

# EDUCATION QUALITY MANAGEMENT AND TEACHER EFFECTIVENESS IN NIGERIA

## (Pengurusan Kualiti Pendidikan dan Keberkesanan Guru di Nigeria)

\* ABDULLAHI, Nimota Jibola Kadir<sup>1</sup>

<sup>1</sup>Department of Educational Management,  
Faculty of Education,  
University of Ilorin, Nigeria.

\*Corresponding author's email: [neematabdullahi@gmail.com](mailto:neematabdullahi@gmail.com)

### Article History:

Submit: 24 April 2019

Accepted: 30 April 2019

Revised: 13 May 2019

Published: 30 June 2019

Attarbawiy: *Malaysian Online Journal of Education*

Vol. 3, No. 1 (2019), 59-68

### Abstract

This study investigated education quality management and teacher effectiveness in Nigeria. The aims of this study are to examine the relationship between good administration, discipline, optimal curriculum implementation and teacher effectiveness in public primary schools in Nigeria. Three hypotheses were formulated. Quantitative research design was used for the study. A self-constructed questionnaire titled "Education Quality Management and Teacher Effectiveness Questionnaire" (EQMTEQ) was used to collect information for the study. The population of this study comprised all 14,216 teachers in public primary schools in Kwara State, Nigeria. Sample of 376 were selected with the use of Research Advisor (2006) table of determined sample size of a known population, stratified random sampling technique was used to select teachers from the sample schools. The data collected were analyzed using Pearson product moment correlation statistical analysis. All hypotheses were tested at 0.05 level of significance. The results shows that there was a positive and significant relationship between good administration, discipline, optimal curriculum implementation and teacher effectiveness in public primary schools in Nigeria. It was recommended that head teachers should continue to provide effective administrative functions, head teachers should serve as a role model in carried out their duties in order enhance teacher effectiveness in public primary schools in Nigeria.

**Keywords:** education quality, management, teacher effectiveness, Nigeria.

### Abstrak

Kajian ini menyiasat pengurusan kualiti pendidikan dan keberkesanan guru di Nigeria. Tujuan kajian ini adalah untuk mengkaji hubungan antara pentadbiran yang baik, disiplin, pelaksanaan kurikulum yang optimum dan keberkesanan guru di sekolah rendah umum di Nigeria. Tiga hipotesis telah dirumuskan. Reka bentuk penyelidikan kuantitatif digunakan untuk kajian ini. Soal selidik yang dibina sendiri yang bertajuk "Pengurusan Kualiti Pendidikan dan Kaji Selidik Keberkesanan Guru" (EQMTEQ) digunakan untuk mengumpul maklumat untuk kajian ini. Populasi kajian ini terdiri daripada 14,216 guru di sekolah rendah awam di Kwara State, Nigeria. 376 sampel dipilih dengan menggunakan jadual sampel saiz Research Advisor (2006) yang ditentukan bagi penduduk yang diketahui, teknik pensampelan rawak berstrata digunakan untuk memilih guru dari sekolah sampel. Data yang dikumpul dianalisis menggunakan analisis statistik korelasi Pearson. Semua hipotesis telah diuji pada 0.05 tahap kepentingan. Keputusan menunjukkan bahawa terdapat hubungan yang positif dan signifikan antara pentadbiran, disiplin yang baik, pelaksanaan kurikulum yang optimum dan keberkesanan guru di sekolah rendah awam di Nigeria. Adalah disyorkan agar guru-guru besar harus terus menyediakan fungsi pentadbiran yang efektif, guru-guru besar harus menjadi model peranan dalam menjalankan tugas mereka untuk meningkatkan keberkesanan guru di sekolah rendah awam di Nigeria.

**Kata kunci:** kualiti pendidikan, pengurusan, keberkesanan guru, Nigeria.

## 1.0 INTRODUCTION

Education quality management generally imply the aggregate of all efforts in striving for improvement of education from the top management to subordinate geared towards doing the right thing at the right time in order to ensure teachers effectiveness. Atieh (2008) view education quality management as the optimal and accurate use of resources to raise the level of the educational product quality with the least possible effort and cost in order to achieve educational objectives, the objectives of community as well as to meet

the need of the labour market of the scientifically qualified cadres. According to Babalola (2004) education quality management refers to the worth of education in terms of its input, process and output. Quality of input refers to the worthy of teachers, optimal implementation of curriculum and delivery of technology. Quality of process deals with the worthy of teaching and learning process that involves high discipline and good administration on staff and school in term of lesson plan, classroom management, student-teacher interaction, evaluation among others. Quality output involves academic achievement. According to Robbins (2001) quality management is a values that is determined by the continuous attainment of student satisfaction through constant improvement of an institution process.

