

## Assessment of Quality Assurance Practices in Secondary Schools in Enugu State Nigeria

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**Abstract:** The study was conducted to assess the quality assurance practices in secondary schools in Enugu State Nigeria. Six specific purposes, six research questions and six null hypotheses guided the study. The descriptive survey research design was adopted for the study. The population of comprised 291 principals of public secondary schools and 92 school evaluators in the Ministry of Education totaled 383. The entire population served as the sample. The instrument used for data collection was structured questionnaire titled “Assessment of Quality Assurance Practices in Secondary Schools in questionnaire “AQAPSSQ”. The reliability of the questionnaire was established using a trial test method on a group of 20 principals and 10 evaluators from Ebonyi State gave a reliability co-efficient of 0.77. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test statistics was used to test the null hypotheses at 0.05 alpha. The findings of the study revealed among others that: provision of infrastructural facilities, recruitment of qualified teachers, secondary school curriculum implementation and effective leadership management are quality assurance practices in secondary schools in Enugu State. Based on these findings, some recommendations were made among which are: that methods of recruitment of teachers should be on merit basis not on quota system which was filled by unqualified teachers. Secondly, government, its agencies and other private bodies should be involved in improving staff welfare in secondary schools.

**Key words:** Secondary education • Principals • Evaluators • Quality • Quality assurance and Minimum standard

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### INTRODUCTION

Socio-economic development of any given country is dependent on her quality of education provided her citizenry. Education, be it formal, informal and non-formal has always served as an avenue through which values, skills, attitudes and belief system required for continued existence of the society as well as mankind are acquired, sustained, modified and eventually transferred from one generation to another (Bozimo and Ikwumelu, [1]. It might be on this basis that Ayeni [2] defines education as an instrument for developing human intellect, technical skills, character and effective citizenship for self-reliance and national development. Oyibe and Oketa [3] note that “education is a social process whereby the individual acquires skills and knowledge for successful living in a society”.

Education is the key to the development of an individual for the acquisition of competencies necessary for personal and national development. Put differently, it is the transmission of what is desirable to individuals to make them knowledgeable and contributing members of the society (Okolo [4] and Ocho [5]. The Federal Republic of Nigeria (FRN, [6] in her National Policy on Education remarks that “education in Nigeria is an instrument par excellence for effective national development. The national Policy on Education pointed out that the main objectives of education at all levels in Nigeria is to raise the quality of education in other to make the product of the system more useful to the society and to maintain education as one of the prime engines for development.

For a nation to rise to a standard worthy enough for her to compete globally in the League of Nations, such a nation must ensure that high quality is attained and

sustained in her educational system because education is an effective tool for human development and no meaningful development can take place without it. The extent to which the above expectation of the government is achieved depends largely on the quality assurance of education provided to the citizenry.

Quality has been variously described as a measure for excellence, quality as perfection, quality as value for money, quality as customer satisfaction, quality as fitness for purpose and quality as transformation. Oderinde in Adebayo, Oyenike and Adesoji [7] enumerates two aspects of quality in education which are both internal and external. The internal aspect they stated is the implementation of the school objectives while the external aspect is the implementation of the national objectives which are pre-requisite to the achievement of quality in educational institutions. Ajayi and Adegbasan [8] describe quality as the totality of the performance of a process, product or service in customer or clients' perception. Fadokun [9] defines quality education as the efficiency of an educational provision in meeting its goals as well as its relevance to human and societal conditions. Nwanna [10] sees quality in education as scale of input in form of funds, equipment, facilities, teachers and pupils, transactions and output of instruction to which their product are acceptable, desirable, beneficial, effective and efficient from the point of view of the school proprietor. Nwite [11] agrees that quality cuts across acceptable standard of excellence of the school system, inspection and supervision, examination, quality of teachers, scope and relevance of the curriculum to the need of the learner. Teshome [12] is of the view that since the expansion, changes and innovations in secondary education curriculum alone could not assure Nigerians of the quality education provisions as enshrined in the National policy on education, the Nigerians and the government of the Federal Republic of Nigeria clamour for quality assurance in the educational system.

The concern for quality improvement in the education service delivery necessitated the adoption of quality assurance in education as an emerging policy perspective in contemporary world which emanated from the world conference on Education ForAll initiated by UNESCO in Jomtien, Thailand in 1990. Representatives of the international community agreed that all countries should pay greater attention towards improving all aspects of education (quality) and ensure excellence at all levels. This is to ensure substantial achievement of

recognized and measurable learning outcomes by all especially in literacy, numeracy and essential life skills (United Nations Educational Scientific and Cultural Organization, UNESCO, [13]. In line with this policy, the Federal Republic of Nigeria (FRN, [9] articulated national educational goals to focus on;

- Development of the individual into a morally sound, patriotic and effective citizen;
- Provision of equal access to qualitative educational opportunities for all citizens at all level of education, within and outside the formal school system;
- Inculcation of national consciousness, values and national unity;
- Development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society.

These national goals could be greatly achieved through the implementation of quality assurance practices in our educational system.

Presently, Nigeria operates a 9-3-4 system of education with three sub-sectors namely:

- Basic education
- Post basic education and career development
- Tertiary education

The focus of this study is on the Post Basic Education (secondary education) stage which is made up of junior secondary and senior secondary stages. Secondary school education is one of the levels in the Nigeria system of education. Anyamene, Anyachebelu and Obidike [14] maintain that the position of secondary education in the Nigeria education system is very critical considering the fact that it is the bedrock on which higher education is built in any society. Since it is the bedrock, its quality is expected to be high. Ogbonnaya [15] maintains that secondary education refers to full-time education provided in secondary schools usually for students between the ages of 11 or 12 and 18 plus. In addition, secondary education should be viewed as the foundation at which professional development of human person is based upon. From the above descriptions secondary education can be said to be a type of education received in a formal setting after completing primary education.

The importance of secondary education to the nation can be seen in the broad goals of secondary education articulated by the FRN [6] as preparing the individual for useful living within the society and higher education. The broad goals of secondary education stem from the national goals of education and can be achieved through quality assurance practices in secondary schools. The underlining principle here is that secondary schools should be able to provide quality education to all who can benefit from it. In the school system, some determinants of high quality education include goals of education, quality of input as well as organized school system that ensures the articulation and effective co-ordination of all aspects of school life( Ocbuba [16]. Ocbuba maintains that if the education industry would want to carry out its function of development of quality human capital, there would be need for checks and balances through regular and effective supervision, inspection and evaluation.

Quality assurance is the relative measure of inputs, process, outputs or learning outcomes according to nationally agreed minimum standards, Nwosu, [17]. This means that the notion of quality must pervade the entire cycle of input-process-output chain in the education sector. Where emphasis is skewed in favour of the other two, the result will remain unbalanced. Quality assurance in the view of Chesapeake [18] requires consciously selected and systematically planned activities carried out by an organization with the view of ensuring that its product or service is of the type and quality needed and expected by its users. Robinsin in Ayeni [2] defines quality assurance as the set of activities that an organization undertakes to ensure that a product or service will satisfy given requirement for quality. Its goals involves the anticipation and avoidance of faults or mistakes by setting attainable standards for a product and organizing work so that the goals are achieved; the required procedures documented and the attained standard are communicated.

Quality assurance in education as stated by Yawa in Emeruo [19] reflects all proactive measures adopted by a country to ensure that the system standards remain high enough to produce results set for it. It relates to the quality of teaching personnel, quality of available instructional materials, equipment and facilities, school environment, pupils and quality of education delivery (Ofojebe and Ezeugo, [20]. Oduma and Ile [21], sees quality assurance in education as a multi-dimensional concept involving the various function and activities of

teaching, research, staffing, students, buildings, facilities and equipment, service to the community and academic environment ensuring that the provision of minimum academic standard are attained and sustained.

