



QUALITY ASSURANCE PRACTICES A PANACEA TO EFFECTIVE ADMINISTRATION OF FEDERAL UNITY SECONDARY SCHOOLS IN NORTH-WEST ZONE, NIGERIA

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Abstract

The study examined the influence of quality assurance practices on the administration of federal unity secondary schools in North-west zone, Nigeria. Two specific objectives, research questions and null hypotheses were formulated. The study adopted descriptive survey research design and the population of the study is 1379 comprised of 134 quality assurance officials, 19 principals and 1226 teachers with a sample size of 291 purposively drawn from the population of the study which comprised of 14 principals, 68 quality assurance officials and 209 teachers. Adopted structured questionnaire which contained 80 question items was used as instrument for data collection. The data collected from the field were analysed using descriptive statistics of frequency, percentages and mean scores to describe the demographic characteristics of the respondents and answer all research questions. Inferential statistics of Analysis of Variance (ANOVA) was used to test all the null hypotheses at 0.05 level of significance. The study concluded that quality assurance practices enhance decision making process in the school and influence recruitment and retention of staff, influence staff development, manage facilities in schools and influence enrolment and retention of students in federal unity secondary schools.

Keywords: Quality Assurance, Practices, Panacea, Effective, Administration

Introduction

Education is one of the most important vehicles that transport every society to the needed destination no society or nation could reach its developmental stage without qualitative education. One of the major sources of boosting the economic activities, social development, political achievement as well as scientific and technological advancement is education; this is in line with National Goals of Nigeria, in the National policy on education (Federal Republic of Nigeria, 2013). Nigeria as a developing country needs to change its position to become fully developed country and compete with other nations. That is the reason why the Federal, State, as well as the Local government allocate funds for the development of education. Allocating funds to education is not the only way of

boosting the educational activities in this country. There is also need to manage education for quality control that can help the country in general to realize its national goals; this could only be achieved through quality assurance practices.

School effectiveness and improvement are major concerns to education authorities, policy makers, educational administrators and teachers seeking to reform the present education system. A major plank in the global reform process of education is the concept of effective administration of schools where education authorities devolve some school responsibilities and decision making to the relevant stakeholders. Education quality assurance reflects the effective school administration process whereby members of the



community are directly involved in decision making process for better school governance. It is noteworthy that one of the major concerns of Nigerian government in the early part of the present millennium was improving the quality of education being provided to learners in institutions below the tertiary level.

This is because over the years, the mode of inspection of schools did not lead to the expected improvement in learners' outcomes. It was devoid of standard evaluation guidelines and largely limited to diagnosis without helpful support for school improvement. This desire to provide quality education spurred the Federal Ministry of Education to request the National Council on Education (NCE) in its (2007) meeting, to approve the shift from the old system of inspection to Education Quality Assurance (QA) using the Whole School Evaluation (WSE) strategy. The emphasis is now laid on the influence of quality assurance practices on the administration of Federal Unity Secondary Schools in North West Zone, on the basis the present study has become imperative in order to; determine the extent to which quality assurance is being practice and influence the administration of Federal Unity Secondary Schools in North West Zone Nigeria.

Statement of the Problem

The shift from traditional school inspection to education quality assurance is a remarkable development and a mile stone in the history of educational development in Nigeria. This development and its attendant challenges have been the subject of concern to all stakeholders in education. Quality assurance involves monitoring and evaluating all the activities taking place in the school with specific reference to teaching and learning. In fact, the essence of quality assurance is to improve the quality of teaching and learning,

maintained quality control and ensure the effective administration of schools.

Effective quality assurance practices influence interpersonal relationships, management of conflicts, decision making process, and communication, it also improves the staff training and development, provision and management of education facilities as well as students' enrolment and retention in Federal Unity Secondary Schools in North West Zone, Nigeria. Adeniji (2012) noted that, there is growing concern among scholars and education practitioners about the realization of effective administration in Federal unity secondary schools in Nigeria, which depicts non-realization of quality assurance practices. This has been attributed to gab in the administration of the Federal unity secondary schools. These identified gabs and challenges of school administration include: Poor interpersonal relationship, ineffective Management of conflict, lack of effective decision-making process and communication, ineffective recruitment and retention of staff in schools, lack of staff development and training, inadequate provision and management of facilities as well as the ineffective enrolment and retention of students' strategies in Federal unity secondary schools in North West Zone Nigeria. The assumption of these problems calls for the in-depth investigation to find out the extent to which quality assurance practices influences the administration of Federal unity secondary schools in North West Zone Nigeria.