Education quality management is a process of managing teaching and learning process in an appropriate manner to raise the level of the educational product quality with the least possible effort and cost toward the realization of educational objectives (Atieh, 2008). It is a management technique that adopts a holistic approach in the work process. Education quality management is a process of running the affair of an organization such that all parts of the organization and necessary resources are provided and maximally utilized towards realizing the goals of the organization.

The fact that no educational system can rise above the quality of its teachers. Teacher is the facilitator of the teaching and learning process aimed at moulding and changing the learner behaviour pattern. Olubunmi (2014) stated that an effective teacher is actually involves in the affair of the school and fully participate in curricular and extra-curricular activities towards the realization of educational objectives. Effectiveness is the ability to give room for correlation between the material resources, intellectual and psychological interest of learners within the content of a given subject towards the achievement of the stated goal (Mwaimu, 2001).

Good administration implies effective implementation or execution of what plan that has been put in place towards the realization of educational goals (Okunamiri, 2010). That is to say educational administration involves management process of organizing, staffing, directing, and controlling. The functions of school administrators would include the followings

- a) Resources, programme planning and policy making
- b) Provision and maintenance of funds and facilities
- c) Obtaining and development of personnel
- d) Improvement of instructional programmes
- e) Students personnel services and maintenance of effective inter-relationship with the community.

The success or failure of any organization depends on the enforcement of discipline. In educational setting discipline is a way through which staff and students putting up good conduct and habit of doing the right thing at the right time, Dittmiya (2001) opines that discipline involves self-control, restraint and respect for oneself and others. Teachers discipline refers to the way and manners teachers putting up the right attitude by following the laid down rules and regulation of the school in order to bring about the attainment of educational goals and objectives. Uche (2009) opines that principals should provide moral disciplinary leadership, good administration as well as ensure optimal curriculum implementation in order to ensure that teaching and learning take place.

Curriculum is one of the documents where aims and objectives of the school are translated into teaching and learning, curriculum implementation is a way of realizing the aims of education as end results. The education quality management in this case is described from discipline, good administration and curriculum implementation. In order to achieve education quality management, educational leadership should adopt the principles which must be based on high discipline, good administration and optimal curriculum implementation so as to achieve effectiveness and improvement in education (Kazman, 2000).

Several studies have been carried out in the area of quality management and effectiveness of school. Muhammed (2013) investigated impact degree of the total quality management on the public schools effectiveness in the governorate of Jarash as view by the educational supervisors. Ahmed (2011) conducted the effectiveness of the school performance by using the total quality standard within education district of Al-petra province from the perspective of the public schools principals and teachers. The study aimed to detect the level of appreciation by the school principals, teachers and the education district for the effectiveness of school performance within different variables of the study from the perspective of public school principals and teachers of Al-petra province. Oyetola, Kayode and Okunnuga (2012) carried out quality assurance and effectiveness of Lagos State junior secondary schools. The study aimed to examine the effect of quality assurance on the effectiveness of Lagos State junior secondary schools. Sample of 30 school was selected from a population of 313 from the six education

districts of the state. The result indicated that quality assurance has significant effect on each teacher's input and school leadership. There are several areas on quality education and effectiveness that are yet to be carried out by these scholars. These includes education quality management and teacher effectiveness, especially primary schools in Kwara State, Nigeria. This study on education quality management and teacher effectiveness in Nigeria therefore endeavor to fill these gaps yet to be covered.

Hulya and Gokmen (2017) conducted increasing service quality in education: view of principals and teachers. The study aimed to take the opinions of principals and teachers to determine the ways to improve the quality service in high schools in order to improve students satisfaction. The result shows that emphasis should be placed on in-service training of teachers and duties of principals in terms of school guidance and counselling services. This study was in agreement with the former studies in terms of the quality education but different from them in terms of its population, geographical location and level of education.