The Federal Ministry of Education(FME, [22] states that quality assurance in education involves the process of monitoring, assessing, evaluating as objectively as possible all aspect of school life including its setting, what is provided, how resources are used and what effect as well as communicating the outcomes to all concerned. Quality assurance in education therefore involves the process of monitoring, assessing, evaluating what is provided, resource utilization and the effect as well as communicating the outcomes to all concerned for consistent improvement. Thus the concept of quality assurance in education is to ensure that the educational goals and objectives are achieved. The objectives of secondary education indicated that the future of the nation depends on the application of human and material resources, facilities as well as supervision of teaching and learning activities(Ayeni, [2].

In educational institutions, quality assurance can be either internal or external. Uwaezuoke [23] categorized quality assurance into two namely; internal evaluation (school self-evaluation) and external evaluation carried out by accredited external evaluators). He adjudged the two to be complementary to each other. Uzodinma [24] defines internal quality assurance as those practices or activities carried out by an institution itself in other to ensure high academic standard while external quality assurance are those practices or activities carried out by external controlling agencies to ensure high academic standards in schools. Thus quality assurance in secondary schools is operationally defined in this study as all the activities or practices performed by educational administrators of secondary schools or their representatives as well as the accredited external evaluators in order to ensure that education provided in secondary schools is of high academic standard and meets the needs and aspirations of stakeholders. Educational administrators here refer to the principals of secondary schools and accredited quality assurance evaluators. The task of assuring quality in secondary schools rests greatly on the principals and evaluators.

In view of its utmost importance, the Federal Ministry of Education through the Federal Inspectorate Service [22] outlined the objectives of quality assurance in basic and secondary education as follows:

- Ensure that quality teaching and learning take place in schools and centres.
- Create a valid and reliable data base that can support or inform policies and decisions aimed at improving the overall effectiveness of schools and centres.
- Monitor the level of learning achievement as well as other educational performance indicators in schools and centres.
- Set and maintain uniform standard nationwide.
- Ascertain that the approved curriculum is operational in schools and centres and that stated objectives are being achieved.
- Provide regular report on the state of education in Nigeria.
- Advise on the provision of proper and adequate physical facilities in educational institutions.
- Provide professional support to teachers in the area of pedagogy and classroom management as well as to school administrators in the area of school management.

The objectives of quality assurance for basic and secondary education articulated above for the purpose of ensuring quality suggest that quality assurance is a sine-qua-non in the educational system if high academic standard must be attained in Enugu State and indeed in Nigeria. Little wonder, the huge emphasis now laid on quality assurance in secondary schools, on the basis on which this particular study has become necessary in order to ascertain the extent of implementation of quality assurance practices in secondary schools in Enugu State.

The turnaround strategies or practices for achieving standards and quality assurance as stated by the Federal Ministry of Education ( FME, [25] include:

- Adequate infrastructure.
- Adequate provision of qualified teachers and their professional development.
- Enrichment of curriculum to the needs and aspiration of the learner.
- Development of incentive structures to attract, motivate and retain high quality teachers.
- Adequate care, guidance and support of the learners.
- Quality leadership and management.
- Periodic whole school evaluation.

Looking at the quality assurance strategies or practices for basic and secondary education outlined above, one can say that quality assurance practices are indeed major means of achieving the aims and objectives

of secondary education in Nigeria. The focus of this study therefore is to assess these quality assurance strategies or practices to determine the extent to which these practices are implemented in secondary schools in Enugu state, Nigeria. Suffice it to state that if a new method is introduced in a system, it is expected that after a while, the system is assessed to ascertain its progress and the purpose of which it was introduced. The study intends to empirically assess the quality assurance practices in secondary schools to ascertain the extent of implementation of these quality assurance practices in secondary schools in Enugu State, Nigeria.

**Statement of the Problem:** As in most other sectors of the Nigerian economy, education and in particular secondary education is facing a lot of problems that has giving rise to poor outputs or products. Researchers' observation revealed that the poor quality of products from secondary schools was as a result of the multi-faceted problems bedeviling the system in Nigeria such as inadequate facilities, low morale of teachers, poor supervision of schools, frequent changes in educational policies and inadequate funding. Explaining further (Nwosu, [17] opines that identification of education quality assurance as an area of strong concern and focus is perhaps essential in a progressive display of worries over quality. She adds that the emphasis on quality assurance is also aimed at remedying the damaging evidence littering the landscape of school leavers, drop outs and completers who remain low and the inability of education as offered to impart any meaningful skill and further reduces completers of the system to mere certificate holders.

Public outcry about infrastructural decay and decline in standards in the educational system, moved the Federal Ministry of Education through its department of Federal Inspectorate Service in 2006 carried out general inspection of secondary schools nationwide tagged the code-name Operation Reach All Secondary Schools (ORASS). This was a baseline survey on the performance of secondary schools in Nigeria. The report of that inspection revealed that poor performance in secondary schools was directly linked to inadequate inspection and supervision of instruction in schools, lack of requisite knowledge and competencies by teachers, inadequate resources, dilapidated school plants, obsolete equipment, ill-equipped libraries and laboratories, irrelevant materials and poor school community relationship. In an attempt to improve the prevailing situation in the school system, the Federal Government adopted Quality assurance practices in the secondary school system. These quality assurance

practices are expected to have been operational in secondary schools for years now but appear not to show any significant improvement in the achievement of the educational goals. Quality, however, has remained a huge challenge as learning achievement has not improved and graduates continue to demonstrate low attainment of educational goals. The researcher observes that the intractable and almost elusive goal of delivering quality education to Nigerian children below the tertiary level has become a tremendous concern to all stakeholders which led the Federal Ministry of Education to convene two education summits in 2010 and 2014 on how to redress the issue. It is this persistent challenge for quality secondary schools education delivery that motivated the researchers to assess the quality assurance practices in secondary schools to ascertain the extent of implementation of these practices in secondary schools in Nigeria.

**Purpose of the Study:** The overall purpose of the study is to assess the quality assurance practices in Secondary Schools in Nigeria. Specifically the study sought to:

- Determine the extent of provision of infrastructural facilities as quality assurance practice in Secondary Schools in Enugu State.
- Determine the extent of recruitment of qualified teachers as quality assurance practice in Secondary Schools in Enugu State.
- Ascertain the extent of implementation of secondary school curriculum content to enrich learners needs and aspirations as quality assurance practice in Secondary Schools in Enugu State.
- Ascertain the extent of motivation of teachers as quality assurance practice in Secondary Schools in Enugu State.
- Find out the extent of provision of effective school leadership and management as quality assurance practice in Secondary Schools in Enugu State.
- Examine the extent of periodic whole school evaluation as quality assurance practice in Secondary Schools in Enugu State.

**Scope of the Study:** The study is delimited to public secondary schools in Enugu State. The choice of public secondary schools in Enugu State is justified by the fact that the state has joined some other states in Nigeria in the implementation of quality assurance practices in its public secondary schools. The study covered the assessment of quality assurance practices in secondary schools in Enugu State of Nigeria to ascertain the extent

of implementation of these practices in secondary schools in Enugu State, Nigeria.

**Research Questions:** In line with the general and specific objectives of this study, the following research questions were formulated to guide the study.

- What is the extent of provision of infrastructural facilities as quality assurance practice in Secondary Schools in Enugu State?
- What is the extent of recruitment of qualified teachers as quality assurance practice in Secondary Schools in Enugu State?
- What is the extent of implementation of secondary school curriculum content to enrich learners' needs and aspirations as quality assurance practice in Secondary Schools in Enugu State?
- What is the extent of motivation of teachers as quality assurance practice in Secondary Schools in Enugu State?
- What is the extent of provision of effective leadership and management as quality assurance practice in Secondary Schools in Enugu State?
- What is the extent of periodic whole school evaluation as quality assurance practice in Secondary Schools in Enugu State?

**Hypotheses:** Six null hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

*Ho<sub>1</sub>:* There is no significant difference in the mean rating of principals and evaluators on the extent of provision of facilities as quality assurance practice in Secondary Schools in Enugu State.