Objectives of the Study

1. Assess the influence of quality assurance practices on decision making process in Federal Unity Secondary Schools in North-West Zone Nigeria;
2. Assess the influence of quality assurance practices on recruitment and retention of staff in Federal



Unity secondary schools in North-West Zone, Nigeria;

Unity Secondary Schools in North-West Zone, Nigeria

Research Questions

1. What is the influence of quality assurance practices on decision making process in Federal Unity Secondary Schools in North-West Zone, Nigeria?
2. What is the influence of quality assurance practices on recruitment and retention of staff in Federal Unity Secondary Schools in North-West Zone, Nigeria?

Research Hypotheses

Ho1. There is no significant difference in the opinion of principals, teachers and quality assurance officials on the influence of quality assurance practices on the influence of quality assurance practices on decision making process in Federal Unity Secondary Schools in North-West Zone, Nigeria;

Ho2. There is no significant difference in the opinions of the respondent on the influence of quality assurance practices on recruitment and retention of staff in Federal

Methodology

Descriptive survey research design was used for this study. Maiwada (2005) stated that descriptive research tries to study current (or existing) events or condition with a view to solving problems pertaining to school, teachers, administrators, students or the curriculum. Bichi (2004), also defined descriptive research as a systematic attempt to describe the characteristics of a given population or area of interest factually.

Population of this study is one thousand three hundred and seventy-nine (1379) which comprises of 134 MOE officials, 19 principals and 1226 teachers. The choice of the three respondents is to enable the researcher to gather relevant data and have an in-depth knowledge and a clear picture on the influence of quality assurance practices on the administration of federal unity secondary schools in north-west zone, Nigeria.

Table 1: Population of the Study

SN	State	No of Principals	No of Teachers	FMOE Officials	Total
1	Jigawa	3	160	15	178
2	Kaduna	3	262	28	293
3	Kano	3	264	22	289
4	Katsina	3	171	20	194
5	Kebbi	3	114	15	132
6	Sokoto	2	137	20	159
7	Zamfara	2	118	14	134
	Total	19	1226	134	1379

Source: Research Survey 2025

The total number of two hundred and ninety-one (291) respondents out of the entire population of one thousand three hundred and seventy-nine (1379) in the study area was selected. This sample size was drawn based on the recommendation of research advisor (2006), at 95% level of confidence and margin error of 5%. The

table recommended that when population is between 1200 to 1500 a sample size of 291 should be used.

Purposive sampling technique was used in selecting (14) principals, (209) teachers and (68) quality assurance officials of Federal Ministry of Education (FMOE) from five states (5) in North-West Zone, Nigeria.



Table 2: Distribution of the Sample for Principals, Teachers and FMOE Officials

SN	State	No of Principals	Teachers	FMOE Officials	Total
	Jigawa	3	36	10	49
2	Kaduna	3	47	16	66
3	Kano	3	50	16	69
4	Katsina	3	40	10	53
5	Sokoto	2	36	16	54
	Total	14	209	68	291

The instrument for this study was adopted from Maina (2019). The instrument consists of section A, B, C, D, E, F, G, H, and I. Section A is the bio data of the respondents. Section B to I comprises of 10 clusters with item statement on influence of quality assurance practices on the administration of federal unity secondary schools in North-West Zone, Nigeria. In addition, five (5) points likert scale was used in rating the respondents' opinion. These include strongly agree, (5), agree (4), undecided (3), disagree (2), strongly disagree (1).

According to Kajang (2004), validity is the accuracy with which the researchers' instrument measures what it is intended to measure. Also Olayiwola (2007) defines validity as the extent to which an instrument or test measures what it is supposed to measure. The face and content

validity of the instrument was determined by the experts in the field of Administration and Planning.

Reliability is the degree of accuracy with which an instrument, test or set of tests measures whatever it is measuring. Reliability has to do with consistency and stability of the instrument or test. The reliability of the adopted instrument was ascertained by Maina (2019). Cronbach's alpha coefficient 0.87 was obtained which showed that the instrument was reliable.

The researcher analysed the data with both descriptive and inferential statistics. Descriptive statistics of frequencies and percentages were used to analyse the demographic data of the respondents. Also, one-way analysis of variance (ANOVA) statistical tool was used to test the (8) Null hypotheses at 0.05 level of significance.

