

# IMPLEMENTING TOTAL QUALITY MANAGEMENT OF PUBLIC PRIMARY SCHOOLS IN SOUTHWESTERN NIGERIA

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## ABSTRACT

**T**his research was conducted against the backdrop of educational challenges facing the nation's primary schools. With a focus on southwestern Nigeria, a survey was undertaken among head teachers and classroom teachers to examine the level of implementation of total quality management in their various schools. To achieve this aim, structured questionnaires were administered on 500 head teachers and 2500 classroom teachers in both the urban and rural dwellings of the study area through multistage random sampling technique. Descriptive and inferential statistical techniques were used for the analysis. The results showed that educational facilities (classrooms, books, pupils' desks/chairs & tables, library, ICT Centre, teachers' tables & chairs, toilets, compounds' perimeter fencing, portable water, electricity supply, staff rooms/offices, sporting equipment, etc) were either not in place or grossly inadequate where available. The overall results further indicated that lack of educational facilities in the schools (RII = 2.27), incessant strike of public schools (RII = 2.26), overcrowded classrooms (RII = 2.24), unseriousness of pupils (RII = 2.20), parents' attitudes to children's discipline (RII = 2.18) and lack of commitment of teachers (RII = 2.17) were the top six challenges affecting total quality management implementation of primary schools in the study area. The study therefore concluded that for total quality management to be successfully implemented in the nation's public primary schools, there is the need for sincere commitment of all the concerned stakeholders to total eradication of the identified gamut of challenges facing the nation's elementary schools.

**Keywords:** Classroom teachers; educational facilities; head teachers; implementation; primary school pupils; total quality management.

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## INTRODUCTION

Education has been described as the best legacy that a parent can give to his child and it is a known fact all over the globe that education determines not only an individual's earning capacity but also dictates the quality of human life (Babatunde, 2010). In a society that embraces the educated class, those with good education seem to earn higher incomes and they are also in a better position to live better and healthy lives. They also minimize risks in life and induce change in their behavioural patterns (Davies, 2001). The values in quality education assume that education has always been concerned with broader sense of humanity, quality of human life and human excellence. Hence, the importance of primary education cannot be overstressed as it is the bedrock of the educational edifice since every educational system relies heavily on it. Despite the interventions of the Universal Primary Education (UPE) introduced by the Federal Government of Nigeria in 1976 and the United Nations Millennium Development Goals of universal access to education by 2015, it does not seem that every child has the capacity to succeed in school and in life.

The positive intentions of the nation's founding fathers seem to be far from being achieved as a result of perennial challenges confronting education generally in Nigeria in

recent times. This has been worsened as many nations of the world are facing economic hardship as a result of recession. The educational system in the country seems to be in shambles and desperate need of resources. Many of the schools' physical and instructional facilities are in the dilapidating shape (Ayeni & Adelabu, 2012). A great percentage of pupils graduating from the primary schools to secondary schools seem not to read and write. Some of them even drop out in the middle while others complete the secondary school education after more than the six mandated years (Ogunsaju, 2006). School factors like teacher's quality and headship supervision, curriculum implementation and decaying infrastructures as well as failure of output not being commensurate to input in terms of social, family and personal characteristics of the pupils have however been adduced to be mainly responsible for the myriad of these challenges bedeviling the educational system in Nigeria (Babatunde, 2010). The concerns of stakeholders such as parents, teachers, educational managers and non-governmental organizations on the fact that education at the primary level is gradually becoming inefficient have also been echoed in so many open discussions and a lot of blame apportionment has been put on the door steps of the various stakeholders, especially the government.

Excellent primary schools in terms of quality assurance could be linked to the ability of all stakeholders in the system; teachers, pupils, head teachers and the school supervisors. In addition, teacher's factors such as self-efficacy, interest, attitude, qualification, personality trait, out-of-field teaching, attitudinal and experience have been found to be more pronounced than the others in enhancing better output at the primary school level (Ifenkwe, 2013). The lack of respect accorded the teaching profession is also susceptible to have removed the little morale left in the existing teachers. In fact, most people see teaching profession as a last resort to making ends meet and this might not be unconnected with the fact that many people are of the opinion that anyone choosing education as a major tend to be drawn from the lower end of the ability distribution. Consequently, an average teacher seems not to have interest in pupils understanding the subject matter (Adeyemi & Adu, 2012).