*Ho<sub>2</sub>:* There is no significant difference in the mean rating of principals and evaluators on the extent of recruitment of qualified teachers as quality assurance practice in Secondary Schools in Enugu State.

*Ho<sub>3</sub>:* There is no significant difference in the mean rating of principals and evaluators on the extent of implementation of secondary school curriculum to enrich learners' needs and aspirations as quality assurance practice in Secondary Schools in Enugu State.

*Ho<sub>4</sub>:* There is no significant difference in the mean rating of principals and evaluators on the extent of motivation of teachers as quality assurance practice in Secondary Schools in Enugu State.

*Ho<sub>5</sub>*: There is no significant difference in the mean rating of principals and evaluators on the extent of provision of effective leadership and management as quality assurance practice in Secondary Schools in Enugu State.

*Ho<sub>6</sub>*: There is no significant difference in the mean rating of principals and evaluators on the extent of period whole school evaluation as quality assurance practice in Secondary Schools in Enugu State.

### Literature

**Quality:** The study and maintenance of quality in Nigerian educational system has been an important topic of discussion to educationists. The real meaning of quality has been widely debated and has undoubtedly constituted a highly pertinent issue in all levels of Nigeria educational system. For Tight [26], issues such as course evaluation, grading and outcomes, national monitoring and system standards are topics fitting the category of quality studies in higher education research while little and sometimes no emphasis will be made with regards to other levels of education such as primary and secondary schools.

A systematization of thematic areas of secondary education research made by Teichler [27] puts the study of quality within the longstanding thematic focus of the secondary education in knowledge and subject related aspects. Despite the illusiveness of the concept and the way scholars provided competing theme systematization, assuring and enhancing quality has undeniably remained a task to which huge amount of resources are committed in various levels of educational systems in Nigeria and around the globe. Scholars in the field of education and business management have developed concern for quality and standards since the mid-1980s alongside the increasing demand for greater accountability and efficiency (Frazer, [28]).

Going through the streams of literature provided by research findings and education as presented above, it is fair to start with the work of Harvey and Green [29] as one of the most influential publications done on understanding the meaning of quality. The entire research work is guided by the feeling that the concept of quality is relative in nature; both to any standards against which quality is examined more especially in the field of education and to the educationists who use the term as well as the context it is brought to discussion. According to them, the term quality can be viewed in four broad concepts as related to education (Harvey and Green, [29]). These conceptions of term in education are: exceptional;

consistency or perfection; fitness for purpose and transformation.

*Quality as Exceptional:* Quality is discussed in terms of three related but different notions. The first sees quality as distinctive, exceptional or something special. It stresses that the concept is exclusive in nature while providing no tangible instrument for measurement of quality. The second see quality as excellence which implies exceeding very high standards. Even though it is possible to identify what counts as excellence in this sense, it is also elitist in that the achievability of its standards are limited to few institutions that excel in input and output. The last view quality as anything that meets or passes certain set of minimum standards. Unlike the first two ones, this notion implies that quality is attainable to many with a crucial role of institutional quality control and evaluation (Harvey and Green, [29]).

*Quality as Perfection or Consistency:* Quality is also seen as consistency. The focus of such conception lies at process rather than input or output. What constitutes quality is a flawless process which perfectly fulfils set of specifications in a consistent manner. The principle of 'zero defects' and 'getting things right the first time' are central to Harvey and Green. They also pointed out that the principle emphasizes on making sure that no faults take place throughout the entire process first instead of conducting a final quality inspection on output. This goes in line with the idea of quality culture whereby every element in an organization assumes responsibility and becomes an active participant in making sure that each stage of the process is without defects.

*Quality as Fitness for Purpose:* The understanding of quality is strongly related to purpose of a service or product in question. The underpinning basic assumption revolves around the idea that quality is best understood when a product or service is examined against its purposes rather than set of absolute standards. According to Harvey and Green [29] a product or service is considered as having a good quality if it functionally proves the purpose for which it is produced to accomplish. Accordingly, quality can be defined as the extent to which a product or service meets certain specifications of an organization or, alternatively, as the extent to which an organization effectively and consistently realizes its own organizational objectives. The practice of quality assurance plays a vital role in the context of the latter, (Harvey and Green, [29]).

*Quality as Transformation:* The transformative view sees quality as a course involving considerable change on participants of the learning process which can be explained qualitatively rather than quantitatively. Harvey and Green discussed two aspects of this transformation, first, quality education is one that enhances participants' knowledge, skills and cognitive capabilities thereby effecting significant value addedness. For them, the other aspect of transformative education lies on its capacity to empower participants so that they can take ownership of their own learning process, for instance, by actively participating in shaping the model of delivery of learning and the decision-making process it involves.

**Quality Assurance:** The practice of quality assurance is at the heart of quality management strategies and activities. The practice of quality assurance has become a valuable instrument for dealing with the challenging task of assuring and improving the status of quality. Yet, it is important to review how quality assurance has been understood across the literature. Harvey and Green [29] reports that the achievability of a desired level of quality should ensure that certain mechanisms are put in place guiding strategic effort towards this goal.

**Quality Assurance in Secondary Schools:** Quality assurance in secondary schools in Nigeria engages number of major internal and external educational stakeholders and other government agencies in the process of achieving quality education. These include staff of higher education institutions, internal quality assurance units, governmental agencies (ministerial and administrative officers), local education authority, regional and state supervisory bodies, quality assurance agencies (autonomous or semi-autonomous), professional associations, faculty, students, alumni, employers of labour, funding organizations (Hilliges & Kettis, [30]. Despite wide consensus on recognizing the importance of involving stakeholders in the practices of quality, Kis [31] however indicates that there is existence of confusion regarding the optimal nature and active level of involvement by stakeholders in the practice of quality in Nigerian secondary schools.

Quality assurance practices is an effort put forward which strives to maintain quality in Nigerian secondary schools' education through approaches such as inspection, evaluation and audit. These approaches are widely practiced to measure quality and ensure whether these practices conform to standards. They are also different and convergent processes at the same time.

*Inspection:* Abebe [32] observes that inspection is a supervision process which indicates whether schools or programmes meet certain level of standards and are eligible for formal operation. This external review process can be conducted for a specific facility or entire school against a set of standards. According to Chemay in Frazer, [28], inspection helps to assure stakeholders that the school: Has clearly defined and educationally appropriate objectives, maintains conditions under which their achievement can reasonably be expected, is in fact accomplishing them substantially and can be expected to continue to do so.

In this contexts review should covers resources, mission and objectives, inputs, the results of supervision benefits of the school or programme itself and general public.

*Evaluation:* Quality evaluation as part of quality assurance practice focuses on assessment of fulfilling quality requirements expectation that is stated, generally implied or obligatory. What is mainly assessed is the output of a school and for Kis [31], the result of a quality assessment is more than an inspection in that it produces quantitative evaluation and grades.

*Audit:* Like quality assessment, quality audit also focuses on reviewing outputs of schools. Frazer [28] reports that auditing secondary school involves a "scrutiny by a group of external evaluators to the school to check whether the quality assurance and quality control process are appropriate and working properly". Audit is concerned with the review of the evaluation instruments, procedures of evaluation and results to make improvements for future use. Woodhouse [32] pinpoints three aspects of the audit process which includes checking the sustainability, conformation and effectiveness of actual and planned quality procedures against set of specified objectives.

The most common methods of assessing quality assurance practices checks include self-evaluation which is often followed by peer evaluation and external evaluation Abebe, [33]. In self-evaluation, secondary schools in Nigeria examine their own performance against their own mission and objectives especially during external examinations like West African Senior School Certificate Examination (WASSCE), National Examination Council (NECO) and Universities and Tertiary Unified Matriculation Examination (UTUME). They collect, analyze and interpret data to ascertain how far they progressed towards meeting academic standards.

Stakeholders therefore gain access of the information on schools' quality of educational provision. Such reviews, according to Quality Assurance Agency (QAA) [34], "encourage secondary school authorities to be self-evaluative which eventually creates opportunities for devising future enhancement plans".

