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Impact of Total Quality Control Measures on Secondary School Students' Academic Performance In Ogun State

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Introduction

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 diet that students receive in Secondary Schools and which is also dependent upon the standard of control that teachers and students enjoy. It has been observed that, the problem of adequate and effective quality control has been responsible for producing students who remain half-baked and could not assist the society in which they find themselves (Erinle & Abioye, 2003). The problem of quality in Nigeria Public Secondary Schools has been in recurring one, more so after the introduction of both Universal Primary Education (UPE) in 1976, Free Education Policy in certain parts of Nigeria in 1979 and Universal Basic Education of 1999.

Many criticisms have been associated with the low standard of Secondary School Education in Nigeria. The greatest among these is the lack of quality of its products. According to the critics, it has been growth without development (Akinyemi, 1983). The problems of our Secondary Schools include poor academic performance, gross indiscipline among staff and students, weak and incompetent teachers, poor quality teaching, poor performance in public examinations, high waste rate and so on.

However, many factors have been identified as being responsible for the poor quality of work in our public secondary schools. They include: poor funding, inadequate supply of qualified and experienced teachers and outdated method teaching among other (Akinyemi, 1983).

Despite the clamour for education, education has not been accorded its rightful status and value in Nigeria's development efforts by both civilian government and the military regimes since independence. Many bottlenecks, mis-steps and crises have manifested in our education institutions. These are noticeable at the four national level of education (public primary especially).

Some of the glaring indices of crises in education include dilapidated school buildings, exorbitant prices of textbooks and other instructional aids, incessant teachers' strike and maladjusted student behavior and so on.

For many years, education and researchers have debated on which school variables influence students' achievement.

Considering the work of Fafunwa (1985), he argued that in the expansion of the educational system, the problems of quality and quantity is inevitable, therefore it is necessary to encounter and be prepared to control these issues since they are mutually exclusive and detached from each other and also for any better and meaningful changes as regards to education in any society or nation, qualitative aspect of education must be considered expedient, the rapid growth in Nigerian population alongside with the alarming school registration on high demand. The acquisition of education is predominantly in the minds of majority of people and every individual want to do everything to acquire it, in terms of

money cost and material cost.

Therefore, its quality cannot be overemphasized.

Purpose of study

This study attempts to find out the impact of quality control measures on secondary school students' academic performance in Ogun State, Nigeria. This was carried out to recommend solution to problems facing quality control in education.

Literature Review

According to National Policy on Education (2004), education in Nigeria is hinged on five national objectives defined and articulate in our Secondary Development Plan (1973) which are the building of:

- (i) A free and democratic society;
- (ii) Just and egalitarian society;
- (iii) A united, strong and self-reliant nation;
- (iv) A great, and dynamic economy and
- (v) A land of bright and full opportunities.

A philosophy of education, which arises the value which quality education must achieve. These values are fully spelled out in the National Policy of Education. It is because education is the most important instrument of change that the issue of standards in education and the pursuit of quality control in achieving stated educational aims has become very vital. It is because of the concern that the concept of minimum standard featured in the Nigeria education scene with decree 16 of 1985 was revisited in decree 49 of 1988 and decree of 1993.

However, it must be noted that it is decree 16 that gives legal backing to the achievement of uniformity in education system and standard or articulated National Policy on Education (2004).

Concept of Quality

Quality is the totality of features and characters of a product or service that bears on its ability to satisfy stated implied needs. Quality is also seen as what makes a thing what it should be in nature, character and grade of goodness (Chamber, 1999).

Total quality is also defined by Chamber (1999) as a work ethos according to which continuous efforts are made to perform all aspects to one's work better. Total quality is an apparent that no single individual in an organization, can attain it. It involves everybody in the organization (top officials, junior staff, clerks, gate keepers, etc. in education institution, total quality involves both teaching and non-teaching staff, the principal, vice-principal and students; it requires total commitment and uncompromising pursuit of excellence, performance, continuous improvement and quality.

In education industry, practitioners do not wait till the end of production before remedial measures are

taken. Hence, the importance of periodic assessment and evaluations daily, weekly, monthly, termly and seasonally. It must be pointed out at this junction that quality control is predicated on the maintenance of minimum standards as regards the provision of school building, other infrastructures, equipment, curriculum, class-size, student-teacher ratio, quality and quantity of teachers etc. Quality control is not teacher centred, but it involves the totality of teaching-learning environment and processes.

