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FACTORS INHIBITING TEACHERS' EFFICIENCY FOR QUALITY ASSURANCE IN INSTRUCTIONAL DELIVERY IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract
This study investigated factors inhibiting teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State. The objective of this study was to determine the extent to which such factors as teachers' work environment as regards to their excessive workload, access to instructional materials, low teachers' motivation, teachers' personal characteristics and teachers' inconsistency to attend to professional development and training opportunities inhibited teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State. Four research questions guided the study. The study adopted the descriptive survey research design. Population of the study constituted 5,976 teachers from the 258 public secondary schools in the 6 education zones in Anambra State. Sample size of the study comprised 299 teachers selected out of the entire teachers' population at 5% (percent) using stratified random sampling technique. A 28-item questionnaire titled "Factors Inhibiting Teachers' Efficiency for Quality Assurance in Instructional Delivery Questionnaire (FITEQAIDQ)" developed by the researchers was the main instrument for data collection. This research instrument was validated by three experts in the Department of Educational Management and Policy, and Department of Educational Foundations, Faculty of


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Education, Nnamdi Azikiwe University, Awka, Anambra State. A pilot-test was conducted on a sample of 25 teachers selected from five public secondary schools in Enugu State, which was not part of the study. The scores obtained were computed using Cronbach Alpha method which gave internal consistency reliability value of 0.66, 0.73, 0.62 and 0.88 for each of the four clusters, which was equally summed up to yield an overall reliability value of 0.72 showing that the questionnaire was reliable for conducting the study. Data collated were analyzed using mean scores and standard deviation. The findings of the study revealed the extent to which such factors as teachers' work environment, low teachers' motivation, teachers' personal characteristics and teachers' inconsistency to attend to professional development and training opportunities inhibited teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State were all to a high extent. From the findings of this study, recommendations were proffered and among them include that the principals in collaboration with the Anambra State Post Primary Schools Service Commission (PPSSC) should make the work environment conducive for teachers' in order to highly improve their efficiency for quality assurance in instructional delivery by providing adequate varieties of teaching resources and instructional materials, development of school infrastructures, allowing effective leadership collaborations and supporting teachers' work, avoiding excessive teaching workloads for the teachers; maintaining appropriate small class-sizes and likewise promoting cordial relationships between teachers and parents and collaborations or team work among teachers including with other colleagues.

Keywords: Factors, Inhibiting, Teachers, Efficiency, Quality Assurance, Instructional Delivery, Public, Secondary Schools

Introduction

Teachers are the most important machineries and human resources in the education sector. They always stand at the peak or in front of every student's learning. All the teaching and learning which goes on in and outside the classroom are determined by the teacher. Sharma (2016) says that only teachers can develop nations no one else, because they build capacities of the spirit of inquiry, creativity, entrepreneurial and moral leadership among students and become their rolemodel. Teachers in this regard are important agents in education that implement the education policy in

the classroom. No wonder the Federal Republic of Nigeria (FRN, 2013) in the National Policy on Education, noted that no education system can rise above the quality of teachers in the education sector. This statement equally shows that the quality and efficiency of teachers always determines the type of education and learning students will receive in the classroom. Students learn best when they actively participate in the learning process, when they are engaged, handled and motivated to learn by efficient teachers, which aids them to build on their existing knowledge and understanding. Without teacher efficiency, this can prevent students from receiving quality and sound instructional delivery. Besides, efficiency as described by Udeozor (2004) measures the interaction between objectives, actions, resources and goal achievement, the degree, quality and quantity of the desired output.Efficiency means doing things right. Here, efficiency focuses on the accomplishment of task for positive results. It purely relies on profit, task and system oriented. Therefore, an efficient teacher will always strive to produce maximum results and output for the realization of educational objectives.

Agu (2014) opined that the effective operation of the educational system requires the services of efficient teachers who can deliver quality instructions. The availability of efficient teachers at the lower or middle levels of education (that is basic & post basic education - secondary) will help to enhance the quality of inputs into the higher levels which consequently impact positively on the outputs of the higher levels. In this sense, an efficient teacher as described in the present study is one that sees to in maximum work and effort in the teaching in order to achieve instructional objectives. Agu (2014) broadly define an efficient teacher as one who is of quality and has a positive effect on student learning and development through combination of content mastery, command of a broad set of pedagogical skills and communications/ interpersonal skills. Such efficient teachers are also life-long learners in their subject areas who teach with commitment and are reflective upon their teaching practice. They transfer knowledge of their subject matter and learning process through good communication, diagnostic skills, understanding of different learning styles and cultural influences, knowledge about child development and ability to marshal a broad array of techniques to meet students' needs. Such an effective teacher establishes an environment