Peer evaluation, on the other hand, consists of a review process carried out by secondary school principals, teachers, academicians, researchers, practitioners, parents and even the students. Peer evaluation in secondary school is primarily based on the school's self-evaluation document or report. What peer evaluators in most secondary schools do afterwards is to examine what they hear and see against the self-evaluation report. They look for any discrepancy between the two. Harvey [35] indicates that the training, previous experience, preconceptions and prejudice and intuitive capacities affect peer review results. They make judgments and offer advice.

External evaluation is carried out by external bodies to secondary schools which enable the performance assessment of the school carried out internally to be externally scrutinized. This paves the way for discussion and experience sharing between internal and external stakeholders on school quality assurance practices. In the case of external evaluation, non-academic public members such as representatives of employers, practitioners and other accredited staff of higher institutions may participate in the review panels Singh, [36]. Employment and professional-linked evaluation bodies and government or state agencies may take the responsibility of undertaking the evaluation. Literature also suggests that there has been a considerable rise in the practice of external quality assurance as a result of sporadic establishment of schools, globalization and growing demand for ensuring accountability Woodhouse, [37].

Abebe [33] opines that "the task of conducting quality assurance requires collecting crucial information through self-review documents, site visits, surveys (national, institutional, programme, or modular) and statistical or performance indicators". As stated above, self-review documents are foundations to which peer review and external reviews are conducted. Besides this document, panel of peer and external reviewers also visit the school in person to ascertain whether the information on the self-review report matches the practical reality. The roles of the reviewers in secondary schools are mainly to observe the staff practices, document and facilities at their disposal and ask questions. This is to say

that quality assurance bodies can also conduct surveys using questionnaires (for instance, students filling teachers' performance evaluation questionnaire) and interviews although not widely common. In addition, Quality Assurance Agency (QAA) [34] adds that information on quality can be obtained from a variety of statistics and performance indicators.

Furthermore, Abebe [33] opines that the use of this type of information has been politically appealing even though a daunting skepticism on whether quantitative performance indicators can be a valid and reliable for operationalization of quality assurance practices in secondary schools. The findings of quality assurance evaluations are sometimes published into reports as public documents. Despite this, Harvey [35] cautions on intentional withholding of detailed information in some occasions by the schools. However, reports and follow up procedures come after real review activities are culminated. The type of report sometimes generated in this kind of exercise may include websites and short summaries, press releases, list of publications and emails or newsletters. Still, disclosures of external review reporting sometimes vary with cultural context. Globally, the results of quality assurance practices have strong and useful implications for school reputation, funding and other financial assistances, public image, stakeholder trust, link with industry and labour market.

### **Theoretical Framework**

**Formal Theory of Decision-Making:** The formal theory of decision-making is an umbrella term. The word "formal" is used because this theory emphasizes the official and structural elements of organizations. The formal theory assumes that organizations are hierarchically structured in which managers or administrators use rational means to pursue agreed goals. Bosah [37] asserts that administrators possess authority legitimized by their formal positions within the organization and are accountable to sponsoring bodies for the activities of their organizations. The theory has the following features;

- The theory tends to treat organization as a system. A system comprises elements that have clear organizational links with each other.
- Formal theory gives prominence to the official structure of the organization. Formal structures are often represented by organizational charts, which show the authorized pattern of relationship among members of the institution.



- In formal theory, the official structures of the organization tend to be hierarchical. Teachers are responsible to departmental 'chairs' that, in turn, are responsible to principal for the activities of their departments. The hierarchy thus represents a means of control for leaders over their staff (subordinates).
- The formal theory assumes that managerial decisions are made through a rational process. Typically, all the options are considered and evaluated in terms of the goals of the organization. The most suitable alternative is then selected to enable those objectives to be pursued.

The formal theory is very restricted, structured and bureaucratic in nature and placed the decision-making process in the hands of the managerial staff. Thus, provide no or little opportunity for the subordinates to contribute their own quota in the decision-making process in order to enhance quality assurance in secondary schools.

**Cheng and Tam: Seven Models:** Another effort towards providing a comprehensive framework to the conceptualization of quality came with a cross-disciplinary characteristic. Such works are not unorthodox as secondary education research has a long-standing legacy of being the basis for determining the successful growth of other fields of inquiry or profession which has contributed to the evolution of its themes, methods and levels of analysis (Teichler, [27] and. Lending support to the above view, Macfarlane and Grant [38] opine that the historical development of secondary education research has been, by and large, the product of such quality studies that fall within the interest of all levels of educational system. Operating within such tradition, Cheng and Tam, [39] propounds a model for conceptualization of quality which defines the concept using seven different but related models by way of adopting theories from management into the field of education. The models include goal and specification; resource-input; process; satisfaction; legitimacy; absence of problems; and organizational learning.

The goal and specification model: This model explains educational quality in terms of the achievement of set of objectives and goals. The basic assumption behind this is that educational institutions have clearly stated and commonly accepted goals or mission statements towards which they strive to achieve. Therefore, this notion confers the status of good educational quality to any institution that succeeds in realizing its program specifications and institutional goals.

The resource-input model: This model of educational quality puts exclusive focus on the quality of input and other fundamental resources of educational institutions. This notion explains that institutions are said to have good educational quality if they are able to secure high quality inputs such as high caliber students, qualified professors and administrative staff, better infrastructure and facilities, high fund and financial assistance and other necessary resources. The resource-input model bases its argument on the assumption that educational quality comes naturally if an institution manages to acquire high standard resources and inputs into the learning process.

The process model: The view on educational quality, in this sense, deals with the extent to which learning experiences and internal processes go smoothly. Instead of focusing on goals or inputs, the process model assumes that educational quality is achieved if internal functioning and learning processes of an institution run in a healthy manner. Cheng and Tam [39] also stated, "leadership, communication channels, participation, co-ordination, adaptability, planning, decision making, social interactions, social climate, teaching methods, classroom management, learning strategies and learning experiences" can be used as pointers of educational quality.

The satisfaction model: The satisfaction model defines educational quality in terms of the extent to which the expectations and needs of 'strategic constituencies'-a term Cheng and Tam used to refer to internal and external stakeholders are satisfied and met by the performance of an educational institution. This model becomes less useful under circumstances where diverse and sometimes conflicting expectations are held by students, professor, management, parents, alumni, industry and governmental departments responsible for steering educational activities. Therefore, an institution that satisfies these stakeholder specifications is considered as having good educational quality.

The legitimacy model: Educational quality in legitimacy model is explained from the perspective of the need for successfully ensuring legitimacy so as to secure institutional survival and earn the status of good quality. The argument behind this notion states that the recent rapid changes in the education environment, economy, market, technology and other important aspects put pressure on educational institutions to constantly secure their legitimacy if they are to attain scarce resources for survival. Institutions are said to have good educational quality if they remain accountable to the public, secure support from community, respect value for money and succeed in achieving a pleasant public image.

The absence of problems model: According to this model, the non-existence of any defects, problems, discontinuities and weaknesses in the operation of an institution indicates the existence of good educational quality. The model assumes that the existence of flaws and defects are signs of unhealthy functioning which challenges the achievement of respectable quality. However, this model lacks clarity regarding whether institutions should emphasize on keeping their inputs, or process, or output, or the entire institutional operation without defects.

The organizational learning model: This model perceives educational quality as improvement and continuous development that a learning process brings to participants, methods and practices and outcomes. The improvement that educational processes create on their participants such as students also provides an opportunity for a significant organizational learning experience of the institution itself. The model also states that institutions which are flexible enough to continuously adapt to changing circumstances of external environment are considered as having highly regarded status of quality.

**Empirical Studies:** Nwikina and Igwe [17] investigated quality assurance and planning indices for accreditation of 12 public universities in South-South Nigeria. The researchers formulated two research questions that guided the conduct of the study. The design of the study was descriptive survey research design and the population of the study comprised 12 public universities in the South-south Nigeria area of the study with the capacity of 500 lecturers and 50 management staff totaled 550 respondents used for the study.

