

TEACHERS' DEVELOPMENT PROGRAMME AS CORRELATE OF QUALITY ASSURANCE IN SECONDARY SCHOOL IN AWKA EDUCATION ZONE OF ANAMBRA STATE.

BY

NJOKU OLUCHI FAVOUR

Department of Social Science Education
Imo State University, Owerri
08064360702
Olyfav29@gmail.com

ABSTRACT

In this study, the researcher examined teachers' development programme as correlate of quality assurance in secondary schools in Awka Education Zone of Anambra State. The study presented a background that called for the importance of the study with five research questions and five hypotheses. The study was also designed using a linear correlation. The population of this study was made up of 4417 subjects (733 teachers and 3684 SS2 students) from the 24 public secondary schools of the 6 LGAs in Awka Education Zone of Anambra State. The sample for this study was made up of 1296 respondents (216 teachers and 1080 students). The researcher sampled the 1296 respondents using purposive, cluster and simple random sampling techniques. The instruments for the collection of data are two self-developed rating scales titled: Teachers' Development Programme Rating Scale (TDPRS) and Quality Assurance Rating Scale (QARS). The instruments passed through content validity and face validity by three specialists: two from the field of Educational Management and one from Educational Measurement and Evaluation from Pealand University, Enugu for Validation. The reliability coefficient of the instruments were established at 0.72 and 0.81 for TDPRS and QARS respectively using Cronbach alpha statistic. Research questions were answered using Pearson "r" statistic while the hypotheses were tested using t-test significance of correlation at 0.05 level of significance. It was found in this study that; the index of relationship between teacher workshop, conference, seminar and induction/orientation for new staff programmes respectively and quality assurance in secondary schools is low and significant. It was also found that the level of relationship between teacher in-service training programme and quality assurance in secondary schools is low and significant. Based on these findings, the study recommended among others that; since it was found in this study that workshop minimally relate with quality assurance, ministry of Education and Anambra State Secondary Education Board should on annual basis organize workshop for teachers. Such programme should relate to the subject contents, use of teaching and lesson preparation and delivery, classroom management and students evaluation.

Introduction

Education serves as a crucial catalyst for transformation within any society and plays

a significant role in nation-building. The advancement of a nation's natural resources is intrinsically linked to the caliber of its human resources, which, in turn, is influenced by the quality of education (Alumode 2005). Education fosters the constructive development of human potential, encompassing talents, intellect, attitudes, and skills. This indicates that education is not only acquired but also that skills are cultivated and values are instilled within the cultural framework of society (Nwalado, 2015). Consequently, education is regarded as a means of preserving and transmitting culture across generations.

In Nigeria, the federal government recognizes education as an exceptional tool for facilitating national development (FRN, 2013). To realize national development through education, it is imperative to establish a robust teaching workforce capable of effectively delivering education within the sector.

The successful execution of any program, particularly one aimed at enhancing teacher performance, is significantly reliant on the ongoing development and updating of teachers' knowledge. The overarching objectives of secondary education in Nigeria, as outlined by the Federal Republic of Nigeria (2013) in the National Policy on Education, are to equip individuals for meaningful participation in society and to prepare them for higher education. To realize these objectives, the involvement of qualified personnel, particularly teachers, is essential. The effectiveness of secondary education is closely tied to the quality and expertise of its teaching staff.

Moreover, to foster sustainable development in education, it is imperative to create opportunities for teachers to refine their teaching and learning methodologies through the introduction of innovations beneficial to the entire educational system. A continuous professional development program for teachers is necessary, as the knowledge and skills gained during their initial training are unlikely to sustain them throughout their professional careers.

Teacher development programme refers to the training or development of teacher through programme organized in order to update the knowledge and skills that were acquired by them during the pre-service education. Training is a very important aspect of teacher development. Training according to Udo cited in Ezeani and Oladele (2013), is the development of specific skills and attitudes needed to perform a particular job or series of jobs to maximize the productivity of the individual and improve the overall organizational efficiency.

