains but when years roll and nothing tangible is forthcoming, they may begin to show signs of disappointments and lack of job satisfaction. Further, when a person's effort is reinforced positively, he appreciates the reward and adds more vigour to his performance and the reverse is the case where there is negative reinforcement. These may have been the case of English language teachers in secondary schools which may have affected implementation of the English language curriculum negatively.

Motivation of teachers is further seen as a problem emanating from lack of encouragement of teachers which beset most secondary schools teachers. Most principals do not encourage teachers in their effort to implement the curriculum. Principals do not relate well with their teachers and most often, this, leads to non-challant attitude of most teachers in teaching and this may hinder effective English language curriculum implementation in senior secondary schools. Most principals in secondary schools adopt transactional leadership style. This leadership style affect teachers negatively as head teachers become too hard or become terrors for their teachers in the process of discharging their duty. This is in line with Ogunsaju, S. (2016) who states that heads of departments' leadership style correlates with lecturers' job performance. This hinders academic enhancement of their teachers, prevent them from attending workshops and seminars and they do not organize one for their staff. The strict and rigid nature of some principals' on their teachers may make the teachers unprogressive in their teaching profession. Ogunsaju (2016) observes that teachers require scaling several hurdles before they could stand a chance of executing their jobs efficiently and they need to be monitored and be assisted to grow in confidence while performing their duties. Oyedele (2017) notes that it is because of unprepared nature of many teachers that they fail to discharge their duties effectively.

Location of schools may constitute great hindrance in effective curriculum implementation. Differences exist in the schools that are located in the urban and the rural areas. There are differences in the distribution of resources. Schools in the urban areas are better placed. A good number of them have two or three English language teachers while most do not even have one English language teacher. The schools in the rural areas are mostly affected negatively in terms of human resources because most teachers desire to be in the urban areas where there are essential social amenities which are lacking in the rural areas. Based on the above literature, it is obvious that inadequate and unimproved human resource management, lack of motivation and school location may be responsible for ineffective implementation of the English language curriculum.

2.1 Quality Assurance of material resources in the implementation of English studies curriculum.

The development of human and material resources has been the focus, towards the development of a nation. This is due to fact that the growth of tangible capital stock of a nation depends to a considerate degree on human capital development. Without adequate investment in developing the human and material resources of the education sector, the possibility of the growth of any nation might be hampered. Education is the vital instrument for social and economic mobility at the personal level and an instrument for transformation of society at the national level (Preffer and Coote, (2016). The major concern of the researchers here is on the availability of human and material resources in private secondary school as both of them are the major ingredients to determine the effectiveness and performance of the school. Resources, according to West –Burham (1994) mean anything that can give help or support when needed in order to achieve a goal or objective by an individual, group of individuals or an organization. Thus, educational resources according to Flippo (2013), means those things that are needed to help or support in achieving educational goals and objectives. Irondi (2019) maintain that educational resources are made up of human, financial and material resources. He adds that human resources are made up of school administrators, the same people teachers, bursars, typist, Clarks, messengers, cleaners, watchman, cook, drivers, librarians, gardeners etc. Human resources in secondary school are made up of skilled and unskilled. Caster (2016) noted that there is no organization that can function properly without adequate qualified personnel. He maintains that the quality of the personnel (teachers) determines the quality of the school product. Adequate provision of human resources in schools helps to produce the quality students and also help to promote good school administration. It is the responsibility of the school proprietors in private establishment, and the government in public schools to provide good human resources to secondary schools.

Assessment in relation to this study is seen as the process of identifying, gathering and interpreting information about teaching and learning of business studies. The central purpose of assessment is to provide information on availability of human and material resources and set the direction for ongoing teaching and learning (Adeodekun, in Salami, 2016). It is also a systematic process for determining and addressing needs or gaps’’ between current conditions and desired conditions or wants. The discrepancy between the available human and material resources (current condition) and expected human and material resources (wanted condition) in the teaching business studies in private schools must be measured to appropriately to identify the need.

According to Samuel and Bestman (2012), human resources in the secondary school system refer to the principal, teachers, students and the nonacademic staff (which includes clerks, messengers, cleaners etc). Usoro (2010) saw human resources as the people with different specializations, roles and capabilities who are an integral part of the organization. Usoro further noted that human resources constitute all people resident in the nation or organization who are not incapacitated beyond the possibility of contributing to the social and economic well-being of that nation or organization. They may be direct employees, clients or customers, temporary employees or consultant, part-time persons or any person, with different types of other relationships to the organization.