conducive to learning and leverage available resources outside as well as inside the classroom. Given the above explanations, Agu further observed that an effective teacher is usually characterized with the following teaching attributes which includes effectiveness in curriculum design and course development, effectiveness in using well conceived course materials in teaching, effectiveness in lecture presentation skills, effectiveness in pedagogical skills and assessment devices, and effectiveness in guiding and advising students. An important feature of an efficient teacher is the use of multiple data sources for documenting performance (Agu, 2014). On the contrary, a teacher that is inefficient, no matter how dedicated and hard working, will never teach as successfullynlike a dedicated and hard-working teacher who is also efficient. An effective teacher is therefore one who teaches. If a teacher is truly efficient, he or she has a better chance of being effective. If the students learn, the teacher has been effective. So, efficiency is important for effective instructional delivery. It does not mean a teacher doing little work; it means making the work more meaningful in order to accomplish task and achieve instructional objectives. Efficiency is therefore crucial for teachers. It means getting the maximum effectiveness for the effort the teacher puts in every instructional delivery. In furtherance, quality assurance of instructional delivery which goes on in the classroom cannot be fostered without the contributions of efficient teachers whose commitment, dedication, increased performances and productiveness are the life-wires of achieving quality education and instructional objectives.

Quality assurance as defined by UNESCO cited by Harvey (2004) is an all-embracing term referring to an ongoing, continuous process of evaluating, assessing, monitoring, guaranteeing, maintaining and improving the quality of a secondary education system, institutions, or programmes. Quality assurance focuses on both accountability and improvement, providing information and judgments (not ranking) through an agreed upon and consistent process and well-established criteria. Quality assurance activities depend on the existence of the necessary institutional mechanisms preferably sustained by a solid quality culture. Planned and systematic review process of an institution or programme to determine whether acceptable standards of education, scholarship, and infrastructure are being maintained and enhanced. Usually includes expectations

that mechanisms of quality control just as teacher efficiency are in place and effective. It is a process of demonstrating excellence, accountability and value for clients by an educational programme. It is not about specifying the standards or specifications against which to measure or control quality. Quality assurance is about ensuring that there are mechanisms (like inputs of guaranteeing teacher efficiency), procedures and processes, in place to ensure that the desired quality, however defined and measured, is delivered. It implies a determination to develop a culture of quality in an institution of higher education, so that everyone is aware of his own part in sustaining and improving the quality of the institution (Adina-Petruţa, 2017). Considering the importance of quality assurance, it enables a secondary school become a learning organization. A collective process by which a secondary school ensures that the quality of educational process is maintained to the standards it has set itself. Ongoing development and implementation of ethos, policies and processes that aim to maintain and enhance quality as defined by articulated values and stakeholder needs (Matei&Iwinska, 2016). Quality assurance aims to safeguard the quality of an education system within an internal and external framework of accountability on a national, European and international level. Quality assurance framework provides guidance to educational institutions in order to enhance the learning outcomes provided through their educational programmes (National Quality Assurance Framework for Further and Higher Education, 2007-2013). In essence, fostering teacher efficiency which is usually determined by certain factors is one means of guaranteeing quality assurance in instructional delivery in secondary schools in Anambra State. Researchers and scholars have identified through their studies that certain factors determine teacher efficiency in the school system. Akpotu and Ikpesu (2014) opined that the availability of adequate and qualified academic staff in relation to the teacher qualifications, teaching experience, coupled with the availability of instructional materials and teaching resources, well-equipped library and laboratories which provide supplement to the teaching processes, among other things has a direct relationship with the quality of teaching or teachers instructional delivery in the school. Agommuoh (2014),Ezugoh (2017), Gikunda (2016), Hasbay and Altındag (2018),Mupa and Chinooneka (2015), Ngaroga (2007), Nyanya (2015),

Ouma (2017) and others observed in their studies some factors which can influence teachers work efficiency in the school as including the working environment which is made up of the leadership practices, physical structures, resources and facilities, teacher wage factor, opportunities for teachers' professional development and in-service training, motivation, personal characteristics of teachers as regards to their job experience, academic qualifications, age, gender, In citing instances, Ezugoh (2017) confirmed that such motivation factors as use of teachers rewards, remunerations, in-service training, participation in decision making were factors that motivated teachers' for increased efficiency at their work place. Gideon (2014) observed class sizes to be high in most schools. Classes with students ranging up to 200 are likely to compromise teachers' efficiency in instructional delivery.