The Universal Primary Education (UBE) scheme was introduced in Western Nigeria when many young children were allowed to attend school for the first time at free or minimal cost. After a long debate, the country decided to enact free primary education for all pupils which was finally passed in 1955. From this gesture, many children were able to attend primary schools and proceeded to secondary schools and tertiary institutions. The eastern Nigeria version of the UBE was instituted in 1957. As a result, there was a rise in primary school enrolment from 456,000 pupils in 1954 to 811,432 pupils in 1955 while the number of primary schools increased from 3,550 in 1954 to 6407 in 1955 in the southwestern region of the country (Ajayi, 2003). Free, universal and mandatory primary education scheme was then inaugurated in the country and by the following year (1977), the first national policy on education was launched. The policy, which recognized the primary level of education as the barometer to the success or failure of the whole education system, had the following goals (Ogubvu, 2011): inculcate permanent literacy, numeracy and ability to communicate effectively; lay a sound basis for scientific and reflective thinking; give citizenship education as a basis for effective participation in and contribution to the life of the society; mould the character and develop sound attitude and morale in the children; develop in the child the ability to adapt to his changing environment; give the child opportunities for developing

manipulative skills that will enable him to function effectively in the society within the limits of his capacity; and provide the child with basic tools for further educational advancement including preparation for trades and crafts of the environs. A radical approach is therefore needed in safeguarding the existing primary schools and this has far reaching implication for quality of the system in line with its management and practice.

Total quality management (TQM) on the other hand provides a way through which quality effectiveness, efficiency and flexibility can be achieved in an organization whether private or public. It involves a careful analysis of customers' (in this case, parents) needs, an assessment of the degree to which these needs are currently met and a plan to fill the gap between the current and desired situation (Fegenbaum, 1983). TQM as a quality management approach actually evolved in the USA. However, the success story of the Japanese economy is hinged on the use of effective quality management techniques, one of which is TQM. After the World War II, Japanese products were known for their poor quality and unreliability. With the growing competition in the world market, the Japanese government put in place policies emphasizing quality of export products in order to position their economy to meet the global challenge. To this end, legislative support was put in place to enhance quality of products of the Japanese private sector (Farazmand, 2002). This legislative drive for quality was supported by various management encouraging or requiring product qualities. TQM, although was initially designed for the private companies producing tangible goods, its application has also been extended to the public sector (Aluko, 2002). In Wisconsin, USA, TQM was introduced by the city's government parastatals/agencies and the result in terms of improvement of service delivery by this government was quite outstanding. Other instances of TQM in public sectors abound in other parts of USA, Japan and Germany. Other countries that have successfully implemented TQM into their various public sectors include Canada, United Kingdom and Indian. Despite cultural and other differences between Nigeria and these countries, it is strongly believed that TQM can be adopted and implemented successfully in Nigerian public sectors especially the public primary school sector. Total Quality Management (TQM) provides a tool for achieving high quality performance of each of the interdependence tasks within the organization. It is a method of removing

waste by involving everyone in improving the way things are done. If applied to the public sector, TQM will help to (Farazmand, 2002): focus on the demands for the fulfillment of corporate objectives; operate the simple procedures necessary for the achievement of a quality performance; critically and continually examine all processes to expunge non-productive activities and waste; see to the improvement required and develop measures of performance; develop team approach to problem solving; develop good procedures, communication and acknowledgement of good work; and, renew continually the process to develop the strategy of never ending improvement.

According to the National Policy on Education (2004), quality assurance connotes the goals to which all primary school pupils, teachers, staff and school leaders must achieve. It also stated that quality assurance policy in Nigeria is concerned with the following eight constituents of quality standards; learner's achievement and standards, learner's welfare and participation, care guidance and support, leadership and management, school community relationship, learning environment, teaching and learning, curriculum and other activities. The manner in which the inputs are processed from the inception to the final years of an educational programme and the quality of assessment of the entire teaching learning activities are also important aspects of quality assurance (Fadokun, 2005). Thus, the challenges associated with the enrollment of children in school, teaching quality and schools' facilities must be resolved if schools are to offer quality education. Arikewuyo (2004) opined that the following tasks must be performed by education managers in an attempt to assure quality in education: measurement and standardization of academic attainments; evaluation of quality of work during supervision; engagement of competent teachers and administrative/supervisory personnel; dissemination of information to teachers and students; engagement of educational technologies with the main purpose of increasing the efficiency of teaching; new research and development to enliven all educational activities; guidance and counseling; placing students in suitable employment; and efficient management of all educational activities. Adegbesan (2010) also highlighted the following as major ingredients of quality assurance in Nigerian schools: to serve as indispensable component of quality control strategy in education to; ensure and maintain