2.2 Quality Assurance of infrastructural resource in the implementation station of English studies curriculum.

Curriculum is usually planned for a particular group of learners in accordance with certain pedagogical methods that assist the teacher to translate theories into practical realities. The English curriculum is designed with the four language skills integrated in the content. Topics are arranged around the skills: listening, speaking, reading and writing. Four themes are designed under these skills: Reading and Writing; Listening and Speaking; Grammatical Accuracy; and Literatures. The prescription of the curriculum includes the performance objectives, themes, content, activities for teachers and pupils, teaching & learning materials and guides for assessment. This prescription reveals the expected content to be taught in the class, so as to achieve the objectives the curriculum is designed for. Usman (2017) affirms that literacy and communication skills are the major issues in the planning of the curriculum.

Infrastructural learning resources include classrooms, laboratories, libraries, playing fields, dormitories, latrines, administration blocks and water storage facilities that should be provided in secondary schools for quality education (Lucas & Mbiti, 2014). Library is an essential factor in teaching-learning process.

Physical infrastructural facilities in secondary schools involve school buildings, classrooms, library, laboratories, toilet facilities, offices and other materials and infrastructures that would likely motivate students towards conducive learning (Lasoi et al., 2017). Infrastructural facilities are germane to effective learning and academic performance of students in secondary schools. Availability of adequate infrastructural resources in terms of proper and standard facilities enhances the effectiveness of schools, as these are basic things that facilitate provision of quality education. Proper planning, provision and utilization of these learning facilities are the responsibility of school management (National Policy on Education, 2012). This means that the available infrastructural facilities need to match the number of student enrolled (Ogunniyi, et al., 2018). For instance, one classroom should accommodate between 35-45 learners according to Ministry of Education Guidelines. Reduced class size motivates teachers to effective teaching due to standardised student participation. The work of ensuring this is attained is vested by Education Act (2013) to secondary school Board of Management (BOM).

Proper infrastructure facilities planned and constructed in school allows teachers and students to focus most of their time and energy on learning as there are no disruptions or congestions. Waweru (2016) observed that appearance of adequate infrastructural facilities in school is an important source of inspiration and motivation for members of the school community. The development and maintenance of infrastructural facilities in secondary schools by community, parents and sponsors should be encouraged (Andiema, Kemboi & M'mbone, 2013; Republic of Kenya, 2015).

3.0 Assuring Quality through improvement to be made by English studies teachers

Resistance to the quality assurance process in education has, in some areas, been strong. The feelings of English teachers and teacher educators towards inspections is well known and Gregory

(2016) claimed that a minority of academics strongly resisted the idea that academic work could be subjected to quality control and questioning, as that work is too broad and complex to define. This idea however, was expressed before the advent of the discussion of competences and then standards in teacher education which are now constantly quality assured across Europe.

3.1 Need for Quality Assurance in Nigerian Schools

The need for quality assurance in Nigerian schools cannot be overemphasized in order to ensure quality of teaching and learning. However, the following are the major needs of quality assurance in the educational system in Nigeria. (i) To serve as an indispensable component of quality control in education. (ii) To ensure and maintain high standard of education at all levels. (iii) To assist in monitoring and supervision of education. (iv) To determine the quality of the teachers input. (v) To determine the number of classrooms needed based on the average class size to ensure quality control of education. (vi) To determine the level of adequacy of the facilities available for quality control. (vii) To ensure how the financial resources available could be prudently and judiciously utilized.

3.2 Quality Assurance Measuring Parameters

Quality of education could be measured in terms of quality of input, quality of output, quality of content and quality of process. Quality of resource input: It is often said that no education can rise above the quality of its teachers. Teacher is the most important of all the inputs that go into educational provision. This is because education of the highest quality requires teachers of the highest quality. Education in Nigeria today seems to lack, not only quality programmes but also quality and dedicated teachers. Most of the teachers education institutions including facilities of Education turn out teachers that are deficient in content and methodology. As a result, they are unable to teach effectively which takes its turn on the quality of education imported. There is thus the need for the government to review and overhaul the curriculum for teacher education at all levels of Nigerian education in order to meet the demands of the 21st century.