## 2.0 THEORETICAL FRAMEWORK

The theoretical framework of this study was based on integrated approach to leadership. This model pays a careful attention to the forces within the leader, subordinates and a particular situation which objectives, structure, external environment and technology (Okorie, 2002).

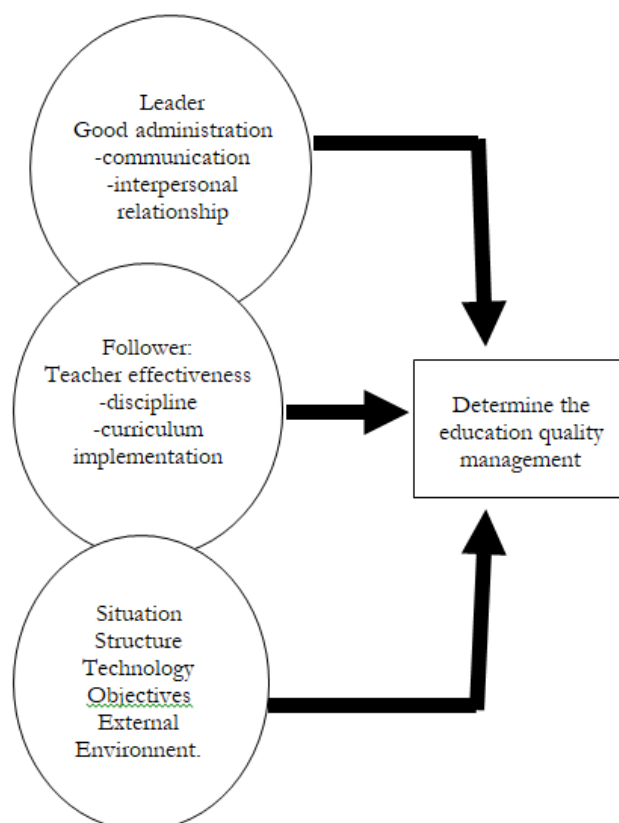


Figure 1: An integrated approach to leadership. Source: Adapted from Hersey and Blanchard (1982, p. 77) as cited in Okorie (2002).

This theory can also be applicable in the school setting in that head teacher as a leader in the school must identify and assess what leadership approach will be the most effective, based on a careful consideration of the nature of subordinates and situation. The head teacher style must be adjusted to the staff behaviour by displaying good administrative style in terms of effective communication, good interpersonal relationship, effective planning process, decision-making and discipline towards optimal curriculum implementation in order to achieve teacher effectiveness so as to achieve educational goals and objectives.

This study anchored on an integrated approach to leadership theory because, the realization of teacher effectiveness depend largely on the good administration and discipline displayed by the head

teacher in adjusting and give careful attention to teachers behaviour towards the attainment of educational goals and objectives. An integrated approach leadership theory is therefore applicable to this study due to the fact that head teacher leadership style is very important in education quality management towards enhancing teacher effectiveness in primary schools.

The following objectives have been formulated to achieve the aim to:

- a) investigate the relationship between good administration and teacher effectiveness in public primary schools.
- b) determine the relationship between discipline and teacher effectiveness in public primary schools.
- c) examine the relationship between optimal curriculum implementation and teacher effectiveness in public primary schools.

### 3.0 RESEARCH QUESTIONS

The following research questions were raised to guide the conduct of this study:

- a) Does good administration improve teacher effectiveness in public primary schools in Kwara State?
- b) Does discipline enhance teacher effectiveness in public primary schools in Kwara State?
- c) Do optimal curriculum implementation bring about teacher effectiveness in public primary schools in Kwara State?

### 4.0 RESEARCH HYPOTHESES

The following hypotheses were formulated and answered:

- a) There is no significant relationship between good administration and teacher effectiveness in public primary schools in Kwara State.
- b) There is no significant relationship between discipline and teacher effectiveness in public primary schools in Kwara State.
- c) There is no significant relationship between optimal curriculum implementation and teacher effectiveness in public primary schools in Kwara State.

## 5.0 METHODOLOGY

### 5.1 Research Design

Quantitative research design was used in this study. This design was considered appropriate because of opportunity to obtain the opinion of the sample population, analyze the data collected with the use of appropriate data analysis technique and reach a reasonable conclusion about the population from the findings of this study.