The instrument used for data collection was structured questionnaire titled 'Quality Assurance and University Planning Indices Questionnaire' (QAUPIQ). Mean, standard deviation and t-test were used as statistical tool for data analysis. The results of the study revealed that, acting as check by assuring standard in the school, ensure proper staffing, ensuring a match between students and staff ratio are indicators of the roles quality assurance for effective accreditation of academic programme of the universities and ensuring that quality is maintained, preparing universities annual recurrent grant, complies and publishes development plan in the universities are the roles of academic planning unit for the effective implementation of integrative quality accreditation of the university's academic programme.

The difference between the former study and the present study is that the former study focused on investigating quality assurance and planning indices for accreditation of universities in South-South Nigeria while the present study focuses on the assessment of quality assurance practices in secondary schools in Enugu State, Nigeria. The studies relate to each other since both are meant to ascertain the relevance of quality assurance in educational system though at different levels of education. They also related to each other since the former and present studies adopted descriptive survey research design and appears to use the same mean, standard deviation as method for data analysis.

Gogo [40] carried out a study on "establishing quality assurance in secondary schools through increasing school evaluation in Rachuonyo District, Kenya". The purpose of the study was to determine how quality assurance can be established in secondary schools through increased school evaluation. Descriptive survey research design was used for the study and the population strata included boy's schools, girls' schools and mixed schools. Stratified random sampling technique was used to select the schools and the category of respondents to be included in the sample. The researchers then used table of random numbers to select 37 schools from a total of 111 schools.

Data for this study were obtained through questionnaire, interview schedules and participatory observation that sought for general information on how increased school evaluation can establish quality assurance in secondary schools.

Data collected were analyzed by percentage distributions. The data generated from the study showed that increased school evaluation helps to establish quality assurance to maintain established standards and ensure quality control, monitor, students' performance and assist teachers to select relevant text books, assess the school plant and ensure the adequacy of physical facilities and equipment for a conducive teaching-learning environment, among others. The above study is related to the present study in the sense that it has established school evaluation as a quality assurance strategy in secondary schools. Therefore, Gogo's study has provided a spring board for the present study to appraise school evaluation practices in secondary schools as a quality assurance measure hence, the interrelationship of these two studies.

Nwite and Alumode [11] carried out a research on quality assurance and teachers' instructional performance task in secondary schools in Nigeria. The study examined the relationship between teacher's instructional task performance and their qualification and teaching experience. The design of the study was a descriptive survey design. The population of the study comprised all the 59 principals and 10471 teachers making a total of 10800 respondents. The researchers applied stratified random sampling method to select 540 principals and teachers as the sampling size. The instrument used for data collection was quality Assurance and Teacher's instructional Task performance (QATITP). Two research questions and two hypotheses guided the study. Data collected were analyzed using Pearson Product Moment correlation statistics. Findings revealed that teacher's qualification and cognate experience greatly influenced their performance.

The above study is related to the present study because it implicitly justifies the need for recruitment of qualified teachers in our school system and the importance of internal and external supervision of instruction by principals, inspectors and supervisors. These are some of the quality assurance measures which the present study seeks to assess.

### MATERIALS AND METHODS

This unit presents the methods used in carrying out the research study, titled "Assessment of Quality Assurance Practices in Secondary Schools in Nigeria". These are discussed under the following sub-units: Research design, area of the study, sample and sample techniques, instrument for data collections, validation of instrument, methods of data collection and data analysis. The researchers employed descriptive survey design. A survey research is a non-experimental descriptive research (Uzogulu [41] and Abonyi, Okereke, Omebe and Anugwo, [42]. The instrument used for data collection in this study is the researchers' structured questionnaire. For Abonyi, Okereke, Omebe and Anugwo [42] data are usually collected, organized, analyzed and then described as they exist (natural setting) without interfering with them. It also involves collection of data from a sample of a large population for the researchers to describe in a systematic manner and interpret characteristic manner and interpret characteristic features and facts about the population without manipulation. The study was carried in Enugu state, South-east zone of Nigeria. The choice of Enugu state was to assess principals' practices of quality assurance and extent of implementation of the practices.

The population of the study was 383 comprising all the two hundred and ninety-one (291) school principals and 92 quality assurance evaluators in the Ministry of Education (MOE) in Enugu state. Distribution of the population is as follows:

S/N	Education Zone	No of Principals/Evaluators
1.	Enugu Education Zone	31
2.	Nsukka Education Zone	60
3.	Awgu Education Zone	54
4.	Agbani Education Zone	45
5.	Obolo Education Zone	47
6.	Udi Education Zone	54
7.	Evaluators/Inspector (MOE)	92
Total		383

Source: State Ministry of Education (MOE, 2016).

The entire population of 383 was studied as the sample of the study. Instrument used for this study is the researchers' structured questionnaire tagged "Assessment of Quality Assurance Practices Questionnaire (AQAPQ)" designed to elicit information from the respondents based on the research Questions. The instrument was structured on four-point scale (Very High Extent-VHE; High Extent – HE; Low Extent- LE and Very Low Extent – VLE). Points are assigned to the scale as follows: VHE 4, HE 3, LE 2 and VLE 1. The t-test statistic was used to test the null hypotheses at 0.05 level of significance.

The instrument was face validated by three experts in the Faculty of Education, Enugu State University of Technology, two from the Department of Educational Foundations and one from the Department of Science Education, Measurement and Evaluation Unit. These experts vetted the items in terms of sentence structure and adequacy of the instrument.

Their comments and suggestions aided the researchers' corrections before final use. To establish the reliability of the instrument a test-retest method was used. The instrument was administered to 30 principals in Ebonyi state and re-administered to the same principals and inspectors after a week interval. Cronbach alpha was used to obtain the reliability co-efficient of 0.77, which was considered high enough to make the instrument reliable.

The three hundred and eight three copies of the questionnaire were administered directly to the respondents by the researchers, filled and returned for data analysis for the purposes of analyzing the data, mean ( $\bar{x}$ ) and standard deviation were (SD) used to answer the research questions.

The mean ( $\bar{x}$ ) value was derived by the addition of scale values and dividing the sum by the number of scale options that is,  $4 + 3 + 2 + 1 = 10/4 = 2.50$ . The mean ( $\bar{x}$ ) used for decision making was 2.50, therefore the decision rule was that any mean value from 2.50 and above was interpreted as Very High Extent while mean value less than 2.50 was used to interpret the item as Low Extent the t-test statistic was used to test the null hypotheses at 0.05 level of significance.

## RESULTS

**Research Question 1:** What is the extent of provision of infrastructural facilities as quality assurance practice in Secondary Schools in Enugu State?

The results of the findings on Table 1 revealed that the respondents accepted that comfortable classrooms, staff offices, school fences with gates, laboratories, workshops, libraries, pipe borne water, electricity, sizable examination hall, convenience rooms and games pitches are provided to a high extent with the mean scores of 3.156, 2.986, 3.020, 3.109, 2.976, 2.997, 3.174, 3.151, 2.968, 2.979 and 3.078 respectively. The grand mean score of all items in table 1 is 3.054 with standard deviation score 0.934. With the grand mean 3.054 which is greater than mean score of 2.50 set as mean score for decision making, the implication is that the respondents accepted that infrastructural facilities are provided as quality assurance practice in secondary schools in Enugu State.

**Research Question 2:** What is the extent of recruitment of qualified teachers as quality assurance practice in secondary schools in Enugu state?

The results of the findings on Table 2 reveals that teachers with knowledge of curriculum content, teachers with professional qualifications are recruited, teacher are recruited on merit, due process is followed in the recruitment of teachers, the minimum qualification laid down by the Government for teaching in secondary schools is considered during recruitment and teachers are subjected to aptitude tests before recruitment as quality assurance practice are recruited to high extent with the mean scores of 3.070, 2.992, 2.997, 2.979, 2.973 and 2.950 respectively. The grand mean score of all items on table 2 is 2.994 with standard deviation score 0.945. The grand mean of 2.994 is greater than mean score 2.50 set as mean score for decision making. Thus, this shows that the respondents accepted that recruitment of qualified teachers is a quality assurance practice in secondary schools in Enugu state.

