INFLUENCE OF SCHOOL ADHERENCE TO QUALITY CONTROL MEASURES IN TERMS OF TEACHERS' ACADEMIC QUALIFICATION AND THEIR JOB PERFORMANCE.

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ABSTRACT

This study was undertaken to assess Teachers' academic qualification as a quality control measures 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 0.68 for (QCMQ) and 0.71for TJPQ. 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 in terms of teachers' qualification on teachers' job performance. It was concluded that teachers' job performance could be improved through recruitment of teachers with higher academic qualification. It was recommended among others, that Educational qualification of teacher should be paramount when recruiting teachers.

1   Background to the study

Education is regarded as the main instrument for social, political and economic development of a nation. The strength, security and well-being of a nation rest squarely on the quality of education provided for the citizens. It will continue to be a great asset to many as well as a steady source of manpower supply for the national economy (Adeoye, 2000). In Nigeria, education is seen as a vehicle for human capital development and social transformation according to Nation Policy on Education (FRN, 2004). There are three levels in the educational system in Nigeria, namely: primary, secondary and tertiary levels. Primary education is the first level of compulsory education. It is preceded by Early Child Care and Development Education (ECCDE) and is followed by secondary education. It is the type of education given in institutions for children aged between six to eleven years and above.

Jaiyeoba and Atanda (2005) posited that quality is synonymous with standard, efficiency, excellence, relevance and worthiness. It is the success with which an institution provides educational environment that enable students to effectively achieve worthwhile learning goals including appropriate academic standard. This involves stages and activities that take place until certificates are issued.

Quality control involves inspecting, monitoring and evaluating teacher performance indices to conform to educational standards as set forth in the National Policy on Education, national curriculum, syllabus and examination bodies' demands.

Many factors have been identified as quality control measures and their impact on teachers' job performance in our public primary schools. One of the factors that guarantee qualitative education is undoubtedly the quality of teachers in the public primary schools, in other words, teachers' academic qualification. This means that successful implementation of the National Policy on education is synonymous with the acquisition of qualified teachers. They are the translators of curriculum content into concrete learning experience. Teachers of high quality could impact right skill, knowledge and attitude. Teachers and their qualifications as inputs, therefore, constitute a major factor of quality control.

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 period in the school system in achieving educational goals.

Consequences of poor teacher job performance are enormous. pupils who are the product of poor teachers' job performance are likely to continue at lower academic quality in higher level of education. When they graduate into the society, their previous attitudes can easily lead them into corrupt practices, cultism and other anti-social behaviour.

Despite the huge investments made by the government in this sector including training and retraining of teachers and making National Certificate in Education N.C.E. the minimum qualification for teachers in Primary schools, poor teachers' job performance continues unabated. The question is 'To what extent have these efforts made by government and other stakeholders been able to create the desired impact in the primary school system in terms of quality output? The study is therefore carried out to assess the extent to which quality control measures in terms of academic qualification influence teachers' job performance in Calabar Educational Zone of Cross River State.

2. Theoretical framework / LITERATURE REVIEW

Scientific Management Theory is generally credited to Frederick. W. Taylor (1856-1911). The search for ways to use employees effectively to increase productivity in the work environment gave rise to the scientific management theory. In this theory, Training and retraining of selected teachers is necessary. While training is intended to expose the beneficiary to the current demand (short-term) of the job, retraining will expose the beneficiary to future job demand (development). It is directed at equipping the teachers with necessary skills and knowledge that will enhance their job performance.

Educational attainment equips potential job seekers with skills. Franke (2006) argued that educational qualification is a very important aspect of how a teacher perceives areas of difficulties in teaching. They noted that teaching is improved when a teacher has the pre-requisite qualifications, for a teacher cannot perceived or give what it does not have".