Hasbay and Altındag (2018) also noted that the teachers working environment and wage factors constitutes a huge block to their efficiency and productivity. The working environment can lead to a drop in staff motivation if it does not have proper working conditions. Moreover, it is hardly expected that an employee who does not have the quality of working environment is effective and efficient in his work. Managers have to increase the morale and motivation of their employees by increasing job satisfaction of their staff and by regulating their working environment. A high quality of working environment provides better opportunities and various changes to improve the quality of life and efficiency of an employee (Özgen&Yalçın, 2010). Nyanya (2015) noted that some of the school-based factors that affect internal efficiency of teachers in the provision of effective instructional delivery were found to be teachers' academic level of training, teachers' professional level of training, availability or unavailability of teaching and learning materials, and the status of the school physical facilities. Ngaroga (2007) saw teaching and learning materials as those things, which are accessed in the school environment, collected, or bought. In secondary schools, such resources include teacher resources such as chalk, boards, dusters, notebooks, textbooks, reference books, laboratory chemicals and apparatus, ICT services, blackboard rulers and construction materials for mathematics, maps for geography, calculators, registers, storage facility, balls, and other games paraphernalia, among others. Despite of the various known benefits of secondary education, many of the

developing countries still find it a challenge to provide the necessary material resources for teaching and learning mainly due to the limited national resources and the competing options. From all these aforementioned factors which could affect teachers' efficiency for quality assurance in instructional delivery, the present study focused attention on finding out the extent to which certain factors like the working/learning environment, low teachers' motivation, teachers' personal characteristics and inconsistency to professional development and training inhibited teachers' efficiency for quality assurance. The working environment is made of different characteristics of the leadership processes and practices, adequacy of facilities and resources, instructional materials, workload of teachers, school policies, among others, which greatly impact on teachers' efficiency. Motivation as described in Ezuogh (2017) means needs, desires, wants or drives within the individuals. It is the process of stimulating people to actions, so as to accomplish goals. Studies on motivation have discovered that it is one important factor that promotes workers efficiency, commitment and productivity. One of the theorists of motivation Frederick Herzberg identified that by providing such motivation as good remunerations, job enrichment, job enlargement, allowing cordial relationships with co-workers, conducive organizational climates, effective leadership and management policies, recognition at workplace, workers responsibilities and freedom to exercise autonomy, active participation in decision making processes, among others, workers will fill satisfied to put in their best in order to promote quality work in the organization (Udeozor, 2004). Elliot and Covington (2001) opined that workers in any organization need something to keep them working. Most of the time, their salary is not enough to keep them working for an organization and therefore other mechanisms or techniques could be provided for workers to aid their productivity and when such mechanisms or techniques have been provided, they are referred to as motivation.

Teachers' personal characteristics have to do with their personalities, qualities, attributes and possession of certain traits. According to Peñascosa (2015), teachers' personal characteristics include their personal attributes which describe someone as outgoing, extrovert, open. They are important because they are what make teachers who they are, what other people find in them that they

may like or dislike. It basically means traits that make up your personality, which define who you are as a person. It is particularly the combination of emotional, attitudinal, and behavioural response patterns of an individual personality. It is one's identity. An efficient teacher is therefore expected to have attained high level of experiences on the job, possess good qualifications, energetic in age and dynamic, applies different methodologies in teaching and such a teacher is divergent in knowledge of the subject matter, skilful and competent in his work, among others. Professional development of teachers are all in-service training programmes which comes in form of their orientation and induction training, workshops, conferences, vestibule training, mentoring, coaching, observation, guided practice, university education studies, short term and long-term course programmes, among others. They incorporate both teachers' on-the-job and off-the.job training programmes provided for teachers to boost their efficiency (Ezugoh, 2017). Given these factors for teachers' efficiency, it has equally been observed that in most places and Anambra State inclusive, many of these factors are found wanting which affect teachers' efficiency for quality assurance in their instructional delivery. Notably, it is evident in Anambra State many teachers work under poor conditions, many schools are poorly resourced, teachers lack motivation and no means of continuous staff training. All these might have consequences on teachers' efficiency which invariably affect the quality of instructional delivery. Seeing all these ugly situations in Anambra State, the researchers are however, motivated to carry out an investigation towards determining the extent to which most of the factors inhibited teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State.