Percentage Questionnaire Distribution and Return

Table 3: Rate of Questionnaire Returned

Status	No Administered	No Returned	% Returned
1 Principal	14	14	100
2 Teachers	209	195	93
3 Quality Assurance Officials	68	66	97
Total	291	275	

The analysis of data in Table 3 describes the number of questionnaires distributed and returned as well percentage returned. The analysis revealed that 14 copies of questionnaire were distributed to principals, 209 to teachers and 68 to officials of quality assurance in the study area and 14 copies of principals

representing 100% were returned, 195 teachers' copies representing 93% and 66 officials of quality assurance copies representing 97% were returned.

Results



Table 4 Opinions of the Respondents on influence of quality assurance practices on decision making process in Federal Unity Secondary Schools in North-West Zone, Nigeria

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		Mean
			Freq	%									
1.	Through visits, by officials of Quality Assurance practices, decision making process is democratized in the school.	Principal	26	35.7	24	32.9	11	15.1	7	9.6	5	6.8	3.3
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.6
		QA Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.4
2.	Through visits, by officials of Quality Assurance practices, decisions made are not changed in the school.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.4
		Teachers	81	33.6	95	39.5	14	5.8	22	9.2	28	11.7	3.3
		QA Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.2
3.	Through visits, by officials of Quality Assurance practices, influence peddling does not have a place in decision making process in the school.	Principal	20	27.4	25	34.3	13	17.8	8	10.9	7	9.6	3.1
		Teachers	83	34.6	92	38.3	15	6.25	21	8.6	28	11.7	3.4
		QA Officials	20	36.4	15	27.3	6	10.9	10	18.2	4	7.2	3.7
4.	Through visits, by officials of Quality Assurance practices, decision making process on issues related to teachers is enhanced in the school.	Principal	31	42.5	19	26.0	15	20.5	3	4.1	5	6.8	3.6
		Teachers	87	36.3	90	37.5	12	5.0	23	9.5	28	11.7	3.2
		QA Officials	29	52.7	11	20.0	4	7.3	6	10.9	5	9.1	3.3
5.	Through visits, by officials of Quality Assurance practices, decision making process on issues related to students is enhanced in the school.	Principal	27	36.9	24	32.8	14	19.2	3	4.1	5	6.8	3.3
		Teachers	81	33.6	93	38.8	15	6.3	22	9.2	29	12.0	3.3
		QA Officials	29	52.7	9	16.4	6	10.9	9	16.4	3	5.5	3.4
6.	Through visits, by officials of Quality Assurance practices, decision making process on issues related to non-teaching staff is enhanced in the school.	Principal	21	28.8	26	35.6	13	17.8	8	10.9	5	6.8	3.2
		Teachers	82	34.2	91	37.9	14	5.8	26	10.8	27	11.3	3.7
		QA Officials	27	49.1	12	21.8	4	7.3	9	16.4	3	5.5	3.5
7.	Through visits, by officials of Quality Assurance practices, decision making process on issues related to school community relationship is enhanced.	Principal	29	39.7	24	32.9	10	13.6	6	8.2	4	5.4	3.6
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.8
		QA Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.2
8.	Through visits, by officials of Quality Assurance practices, decision making process on issues related to teaching facilities is enhanced in the school.	Principal	20	27.3	33	45.2	9	12.3	7	9.6	4	5.4	3.0
		Teachers	84	35.0	90	37.5	14	5.8	24	10.0	28	11.7	3.1
		QA Officials	25	45.5	10	18.2	7	12.7	9	16.4	4	7.2	3.8
9.	Through visits, by officials of Quality Assurance practices, decision making process on issues related to learning facilities is enhanced in the school.	Principal	29	39.7	21	28.8	9	12.3	7	9.6	7	9.6	3.8
		Teachers	90	37.5	89	37.0	10	4.2	22	9.2	28	11.7	3.1
		QA Officials	29	52.7	10	18.2	7	12.7	6	10.9	3	5.4	3.2
Grand Mean												3.4	



Table 5 Opinions of the Respondents on the influence of quality assurance practices on recruitment and retention of staff in Federal Unity Secondary Schools in North-West Zone, Nigeria