Hammad (2001) asserts that the most significant factor influencing student learning is the knowledge possessed by teachers. The teaching profession requires ongoing enhancement of skills and knowledge through various training programs. These programs may include (1) workshops, (2) conferences, (3) seminars, (4) induction and orientation for new staff, (5) refresher courses, and (6) in-service training, among others. Little (2001) suggested that professional development serves as a source of inspiration and a framework for setting objectives that motivate educators. Enhancing teacher productivity can be achieved by fostering their development. Continuing, Chukwu (2009) emphasizes that the primary goals of professional development are to elevate the quality of teaching and learning, as well as to enhance the performance of individuals in teaching and management roles.

The pursuit of quality improvement in educational service delivery has led to the

implementation of quality management standards within the education sector. The integration of quality assurance in education emerged as a significant policy perspective during the World Conference on Education for All, organized by UNESCO in Jomtien, Thailand, in 1990. Durosaro and Akinsolu (2007) define quality assurance as a series of planned actions aimed at delivering the expected product to the customer. Effective professional development leads to changes in teachers' instructional methods, which can be correlated with improvements in student academic performance. This indicates that staff training practices serve as effective motivational strategies for acquiring skills and knowledge, ultimately enhancing teachers' job performance.

Oakland (1993) defines quality assurance as "the preventing of quality problems through planned and systematic activities. This will include the establishment of a good quality management system and the assessment of its adequacy, the audit of the operation of the system, and the review of the system itself. This definition is supported by Robinson (2003) who defines quality assurance as the set of activities that an organization undertakes to ensure that a product or service will satisfy given requirements for quality. Basically, it involves setting attainable standards for a process, organizing work so that objectives are achieved as well as ensuring the documenting of procedures required, communicating them to all concerned, and monitoring in order to review the attainment of standards.

Drawing from the above definitions, quality assurance in education can be regarded as the systematic management, monitoring and evaluation procedures adopted to measure the performance of school administrators (principals), teachers and students against educational objectives towards ensuring best practices in instructional inputs, through-put, outputs and improvement drives.

Quality assurance, therefore, is one of the most critical tasks facing every nation's educational institutions, so that the societal demands for improved education service delivery would achieve the best learning outcomes that enhance the quality of life of the citizenry (Chukwu, 2009). The teachers are expected to have sound knowledge of their subject areas to be able to select appropriate and adequate facts for planning of lesson notes, effective delivery of lessons, proper monitoring and evaluation of students' performance, providing regular feed-back on students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students (Ayeni, 2010).

The realization of these objectives hinges on quality of teachers, quality of input, teaching process, classroom management and students' academic assessment by the teachers. The quality of teachers' instruction has significant impact on students' academic performance (Ayeni, 2010). The quality process requires that the classroom instruction meets the set standards. The teaching approach that a teacher adopts is one factor that may affect students' achievement and facilitates high standards of learners' outcomes. The success or failure of students rests on the quality of instruction and not lack of students' abilities to learn (Levine, 1985; Mills, 1991).

In order to ensure quality assurance - oriented teaching and learning processes, the teachers are expected to have in-depth knowledge of the pedagogy in their subject areas to be able to understand the effective ways of organizing and presenting subject matter (objective statements, providing the right methods, learning experiences and

learning resources), and evaluating teaching and learning activities in consonance with the set objectives (Ayeni, 2010). It is against this backdrop that the researcher investigates teacher development programme as correlate of quality assurance in secondary schools in Awka Education Zone of Anambra State.

Purpose of the Study

The main purpose of this study is to investigate teachers' development programme as correlate of quality assurance in secondary schools in Onelga education zone in River State. Specifically, the study tries to ascertain;

1. The index of relationship between teacher workshop programme and quality assurance in secondary schools,
2. The extent of relationship between teacher conference programme and quality assurance in secondary school,

Research Questions

The researcher posed the following questions to guide the study;

1. What is the index of relationship between teacher workshop programme and quality assurance in secondary schools
2. What is the extent of relationship between teacher conference programme and quality assurance in secondary schools?

Hypotheses

The researcher formulated the following hypotheses to guide the study:

H₀₁: The index of relationship between teacher workshop programme and quality assurance in secondary schools is not significant.

H₀₂: The extent of relationship between teacher conference programme and quality assurance in secondary schools is not significant.