Statement of the Problem'

Teachers are one of the important personnel in secondary schools in Anambra State. No educational policy can get through to the students without the efforts and contributions of teachers' who interact with students in the classroom. Therefore, teachers' efficiency or effectiveness positively impacts on students' learning which leads to quality assurance in the system. When teachers do thing right, then this will lead to positive results that will bring about quality assurance in their instructional delivery. Given the importance of teachers' efficiency and

quality assurance, there are evidences and observations which have shown that many teachers in secondary are inefficient. This has been observed in the poor academic performances of students in internal and external examinations, coupled with the rate of indiscipline, corruption, examination malpractices, lack of commitment from both teachers and students, among others flourishing in many schools. This poor state has kept both the researcher and many education stakeholders worried. A situation whereby teachers are highly inefficient, this could mar the education system. This has necessitated those factors which include teachers working environment, motivation, personal characteristics and professional development and training should be highly considered in order to ensure that quality assurance is fostered in individual delivery. The issues concerning teachers' inefficiency and quality assurance in which many studies have not divulge into in Anambra State has created a gap which needs to be filled by the present study. Therefore, the need towards finding out factors inhibiting teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State has become the problem of this present study.

Research Questions

The following four research questions guided the study:

1. To what extent does the work environment inhibit teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State?
2. To what extent does low motivation inhibit teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State?
3. To what extent do the personal characteristics inhibit teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State?
4. To what extent does inconsistency to attend to professional development and training opportunities inhibit teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State?

Research Method

The study adopted the descriptive survey research design. This design was used to collect data from a sample of teachers in the public secondary school in Anambra State in order to share their opinions concerning the factors which inhibited teachers' efficiency for quality assurance

in instructional delivery in public secondary schools in Anambra State. Information gathered from the teachers was analyzed using a statistical tool in order to state the findings and generalization drawn thereafter. Nworgu (2015) described the descriptive survey design as a process which the researcher observes what is happening to sample subjects or variables in order to generate necessary primary data to draw conclusion for the study. This design is therefore seen suitable for the present study since

Population

Population of the study constituted 5,976 teachers from the 258 public secondary schools in the 6 education zones in Anambra State. Information concerning teachers was obtained from the Anambra State Post Primary Schools Services Commission as at August, 2019.

Sample Size and Sampling Technique

Sample size of the study comprised 299 teachers in 129 public secondary schools selected out of the entire teachers' population at 5% (percent) using stratified random sampling technique. Justification for selecting the teachers at 5% and 50% for the public secondary schools was a means to enable the researcher have controllable sample size of the teachers' population in Anambra State. The choice of 5% and 50% (for a large number) is also in line with the recommendation of Nworgu (2015) who identified that 5% to 80% of any given population is adequate for any research work.

Research Instrument

A 28-item questionnaire titled "Factors Inhibiting Teachers' Efficiency for Quality Assurance in Instructional Delivery Questionnaire (FITEQAIDQ)" developed by the researchers was the main instrument for data collection. Construction of the questionnaire was guided by the purpose of the study and research questions. Items in the questionnaire were organized in four clusters and structured on a 4-point scale weighted as follows: Very High Extent (VHE) - 4, High Extent (HE) - 3, Low Extent (LE) - 2, Very Low Extent (VLE) - 1 in order to answer the research questions.

Validation of Research Instrument

The research instrument was validated by three experts in the Department of Educational Management and Policy, and Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State. The experts determined

the face and content validity of the questionnaire in terms of items clarity, language and sentence construction. Corrections were made on few items which were equally incorporated before the final printing of the questionnaire for distribution.

Reliability of Research Instrument

A pilot-test was conducted on a sample of 25 teachers selected from five public secondary schools in Enugu State, which was not part of the study. The scores obtained were computed using Cronbach Alpha method which gave internal consistency reliability value of 0.66, 0.73, 0.62 and 0.88 for each of the four clusters, which was equally summed up to yield an overall reliability value of 0.72 showing that the questionnaire was reliable for conducting the study.Nworgu (2015) opined that the Cronbach Alpha statistical method determines the degree of consistency with which the item of an instrument provides a measure of how homogeneous or otherwise the items are. The Cronbach Alpha method is appropriate for instruments arranged into clusters just as the present study which was arranged in two clusters.

Method of Data Collection

The questionnaire was distributed to the respondents on a face to face, hand delivery and direct contact. An on-the-spot method was also adopted by the researcher in distributing copies of the questionnaire to ensure maximum recovery of the questionnaire administered. Copies of the questionnaire for the teachers were distributed to them by the researchers with the help of six research assistants who were individuals familiar with the environment, that is, the six education zones. These research assistants were communicated with the essence of the study and how to approach the teachers in order to get the necessary data from them. Distribution of all the copies of the questionnaire took a period of two week of completion. This enabled both the researchers and the research assistants to get the respondents at their different locations and likewise wait for them to fill the questionnaire right there on the spot. A total of 299 copies of questionnaires were printed and distributed. All copies of the questionnaire distributed to the respondents were retrieved and recovered back by the researchers and research assistants. The rate of return was 100%.