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		Mean
			Freq	%									
10	Through visits, by officials of Quality Assurance practices, Science subject teachers are recruited for the school.	Principal	21	28.8	26	35.6	13	17.8	8	10.9	5	6.8	3.2
		Teachers	82	34.2	91	37.9	14	5.8	26	10.8	27	11.3	3.7
		QA Officials	27	49.1	12	21.8	4	7.3	9	16.4	3	5.5	3.5
11	Through visits, by officials of Quality Assurance practices, Arts subject teachers are recruited for the school.	Principal	29	39.7	24	32.9	10	13.6	6	8.2	4	5.4	3.6
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.8
		QA Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.2
12	Through visits, by officials of Quality Assurance practices, English Language teachers are recruited for the school.	Principal	20	27.3	33	45.2	9	12.3	7	9.6	4	5.4	3.0
		Teachers	84	35.0	90	37.5	14	5.8	24	10.0	28	11.7	3.1
		QA Officials	25	45.5	10	18.2	7	12.7	9	16.4	4	7.2	4.0
13	Through visits, by officials of Quality Assurance practices, Mathematics teachers are recruited for the school.	Principal	29	39.7	21	28.8	9	12.3	7	9.6	7	9.6	3.8
		Teachers	90	37.5	89	37.0	10	4.2	22	9.2	28	11.7	3.1
		QA Officials	29	52.7	10	18.2	7	12.7	6	10.9	3	5.4	3.2
14	Through visits, by officials of Quality Assurance practices, vocational subject teachers are recruited for the school.	Principal	26	35.7	24	32.9	11	15.1	7	9.6	5	6.8	3.3
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.3
		QA Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.4
15	Through visits, by officials of Quality Assurance practices, science subject teachers are retained in the school.	Principal	29	39.7	24	32.9	10	13.6	6	8.2	4	5.4	3.2
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.7
		QA Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.5
16	Through visits, by officials of Quality Assurance practices, Arts subject teachers are retained in the school.	Principal	20	27.3	33	45.2	9	12.3	7	9.6	4	5.4	3.6
		Teachers	84	35.0	90	37.5	14	5.8	24	10.0	28	11.7	3.8
		QA Officials	25	45.5	10	18.2	7	12.7	9	16.4	4	7.2	3.2
17	Through visits, by officials of Quality Assurance practices, English teachers are retained in the school.	Principal	29	39.7	21	28.8	9	12.3	7	9.6	7	9.6	3.0
		Teachers	90	37.5	89	37.0	10	4.2	22	9.2	28	11.7	3.1
		QA Officials	29	52.7	10	18.2	7	12.7	6	10.9	3	5.4	4.0
18	Through visits, by officials of Quality Assurance practices, Mathematics teachers are retained in the school.	Principal	26	35.7	24	32.9	11	15.1	7	9.6	5	6.8	3.8
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.1
		QA Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.2
Grand Mean												3.5	



Table 4 shows the opinions of the respondents on influence of quality assurance practices on decision making process in Federal Unity Secondary Schools in North-West Zone, the items and the responses of the respondents were computed using table of frequency and percentages as well as mean scores on 5 point Likert scale as presented in Table 4. The decisions of the items were based on benchmark of 3.0 and this research question relates to item statements 1-9 of the questionnaire. While table 5 shows items from the respondents on the influence of quality assurance practices on recruitment and retention of staff in Federal Unity Secondary Schools in North-West Zone, Nigeria. The items and the responses of the respondents were computed using table of frequency and percentages as well as mean scores on 5 point Likert scale as presented in Table 5. The decisions of the items were based on benchmark of 3.0 and this research question relates to item statements 10-18 of the questionnaire

Summary

The study was set out to examine the influence of quality assurance practices on the administration of federal unity secondary schools in North-west zone, Nigeria. In order to achieve this, two specific objectives, research questions and null hypotheses were formulated based on the working variables. The study adopted descriptive survey research design and the population of the study is 1379 comprised of 134 quality assurance officials, 19 principals and 1226 teachers with sample size of 291 purposively drawn from the population of the study which comprised of 14 principals, 68 quality assurance officials and 209 teachers

Conclusions

Based on the findings of this study, it was concluded that;

Quality assurance practices enhance of decision-making process and also, influence the recruitment of staff in federal unity secondary schools in North West Zone, Nigeria.

Recommendations

1. School authority in collaboration with the School Based Management Committee should make efforts to ensuring regular school self-evaluation quality assurance practices since it helps in effective and sound decision making in Federal Unity Secondary Schools in North-West Zone, Nigeria.
2. Government and stakeholders in education should encourage the practice of regular and timely quality assurance practices since it influences recruitment and retention of staff in Federal Unity Secondary Schools in North-West Zone, Nigeria.

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