Analysis

In this chapter, the researcher presents the result of data analyses which was organized using the research purpose/ objectives, questions and hypothesis.

Index of relationship between teachers workshop programme and quality assurance in secondary schools

[**RQ₁:** what is the index of relationship between teachers workshop programme and quality assurance in secondary schools? And **H₀₁:** the index of relationship between teachers workshop programme and quality assurance in secondary schools is not significant]

Table 1a:

Sample size (n), correlation coefficient index (r) and remark

n	r	Remark
216	0.24	Low Positive Relationship

Table1b:

Sample size (n), correlation coefficient index (r), alpha level (α), degree of freedom (df), t-test of significance of correlation between variables and remarks

n	r	a	df	t_{cal}	t_{tab}	remarks
216	0.24	0.05	3.641	1.96	reject	Ho

Table 1a shows the index and significance of the relationship between teacher workshop programme and quality assurance in secondary schools. The result revealed that the sample size used for the analysis is 216, and the index of relationships is 0.24. this index of 0.24 explains a low relationship between teacher workshop programme and quality assurance in secondary schools. This result shows that there is low index of relationship between teacher workshop programme and quality assurance in secondary schools.

Further analysis in table 1b (inferential analysis) presented the degree of freedom as 214. Furthermore, the t- calculated value of 3.641 is greater than the t tabulated value of 1.96. This led to the rejection of the null hypothesis and accepting the alternative hypothesis, thus concluding that the index of relationship between teacher workshop programme and quality assurance in secondary schools is significant.

Extent of relationship between teacher conference programme and quality assurance in secondary schools.

[RQ₂: what is the extent of relationship between teacher conference programme and quality assurance in secondary schools? And H₀₂: the extent of relationship between teacher conference programme and quality assurance in secondary schools is not significant]

Table 2a:

Sample size (n), correlation coefficient index (r) and remark

n	r	Remark
216	0.29	Low Positive Relationship

Table 2b:

Sample size (n), correlation coefficient index (r), alpha level (α), degree of freedom (df), t-test of significance of correlation between variables and remarks

n	r	α	df	t_{cal}	t_{tab}	remarks
216	0.29	0.05	214	4.501	1.96	Reject H₀

Table 2a shows the extent and significance of the relationship between teacher conference programme and quality assurance in secondary schools. The result revealed that the sample size used for the analysis is 216, and the extent of relationship is 0.29. this index of 0.29 explains a low relationship between teacher conference programme and quality assurance in

secondary schools. This result shows that there is a low extent of relationship between teacher conference programme and quality assurance in secondary schools.

Further analysis in table 2b (inferential analysis) presented the degree of freedom as 214. Furthermore, the t calculated value of 4.501 is greater than the t – tabulated value of 1.96 this led to the rejection of the null hypothesis, thus concluding that the magnitude of relationship between teacher seminar programme and quality assurance in secondary school is significant.

Summary of the findings

From the above analysis, the following findings were made

1. The index of relationship between teacher workshop and programme and quality assurance in secondary schools is low, positive but positive relationship and significant.
2. The extent of relationship between teacher conference programme and quality assurance in secondary schools is low, positive and significant.
3. The magnitude of relationship between teachers seminar programme and quality assurance in secondary schools is low, positive and significant.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Since it was found in this study that workshop has low relationship with quality assurance, ministry of Education and Rivers State Secondary Education Board should on annual basis organize workshop for teachers. Such programme should relate to the subject contents, use of teaching and lesson preparation and delivery, classroom management and students evaluation.
2. There should be formal policy guidelines for training of teachers. Opportunity should be made for all teachers to attend other in-service training at least once in four academic years.
3. New teachers should be adequately inducted and proper orientation be given to them, so as to acquaint them with intricacies of the teaching environment and teaching activities.
4. Teachers should be encouraged to undergo seminar/conferences for self

REFERENCES

- Abdulkareem, Y.A, Fasasi, Y.A and Oyeniran, S. (2012). Assessing Quality Assurance Strategies in Kwara state Government-owned college of Education. *Journal of Research in Education*, 1(2), 14-32,
- Adesina, S. (2004). *Growth with Development*. Nigeria's Educational Experience between 1914 -2004. Abeokuta. Educational Industries Ltd.
- Agu, N.N (2014). The professional practices of the Nigerian teacher and contemporary issues for quality assurance. *Journal of Education, the Teacher and Professional Practices*, 1(1), 10-31.
- Aitken, J. E. (2004). *In-service training for teachers in New Zealand schools, what's New*