3.3 Strategies for Establishing Quality Assurance in Education

The concern for quality has been at the core of the motivating forces for reforms in education. Ajayi and Adegbesan (2017) see quality as the total of the features of a process, product or service on its performance, in customers or clients perception of that performance. The strategies used for quality assurance in education include:

(a) Monitoring: It refers to the process of collecting data at intervals about ongoing projects or programme within the school. The aim is to constantly assess the level of performance with a view to finding out how far set objectives are being met (Ehinder, 2016).

(b) Quality Control: The issue of quality control cannot be over-emphasized. It is one of the strategies for establishing quality assurance in the education system at all levels. Iyedele (2017) pointed out that, quality control should be of concern to the country in its drive towards technological development. For this to be successfully carried out, there is the need to examine the qualification of teachers, the adequacy of the curriculum, availability of equipment in the required

number as well as the proper use of the processes involved in the various skills to ensure that the finished products are of high standard.

(c) Supervision: Supervision might involve inspection, but it goes beyond inspection and involves attempt at bringing out improvement in the quality of instruction. It involves staff as essential part of the process. It is a way of advising, grinding, refreshing, encouraging and stimulating staff.

(d) Access and Equity: Oyedele (2017) asserted that the trend of students transiting from the junior secondary school to other level of education has not been encouraging as it has been falling short of the expectation. He argued further that the issue at the tertiary levels presents a situation that calls for concern in terms of variations in access of the universities, polytechnics, and in Colleges of Education and in terms of gender disparity.

(e) Inspection: It usually involves an assessment of available facilities and resources in an institution with a view to establishing how far a particular institution has met prescribed standards. It is more of an assessment rather than an improvement induced exercise (West Burham, 1994). A. G. Ossai, (Ph.D) and E. N. Nwalado & (f) Evaluation: This is a formal process carried out within a school setting. It is based on available data which are used to form conclusions. It could be formative or summative. The aim of evaluation is to see how the system can be assisted to improve on the present level of performance (Ijor ya 2016)

4.0 Quality Assurance measures to be made by the government.

Training and retraining of English language teachers

Training and development is one of the lowest things on the priority list of most companies. When it's organized, it is often at the persistence of the human resources department. There is, however, enormous value in organizing proper training and development sessions for employees. Training allows employees to acquire new skills, sharpen existing ones, perform better, increase productivity and be better leaders. Since a company is the sum total of what employees achieve individually, organizations should do everything in their power to ensure that employees perform at their peak. Therefore, training and retraining of English teachers is the key for quality assurance measures.

Sponsorship to workshops seminars, and professional conferences etc.

The importance of quality education in nation building cannot be over emphasized. There have been several calls on the educational managers on how to make the educational system to be more vibrant in the quality of its products after several quantity of mass failure and half baked products from our various educational institutions in the country. These over the years have generated a lot of debate and argument among Nigerians on the newspapers, radio and television programmed, including parent's religious bodies and non governmental organizations. They often expressed their concern about the manner in which the system is losing its confidence as regards to the effective and efficient nature of the system. In an ever changing and fast paced corporate world, training and development is an indispensable function.

5.0 Conclusion

The importance of training employees can not be understated. Training helps equip the teachers workforce with the skills they need to do their jobs effectively. Training teachers will give the company the opportunity to improve the quality of their work and boost productivity across the organization. One key reason why training is important is the effect it can have on company culture. Effective teachers training can improve their loyalty, satisfaction, and commitment to teaching. Quality education provides the human capital that drives the economy as well as provide focused leadership that steers the continued development processes and activities. There have been clarion calls on education managers on how to make the educational system to be vibrant in the quality of the products from the various educational systems in the country. These, over the years have generated a lot of debate and argument among parents, religious bodies, concerned Nigerians and non-governmental organizations. They expressed their concern over the manner in which the system is losing its confidence with regard to the effective and efficient nature of the system.