### 5.2 Population and sampling

This study focused on public primary schools in Kwara State, Nigeria. The target population of this study comprises all 14,216 teachers in public primary schools in Kwara State. Sample of 376 teachers were selected with the use of Research Advisor (2006) table of determine sample size of know population. Stratified random sampling technique was used to select sample of 376 teachers, this was to ensure that all categories of teachers were given equal chance of being selected.

### 5.3 Instrumentation

A self-constructed questionnaire titled "Education Quality Management and Teacher Effectiveness Questionnaire" (EQMTEQ) was used for data collection. The instrument had two sections; section A contained personal information of teachers, while section b elicited information concerning education quality management and teacher effectiveness. The teachers responded to the items on a four (4) point Likert-type scale as follows: Strongly Agree (4), Agree (3), disagree (2) and Strongly Disagree (1). The criterion mean is given thus:  $4 + 3 + 2 + 1 / 4 = 2.50$ . The criterion mean depicts that any item that is

above or equal to the criterion mean value of 2.50 is agreed while the one below the criterion mean value of 2.50 is disagreed by the participants.

#### 5.4 Validity and Reliability

To ensure validity of the instrument, draft copies of the instrument were given to three experts in educational management and three experts in measurement and evaluation. Relevant corrections and adjustment were made based on their observations and recommendations. Also 30 corrected copies were further administered to teachers who are part of the sample to examine their understanding of the items wording, instructions and understandability of questions and scales in order to detect if there is any difficulties in filling the questionnaire. Therefore, some suggestion made were effected appropriately before administered the final copies of questionnaire.

Table 1 Reliability test for Education Quality Management

Variables	N	Cronbach's Alpha	Decision
Good Administration	5	0.83	All items are acceptable
Discipline	5	0.86	All items are acceptable
Curriculum Implementation	5	0.84	All items are acceptable

Table 1 shows that there are 5 items under good administration under education quality management. The value of the Cronbach's Alpha for these 5 items under good administration is 0.83. It further reveals that there are 5 items under discipline of education quality management with Cronbach's Alpha of 0.86. While curriculum implementation also has 5 items with a Cronbach's Alpha of 0.84. According to Pallant (2011), values above .7 are considered acceptable and values above .8 are preferable and represent a good reliability. Therefore, the Cronbach's Alpha value for all the 3 variables of education quality management were around 0.84. Therefore, the values shows very good internal consistency reliability for scale and all the 15 items in the questionnaire are found to be reliable.

#### 5.5 Data Collection Process

The researcher with the help of three research assistants personally administered the instruments to the teachers of the sample public primary schools. The researcher and the research assistants waited for the teachers to answer the questions and collected the answer scripts immediately when they had responded to the items in the instruments, the instruments were retrieved and scored. Effective administration of questionnaire was aided by the cooperation of colleagues and friends in the sample schools. In line with the guideline provided by Stanley and Wise (2010), the study emphasized the ethical issues in assuring anonymity and confidentiality of participant's responses in sample senior secondary schools. The researcher and the research assistants waited for the principals to answer the questions and collected the answer scripts immediately when they had responded to the items in the instruments, the instruments were retrieved and scored. Effective administration of questionnaire was aided by the cooperation of colleagues and friends in the sample schools. In line with the guideline provided by Stanley and Wise (2010), the study emphasized the ethical issues in assuring anonymity and confidentiality of participant's responses.

#### 5.6 Data Analysis

The data collected were analyzed using Statistical Packages for Social Science (SPSS, version 22). Qualitative analysis were used to answer the research questions. For the interpretation of the 4 Likert scale, the composite mean for each items was collapsed into two levels namely agreed and disagreed. Whereby above and equal to 2.50 is interpreted as (agreed) and below 2.50 (disagreed). The data collected for the study were analyzed using Pearson product moment correlation statistical analysis. The data were screened before analysis. Missing data was not an issue in this study because researcher with the help of research assistants administered the questionnaire to the participants and make sure the questionnaire is filled appropriately in the process of collecting. The research questions were answered using mean and standard deviation while Pearson product moment correlation statistical analysis was used to answer the hypotheses at (0.5) level of significance to determine the acceptance or rejection of the hypotheses.