- Publications*. North American Association of Educational Negotiators (NEAN) 15(1),3-5.
- Alabi, A. T. (2000). *School personnel management*. In D. O. Durosaro, & S. Ogunsaju (Eds.). *The craft of educational management*, (pp. 165-168). Ilorin: Haytee.
- Alabi, A.T (2009). The relevance of staff development programmes to staff performance in the school system. Ilorin, *Journal of Education*.
- Alumodi, B.E (2005). Enrolment patterns and teacher adequacy in Ebonyi state, Secondary schools. *An Unpublished Ph.D. Thesis*. Department of Educational Foundations, Faculty of Education, Ebonyi State University, Abakaliki.
- Anad, J. (2004). 'Feeding the beast or improving quality?: academics' perceptions of quality assurance and quality monitoring', *Quality in Higher Education*, 6(2), 153-63.
- Asiabaka, I.P. & Emenalo, F.C (2011). *Management of teaching as a profession*. Owerri. WEBS media Communication Limited.
- Ayeni. A. J. (2010). Teachers' instructional task performance and principals' supervisory roles as correlates of quality assurance in secondary schools in Ondo State, *Unpublished Doctoral Dissertation*, Obafemi Awolowo University, Ile-Ife, Nigeria.
- Carey, P. (2007). The changing work context and demands on workers in the 21st century and its impact on the role of career practitioners. Retrieved from www.gacc.org-an/documentarticle-careermanagement.doc.
- Chukwu, J.O. (2009). Quality Education and the Teacher in the Nigerian Society. *Nigerian Journal of Sociology of Education*, 111(3): 190—196.
- Crary, R.W. & Petrone, L. (1971). *Foundations of modern education*, New York: Alfred A Knopf Colleges of Education.
- Durosaro, D.O. (2007) *Refocusing Education in Nigeria: Implication for Funding and Management*. DaSylva Influence Benin City, Nigeria.
- Eze, T.A.Y. (2016). Teachers' perception of the impact of training and retraining on teachers' productivity in Enugu State, Nigeria. *Quest Journal: Journal of Research in Business and Management*, 4(3), 33-37.
- Ezeani, N.S. & Oladele R. (2013). Implications of training and development programmes on accountants productivity in selected business organizations in Onitsha, Anambra State, Nigeria. *International Journal of Asian Social Science*. 3(1).
- Federal Republic of Nigeria.(2014)JV/a/077a/ *Policy on Education*. Lagos: NERDC Press,
- Ganser, T. (2000), *An ambitious vision of professional development for teachers*. NASSP Bulletin, 84(618), 6-12.
- Hammad, L. D. (2001). *Teachers preparation* <http://www.edutopia.org/php/interview.php?art 832 & key-039>. Retrieved October 25, 2006.
- Hay ward, P.M. (2001) *Glossary: Quality Assurance and Accreditation, prepared by the Council for Higher Education Accreditation (CHEA) in February 2001*. http://www.chea.Qrg/international/inter_glossaryO1.html.
- Herzberg, F.(1959). *The motivation to work*. New York: John Wiley and Sons, Inc.
- Hornby, A. S. (2010). *Oxford Advanced learners dictionary of current English*, Sthed; Oxford University Press.
- Imhabekai, C. (1998). *Programme development and programme management in adult and non-formal education in Nigeria*. Ibadan: Amfitop books Nigeria ltd.
- Lawal, H. S. (2004). Teacher education and the professional growth of the 21st Century