**Research Question 3:** What is the extent of implementation of curriculum content to enrich learners' needs and aspirations as quality assurance practice in Secondary Schools in Enugu State?

The results of the findings on Table 3 revealed that the respondents accepted that curriculum caters for the differences in talents, opportunities and future roles, provides technical knowledge and vocational skill necessary for agricultural, industrial, commercial and economic development, core curriculum designed to broaden learners' knowledge and out-look, provides the learners with the opportunity for education of a higher level, prepares the individuals to develop and promote Nigerian languages, art and culture in the context of world's cultural heritage to high extent with the mean scores of 2.799, 2.885, 3.099, 3.182 and 3.131 respectively. The grand mean score of all items on table 3 is 3.019 with standard deviation score of 0.992. The grand mean score 3.019 is greater than mean score 2.50 used as a mean score for decision making, thus, this shows that the respondents accepted that enrichment of secondary school curriculum content is implemented to enrich learners needs and aspirations as quality assurance practice in secondary schools in Enugu State.

**Research Question 4:** What is the extent of motivation of teachers as quality assurance practice in secondary schools in Enugu State?

The results of the findings on Table 4 revealed that the respondents accepted that each of the items in 23 – 30 on motivation of teachers as quality assurance practice indicated that teachers are motivated to high extent with the mean scores 3.005, 3.138, 3.201, 3.086, 3.067, 3.031, 2.945 and 2.973 respectively. The grand mean score of all items on table 4 is 3.056 with standard deviation score 0.934. with the grand mean of 3.056 which is greater than mean score 2.50 used as a mean score for decision making, thus, this shows that the respondents accepted that motivation of teachers is a quality assurance practice in secondary schools in Enugu state.

**Research Question 5:** What is the extent of provision of effective leadership and management as quality assurance practice in secondary schools in Enugu State?

The results of the findings on Table 5 revealed that the respondents accepted that organizing staff for effective work, drawing up schedule of duties, engage in effective communication, settlement of disputes, use of democratic leadership style, use of autocratic leadership style, use of laissez-faire leadership

Table 1: Mean Ratings of Principals and Evaluators on Provision of Infrastructural Facilities as Quality Assurance Practice in Secondary Schools in Enugu State

S/No	Items	X	SD	Decision
1.	Comfortable classrooms	3.156	0.974	HE
2.	Staff offices	2.986	0.982	HE
3.	School fences with gates	3.020	0.951	HE
4.	Laboratories	3.109	0.953	HE
5.	Workshops	2.976	0.952	HE
6.	Libraries	2.997	0.961	HE
7.	Pipe borne water	3.174	0.896	HE
8.	Electricity	3.151	0.848	HE
9.	Sizable examination hall	2.968	0.967	HE
10.	Convenience rooms	2.979	0.874	HE
11.	Games pitches	3.078	0.914	HE
	Grand Mean	3.054	0.934	HE

Table 2: Mean Ratings of Principals and Evaluators on Recruitment of Qualified Teachers as Quality Assurance Practice in Secondary Schools in Enugu State

S/N	ITEMS	X	SD	Decision
12.	Teachers with knowledge of curriculum content	3.070	0.914	HE
13.	Teachers with professional qualifications are recruited	2.992	0.930	HE
14.	Teachers are recruited on merit	2.997	0.958	HE
15.	Due process is followed in the recruitment of teachers	2.979	0.957	HE
16.	Government's laid down minimum qualification regulation is observed during teachers recruitment	2.973	0.965	HE
17.	Teachers are subjected to aptitude tests before recruitment	2.950	0.944	HE
	Grand Mean	2.994	0.945	HE

Table 3: Mean ratings of Principals and Evaluators on Implementation of Curriculum Content to Enrich Learners' Needs and Aspirations as Quality Assurance Practice in Secondary Schools in Enugu State

S/N	ITEMS	X	SD	Decision
18.	The curriculum is broad and caters for the differences in talents, opportunities and future roles	2.799	1.037	HE
19.	It provides technical knowledge and vocational skill necessary for agricultural, industrial, commercial and economic development.	2.885	0.980	HE
20.	It has core curriculum designed to broaden learners' knowledge and out-look	3.099	0.997	HE
21.	Provides the learners with the opportunity for education of a higher level	3.182	0.956	HE
22.	Prepares the individuals to develop and promote Nigerian languages, art and culture in the context of world's cultural heritage.	3.131	0.956	HE
	Grand Mean	3.019	0.992	HE

Table 4: Mean Ratings of Principals and Evaluators on Motivation of Teachers as Quality Assurance Practice in Secondary Schools in Enugu State.

S/N	ITEM	X	SD	Decision
23.	Regular payment of teachers' salaries and allowances	3.005	0.968	HE
24.	Praising teachers for work well done	3.138	0.894	HE
25.	Rewarding outstanding performance	3.201	0.953	HE
26.	Providing in service training	3.086	0.926	HE
27.	Promoting teachers as at when due	3.067	0.935	HE
28.	Involving teachers in decision making	3.031	0.891	HE
29.	Allowing teachers access to health care services	2.945	0.989	HE
30.	Recognition of hard work	2.973	0.914	HE
	Grand Mean	3.056	0.934	HE

Table 5: Mean Ratings of Principals and Evaluators on Provision of Effective Leadership and Management as Quality Assurance Practice in Secondary Schools in Enugu State

S/N	ITEM	X	SD	Decision
31.	Organizing staff for effective work	3.002	0.913	HE
32.	Drawing up schedule of duties	3.138	0.984	HE
33.	Engage in effective communication	3.161	0.973	HE
34.	Settlement of disputes	3.052	0.966	HE
35.	Use of democratic leadership style	3.021	0.983	HE
36.	Use of autocratic leadership style	3.146	0.954	HE
37.	Use of laissez-faire leadership style	3.081	1.032	HE
38.	Frequent evaluation of staff performance	3.175	0.899	HE
39.	Assigning special functions to some staff	3.086	0.901	HE
	Grand Mean	3.096	0.956	HE

style, frequent evaluation of staff performance and assigning special functions on effective leadership and management as quality assurance practice is implemented to high extent with the mean scores of 3.002, 3.138, 3.161, 3.052, 3.021, 3.146, 3.081, 3.175 and 3.086 respectively. The grand mean score of all items on Table 5 is 3.096 with standard deviation scores 0.956. The grand mean of 3.086 which is greater than mean score 2.50 used as mean score for decision making, the implication is that the respondents accepted that provision of effective leadership and management is a quality assurance practice in secondary schools in Enugu State.

**Research Question 6:** What is the extent of periodic whole school evaluation as quality assurance practice in secondary schools in Enugu State?.

The results of the findings on table 6 revealed that the respondents accepted that whole school evaluation helps schools to internally assess their performance, whole school evaluation help schools to constantly improve their performance through school self evaluation, helps in monitoring the development in education and disseminating current information to schools, provides basis for the host communities to participate in administration and assessment of the school, provides government with facts to justify the status of schools as quality assurance practice is implemented to high extent with the mean scores of 2.971, 3.052, 3.075, 3.089 and 3.096 respectively. The grand mean score of all items on table 6 is 3.057 with standard deviation score 0.931. With the grand mean score of 3.057 which is greater than mean score 2.50 used as a mean score for decision making, thus, this shows that the respondents accepted that periodic whole school evaluation is quality assurance practice in secondary schools in Enugu State.