## 6.0 FINDINGS

This section discusses the result of findings. The findings were organized based on research objectives.

### 6.1 Good Administration

Descriptive were used to analyze the data collected from 376 participants in public primary schools in Kwara State as shown in Table 2.

Table 2 Good Administration

S/N	Good Administration	Participants Response		Decision
		Mean	SD	
1	Good administration gives room for effective for effective communication between teachers and management.	2.85	0.951	Agreed
2	It helps develop the spirit of interpersonal relationship in school.	2.94	0.946	Agreed
3	It help in improving the school planning process.	2.93	0.980	Agreed
4	Good administration help in defining job description of the school workers.	2.84	1.023	Agreed
5	Help in making the school objective defined and clear.	2.91	0.954	Agreed
Grand mean		2.89	0.971	

(Mean  $\geq$  2.50 Agree, Mean  $<$  2.50 Disagree)

Table 2 shows that the grand mean of teachers response on good administration is 2.89 (SD = 0.971). This could be interpreted that participants agreed that good administration improve teacher effectiveness in public primary schools. The results of the analysis for each item on good administration indicated that three out of five items showed a higher mean than grand mean value. The items are *good administration help develop the spirit of interpersonal relationship in school* ( $M = 2.94$ ,  $SD = 0.946$ ), follow by *good administration help in improving the school planning process* ( $M = 2.93$ ,  $SD = 0.980$ ), and *good administration help in making the school objective define and clear* ( $M = 2.91$ ,  $SD = 0.954$ ).

Meanwhile, the two items – good administration gives room for effective communication between teachers and management ( $M = 2.85$ ,  $SD = 0.951$ ) and good administration help in defining job description of the school workers ( $M = 2.84$ ,  $SD = 1.023$ ) showed lower mean than the grand mean of good administration. Therefore, all the five items of good administration have mean value which higher than the criterion mean value of (2.50) that are interpreted as agreed. This shows that participants agreed with the view that good administration improve teacher effectiveness in public primary schools in Nigeria.

### 6.2 Discipline

Descriptive analysis of the data on discipline in public primary schools as shown in the following.

Table 3 Discipline as Responded by Participants

S/N	Discipline	Participants Response		Decision
		Mean	SD	
1	Discipline increases the effectiveness of school in solving the behavioural problems.	2.90	0.964	Agreed
2	Discipline help teachers creates an environment that promotes a high level of student involvement in their learning.	2.95	0.912	Agreed
3	Help teachers develop clear assessment strategies for assessing students.	2.93	0.973	Agreed
4	Help teachers in having effective classroom management.	2.87	1.028	Agreed
5	Discipline encourage more commitment on the part of teachers in the school system.	2.84	1.005	Agreed
Grand mean		2.90	0.976	

(Mean  $>$  2.50 Agree, Mean  $<$  2.50 Disagree). Researcher field work

Table 3 shows that grand mean of teachers response on discipline is 2.90 (SD = 0.976). This could be interpreted that participants agreed that discipline enhance teacher effectiveness in public primary schools. The results of the analysis for each item on discipline indicated that three out of five

items showed a higher mean and equal to grand mean. The items are *discipline increase the effectiveness of school in solving the behavioural problems* ( $M = 2.90, SD = 0.964$ ), follow by *discipline help teachers creates an environment that promotes a high level of students involvement in their learning* ( $M = 2.95, SD = 0.973$ ) and *discipline help teachers develop clear assessment strategies for assessing students* ( $M = 2.93, SD = 0.973$ ).

Meanwhile, the other two items – discipline help teachers in having effective classroom management ( $M = 2.87, SD = 1.028$ ) and discipline encourage more commitment on the part of teachers in the school system ( $M = 2.84, SD = 1.005$ ) showed lower mean than grand mean of discipline. However, all the five items of discipline have mean value which is higher than the criterion mean value of 2.50 that are interpreted as agreed. This shows that participants agreed that discipline enhance teacher effectiveness in public primary schools in Nigeria.

### 6.3 Optimal Curriculum Implementation

Descriptive analysis of data on optimal curriculum implementation in public primary schools in Kwara State, as shown in Table 4.

