
The Impact of Federal Education Quality Assurance Services on Teachers' Effectiveness in Federal Unity Colleges in Bayelsa State

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Abstract. This study examined the impact of federal education quality assurance services on teachers' effectiveness in Federal Unity Colleges in Bayelsa State. The study provided insights on the relevance of federal education quality assurance services on schools' improvement. A descriptive survey design was adopted for the study. Two research questions and corresponding null hypotheses were formulated to guide the study. 243 teachers from the 3 Federal Unity Colleges in the state formed the sample of the study. The instrument for data collection was a questionnaire tagged "Impact of Federal Education Quality Assurance Services Questionnaire" (IFEQUAS) developed by the researcher and validated by experts. The reliability coefficient was established using Cronbah-Alpha method and a value of 0.79 and 0.81 was obtained. The research questions were answered using mean and standard deviation, while the research hypotheses were tested using t-test statistic. It was established that teachers were appreciative of the supervisory role played by FEQUAS and that FEQUAS improves teachers' work attitude and instructional delivery skills.

Keywords: impact, federal education quality assurance services, teachers, effectiveness, unity college

Introduction

Education has been described as the bedrock of every society and tool for nation building. For quality education to be achieved in a nation the principal actors of learning who are the teachers, the learners and the environment must be cooperatively organized. In other words, the teacher must be adequate in quality and quantity, the students must be well trained and facilities must be provided as well. In recent time, the upspring and rapid establishment of private schools and institutions in Nigeria is as a result of lack of confidence in the Nigeria's education system. This has adverse effect in the development of the nation. Adepoju (2019) opined that, people and nations are what they are because of the nature and types of education they have been exposed to. However, the modern view, even where only lip service is being paid to it, is that, quality education is the right of every citizen, not a privilege that the rulers may grant or withhold. This view has been given greater urgency by demands in the modern industrialized and technological age. Education today must have the effect of making it possible for a country to have a steady supply of highly creative citizens who help to improve the living conditions of the general citizenry, and to solve the existential problems are now being further complicated by the theory and reality of the so-called global village.

As is known, the problem that government has is in reconciling access with quality in the provision of education. But, it is abnormal to describe education as anything that lacks quality. Yoloye (2015) agrees that quality must characterize education at every stage and the real problem that governments have to face is deciding the mix of levels, of how many of its citizens must go beyond the basic education and how many must have higher education. What goes on in Nigeria primary and secondary schools today bears little resemblance to the situation first described.

Teachers are the backbone of the entire education system; their effectiveness is perhaps the most important factor affecting the future development of education process. (Ikegbusi & Iheanacho, 2016). Teachers as individual or group of individuals hold a very important position

in educational sector (FGN, 2014). Teachers teach, train and process students to acquire the necessary life skills that would enable them survive and contribute meaningfully to the society they belong. Teachers cannot effectively and efficiently execute the above duties without themselves being properly and adequately educated, provided for and monitored (Okobia, 2015).

The Federal Education Quality Assurance Service (FEQUAS) was established in 1973 in recognition of the need for the Federal Ministry of Education to continue to provide leadership and formulate national policy for the purposes of planning and quality assurance nationwide. The mandates amongst others are:

1. Co-ordinate the development of a functional National Education Quality Assurance system and framework in collaboration with states, FCT, and other stakeholders.
2. Set maintain and improve standards in all aspects of the school system below tertiary level;
3. Ensure minimum standard and quality control of instructional activities in schools through regular evaluation and continuous supervision working with the states to organize whole school evaluation of public and private school over an agreed cycle.
4. Work with states to accredit school for external exams.
5. Encourage dissemination of information on innovation and progressive education principles and practices in the school system.

Statement of Problem

The major roles of Federal Education Quality Assurance Service (FEQUAS) are to establish, maintain and improve education standard in the country. FEQUAS is also mandated to co-ordinate, monitor and advice on curriculum delivery in schools. FEQUAS roles have not been perceived positively by teachers as over the years they tend to create stressful anxiety and fear among themselves that later affects their performance in curriculum implementation. There are no studies that had been undertaken to establish the current perception of teachers towards FEQUAS supervisory roles in Bayelsa State, Nigeria. Therefore this study sought to determine the impact of FEQUAS on teachers effectiveness in Federal Unity Colleges in Bayelsa State, Nigeria.

Purpose of the Study

The main purpose of this study is to investigate the impact of Federal Education Quality Assurance Service on teachers' effectiveness in Federal Unity Colleges in Bayelsa State. Specifically, the objectives of the study are:

- i) To determine the impact of FEQUAS on teachers' attitude to work in Federal Unity Colleges in Bayelsa state Nigeria;
- ii) To determine the impact of FEQUAS on teachers' instructional delivery skills in Federal Unity Colleges in Bayelsa state, Nigeria.