Iheanacho (2002) argued that teachers with higher qualification and some specific skills are more productive than the unskilled. This could be the reason for specifying the minimum educational qualification for entering teaching profession in Nigeria to be the Nigerian Certificate in Education (NCE) by the federal republic of Nigeria (2004).

Ebong (2003) conducted a research to find through a survey peoples opinion in the labour market on the relationship between levels of education and their productivity in the public and private sectors of the economy. The data revealed individual with higher qualification achieved set goal they understood the job description as experts. The researcher then concludes that people with higher qualifications achieve higher productivity in their respective responsibilities.

Ifiok (2005) researched into teacher variables and teaching effectiveness among Christian Religious Educators in Calabar Metropolis of Cross River State. A Chi-square analysis gave a calculated t-value of 9.53 as against the critical t-value of 5.99 using 0.05 level of significance. The researcher concluded that professional qualification affects effectiveness of Christian Religious Education teachers. This means that teachers without teaching qualification were more likely to be poor in terms of their teaching effectiveness as compared to their counterpart who were qualified.

3. RESEARCH 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). Pearson reliability of 0.68 (QCMQ) and TJPQ had a reliability of 0.71.

HYPOTHESIS

School adherence to Teachers' academic qualification does not significantly influence their job performance.

RESULT

Table 1

Summary of descriptive statistics for the influence of school adherence to quality control measures in terms of Teachers' academic qualification on their job performance

Teachers' job performance in terms of:	Teachers' academic Qualification	N	X	SD
Lesson presentation	N.C.E	171	14.51	1.61
	First Degree	173	14.34	1.71
	Post graduate degree	115	15.22	2.58
	Total	459	14.63	1.96
Interpersonal relationship with pupils	N.C.E	171	16.82	1.94
	First Degree	173	15.49	1.71
	Post graduate degree	115	16.77	1.48
	Total	459	16.31	1.86
Classroom management and control	N.C.E	171	15.47	2.56
	First Degree	173	13.31	4.00
	Post graduate degree	115	12.76	2.18
	Total	459	13.98	3.32
pupils' assessment	N.C.E	171	16.15	2.26
	First Degree	173	15.31	3.45
	Post graduate degree	115	15.51	1.67
	Total	459	15.67	2.68
Extra curricula activities	N.C.E	171	18.50	3.09
	First Degree	173	18.80	3.18
	Post graduate degree	115	17.03	3.12
	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 Teachers' academic qualifications and their job performance

Teachers' job performance in terms of:	Source variation	of SS	Df	MS	F
Lesson presentation	Between	15.390	2	25.195	7.558*
	Within	1701.157	456	3.731	
	Total	1757.547	458		
Interpersonal relationship with pupils	Between	185.052	2	92.526 3.067	30.166*
	Within	1398.635	456		
	Total	1583.686	458		
Classroom management	Between	630.823	2	315.412	32.637*
	Within	4406.959	456	9.664	
	Total	5037.782	458		
pupils' assessment	Between	65.440	2	32.720 7.082	4.620*
	Within	3229.540	456		
	Total	3294.980	458		
Co-curricular activities	Between	236.193	2	118.096	13.904*
	Within	3872.988	456	8.493	
	Total	4109.181	458		

*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 Teachers' academic qualification and Teachers' lesson presentation (7.558), interpersonal relationship with pupils (30.166), classroom management (32.637), pupils' assessment (4.620), and participation in extra curricula activities (13.904) 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 Teachers' academic qualification as a means for quality control significantly influence Teachers' job performance. Based on these results, the null hypothesis was rejected.