high standard of education at all levels; assist in monitoring and supervision of education; determine the quality of the teacher input; determine the number of classrooms needed on the basis of average class size; determine the level adequacy of the facilities available for quality control; and to ensure how the financial resources available could be economically and judiciously managed. The importance of location in the area of quality assurance in primary schools cannot be over flogged. There seems to be a notable urban/rural disparity in the primary school enrollment. Not with-standing the fact that southwestern states are comparatively well urbanized, a greater percentage of its inhabitants still dwell in the villages/hamlets and primary education seems not to be accessible to some of them. Moreover, some of the areas are riverine while others on land do not have motorable roads. To achieve the national objectives of primary education in southwestern Nigeria therefore, there is the need to ensure sound quality in the teaching and evaluation of pupils as well as the provision of infrastructures in order to assist pupils to achieve high academic standard, which is the focus of this study.

Important questions were:

- 1) Are quality assurance and standard still in place in the public primary schools in southwestern Nigeria?
- 2) Is quality assurance implementation in urban schools different from that of rural schools?
- 3) Will quality assurance management contribute significantly to the development of public primary schools in the study area?

## RESEARCH METHODS

The research designs employed for this study were descriptive research of survey and the cross-sectional developmental types. The population of this study comprised of 7,610 public primary schools' head teachers and 145,080 classroom teachers in all the states of the southwestern Nigeria. Southwestern Nigeria comprises of six states, namely Lagos, Ogun, Oyo, Osun, Ondo and Ekiti with 1420, 1470, 2070, 1250, 890 and 510 public primary schools respectively. The sample size for the study consisted of 500 primary schools from three of the six southwestern states' elementary schools in both urban and rural areas. Multistage random sampling technique was used to select the samples. The first stage was

achieved by stratifying the surveyed areas into three based on the axis of each state. Thus, Lagos and Ogun as an axis, Oyo and Osun in another axis as well as Ondo and Ekiti were grouped in the third axis. Then, one state in each of the three axes was chosen randomly. Next stage was the selection of the state capital and five other local government headquarters in the chosen states. The third stage involved the appropriate stratified sampling technique to select the public primary schools from each of the selected local governments/states. Also, purposive sampling technique was employed to select teachers in primaries 1 to 6 of each of the sampled schools. That is, one head teacher to five classroom teachers from each primary school and thus totaling 3,000 respondents.

Two sets of questionnaires were designed to elicit information from the respondents. The first set of questionnaires was titled Head teachers Quality Management Questionnaire (HMQM) while the second set was labeled Classroom teachers Quality Management Questionnaire (CQM). The HMQM was divided into eight sections. Section A elicited the general background of the schools and respondents while Section B asked questions on the schools' enrolments in the last five years. Section C dwelled on teachers' qualifications while Section D probed into the details on repeaters, dropout pupils from the school within the period under review and those that proceeded to secondary schools. Section E found out the adequacy of the provision of educational facilities in the schools while Section F dwelled on relevance and appropriate implementation of the available curriculum. Section G hammered on inspectors' scheduled visit to schools while Section H dealt with the challenge of quality management and its implementation in the schools. The CQM on the other hand consisted of six sections. Section A talked about the demographic information of the schools and respondents while Section B dwelled on enrollment, promotion, repetition and dropout in each of the classes. Section C was devoted to the educational facilities availability in each class while Section D unraveled the head teachers' supervisory role. Section E found out the teachers' perception about their evaluation while Section F underscored the teachers' perception on the quality management in their various schools. With the help of research assistants and personal efforts, questionnaires were

administered to the respondents.

The total weight value for each activity of the supervisory visits was computed by summing the product of the number of responses for each rating to an activity and the respective weight value. Thus expressed mathematically (Afon, 2009):

$$TWV = \sum_{i=1}^4 P_i V_i$$

where; TWV = Total weight value;  $P_i$  = Number of respondents that rated factor; and  $V_i$  = Weight assigned to each factor.

The RRI to each factor is arrived at by dividing the TWV by the summation of the respondents to each of the four ratings (4 = strongly agree; 3 = agree; 2 = disagree; 1 = strongly disagree) of a factor.

$$\text{Thus, RRI} = \frac{TWV}{\sum_{i=1}^4 P_i}$$

$i=1$

Where TWV = Total weight value and RRI = Respondents' rating index.