Method of Data Analysis

Data collated were analyzed using mean scores and standard deviation. The decision rule for interpreting the scores on each statement on the questionnaire was based on the mean scale, which was benchmarked on 2.50. Only mean scores of the respondents' statements which rated 2.50 and above were regarded as an indication of Very High Extent and High Extent, and therefore, accepted. While mean scores of the respondents' statements which rated below 2.50 was regarded as an indication of Low Extent and Very Low Extent and therefore not accepted.

Results

Research Question 1: To what extent does the work environment inhibit teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State?

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Table 1: Mean Scores and SD of Teachers on the Extent to which Work Environment Inhibited Teachers' Efficiency for Quality Assurance in Instructional Delivery in Public Secondary Schools in Anambra State.
N=299

S/N	Please give your opinion concerning the extent to which the work environment inhibits teachers' efficiency for quality assurance in instructional delivery in your school	VHE	HE	LE	VLE	Mean Score	SD	Decision
1	Low access to varieties of teaching resources and instructional materials such as printed, visual, audio and audio-visual resources affects teachers' efficiency for quality instructional delivery	110	134	37	18	3.12	0.85	**High Extent**
2	Poor school infrastructures such as less equipped updated library, laboratories and workshops affects teachers' efficiency for quality instructional delivery	104	150	29	16	3.14	0.80	**High Extent**
3	Leadership ineffective collaborations and poor support for teachers'	129	143	17	10	3.31	0.73	**High**

	work affects teachers' efficiency for quality instructional delivery							**Extent**
4	Excessive teaching workloads on the teachers	111	151	26	11	3.21	0.75	**High Extent**
5	Over-crowded classrooms causing inappropriate large class-sizes impacts on teachers' efficiency for quality instructional delivery	140	137	15	7	3.37	0.69	**High Extent**
6	Poor cordial relationships between teachers and parents impacts teachers' efficiency for quality instructional delivery	99	107	55	38	2.89	1.01	**High Extent**
7	Poor collaborations or team work among teachers including with other colleagues, example, non-teaching staff affects teachers' efficiency for quality instructional delivery	102	123	49	25	3.01	0.92	**High Extent**
	Grand Mean Score and Standard Deviation					**3.15**	**0.84**	**High Extent**

Analysis of results in Table 1 concerning the teachers' responses on the extent to which the work environment inhibited teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State

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showed that all the items from 1 to 7 rated above 2.50 of the acceptable mean score to show that the respondents agreed with all these statements to a high extent. None of the items rated below 2.50 to show the respondents disagreement with any of the statements. The grand mean of 3.15 with standard deviation of 0.84 indicated that majority of the teachers reacted positively in support of the statements whose means scores responses were closely related. With this result, it was discovered that the work environment inhibited teachers' efficiency for quality assurance in their instructional delivery to a high extent.

Research Question 2: To what extent does low motivation inhibit teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State?

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Table 2: Mean Scores and SD of Teachers on the Extent to which Low Motivation Inhibited Teachers' Efficiency for Quality Assurance in Instructional Delivery in Public Secondary Schools in Anambra State.

N=299

S/N	Please give your opinion concerning the extent to which low teacher motivation inhibits teachers' efficiency for quality assurance in instructional delivery in your school	VHE	HE	LE	VLE	Mean Score	SD	Decision
8	Poor recognition at workplace affects teachers' efficiency for quality instructional delivery	110	121	42	26	3.05	0.92	**High Extent**
9	Teachers less active participation in decision making process of the school impact on teachers' efficiency for quality instructional delivery	101	125	33	40	2.96	0.99	**High Extent**
10	Poor teacher remuneration such as poor salary structure, inadequate incentives, fringe benefits and reward systems affects teachers' efficiency for quality instructional delivery	122	110	46	21	3.11	0.91	**High Extent**
11	Poor welfare scheme affects teachers' efficiency for quality instructional delivery	112	128	34	25	3.09	0.90	**High Extent**

12	Delay or denial of promotions affects teachers' efficiency for quality instructional delivery	109	140	37	13	3.15	0.80	**High Extent**
13	Teachers less freedom to exercise their autonomy affects teachers' efficiency for quality instructional delivery	134	101	23	41	3.10	1.03	**High Extent**
14	Ineffective management policies affects teachers' efficiency for quality instructional delivery	105	115	48	31	2.98	0.96	**High Extent**
15	Less administrative responsibilities at work affects teachers' efficiency for quality instructional delivery	44	55	98	102	2.14	1.05	**Low Extent**
	Grand Mean Score and Standard Deviation					**2.95**	**1.00**	**High Extent**

Analysis of results in Table 2 concerning the teachers' responses on the extent to which the low motivation inhibited teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State showed that items 8 to 14 rated above 2.50 of the acceptable mean score to show that the respondents agreed with all these statements to a high extent. Except for only item that rated below 2.50 in order to show that the respondents disagreed with that statement. The grand mean of 2.95 with standard deviation of 1.00 indicated that majority of the teachers reacted positively in support of the statements whose means scores responses were closely related. With this result, it was discovered that the low motivation inhibited teachers' efficiency for quality assurance in their instructional delivery to a high extent.