**Hypotheses Ho<sub>1</sub>:** There is no significant difference in the mean rating of secondary school principals and school evaluators on the extent of provision of facilities as quality assurance practice in secondary schools in Enugu

State. Data collected from item 1- 11 in Section B of the research instrument were used to test this hypothesis 1. Summary of results of data analysis are presented on Table 7:

From the results of data analysis presented on Table 7, it could be observed that although secondary school principals in Enugu State recorded higher mean score of 3.074 than the mean score 2.996 for school evaluators, the difference in these mean scores is statistically not significant at P 0.05. This is because the calculated t-value (0.668) is less than the critical value (1.960). Therefore, the null hypothesis (Ho<sub>1</sub>) is accepted which implies that there is no significant difference in the mean ratings of secondary school principals and school evaluators on the extent of provision of infrastructural facilities as quality assurance practice in secondary schools in Enugu state.

**Ho<sub>2</sub>:** There is no significant difference in the mean rating of principals and evaluators on the extent of recruitment of qualified teachers as quality assurance practice in secondary schools in Enugu state.

From the results of data analysis presented on Table 8, it could be observed that although secondary school principals in Enugu State recorded higher mean score of 3.029 than the mean score 2.917 for school evaluators, the difference in these mean scores is statistically not significant at P 0.05. This is because the calculated t-value (1.006) is less than the critical value (1.960). Therefore, the null hypothesis (Ho<sub>2</sub>) is accepted which stated that there is no significant difference in the mean rating of principals and evaluators on the extent of recruitment of qualified teachers as quality assurance practice in secondary schools in Enugu State.

**Ho<sub>3</sub>:** There is no significant difference in the mean rating of principals and evaluators on the extent of implementation of secondary school curriculum to enrich learners' needs and aspirations as quality assurance practice in secondary schools in Enugu State.

Table 6: Mean Ratings of Principals and Evaluators on Periodic Whole School Evaluation as Quality Assurance Practice in Secondary Schools in Enugu State.

S/N	ITEM	X	SD	Decision
40.	Whole school evaluation helps schools to internally assess their performance	2.971	0.949	HE
41.	Whole school evaluation help schools to constantly improve their performance through school self evaluation	3.052	0.910	HE
42.	It helps in monitoring the development in education and disseminating current information to schools	3.075	0.934	HE
43.	It provides basis for the host communities to participate in administration and assessment of the school	3.089	0.884	HE
44.	It provides government with facts to justify the status of schools	3.096	0.978	HE
	Grand Mean	3.057	0.931	HE

Table 7: T-test Analysis of the Extent of Provision of Infrastructural Facilities as Quality Assurance Practice in Secondary Schools in Enugu State

Status	N	X	SD	df	t-cal	t-tab	$\alpha$	Decision
Principals	291	3.074	0.930	381	0.668	1.960	0.05	Accepted Ho <sub>1</sub>
Evaluators	92	2.996	0.933					

Table 8: t-test Analysis of the Extent of Recruitment of Qualified Teachers as Quality Assurance Practice in Secondary Schools in Enugu State.

Status	N	X	SD	df	t-cal	t-tab	$\alpha$	Decision
Principals	291	3.029	0.942	381	1.006	1.960	0.05	Accepted Ho <sub>2</sub>
Evaluators	92	2.917	0.947					

Table 9: T-test Analysis of the Extent of Implementation of Secondary school Curriculum to Enrich Learners' Needs and Aspirations as Quality Assurance Practice in Secondary Schools in Enugu State

Status	N	X	SD	df	t-cal	t-tab	$\alpha$	Decision
Principals	291	3.008	0.978	381	0.018	1.960	0.05	Accepted Ho <sub>3</sub>
Evaluators	92	3.005	0.994					

From the results of data analysis presented on Table 9, it could be observed that although secondary school principals recorded higher mean score of 3.008 than the mean score 3.005 for school evaluators in Enugu State, the difference in these mean scores is statistically not significant at  $P < 0.05$ . This is because the calculated t-value (0.018) is less than the critical value (1.960). Therefore, the null hypothesis (Ho<sub>3</sub>) is accepted which states that there is no significant difference in the mean rating of secondary school principals and school evaluators on the extent of implementation of curriculum content to enrich learners' needs and aspirations as quality assurance practice in Secondary Schools in Enugu State.

**Ho<sub>4</sub>:** There is no significant difference in the mean rating of principals and evaluators on the extent of motivation of teachers as quality assurance practice in secondary schools in Enugu State.

From the results of data analysis presented on Table 10, it could be observed that although secondary school principals recorded higher mean score of 3.081 than the mean score 2.977 for school evaluators in Enugu State but the difference in these mean scores is statistically not significant at  $P < 0.05$ . This is because the

calculated t-value (0.934) is less than the critical value (1.960). Therefore, the null hypothesis (Ho<sub>4</sub>) is accepted which stated that there is no significant difference in the mean rating of principals and evaluators on the extent of motivation of teachers as quality assurance practice in Secondary Schools in Enugu State.

**Ho<sub>5</sub>:** There is no significant difference in the mean rating of principals and evaluators on the extent of provision of effective leadership and management as quality assurance practice in secondary schools in Enugu State.

From the results of data analysis presented on Table 11, it could be observed that although secondary school principals recorded lower mean score of 3.062 than the mean score 3.194 for school evaluators in Enugu State, the difference in these mean scores is statistically not significant at alpha level of 0.05. This is because the calculated t-value (0.994) is less than the critical value (1.960). Therefore, the null hypothesis (Ho<sub>5</sub>) is accepted which stated that there is no significant difference in the mean rating of secondary school principals and school evaluators on the extent of provision of effective leadership and management as quality assurance practice in secondary schools in Enugu state.

Table 10: T-test Analysis of the Extent of Motivation of Teachers as Quality Assurance Practice in Secondary Schools in Enugu State.

Status	N	X	SD	Df	t-cal	t-tab	$\alpha$	Decision
Principals	291	3.081	0.932	381	0.934	1.960	0.05	Accepted Ho <sub>4</sub>
Evaluators	92	2.977	0.936					

Table 11: T-test Analysis of the Extent of Provision of Effective Leadership and Management as Quality Assurance Practice in Secondary Schools in Enugu State

Status	N	X	SD	df	t-cal	t-tab	$\alpha$	Decision
Principals	291	3.062	0.969	381	0.994	1.960	0.05	Accepted Ho <sub>5</sub>
Evaluators	92	3.194	0.900					

Table 12: T-test Analysis of the Extent of Periodic Whole School Evaluation as Quality Assurance Practice in Secondary Schools in Enugu State.

Status	N	X	SD	df	t-cal	t-tab	$\alpha$	Decision
Principals	291	3.096	0.925	381	1.504	1.960	0.05	Accepted Ho <sub>6</sub>
Evaluators	92	2.928	0.935					

**Ho<sub>6</sub>:** There is no significant difference in the mean rating of principals and evaluators on the extent of periodic whole school evaluation as quality assurance practice in secondary schools in Enugu State.

From the results of data analysis presented on Table 12, it could be observed that although secondary school principals recorded greater mean score of 3.096 than the mean score 2.928 for school evaluators in Enugu State, the difference in these mean scores is statistically not significant at P = .05. This is because the calculated t-value (1.504) is less than the critical value (1.960). Therefore, the null hypothesis (Ho<sub>6</sub>) is accepted which stated that there is no significant difference in the mean rating of secondary school principals and school evaluators in Enugu state on the extent of period whole school evaluation as quality assurance practice in secondary schools in Enugu state.

**Summary of Findings:** The results of data analysis as presented above revealed the following findings.

- Infrastructural facilities are provided to a high extent (HE) as quality assurance practice in secondary schools in Enugu State,
- Qualified teachers are recruited in secondary schools to a high extent (HE) as quality assurance practice in secondary school in Enugu State,
- Secondary school curriculum content is enriched to learners needs and aspirations to a high extent (HE) as quality assurance practice in secondary schools in Enugu state,
- Teachers are motivated to a high extent (HE) as quality assurance practice in Enugu State,

- That effective leadership and management is provided to high extent (HE) as quality assurance practice in secondary schools in Enugu State,
- Periodic whole school evaluation is carried out to a high extent (HE) as quality assurance practice in secondary schools in Enugu State and
- There was no significant difference in the mean ratings of secondary school principals and school evaluators on the extent of implementation of quality assurance practices in secondary schools in Enugu State.