Control of Quantity

Under our existing Constitution (1999), the Federal, State and Local Governments share the primary responsibility for providing quality education. However, the prescription of that minimum standard which must 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. These made it possible for attainment of standard and maintenance of quality standards in education. The factors responsible for the falling standard in education with many other cogent factors are inadequate finance, inadequate time for planning, student population, explain, shortage of qualified teachers, paper qualification emphasis, consumer mentality, strikes and political instability.

The agent of quality control in Nigeria is the Federal Ministry of Education which is saddled with the responsibility of maintaining minimum standard in the country. In order 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. However, the main instrument of measuring quality education is supervision and inspection of education the implement involved in quality control in Secondary School level and its maintenance can be carried out at two levels:

- (a) Internal Quality Control, which is expected to be carried out by Sectional heads, principals Vice-Principals. All these are expected to offer academic leadership within the school.
- (b) External Quality Control, which is carried out by Staff of the Local Government Education Authority designated as monitoring officers and inspectors from the zonal education offices.

Adeyinka (1998) advises educational manager to incorporate and build into the system within which they manage, self-regulating and effective control mechanism and measure so that the purpose of the system could be achieved.

Whether in a business organization or the school system, patterns and techniques of control take different forms but all are directed towards the achievement of a set objective. The school quality control measure strategies can take the following procedures:

- v Measure of performance (or performance evaluation)
- v Decision to change standard and goals

Statement of Problem

Private and public sectors of the economy, parents and all other stakeholders have risen up to education task and are predominantly concerned about the Federal government do invest billion of Naira to educate people because education promotes economic growth and development. Hence, it is worthwhile to examine if the government expected aims are attained, if students are maximally achieving appropriate knowledge, if education at Secondary Schools has achieved appropriate quality and goals and considering the influence of quality control measures on Secondary School Students' performance. The study is thus interested in discovering the effect of total quality control measures on Secondary Schools students' academic performance in Ogun State, Nigeria.

Research Question

This research is designed to attempt the following questions;

- (i) To what extent has the quality control measure in educational sector been able to maintain quality in secondary schools?
- (ii) What is the degree of accuracy and adequacy in instruction for establishing quality in secondary education?
- (iii) What influence does supervision have on student's academic performance?
- (iv) What are the impacts of learning condition on students' academic performance?

Methodology

The study focuses on quality control and students' academic performance in secondary schools, some secondary schools' were selected and sampled to represent the whole secondary schools in Ogun State.

The Descriptive research design method was used in the study. The population for the study comprises of some selected secondary school teachers in Ogun State. A total number of one thousand teachers were used in the study. A questionnaire was designed by the researcher and with the assistance of some of senior colleagues and many others to criticize it. The questionnaire was used in collecting data for the study. Therefore, the questionnaire was first presented to an expert in education industry who in turn gave same to others to peruse. The re-test reliability instrument was used to ensure the relationship of the instrument. And a total of one thousand(1000) teachers were used for the pilot study.

The simple percentage technique was used in analyzing the data collected and this made it easier for the research to complete the result in tabular forms. While the rating scale of A for Agreed, D for Disagreed, SA for Strongly Agreed and SD for Strongly Disagreed in the tables were used.

Data Analysis and Findings

TABLE 1: ADEQUATE AND GOOD CONDITION OF SERVICE

QUESTIONS	A (%)	D (%)	SA (%)	SD (%)
Teachers are given adequate and good condition of service.	160	680	80	80
Teachers' commitment and hardworking improve learning.	520	120	360	-
Continuous assessment are regularly carried out	720	80	160	40
All content of scheme of work are being taught.	320	520	-	160
There are enough teachers for all subjects	440	360	80	120
MEAN PERCENTAGE	43.2	35.2	13.6	8

From the data above, 43.2% of the respondent agreed that teachers are given adequate and good conditions of services, their commitment and hardworking improves learning, continuous assessment are carried out regularly including the contents of scheme of work are taught and that there are enough teachers for all subjects while 35.2% of the respondents disagreed with this notion, 13.6% Strongly Agreed and 8% Strongly Disagreed.

This implies that all sub-variables tested agreed that with the presence of all sub-variables in an educational sector would bring quality into the system.