Research Question 3: To what extent does the personal characteristics

inhibited teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State?

Table 3: Mean Scores and SD of Teachers on the Extent to which the Personal Characteristics Inhibited Teachers' Efficiency for Quality Assurance in Instructional Delivery in Public Secondary Schools in Anambra State.
N=299

S/N	Please give your opinion concerning the extent to which some of the under listed personal characteristics inhibits teachers' efficiency for quality assurance in instructional delivery in your school	VHE	HE	LE	VLE	Mean Score	SD	Decision
16	Teaching without having any educational background or qualification impact on teachers' efficiency for quality instructional delivery	100	136	45	18	3.06	0.85	**High Extent**
17	Teaching qualification with low grades affects teachers' efficiency for quality instructional delivery	80	139	33	47	2.84	0.99	**High Extent**
18	Teachers without any teaching experiences on the job impacts on teachers' efficiency for quality instructional	93	121	47	38	2.90	0.98	**High Extent**

	delivery							
19	Teaching without divergent knowledge of the subject matter affects teachers' efficiency for quality instructional delivery	112	131	24	32	3.08	0.94	**High Extent**
20	Poor exposure to varieties of teaching methodologies affects teachers' efficiency for quality instructional delivery	122	106	42	29	3.07	0.96	**High Extent**
	Grand Mean Score and Standard Deviation					**2.99**	**0.95**	**High Extent**

Analysis of results in Table 3 concerning the teachers' responses on the extent to which the teachers' personal characteristics inhibited teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State showed that all the items from 16 to 20 rated above 2.50 of the acceptable mean score to show that the respondents agreed with all these statements to a high extent. None of the items rated below 2.50 to show the respondents disagreement with any of the statements. The grand mean of 2.99 with standard deviation of 0.95 indicated that majority of the teachers reacted positively in support of the statements whose means scores responses were closely related. With this result, it was discovered that some of the teachers' personal characteristics inhibited teachers' efficiency for quality assurance in their instructional delivery to a high extent.

Research Question 4: To what extent does inconsistency to attend to professional development and training opportunities inhibited teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State?

Table 4: Mean Scores and SD of Teachers on the Extent to which inconsistency to attend to Professional Development and Training Inhibited Teachers' Efficiency for Quality Assurance in Instructional Delivery in Public Secondary Schools in Anambra State.

N=299

S/N	Please give your opinion concerning the extent to which inconsistency to attend to professional development and training inhibits teachers' efficiency for quality assurance in instructional delivery in your school	VHE	HE	LE	VLE	Mean Score	SD	Decision
21	Lack of opportunities to participate in seminars affects teachers' efficiency for quality instructional delivery	119	103	40	37	2.01	1.75	**High Extent**
22	Inadequate participation to conferences affects teachers' efficiency for quality instructional delivery	124	131	24	20	3.20	0.85	**High Extent**
23	Irregular attendance to workshops impacts on teachers' efficiency for quality instructional delivery	145	102	20	32	3.20	0.97	**High Extent**
24	Poor coaching on the job affects teachers' efficiency for quality	122	138	18	21	3.21	0.84	**High Extent**

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	instructional delivery							
25	Inadequate orientation and induction training for newly employed teachers impacts on their efficiency for quality instructional delivery	91	117	55	36	2.88	0.98	**High Extent**
26	Inadequate mentoring provided by the old experienced teachers affects younger teachers efficiency for quality instructional delivery	103	145	37	14	3.13	0.80	**High Extent**
27	Poor exposure to computer-based training impacts on teachers' efficiency for quality instructional delivery	108	137	42	12	3.14	0.80	**High Extent**
28	Lack of free scholarships to obtain higher university education degree programmes affects teachers' efficiency for quality instructional delivery	118	120	35	26	3.10	0.92	**High Extent**
	Grand Mean Score and Standard Deviation					**3.11**	**0.91**	**High Extent**

Analysis of results in Table 4 concerning the teachers' responses on the extent to which the inconsistency to attend to professional development and training opportunities in inhibited teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State showed that all the items from 1 to 7 rated above 2.50 of the acceptable mean score to show that the respondents agreed with all these statements to a high

extent. None of the items rated below 2.50 to show the respondents disagreement with any of the statements. The grand mean of 3.11 with standard deviation of 0.91 indicated that majority of the teachers reacted positively in support of the statements whose means scores responses were closely related. With this result, it was discovered that the teachers' inconsistency to attend to professional development and training opportunities inhibited teachers' efficiency for quality assurance in their instructional delivery to a high extent.