Table 4 Optimal Curriculum Implementation

S/N	Optimal Curriculum Implementation	Participants Response		Decision
		Mean	SD	
1	Improves the teaching-learning environment.	2.87	0.949	Agreed
2	Contribute in achieving the assessment and evaluation strategies.	2.96	0.931	Agreed
3	Help in achieving educational objectives.	2.86	0.984	Agreed
4	Contributes in providing different learning sources so as to enhance effectiveness.	2.77	1.038	Agreed
5	Contributing in activating different teaching methods toward achieving effectiveness.	2.96	0.978	Agreed
Grand mean		2.88	0.976	

(Mean > 2.50 Agree, Mean < 2.50 Disagree) Researcher field work

As shown in table 4, the grand mean for teachers response on optimal curriculum implementation is 2.88 ( $SD = 0.976$ ). This could be interpreted that participants agreed that optimal curriculum implementation brings about teacher effectiveness in public primary schools. The results of the analysis for each curriculum implementation indicated that two out of five items shows higher mean than the grand mean value. The items are *curriculum implementation contribute in achieving the assessment and evaluation strategies* ( $M = 2.96, SD = 0.931$ ) and *contributing in activating different teaching methods towards achieving effectiveness* ( $M = 2.96, SD = 0.978$ ).

Meanwhile, the other three items - curriculum implementation improves the teaching-learning environment ( $M = 2.87, SD = 0.949$ ), follow by curriculum implementation help in achieving educational objectives ( $M = 2.86, SD = 0.984$ ) and contributing in providing different learning source so as to enhance effectiveness ( $M = 2.77, SD = 1.038$ ) showed lower mean than the grand mean of optimal curriculum implementation. However, all the five items have mean value which is higher than the criterion mean value of 2.50. This shows that participants agreed that optimal curriculum implementation brings about teacher effectiveness in public primary schools in Nigeria.

### 6.4 Hypotheses Testing

The analysis method applied in the course of this research work was the use of Pearson product moment correlation statistic to test the set hypotheses.

**H<sub>01</sub>:** there is no significant relationship between good administration and teacher effectiveness in public primary schools.

Table 5 Good Administration and Teacher Effectiveness in Public Primary Schools

Variable	N	$\bar{x}$	SD	df	Cal-r	p-value	Decision
Good administration	376	11.72	4.294	-	-	-	-
	-	-	-	751	0.92	.000	Rejected
Teacher effectiveness	376	2.89	.971	-	-	-	-

Table 5 indicates that the calculated  $r$ -value = .92 and  $p$  value is .000 at 0.05 level of significance. This shows that there is a positive and significant relationship between good administration and teacher effectiveness in public primary schools. Therefore, the hypothesis which states that there is no significant relationship between good administration and teacher effectiveness is rejected.

**H<sub>02</sub>:** there is no significant relationship between discipline and teacher effectiveness in public primary schools.

Table 6 Discipline and Teacher Effectiveness in Public Primary Schools.

Variable	N	$\bar{x}$	SD	df	Cal-r	p-value	Decision
Discipline	376	11.68	3.711	-	-	-	-
	-	-	-	751	0.91	.000	Rejected
Teacher effectiveness	376	2.90	.976	-	-	-	-

Table 6 indicates that the calculated  $r$ -value = .91 and  $p$  value is .000 at 0.05 level of significance. This shows that there is a positive and significant relationship between discipline and teacher effectiveness in public primary schools. Therefore, the hypothesis which states that there is no significant relationship between discipline and teacher effectiveness in public primary schools is rejected.

**H<sub>03</sub>:** there is no significant relationship between optimal curriculum implementation and teacher effectiveness in public primary schools.

Table 7 Optimal Curriculum Implementation and Teacher Effectiveness in Public Primary Schools

Variable	N	$\bar{x}$	SD	df	Cal-r	p-value	Decision
Curriculum implementation	376	11.51	3.924	-	-	-	-
	-	-	-	751	0.92	.000	Rejected
Teacher effectiveness	376	2.88	0.976	-	-	-	-

Table 7 indicates that the calculated  $r$ -value = .92 and  $p$  value is .000 at 0.05 level of significance. This shows that there is a positive and significant relationship between optimal curriculum implementation and teacher effectiveness in public primary schools. Therefore, the hypothesis which states that there is no significant relationship between optimal curriculum implementation and teacher effectiveness in public primary schools is rejected.