5.1 Recommendation.

Ajayi and Adegbesan (2017) opined that quality assurance is related to accountability both of which are concerned with maximizing the effectiveness and efficiency of educational systems and services in relation to the context of their missions and stated objectives. Thus, the followings are recommended for achieving quality assurance in Nigeria education system: (i) Education curriculum and standard of education should be reviewed to reflect the needs and aspiration of the society. (ii) There is need to harmonize the internal and external criteria of quality assurance raising standard of excellence of the education system. (iii) There is need to improve or employ modern teaching methods and techniques in the classroom. A. G. Ossai, (Ph.D) and E. N. Nwalado (iv) A more developed and reformed curriculum content is highly desirable. There is also the need for curriculum evaluation to allow innovations and new technique/methods to be incorporated. (v) Effective supervisory system should be injected into the system. (vi) Full professionalization of teaching in the country to set a standard under which a qualified and well trained teacher must operate is highly imperative. (vii) Government should endeavour to properly fund education institutions in the country to meet the expectations of the society.

REFERENCES

- Adepoju, T. L. (2019). Principles and Practice of Primary Education. Ibadan: Corporate Publications.
- Ajayi, I.A, & Akindutire, I.O. (2017). The unresolved issues of quality assurance in Nigeria Universities. *Journal of Sociology and Education in Africa*.
- Ajayi, T, & Adegbesan S.O. (2017). Quality assurance in the teaching profession. Paper presented at a forum on emerging issues in teaching professionalism in Nigeria (14-16 March), Akure, Ondo State.
- Ali, H & Akubue, B. (2016). Nigeria primary schools compliance with national policy on education. An Evaluation of Continuous Assessment Practices. *Evaluation Review*, 12 (6) 625-637.

- Arikewuyo, M.D. (2016). Effective funding and quality assurance in the Nigeria Education System. A Paper Presented at the 1st National Conference of the Institute of Education, Olabisi Onabanjo University, Ago-Iwoye Jan. pp.12-15.
- Artzt, E.L (1992). The total quality forum: Forging strategic links with higher education. Report of the Proceedings August 2016, Ohio.
- Ehinder, S. (2016). The pitfalls of UPE and the need to enhance quality in the implementation of universal basic education. Paper presented at the international conference of the institute of education, Olabisi Onabanjo University, Ago-Iwoye.
- Fadipe, J.O. (2019). Quality Control in Education. In Olagboye, A.A and Fadipe J.O. (Eds) Management of Nigerian Education, Law, Structure, Responsibilities, Ondo: NIEPA.
- Federal Government of Nigeria (2016). National Policy on Education (Revised), Lagos NERDC Press.
- Ijaiya, Y. (2016). From quality control to quality assurances: a panacea for quality education in Nigeria School. Paper presented at the third annual conference of the national association of educational administration and planning held at University of Benin.
- Iyamu, S. & Ede, O. (2016), Parents and teachers perception of selection as a factor of quality in curriculum process in Nigeria. *International Education Journal*. 6 (1) 96-103.
- Middlehurst, R. (2016), Quality assurance implications of new forms of higher education, European Network for Quality Assurance in Higher Education. Helsinki.
- Odennde, B. (2016). Secondary education study in Lagos State. A Report of the state of Secondary Education in Lagos State March 11.
- Ogunsaju, S. (2016). Nature and purpose of educational management in Durosaro, DO, Ogunsaju S (Eds). *The Craft of Educational Management*, Ibadan: Reginason Books Publishers.
- Ogunsaju, S. (2016). School management and supervision. Ile-Ife: Cleanpnut Publishers.
- Okebuvola, P.A. (2016). Intended, implemented and achieved curricular in primary school classrooms in Nigeria *Journal of Education Studies*, 21 (2).
- Oyedele, P.K. (2017). Vocational and technical education in Nigeria: Issues and Challenges. Paper Presented at the International Conference of the Nigerian Association for Educational Management, Administration and Planning held at University of Lagos.
- Preffer, N. & Coote, A (2016). Is quality good for you? Social policy paper No.5, Institute of Public Policy Research. A. G. Ossai, (Ph.D) and E. N. Nwalado 12 UNESCO (2000). *The State of Education in Nigeria*, Ibadan.
- West –Burham, J. (1994). Inspection, education and quality assurance, In Bush J, and West Burham (Eds). *The Principles of Educational Management* Leicester: Longman.
- Yoluge, E. A (2016). The relevance of universal basic education in the development of primary education system in Nigeria in Adepoju T.L (Ed) *Planned and implementation of universal basic education in Nigeria*. Ibadan: educational Industries Nigeria Limited.