Research Question

The following research questions were raised to guide the study:

- i. What is the impact of FEQUAS on teachers' attitude to work in Federal Unity College in Bayelsa State, Nigeria?
- ii. What is the Impact of FEQUAS on teachers' instructional delivery skills in Federal Unity Colleges in Bayelsa State, Nigeria?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

H₀₁: There is no significant difference in the mean response of male and female teachers on the impact of FEQUAS on teachers' attitude to work in Federal Unity Colleges in Bayelsa State, Nigeria.

H₀₂: There is no significant difference in the mean response of male and female teachers on the impact of FEQUAS on teachers' instructional delivery skills in Federal Unity Colleges in Bayelsa State, Nigeria.

Methodology

A descriptive survey design was adopted for the study. The population of the study comprised all the 243 teaching staff of the three Federal unity colleges in Bayelsa State. A census sample was adopted for the study since the population of 243 is manageable. A researcher developed structured instrument tagged "Impact of Federal Education Quality Assurance Service Questionnaire" (IFEQUASQ) formatted in four-point Likert scale was used for data collection. The instrument was validated by experts of Test and Measurement and Education Management and Planning Department of Niger Delta University, Bayelsa State. The instrument was trial tested using twenty (20) other teachers that did not participate in the study but possessed the same characteristic of the population of interest. The reliability of the instrument was established using Cronbah-Alpha method. A calculated reliability coefficient of 0.79 and 0.81 was achieved and was considered appropriate for the study. The researchers administered the instrument to the respondents by direct contact during school hours and a 100% return rate was achieved. Mean and standard deviation were used to answer research questions and z-test statistic was used to test the research hypotheses at 0.05 level of significance. Item with mean value of 2.50 and above was regarded as agree while those with mean value below 2.50 were termed disagree.

Results and Discussion

Table 1. Distribution of teachers according to schools

Federal Unity Colleges	Number of Teachers
FGGC, Imiringi	81
FGC, Odi	70
FSTC, Tungbo	62
243	

Source: Federal Ministry of Education, Nigeria (2019)

Table 2. Distribution of respondents according to sex

Sex	Frequency	Percentage
Male	100	41.1%
Female	143	58.9%
Total	243	100

Source: Fieldwork (2019)

Research Questions

Research Question I

What is the impact of FEQUAS on teachers' attitudes to work in Federal Unity College in Bayelsa state, Nigeria?

Table 3. Mean rating and standard deviation on the impact of FEQUAS on Teachers attitude to work (N=243)

S/N	Item	X	St.D	Decision
1	FEQUAS supervision makes teachers punctual and regular to class	3.48	1.88	Agree
2	FEQUAS supervision encourages teacher to create democratic climate while teaching.	3.96	2.00	Agree
3	It makes teachers to acquire new ideas	3.33	1.82	Agree
4	It makes teachers to take active part in seeking solutions to problems in the subject area.	2.84	1.70	Agree
5	It makes teacher to demonstrate friendly character during teaching.	1.92	1.12	Disagree
6	It exposes teachers Unethical conduct	3.08	1.90	Agree
7	It exposes teachers to the knowledge of school programme.	2.04	1.33	Disagree
8	It encourages teachers to develop a repertoire	3.47	1.88	Agree
9	Help the less effective and in experienced teacher to improve their teaching.	3.30	1.89	Agree
Grand Mean/St.D				

Source: Fieldwork (2019)

The result in the table above indicated the impact of FEQUAS on teacher's attitude to work. The results revealed that with the exception of items 5 and 7 that scored below the acceptable mean 2.50, all other items obtained mean ratings ranging from 2.50 and 3.99 for all the teachers. This shows that teachers were positive in their response on the impact of FEQUAS on teachers' attitude to work.

Research Question 2

What is the impact of FEQUAS on teacher instructional delivery skill in Federal Unity Colleges in Bayelsa State, Nigeria?