To further investigate the category of Teachers' qualification that influenced job performance of the teachers more, a Post Hoc comparison test among group means was conducted 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 in terms of teachers' qualifications on their job performance

Variable	Academic Qualification	1 (n=171)	2 (n=173)	3 (n=115)
Lesson presentation	N.C.E (1) First Degree (2) Post graduate (3) (MSW = 3.731)	14.51^a 0.80^b 2.95^*	0.17^b 14.34 3.80*	0.70 0.87 15.22
Interpersonal relationship with pupils	N.C.E (1) First Degree (2) Post graduate (3) (MSW = 3.067)	16.82 6.93* 0.28	1.33 15.49 6.14*	0.06 1.27 16.77
Classroom management	N.C.E (1) First Degree (2) Post graduate (3) (MSW = 9.664)	15.47 6.33* 7.14*	2.16 13.31 1.52	2.72 0.56 12.76
pupils' assessment	N.C.E (1) First Degree (2) Post graduate (3) (MSW = 7.082)	16.15 2.91* 1.96*	0.85 15.31 0.67	0.64 0.21 15.51
Co-curricula activities	N.C.E (1) First Degree (2) Post graduate (3) (MSW = 8.493)	18.50 0.94 4.15*	0.30 18.80 5.16*	1.48 1.78 17.03

Group means are along the principal diagonal

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:

(i)   Lesson presentation: N.C.E versus post graduate (t=2.95, P<.05), first degree versus post graduate (t=3.80, P<.05). Following the mean scores, these results indicate that post graduate teachers (X= 15.22) were the best in lesson presentation, followed by N.C.E.

teachers (X= 14.51). The results show that first degree teachers (X= 14.34) were the least in job performance in terms of lesson presentation.

(ii) Interpersonal relationship with students: N.C.E versus first degree (t=6.93, P<.Q5), first degree versus post graduate (t=6.14, P<.05). Following the mean scores, these results indicate that N.C.E. teachers (X= 16.82) were the best in interpersonal relationship with pupils, followed by post graduate teachers (X= 16.77). The results show that first degree teachers (X= 15.49) were the least in job performance in terms of interpersonal relationship with pupils.

(iii) Classroom management: N.C.E versus first degree (t=6.33, P<.05)/ N.C.E. versus post graduate (t=13.31, P<.05), and first degree versus post graduate (t=7.14, P<.05). Following the mean scores, these results indicate that N.C.E. teachers (X=15.47) were the best in classroom management, followed by first degree teachers (X=13.31). The results show that post graduate teachers (X= 12.76) were the least in job performance in terms of classroom management.

(iv) pupils' assessment: N.C.E versus first degree (t=2.91, P<.05), N.C.E. versus post graduate (t=1.96, P<.05). Following the mean scores, these results indicate that N.C.E. teachers (X=16.15) were the best in pupils' assessment, followed by post graduate teachers (X=15.51). The results show that first degree teachers (X= 15.31) were the least in job performance in terms of classroom management.

(v) Extra curricula activities: N.C.E versus post graduate (t=4.15, P<.05), first degree versus post graduate (t=5.16, P<.05). Following the mean scores, these results indicate that first degree teachers (X=18.80) were the best in extra curricula activities, followed by N.C.E. teachers (X= 18.50).

The results show that post graduate teachers (X= 17.03) were the least in job performance in terms of extra curricula activities.

4. Discussion

The null hypnosis stated that school adherence to quality control measures in terms of teachers' academic qualification does not significantly influence their job performance. The results of the analysis showed a significant influence of school adherence to quality control measures in terms of teachers' academic qualification on teachers' job performance in respect of lesson presentation (7.558), interpersonal relationship with students (30.166), classroom management and control (32.637), students assessment (4.620) and teachers participation in extra curricula activities (13.904) 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 quality control measures in terms of teachers' academic qualification significantly influence their job performance. This result agreed with earlier researchers Iheanacho (2002), Ebong (2003) and Ifiok (2005). Study This means that teachers without teaching qualification were more likely to be poor in terms of their teaching effectiveness as compared to their counterpart who were qualified.

5. CONCLUSION /RECOMMENDED

In conclusion, teachers who have certificates especially higher certificates perform the job of teaching effectively It. was recommended that, Educational qualification of teacher should be paramount when recruiting teachers.

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