## DISCUSSION

The results of the findings on table one revealed that the respondents accepted that infrastructural facilities such as comfortable classroom, staff offices, school fences with gates, laboratories, workshops, libraries, pipe borne water, electricity, sizable examination hall, convenience rooms and games pitches are provided in secondary schools as quality assurance practice in secondary schools in Enugu state. The result of this study is in contrast with the observation made by Nwafor [43] that poor provision and management of infrastructural facilities in Nigerian schools affected quality assurance practices by secondary school principals. Commenting on the status of the findings of these studies, Kis [31] maintained that, in educational institutions quality assurance is measured by providing and managing the quality of infrastructural facilities, assembling them in components or products, directing them to services related to production; production processes or management processes and inspection



processes that will enhance quality production and services. Abebe [32] observed that quality assurance is measured through statistical control and failure testing of all human and material resources available for quality enhancement. According to him, “statistical controls ensure that an organization is producing quality products at the lowest possible defect rate while failure testing in the practice of quality assurance ascertains the stress levels under which a planned action will fail by exposing it to unanticipated stresses, like intense vibration, temperature and humidity”. Stress testing uncovers problems that can be fixed with simple changes to improve the product. This means that knowing the exert number of facilities available in the school and running failure testing on them will help in improving quality assurance for quality education.

The results of the findings on Table 2 revealed that the respondents accepted that teachers are recruited based on knowledge of curriculum content, professional qualifications, on merit, due process, minimum qualification laid down by the Government for teaching in secondary schools and aptitude tests before recruitment as quality assurance measures in secondary schools in Enugu State is implemented to high extent. The findings of this study is complemented by the findings of Orji [44] who observed that lack of adequate qualified personnel hinders attempts at effective management of secondary school by principals which ensures that quality assurance practice is achieved. Orji also discovered that good qualifications of teachers and years of experience are factors that help in effective quality assurance practices and management of secondary schools by principals. Contrary to the findings of this study, Nwafor [43] observed that there are inadequate qualified personnel in secondary schools in Udi Local Government Area of Enugu State. This according to the study affected quality assurance practice by principals of secondary schools in the study area.

Cox [45] observed that the main problem confronting quality education in less developed countries is the inability of educational managers to effectively recruit quality and competent teachers, co-ordinate and manage the resources available to their schools. Thinking alike, Obike [46] maintains that poor qualifications of personnel in Nigerian schools and their inability to effectively utilize the available resources at their disposal constitute huge setback to the practice of quality assurance in their schools. This therefore, means that recruitment of qualified and competent school personnel is a vehicle for assuring quality in secondary schools.

The results of the findings on Table 3 revealed that the respondents accepted that curriculum caters for the individual differences, provides technical knowledge, vocational skill necessary for economic development, has core curriculum designed to broaden learners’ knowledge, provides the learners with the opportunity for education of a higher level and prepares the individuals to develop and promote Nigerian languages and Arts as quality assurance measures in secondary schools in Enugu State. This showed that the respondents accepted that secondary school curriculum to organized to enrich learners needs and aspirations quality in secondary schools to high extent in Enugu State. The finding of this study is inconsistent with Oyibe and Oketa [3] in their study which revealed serious deficiencies in so many fundamental areas which included language and instructional communication, preparation of lesson plans, use of teaching aids, information and communication technology, morale and commitment to the teaching profession. The difference could be that Oyibe and Oketa [3] conducted their study in different environment in Ebonyi state or that Ebonyi State lacked some quality assurance facilities as at the time of their study.

Contrary to Oyibe and Oketa’s finding and in line with the findings of this study, Bozimo and Ikwumelu [1] observed that secondary school curriculum contents in Nigeria is related to learners’ needs, culture, aspiration and adequate in scope and age of the learner in view that its effective implementation will to a long extent enhance quality assurance and encourage learning. It is pertinent to state the secondary school curriculum focuses on skill acquisition and development of values, effective values and learning outcome that is capable of promoting quality assurance practices if effectively implemented.

The results of the findings on Table 4 revealed that the respondents accepted that regular payment of teachers’ salaries, praising teachers for work well done, rewarding outstanding performance, providing inservice training, promoting teachers as at when due, involving teachers in decision making, allowing teachers access to health care services and recognition of hard work as quality assurance practice in secondary schools in Enugu State is implemented to a high extent. The reason adjudged to this is that when teachers are motivated using the above indices, teachers tend to improve their teaching performance. The findings of this study is in line with the observation made by Ogagwo [47] that there was significant difference between the mean scores of quality enhancement in Secondary School education by classroom teachers that were given incentive by either

government or private individuals than those that receive no incentive in their various duty post, such incentives as word appreciation, gratification from parents, salary increment, payment of minimum wage, over time allowance, leave allowance, medical allowance and among the rest.

The results of the findings on Table 5 revealed that the respondents accepted that organizing staff for effective work, drawing up schedule of duties, engage in effective communication, settlement of disputes, use of democratic leadership style, use of autocratic leadership style, use of laissez-faire leadership style, frequent evaluation of staff performance and assigning special functions to some staff is quality assurance quality assurance measures for effective leadership management in secondary schools in Enugu State. The finding of this study is in contrary with the findings of Ojoba [48] who noted that there is communication gap between the principals and their personnel in secondary school in Udi Local Government Area of Enugu State which leads to poor management of personnel and school facilities affected quality assurance practices by secondary school principals. The reason for differences may be as a result of time frame between 2007 and 2017 (10years). There must have not been effective leadership and management training organized for school heads. On the other hand, Olatunji [49] in his findings shift this blame from communication to poor funding of schools by government. He observed that poor funding of secondary schools' result to poor maintenance of infrastructural facilities which led to poor achievement of standard in the state and that the major task besetting educational standard is that the bulk of education financing revolve round the state only and this led to non-provision of school libraries and instructional materials.

In another study by Ezeogu [50] the findings indicated that though there are different management styles employed by school heads but the democratic style of management works more effectively than the other styles especially when the teacher are involved in decision making process, which creates sense of collective responsibility.

The results of data analysis presented on table 6 revealed that school self-evaluation committee in the school, external evaluators visit schools regularly to validate the school for self-evolution, organize meetings and workshops for teachers when necessary, document the overall quality of education in schools and ensure appropriate implementation of approved curriculum and programmes are quality assurance practices in secondary schools in Enugu state. This shows that the respondents

accepted that periodic whole school evaluation as quality assurance practice in secondary schools in Enugu State.

To support this findings Abebe [33] discovered that periodic evaluation of school provides insight in ensuring effective leadership by school administrators and showing commitment in the exercising their administrative roles in achieving instructional objectives of the school, creating an enabling environment for effective teaching and learning and initiating staff development programmes in order to constantly improve the quality of staff. This may include organizing in-service training and seminar/workshop for secondary school teachers.

**Recommendations:** From the findings of this study, the following recommendations are made;

- That teachers and principals should improvise some facilities that are necessary for quality assurance which government is unable to provide for their respective schools.
- That methods of recruitment of teachers should be on merit basis not on quota system which was filled by unqualified teachers.
- Government, its agencies and other private bodies should be involved in improving staff welfare in secondary schools.
- That appointment of principals should not be based on seniority and experience but also on capability and good personality.
- The Ministry of Education should periodically organize seminar on whole school evaluation to ascertain the quality of education in secondary schools in Enugu State.

## CONCLUSION

Based on the findings of this study, these conclusions were drawn that provision of infrastructural facilities, qualified teachers recruited, secondary school curriculum enriched to learners' needs and aspirations as quality assurance practices in secondary schools in Enugu state. The study also revealed that teachers are motivated enough to perform their duties, that effective leadership and management is provided and periodic whole school evaluation is carried out as quality assurance practices in secondary schools in Enugu state. It is the researchers' opinion that if all the needed nuts and bolts for quality assurance practices in secondary schools in Enugu State are adequately available at the points of need, the quality of education will be restored in secondary schools in Enugu State.

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