The closer the RRI of a factor is to five, the higher the respondents' rating and this is shown in Table 2.

## RESULTS AND DISCUSSIONS

The results in Table 1 indicated that educational facilities in the majority of these elementary schools were either not in place or grossly inadequate where available. While classrooms were available in all the 500 primary schools covered, only 10 schools had adequate and well-maintained classrooms and this was the courtesy of the Old Pupils Association. Pupils' benches and desks were still begging for attention in more than half of these schools while where available, pupils were mandated to bring their personal furniture items to schools and this practice is not healthy for a serious environment. Also, library, library chairs and books were totally alien in 495 out of the 500 schools covered. The only five primary schools where these exist were donated by either the old pupils platform or some philanthropists in that community. Geographical Garden existed in only 3 schools out of the 500 schools surveyed and this underscores the neglected importance attached to this educational facility since it is the foundation of those that aspire to study science-related programmes in future. Playing ground was claimed to exist in 395 of these primary schools but just 12 of the schools had sporting equipment. This is an indication that little importance is attached to sporting activities by the various administrations at all levels of authority. Another facility that needs an urgent

attention from the various policy makers is the issue of schools' perimeter fencing as the results showed that only 45 out of the 500 schools covered were fenced. The implication of this neglect is the likely security threat to lives and properties as it was witnessed in a primary school in Delta State, Nigeria where cattle took over the whole school and chased pupils out of their classes. Also, the case of Model College, Igbonla, Lagos State, Nigeria is still fresh in one's memory where kidnappers evaded the school and eloped with six students of the school and started demanding for ransom to the tune of several millions of naira for their release.

Also, toilet facilities were either not available or grossly inadequate in most of these schools. For example, only 148 of the schools covered had toilet for the pupils while only 95 schools had toilet provision for their staff and none of these toilet facilities was reported to be adequate. Likewise, staff rooms/offices were either not available or grossly inadequate as only 56 schools out of the 500 primary schools surveyed had this facility for their teachers. The implication of this is definitely low knowledge impartation since input determines the output. Moreover, only 4 of the 500 schools covered had ICT Centre and these were provided by the old pupils' platform/philanthropists in the communities. Other facilities lacking or inadequate in all the schools surveyed include portable water, electricity supply, teachers' tables and chairs as well as fridges for the head teachers. This is in tandem with the submission of Ayeni and Adelabu (2012) that many of the schools' physical and infrastructural facilities are in the dilapidating shape.

**Table 1: Availability and Condition of Educational Facilities in the Schools**

S/N	Facilities	No. of Schools where available/percent	Adequacy	
			Yes	No
1.	Classrooms	500 (100%)	10 (2%)	490 (98%)
2.	Pupils' benches and chairs	210 (42%)	0 (0%)	500 (100%)
3.	Pupils' desks	210 (42%)	0 (0%)	500 (100%)
4.	Library	5 (1%)	0 (0%)	500 (100%)
5.	Library's Reading chairs	5 (1%)	0 (0%)	500 (100%)
6.	Old books in the library	5 (1%)	0 (0%)	500 (100%)
7.	New books in the library	5 (1%)	0 (0%)	500 (100%)
8.	Geographical Garden	3 (0.6%)	0 (0%)	500 (100%)
9.	Playing Ground	395 (79%)	0 (0%)	500 (100%)
10.	Sporting equipment	12 (2.4%)	0 (0%)	500 (100%)
11.	School perimeter fencing	45 (9%)	0 (0%)	500 (100%)
12.	First aid box	76 (15.2%)	0 (0%)	500 (100%)
13.	Toilet for pupils	148 (29.6%)	0 (0%)	500 (100%)
14.	Toilet for teachers	95 (19%)	0 (0%)	500 (100%)
15.	ICT Centre	4 (0.8%)	0 (0%)	500 (100%)
16.	Staff room/offices	56 (11.2%)	0 (0%)	500 (100%)
17.	Portable water supply	196 (39.2%)	0 (0%)	500 (100%)
18.	Electricity supply	85 (17%)	0 (0%)	500 (100%)
19.	Teachers' tables and chairs	188 (37.6%)	0 (0%)	500 (100%)
20.	Fridge for the head teacher	5 (1%)	2 (0.4%)	498 (99.6%)