Discussion of Findings

The findings of this present study generally revealed the extent to which such factors as teachers' work environment, low teachers' motivation, teachers' personal characteristics and teachers' inconsistency to attend to professional development and training opportunities inhibited teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State, were all to a high extent. One of the findings indicated that variables associated with the teachers' work environment factor such as low access to varieties of teaching resources and instructional materials such as printed, visual, audio and audio-visual resources; poor school infrastructures such as less equipped updated library, laboratories and workshops; leadership ineffective collaborations and poor support for teachers' work; excessive teaching workloads on the teachers; over-crowded classrooms causing inappropriate large class-sizes; poor cordial relationships between teachers and parents; and poor collaborations or team work among teachers including with other colleagues, example, non-teaching staff,all inhibited teachers' efficiency for quality assurance in instructional delivery in Anambra State to a high extent. This finding agrees with the studies of Hasbay and Altındag (2018) and Nyanya (2015) which found that the working environment could impact negatively on teachers' work, commitment and productivity, especially where the teaching and learning environment is unconducive and lacking many facilities.

Hasbay and Altındag (2018) confirmed that the teachers working environment is one of the factors that constitutes a huge block to their efficiency and productivity which can lead to a drop in staff motivation if it does not have proper working conditions. Nyanya (2015) also found and confirmed in a study that some school-based factors relating to the work environmentwhich affected the internal

efficiency of teachers in the provision of effective instructional delivery were found to include unavailability of teaching and learning materials, and the poor status of the school physical facilities. Ngaroga (2007) further confirmed that despite benefits of material resources in fostering quality assurance of instructional delivery in secondary education, many of the developing countries still find it a challenge to provide the necessary material resources for teaching and learning. The finding of this present study also corroborates with the studies of Ezugoh (2017) and Gideon (2014) which discovered that the physical work environment which were found to be unconducive affected the teaching and learning activities in the school. Gideon (2014) further confirmed in a study on matters relating to the physical work environment that physical facilities in the schools' environment affected the quality of education. Lack of good condition buildings in the school hindered offering of quality education in schools by teachers. It was also clear that majority of the respondents (76.5%) said that their libraries were inadequate. 70.6 percent of the schools sharing of facilities was not available. All the schools did not comply with fire and safety requirements on the toilets and classrooms, while the administration block was rated highly inadequate on compliance with the fire and safety requirements in majority of the schools followed by the laboratories and library. Majority of the respondents (58.8%) indicating breakages was one of the major problem encountered in effort to optimally utilize physical facilities, while congestion was rated second and misuse and low delivery being rated third respectively. Supporting the present study, Agommuoh (2014) found that the quality of teaching and learning in the physical work environment is determined by the quality of instructional materials, readiness of learners, child-friendly school environment, methodology and the teaching/learning approaches, capacity and professional development of teachers, well-spaced and ventilated classrooms, among others. For teachers' efficiency in assuring quality of instructional delivery, this will entail creating a comfortable and conducive learning environment and climate with adequate facilities, among other things, where teachers can put in their best in the workplace.

It was discovered through one of the findings thatlow teacher motivation inhibited teachers' efficiency for quality assurance in their instructional delivery

to a high extent. This involved that low motivation such as poor recognition at workplace affected teachers' efficiency for quality instructional delivery. Others include teachers less active participation in decision making process of the school; poor teacher remuneration such as poor salary structure, inadequate incentives, fringe benefits and reward systems; poor welfare scheme; delay or denial of promotions; teachers less freedom to exercise their autonomy; and ineffective management policies inhibited teachers' efficiency for quality assurance in their instructional delivery. This finding agrees and is also in consonance with Ezugoh (2017) studies which work on educators motivational strategies and found out that motivational strategies such as rewards were not adequately provided for the educators in Delta State which affected their work attitude to work, commitments and efficiency in performing their task. Elliot and Covington (2001) and Udeozor(2004) also confirmed that teacher motivationis one means of promoting their efficiency and commitment to work, which in turns brings about quality assurance in instructional delivery. Elliot and Covington (2001) found out that workers in every organization, which includes the teachers in the secondary schools, need to be adequately motivated and whereby this is found wanting will negatively affect their jobs. Therefore, to boost teachers' efficiency in Anambra State public secondary schools, they must be sufficiently, adequately and appropriately motivated for quality assurance in their instructional delivery. This is so because a happy worker that receives sufficient and adequate motivation for the organization always puts in his or her best on the job.