- Nigerian teacher. *Unpublished Seminar Paper*. Federal College of Education, Katsina, Nigeria.
- Levin, D. (1985). *Improving student achievement through mastery learning programmes*. San Francisco: Jossey-Bass. <http://www.ejinstec.com>.
- Little, J.W. (2001). Professional development in pursuit of school reforms. In: Lieberman, A and Miller, L (eds). *Teachers caught in the action : Professional development that matters*. New York: College Press.
- Federal Republic of Nigeria (2002). *National policy on education, (4th Ed.) Lagos : NERDC Press*.
- Madumere-Obike, C. U. (2007). *Refocusing teacher education for sustainable development: A case for continuous teacher development programmes*. Knowledge Review. 15 (7), 1-6).
- Majasan, J.A. (1995). *The teachers' profession*. A manual for professional excellence. Ibadan: Spectrum Books Limited.
- Mills, H. R. (1991). *Teaching and training: A handbook for instructors*. London: Macmillan Publishers, <http://www.ejinstec.com>.
- Motala, S. (2000). *Educational transformation and quality: The South African experience*. Paper presented at the Annual Meeting of the Comparative and International Education Society, San Antonio, Texas, March, 2000.
- Nakpodia, E. D. (2008). The role of Educational administration in the promotion of in-service teacher education for primary school teachers in Nigeria. Current issues in educational management in Nigeria, Benin City: Ambik Press. Newswatch News magazine (special Anniversary edition) October, 2008.
- Ndowiseni, A.R. (2012). Assessment best practice implementation of quality assurance in basic education by establishing standards and measuring program effectiveness. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*. 3(4), 459-464.
- Nwalado, L.N. (2015). *Teacher's role in Transformation Agenda in Nigeria*. The pointer. Monday, March 9, p. 17
- Nwalado, M. (2015) Pre-Service Teachers' Retrospective and Prospective Evaluations: Program, Self, and Teaching Profession. [Case Study]. *International Journal of Progressive Education, II (Issue 1)*, 59-72.
- Oakland, J. S. (1993). *Total quality management*. Oxford: Butterworth Heinemann.
- Obodegbulam, A.O. (2007). *Towards Effective Teacher Education Programme*. In the 21st Century, 2 Article OOola, Retrieved April 20, 2011 from <http://journalsApa>.
- Ogbonaya, C. (2011). *Evaluation and supervision of instruction in Nigeria schools*. In E. A. Beson and Nwokocha, L. K. (Eds) Educational administration and management in Nigeria: The salient issues. Owerri: Soletech Press.
- Ogunsaju, S. (2000). *Human resources development and productivity*. In E.G. Fagbemiye, & D.O. Durosaro (Its.), Education and productivity (pp. 118-128). Ilorin: Haytee Press and Publishing Company Limited.
- Oku, O.O., Emenalo F.C. & Okeke F.N (2013). *Fundamental issues in educational administration and supervision*. Owerri: Corporate Impression.
- Oluremi, O.F. (2013). *Enhancing educational effectiveness in Nigeria through teacher's*

- professional development*. European Scientific Journal, 9(28), 422-431.
- Osagie, R.O. (2011). *Teacher development programs and teacher productivity in secondary schools in Edo State, Nigeria*. The Third Asian Conference on Education 2011 Official Proceedings, Proceeding URL: <http://iafor.org/acej3roceeding.html>.
- Robinson, B. & Latchem, C. (2003). *Teacher education through open and distance learning*. London: COL/Routledge - Palmer.
- Rommon-Yusuf, S.B. (2003). *The role of the national universities commission in quality assurance in Nigerian universities*. NUC Monographic Series. 1(9), 1-23.
- Singh, Y.K Sharma, A. (2004). *Microteaching*. New Delhi: APH Publishing.
- Sofowora, O.A. (2010). Improving the standard and Quality of Primary Education in Nigeria: A case study of Oyo and Osun states. *International Journal for cross Disciplinary Subjects in Education (IJCDSE)*, 1(3): 5.
- Tama, M. (2006). University impact on student growth: A quality measure? *Journal of Higher Education Policy and Management*, 24(2), 211-218.
- Udofia, U. I. & Ikpe, U. N. (2012) Administration of In-Service Training and Teachers Attitude to Work in Private Secondary Schools in Cross River State of Nigeria. *International Journal of Academic Research in Business and Social Sciences*, 2, (10) pp 305-311.
- Watty, K. (2003). When will Academics Learn about Quality? *Quality in Higher Education*, 9(3), 35-42.
- White, B. (2006). School culture and climate, *Memorial University, Canada*.