The results in Table 2 depicted the perceived challenges of quality management implementation and the premiums attached to them by the various respondents. The overall (combined) results showed that lack of educational facilities in the schools topped the list with a respondents' rating index (RII) of 2.27. This is followed by incessant strike of public schools (RRI = 2.26), overcrowded classrooms (RRI = 2.24), unseriousness of pupils (RRI = 2.20), parents' attitudes to children's discipline (RRI = 2.18), lack of commitment of teachers (RRI = 2.17) and poor family background (RRI = 2.16). Others include lack of male teachers (RRI = 2.15), poor implementation of curriculum (RRI = 2.14), lack of school inspection (RRI = 2.14), quality of teachers' education (RRI = 2.13), paucity of qualified teachers (RRI = 2.10) and lack of effective supervision by the head teachers (RRI = 2.10). It is not surprising that lack of educational facilities was accorded the greatest premium by the respondents in view of the decay that is being witnessed in all the public schools. This is all-encompassing as it includes all the facilities that can make a conducive learning environment. This is in accordance with the assertions of Ayeni and Adelabu (2002) on schools' physical and instructional facilities.

The story was however different when the combined (overall) results were stratified into urban and rural areas. For instance at the urban location, lack of commitment of teachers (RRI = 2.35) was accorded the greatest premium in this regard. This is followed by lack of educational facilities (RRI = 2.34), incessant strike of public schools (RRI = 2.22), overcrowded classrooms (RRI = 2.09), parents' attitudes to children's discipline (RRI = 1.98), unseriousness of pupils (RRI = 1.96), etc. The topmost concern accorded to lack of commitment of teachers by the urban respondents here might not be unconnected with the side attractions associated with the urban environment and the need to measure up with the sociological, psychological and financial demands of the urban life. Strict monitoring of teachers' activities is therefore required in this respect. The result supports the views of Adeniyi and Adu (2012) that an average teacher seems not to have interest of the pupils and works at heart. Incessant strike action of public schools and overcrowded classrooms as rated 2<sup>nd</sup> and 3<sup>rd</sup> by the urban respondents are also issues of serious concern to the whole nation. The

implication of this decadence is that it can lead to loss of interest by both pupils and parents.

For the rural settlements however, quality of teachers' education (RII = 2.70) was accorded the greatest concern by the respondents. This was followed by paucity of qualified teachers (RII = 2.69), lack of commitment of teachers (RII = 2.68), lack of male teachers (RII = 2.67), lack of school inspection (RII = 2.56), poor implementation of the curriculum (RII = 2.52) and lack of supervision by the head teachers (RII = 2.52). Other challenges were poor family background (RII = 2.50), unseriousness of pupils (RII = 2.48), overcrowded classrooms (RII = 2.43), parents' attitude to children's discipline (RII = 2.42), incessant strike of public schools (RII = 2.31) and lack of educational facilities (RII = 2.19). A critical factor, among others, here is the quality of teachers' education that was accorded the highest premium of concern by the rural respondents because you cannot give what you don't have. If a teacher is half-backed academically, what else does one expect from the pupils being imparted on? This assertion supports the view of Ifenkwe (2013) that

teachers' factors such as qualification, teaching skill and experience must be critically examined to enhance better output at the primary school level.

As observed by the head teachers at both the urban and rural areas, lack of educational facilities (RII = 2.24) took the centre stage of the catalogue of challenges in this regard. The other five concerns raised in this perspective include incessant strike of public schools (RII = 2.20), overcrowded classrooms (RII = 2.12), lack of male teachers (RII = 2.04), lack of commitment of teachers (RII = 2.00) and unseriousness of pupils (RII = 1.94). Other challenges are as presented in the table. There was a consensus of opinions among the head teachers and the classroom teachers in their first three ratings. For instance, classroom teachers' first three major concerns were lack of educational facilities (RII = 2.28), incessant strike of public schools (RII = 2.27) and overcrowded classrooms (RII = 2.26) and this is in tandem with the head teachers' ratings. The situations were however different when the respondents were stratified into urban and rural dwellings as was observed in the overall (combined) setting.