The finding of this study further revealed that some teachers' personal characteristics inhibited teachers' efficiency for quality assurance in their instructional delivery to a high extent. Such personal characteristics of teachers which inhibited their efficiency for quality assurance in their instructional delivery to a high extent included those teaching without having any educational background or qualification; the ones having teaching qualification with low grades; teachers without any teaching experiences on the job; those teaching without divergent knowledge of the subject matter; and poor exposure to varieties of teaching methodologies. This finding agrees with the finding of Peñascosa (2015) which discovered that teachers' personal characteristics which have to do with their personal attribute affected their efficiency at the

workplace. Such personal attributes associated with their qualifications, knowledge about the subject matter and experiences on the job has impact on teachers' efficiency especially where they are found wanting.

It was finally discovered through one of the findings thatinconsistency of teachers to attend to professional development and training opportunities inhibited teachers' efficiency for quality assurance in their instructional delivery to a high extent. This included lack of opportunities to participate in seminars; inadequate participation to conferences; irregular attendance to workshops; poor coaching on the job; inadequate orientation and induction training for newly employed teachers; inadequate mentoring provided by the old experienced teachers to the younger teachers; poor exposure to computer-based training; and lack of free scholarships to obtain higher university education degree programmes, all inhibited teachers' efficiency for quality assurance in instructional delivery in Anambra State. This finding agrees and is in line with Gikunda (2016) study which found out that in service training for geography teachers had a positive relationship with the performance of teacher as most of the geography teachers who consistently attended seemed to understand the benefit of these training as most claimed that they were more equipped with up to date knowledge and skills to handle geography syllabus effectively. Many of these teachers who failed to constantly attend to the in-service training in geography had difficulties in solving the challenges in teaching their subject. This finding also corroborates with Ezugoh (2017) whose study discovered that educators were not given appropriate in-service training in Delta State. Whereby the teachers have no updated knowledge through consistent participation in development and training programmes, this will affect their efficiency to promote quality assurance in their instructional delivery. This affected their efficiency and productivity on the teaching job. Given all these discoveries from the findings of this study, matters relating to teachers' efficiency for quality assurance in their instructional delivery in public secondary schools in Anambra State must be given priority and adequate concern if quality education needs to be sustainable in Anambra State.

Conclusion

Teachers play important roles as far as the instructional delivery in the secondary schools is concerned. Their

roles in promoting quality education and effective instructional delivery in teaching and learning processes cannot be overemphasized. For teachers to effectively execute their task for achievement of educational goals and objectives, this requires that they become highly efficient in performing their task. Efficient teachers will always work towards goal attainment. However, the present study submits that the extent to which such factors as teachers' work environment, low teachers' motivation, teachers' personal characteristics and teachers' inconsistency to attend to professional development and training opportunities inhibited teachers' efficiency for quality assurance in instructional delivery in public secondary schools in Anambra State were all to a high extent. These findings have warranted recommendations to be made.

Recommendations

The following recommendations have been proffered based on the findings of the study:

1. Principals in collaboration with the Anambra State Post Primary Schools Service Commission (PPSSC) should make the work environment conducive for teachers' in order to highly improve their efficiency for quality assurance in instructional delivery by providing adequate varieties of teaching resources and instructional materials, development of school infrastructures, allowing effective leadership collaborations and supporting teachers' work, avoiding excessive teaching workloads for the teachers; maintaining appropriate small class-sizes and likewise promoting cordial relationships between teachers and parents and collaborations or team work among teachers including with other colleagues.
2. Anambra State government and the principals should highly promote and improve teachers' motivation so as to boost their efficiency for quality assurance in their instructional delivery. This will warrant supporting teachers with adequate motivation such as good remunerations, promoting teachersactive participation in decision making process of the school; improved welfare scheme for teachers, promoting teachers when they are due for promotions, guaranteeing teachers autonomy to act without abuse and establishing effective management policies for running of school.
3. Principals should encourage teachers to improve on those personal

characteristics which might highly inhibit teachers' efficiency for quality assurance in their instructional delivery. This also calls for encouraging teachers to participate in training and retraining that will impact positively in developing their personal characteristics so as to boost their efficiency for quality assurance in their instructional delivery.

4. Anambra State Post Primary Schools Service Commission (PPSSC) and the principals should support teachers' constant and regular participation in professional development and training programmes like orientation and induction training, workshops, conferences, seminars, coaching, computer-based training, among others, through adequate financial support and scholarship.

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