Table 4. Mean ratings and standard deviation on the impact of FEQUAS on teacher instructional delivery skills (N=243)

S/N	Item	X	St.D	Decision
10	It equips teachers with necessary information and suggestion for instructional improvement.	3.92	2.00	Agree
11	Assist teacher in the acquisition of instruction.	3.63	1.27	Agree
12	Helps teachers to imbibe appropriate techniques for teaching in and outside the classroom.	3.32	0.73	Agree
13	Helps teacher to find answer to curriculum and instructional problems.	2.56	1.56	Agree
14	Encourage modern approach to instruction.	1.96	2.00	Disagree
15	Helps teacher to identify sources of instructional materials.	3.47	1.88	Agree
16	Helps to clarify policies and ambitions of a school.	2.28	0.68	Disagree
17	Gives special attention to educational leadership and instruction.	3.16	1.92	Agree
18	Develops skills for identifying students with learning impairment.	3.32	1.82	Agree
Grand Mean		3.09	1.75	

Source: Fieldwork (2019)

The table shown above revealed that items 14 and 16 had mean rating below the criterion mean of 2.50, while all the items had a mean rating above 2.50. The grand mean of 3.09 which was above the criterion mean revealed that teachers were also positive in their response on the impact of FEQUAS on teachers' instructional delivery skill.

Research Hypotheses

Research Hypothesis I

Ho₁: There is no significant difference in the mean responses of male and female teachers on the impact of FEQUAS on teachers' attitude to work in Federal Unity Colleges in Bayelsa state, Nigeria

Table 5. T-test analysis on the impact of FEQUAS on teacher' attitude to work

Gender	N	X	St.D	Df	tcal	tcrit	P	Decision
Male	100	3.39	0.71	241	1.46	1.96	0.05	Accept
Female	143	3.31	0.65					Ho ₁

Source: Fieldwork (2019)

The result in the table shown above revealed that the calculated value of t (t_{cal}) is 1.46, while the table value of t (t_{crit}) is 1.96 at alpha level of 0.05 and degree of freedom of 241. Since the t_{cal} is less than the t_{crit} the null hypothesis is accepted. Thus, there is no significant difference in the mean response of male and female teachers on the impact of FEQUAS on teachers' attitude to work.

Research Hypothesis II

Ho₂: There is no significant difference in the mean response of male and female teachers on the impact of FEQUAs on teacher instructional delivery skills in Federal Unity Colleges in Bayelsa State, Nigeria

Table 6. T-test analysis on the impact of FEQUAS on teacher instructional delivery skills

Gender	N	X	St.D	Df	P	Tcal	tcrit	Decision
Male	100	3.14	0.16	241	0.05	1.40	1.96	Accept
Female	143	3.20	0.87					Ho ₂

Source: Fieldwork (2019)

The result in the table shown above revealed that the calculated value of t (t_{cal}) is 1.40, while the table value of t (t_{crit}) is 1.96 at alpha level of 0.05 and degree of freedom of 241. Since the t_{cal} is less than the t_{crit} the null hypothesis is accepted. Thus, there is no significant difference in the mean response of male and female teachers on the impact of FEQUAS on teachers' instructional delivery skills.

Discussion

Research question I sought to find the impact of FEQUAS on teachers' attitude to work. It revealed that teachers of Federal Unity Colleges in Bayelsa State were highly positive on their responses on the impact of FEQUAS on teachers' attitude to work. This indicated that the rationale behind the establishment of FEQUAS has been achieved. The roles of FEQUAS that have positive impacts on teachers' attitude to work ranged from assistance in clarifying school policies, making teachers punctual and regular to class, encouraging teachers to take active part in seeking solutions to problems and demonstrating friendly character during lessons. This

finding is in line with views of Eya and Leonard (2012), and Okobia (2015) who submitted that ensuring quality is more competent, conversant and effective and that it can enhance teachers' attitude to work.

Research questions 2 sought to find out the impact of FEQUAS on teachers' instructional delivery skills. It showed that Federal Unity teachers in Bayelsa state among others rated very high the points that FEQUAS encourages teachers to acquire and utilize the appropriate instructional skills during teaching. These findings agree with reports of walker (2016), and Yoloye (2015) who independently reported that external supervision is highly effective because teachers regard external supervision as people with sound knowledge who have power to sanction teachers who do not have the appropriate pedagogical skills.

Conclusion

Based on the finding of this study, the following conclusion can be drawn. Teachers of Federal Unity Colleges in Bayelsa State viewed FEQUAS as having positive impact on teacher attitude to work and instructional delivery skill. The study also establishes that gender does not affect teachers' perception of the impact of FEQUAS on teachers' effectiveness.

Recommendation

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

- 1) Consultations between teachers and FEQUAS should be taken as an unavoidable routine aspect in order to develop and harmonize their working relationships as they are supposed to work as a team.
- 2) Frequent visits of FEQUAS to schools are paramount since it is through such visits that their advisory roles will impact positively on the teachers' performance.
- 3) Positive criticisms should be given to teachers after supervision
- 4) Frequent refresher course for FEQUAS and teachers should be organized at different levels of administration to enhance professionalism.

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