## 7.0 DISCUSSION

The result of question one analysis and findings in Table 2 shows that good administration is very important in improving teacher effectiveness in public primary schools in Kwara State, with the view that good administration gives room for effective communication between teachers and management, help develop the spirit of interpersonal relationship in school, improving the school planning process, help in defining job description of the teachers as well as help in making school objective effectively defined and clear. Results from hypothesis one revealed that there is a positive and significant relationship between good administration and teacher effectiveness in public primary schools in Kwara State, Nigeria. This findings conformed to Ahmed (2011) that there is a range of benefit to be derived from implementing quality in education that develop the school administrative system in all aspects and increase efficiency of education. This findings also agreed with Adedeji (2001) that the quality of school management can be conceptualized with a linear framework in such that school principal acquires various level of skills necessary to become a strong leader.

The findings of question one in Table 3 shows that discipline enhance teacher effectiveness in public primary schools in Kwara State, Nigeria, in that discipline increases the effectiveness of school in solving the behavioural problems, help teachers create an environment that promotes a high level students involvement in their learning, help teachers develop a clear assessment strategies for assessing students as well as enhancing teachers in having effective classroom management. Results from hypothesis two revealed that there is a positive and significant relationship between discipline and teacher effectiveness in public primary schools in Kwara State, Nigeria. This findings agreed with Torukwe and

Lois (2017) that principal needs to be disciplined so as to enforce discipline in their staff for effective performance towards achieving positive learning behaviour.

Question three analysis and findings in Table 4 shows that participant agreed with the view that optimal curriculum implementation brings about teacher effectiveness in public primary schools in Kwara State, Nigeria. These are, curriculum implementation improves the teaching-learning environment, contribute in achieving the assessment and evaluation of students, contributes in providing different learning sources, help in achieving educational objective as well as contributing in activating different teaching methods. Results from hypothesis three shows that there is a positive and significant relationship between curriculum implementation and teacher effectiveness in public primary schools in Kwara State, Nigeria. This findings agreed with Handler (2010) that teacher involvement in the development and implementation of curriculum leads to effective achievement of educational goals and objectives.

## 8.0 IMPLICATIONS AND RECOMMEDATIONS

The researcher hopes that this study will help public school head teachers to properly management both human and material resource as a way of displaying good administrative in order to achieve teacher effectiveness. The findings of this study will also serves the educational administrators to activate appropriate discipline in school so as to achieve quality education which in turn lead to effectiveness of school. It is hope that the findings of this study will help public school head teachers and teachers to effectively implement curriculum towards achieving effectiveness of school. This findings will also serve as a guide and reference point for future researchers in the field of education.

Based on the findings of this study, it was recommended that head teachers should continue to provide effective administrative functions by giving room for effective communication with the school, developing the spirit of interpersonal relationship, improving the school planning process, helping in defining job description as well as making the school objective more defined and clear. Also head teachers should serve as role model in carried out their duties as a way maintaining appropriate discipline so as to increases the effectiveness of school in solving the behavioural problems, help teachers create an environment that promotes a high level of students involvement in their learning, help teachers having effective classroom management as well as encourage teachers to be more commitment in teaching. Efforts should be made on effective curriculum implementation in order to improve appropriate teaching-learning environment, provide different learning sources, realize the assessment evaluation strategies as well as activate and achieve effective teaching methods so as to enhance teacher effectiveness in public primary schools in Nigeria.

## 9.0 CONCLUSION

This study investigated education quality management and teacher effectiveness. The study brought to light that good administration is an important factors of teacher effectiveness, it actually contributes to some extent of attaining educational objectives of primary education. Discipline was also sees as one of perquisite that enhance teacher effectiveness because for effective management of education quality, effective discipline has to be cultivated. Therefore, the school management in primary education must learn to instill and maintain discipline in the primary schools as the foundation level of the educational system for a better future. Also optimal curriculum implementation brings about teacher effectiveness in public primary schools in Nigeria.

This study has limitation like other study. Thus, further researchers can carried out this study in other institutions of learning such as secondary schools and higher institutions. Also this study can be looked into by using different variables of measuring education quality management apart from good administration, discipline and optimal curriculum implementation. Finally this study can be carried out in another geographical location.

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