**Table 2: Challenges of Quality Management Implementation in Primary Schools in Southwestern Nigeria**

S/N	Quality Management Challenges	Combined						Headteachers						Classroom Teachers					
		Both		Urban		Rural		Both		Urban		Rural		Both		Urban		Rural	
		TWV	RRI***	TWV	RRI	TWV	RRI	TWV	RRI**	TWV	RRI	TWV	RRI	TWV	RRI*	TWV	RRI	TWV	RRI
1.	Lack of educational facilities	6820	2.27	3860	2.34	2960	2.19	1120	2.24	670	2.44	450	2.00	5700	2.28	3190	2.32	2510	2.23
2.	Incessant strike of public schools	6772	2.26	3656	2.22	3116	2.31	1100	2.20	655	2.38	445	1.98	5672	2.27	3001	2.18	2671	2.37
3.	Overcrowded classrooms	6718	2.24	3442	2.09	3276	2.43	1060	2.12	622	2.26	438	1.95	5658	2.26	2820	2.05	2838	2.52
4.	Unseriousness of pupils	6587	2.20	3236	1.96	3351	2.48	970	1.94	556	2.02	414	1.84	5617	2.25	2680	1.95	2937	2.61
5.	Parents' attitude to children's discipline	6540	2.18	3267	1.98	3273	2.42	905	1.81	517	1.88	388	1.72	5635	2.25	2750	2.00	2885	2.56
6.	Lack of commitment of teachers	6500	2.17	3881	2.35	3619	2.68	1001	2.00	581	2.11	420	1.87	5499	2.20	2300	1.67	3199	2.84
7.	Poor family background	6482	2.16	3113	1.89	3369	2.50	890	1.78	511	1.86	379	1.68	5592	2.24	2602	1.89	2990	2.66
8.	Lack of male teachers	6460	2.15	2857	1.73	3601	2.67	1020	2.04	589	2.14	431	1.92	5440	2.18	2270	1.65	3170	2.82
9.	Lack of school inspection	6433	2.14	2982	1.81	3451	2.56	875	1.75	502	1.83	373	1.66	5558	2.22	2480	1.80	3078	2.74
10.	Poor implementation of curriculum	6427	2.14	3022	1.83	3405	2.52	852	1.70	472	1.72	380	1.69	5575	2.23	2550	1.86	3025	2.69
11.	Quality of teachers' education	6397	2.13	2751	1.67	3646	2.70	942	1.88	540	1.96	402	1.79	5455	2.18	2211	1.61	3244	2.88
12.	Paucity of qualified teachers	6304	2.10	2663	1.62	3629	2.69	864	1.73	483	1.76	381	1.69	5428	2.17	2180	1.59	3248	2.89
13.	Lack of supervision by the headteachers	6292	2.10	2906	1.76	3398	2.52	824	1.65	458	1.67	366	1.63	5480	2.19	2448	1.78	3032	2.70

Note: \*  $\sum P_{i(urban)} = 1375$ ; \*  $\sum P_{i(rural)} = 1125$ ; \*\*  $\sum P_{i(urban)} = 275$ ; \*\*  $\sum P_{i(rural)} = 225$ ; \*\*\*  $\sum P_{i(urban)} = 1650$ ; \*\*\*  $\sum P_{i(rural)} = 135$

The foregoing clearly underscored the decay/neglect of government primary education in general and there is a strong belief that total quality assurance/ management will significantly contribute to its development in

southwestern Nigeria. For total quality management to be successfully implemented in the public schools however, all the identified factors impeding the growth of primary education in the study area must be eradicated

or reduced to the barest minimum. Also, there must be a need for government/managements' commitment and support for quality implementation across board. This situation has no doubt called for an improvement in the school management system approach in practice. Moreover, supervision at both the urban and rural schools is necessary in an attempt to identify classroom management challenges hindering curriculum implementation. Also, a mix of autocratic and democratic styles of leadership on the part of head teachers is recommended in order to improve classroom teachers' performance at schools. There should be an injection of more male teachers into the system so as to have a gender balance and to also reduce other vices. Since pupils spend more time at home than in school, supervisors/head teachers/classroom teachers should educate parents via Parents-Teachers Association on their role in curriculum implementation and the effects of their actions on children's moral and academic

performance. School inspectors should use modern supervision approach and regularly visit schools as a control measure.

## CONCLUSION

The achievement of the primary education objective of quality standard in the study area is therefore a function of the adequate implementation of the curriculum. This of course depends on the provision of basic facilities and positive supervision of head teachers/ classroom teachers and other authorized personnel. This implies that all hands must be on deck in order to measure up with the international standard practice. This stage is very crucial for the development of any nation because it is the foundational stage and the height of a building is a function of the depth of its foundation. Though this study has been restricted to southwestern Nigeria, it will be worthwhile if a similar approach is extended to other regions of the country for a wider application.

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