TABLE 2: ACCURACY AND ADEQUATE INSTRUMENT FOR ESTABLISHING QUALITY IN SERVICE

QUESTIONS	A (%)	D (%)	SA (%)	SD (%)
The school has a well functional library.	400	440	80	80
Laboratories and Practical are available in the school.	560	400	40	-
There is enough chairs and table in classroom for students.	240	440	240	80

Instructional materials are prepared or provided in my school.	480	360	40	120
Parents buy books and materials for the students'	360	560	-	80
MEAN PERCENTAGE	40.8	44	8	7.2

From the above, 40.8% of the respondent agreed that majority of the secondary school in Ijebu-Ode Local Government has a functioning libraries laboratories and practical workshops, enough chairs and tables in classrooms with provision of instructional materials, books and learning materials are brought by parents, while 44% disagreed, 8% strongly agreed and 7.2% of the respondents strongly disagreed. This shows that to enable accurate and quality service in educational sector especially in secondary schools, adequate facilities are needed.

TABLE 3: INTERNAL AND EXTERNAL SUPERVISION

ITEMS	A (%)	D (%)	SA (%)	SD (%)
External supervisor visits the school at regular intervals.	480	280	40	200
External supervisor helps the school in developing the curriculum.	520	360	40	80
Supervisor gives teachers ideas on classroom management and methodology.	560	200	160	80
External supervisors assist teachers in developing needed teaching competences.	440	320	80	160
Teachers go through students' note book regularly.	520	400	-	80
Continuous assessment and lesson note are monitored by the Vice-Principals.	600	240	80	80
MEAN PERCENTAGE	52	30	6.7	11.3

From the data, it can be deduced that 52% respondents agreed that external supervisors visit their

schools, help to develop school curriculum, give teachers ideas on classroom teaching competences. And that internal supervision is done through the teacher who goes through students' notebooks, continuous assessment and lesson notes are monitored by the vice-principals, while 30% of the respondents disagreed, 6.7% strongly agreed and 11.3% strongly disagreed. This reveals that supervisions exercise takes place regularly in those secondary schools in Ogun State and therefore, other educational sectors should not run away from supervision both internally and externally in order to ensure quality and quantity control.

TABLE 4: ADEQUATE AND GOOD CONDITION OF SERVICE

ITEMS	A (%)	D (%)	SA (%)	SD (%)
My school environment is not conducive for learning.	240	600	40	120
The number of students in the class was too much that it affects teaching and learning.	600	160	120	120
Subjects that involve calculations are taught in the morning.	760	40	200	-
MEAN PERCENTAGE	53.3	26.7	12	8

From the table above, 53.3% agreed that their schools' environment are not conducive for learning, number of students in the classes and too much that affects teaching and learning process and that subjects that involve calculations are taught in the morning, while 26.7% responded disagreed, 12% strongly agreed and 8% strongly. This implies that environment and learning condition is not suitable. Therefore, to ensure quality control in education, adequate and good condition of service must be given to the teachers who do the job of quality teaching.

Discussion

From the data collected and analyzed, it is observed that quality control has been able to attain motive which is in agreement with Hanna Way and Carney (1993) argument that greater instruction results in greater productivity and quality Wyne (1990), confirmed that there is relationship between program success and quality control and that students' academic performance can be traced to good quality control of educational setting in term of regular continuous assessment, content of scheme of work are taught and availability of subject teachers.

However, it is observed also that there was no adequate instruction that is needed to prepare student adequately for quality. This is in contradiction with Ijaluola (2000), that ingredient of productive and qualitative teaching and learning process are adequate timetable, properly prepared instruction materials and lesson notes, adequate library services, enough chairs and table for students.

The study also revealed that there is supervision exercises both external and internal supervision which is in agreement with Ijaduola (2002), that educational supervision facilitates quality control in educational system and the relationship whereby the supervisor guides and assists the school teacher to meet the set targets.

Conclusion

Management of quality in education is not the exclusive domain of teachers. The government, parents, society and employers of labour, all have roles to play. However, the agent which makes things happens and the processes all the input to produce appreciated product is the teacher in the maintenance and attainment of quality in education system, teachers' role cannot be over-emphasized. Thus, it is necessary for the principals to know what constitute minimum standard or quality education so as to officially harness all the available resources towards a total quality management and control.

Recommendations

It is therefore recommended that the principals should organize constant retraining programmes in terms of seminars, conferences and workshops for their teachers and that teachers should be committed to hard work to facilitate effective teaching and learning process.

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