

# *Quality Assurance Mechanism as Correlates of Secondary School Effectiveness in South-West Nigeria*

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## *Abstract*

*The study examined the relationship between quality assurance mechanism and secondary school effectiveness in South-West, Nigeria. The study was a descriptive survey. The sample was made up of 1,200 teachers from 60 secondary schools. Simple and stratified random sampling techniques were used to select the sample for the study. Three sets of instruments were used to collect the data for the study. They were Quality Assurance Mechanism Questionnaire (QAMQ); School Effectiveness Questionnaire (SEQ) and a proforma used to collect SSCE results of the students. The test-retest method of reliability was used to determine the reliability coefficients of QAMQ and SEQ which stood at 0.76 and 0.81 respectively. The data were analysed using frequency, percentage and Pearson Product Moment Correlation. The hypotheses formulated were tested at 0.05 level of significance. The study revealed a positive correlation between supervision, in-service training; learning environment and school effectiveness. It was however recommended that the moderate level of compliance with quality assurance can still be improved upon, while efforts should be made to improve upon the level of school effectiveness. It was also recommended that the principals of schools should sustain the tempo of supervision in schools in order to enhance better school effectiveness.*

**Key Word:** *Quality assurance; school effectiveness; supervision, in-service training, learning environment.*

## **Introduction**

Education is a process of acquiring the necessary skills needed to live a useful life as a member of the society where one lives. The extent to which a nation develops depends, to a large extent, on the level of its educational development. This suggests that education, in every human community, is an indispensable instrument for human progress, empowerment and for effecting national development. The increasing awareness of the importance of education to the upliftment of the individual and the society has made both the household and the nation devote a reasonable proportion of their earnings to acquiring qualitative education. Suffice it to say that a nation that lacks a sound educational culture and philosophy stands the risk of decay, whereas a nation that sees to the development of its education is bound to achieve great success.

Secondary education on its own has the broad aims of preparing students for useful living within the society and preparing them for higher education. Secondary school level is very pivotal in the educational system of the country because it is the bedrock

which determines the academic and professional career of students. Secondary education in Nigeria is of six-year duration and given in two stages; junior and senior levels of three years each (Garba, 2012). However, a cursory look at the secondary school system in Nigeria in recent times suggests that the schools are not living up to expectation in the provision of quality education in the three domains of learning, namely: cognitive, affective and psychomotor domains, thereby making schools ineffective in producing the needed quality human resource for national development.

One of the obstacles to secondary education in the Southwest, Nigeria is the persistent fluctuating trend in the performance of students in public examinations. Olaleye and Jolaoso (2017) remarked that the present state of achievement of secondary school students as measured by performance in external examination conducted by the West African Examination Council (WAEC) has been characterised by a declining trend, which caused a dissatisfaction of the general public. It has also been observed that another major obstacle bedeviling the secondary schools is the students' involvement in all kinds of anti-social vices thereby making the schools ineffective in the affective domain. Students' anti-social vices manifest in form of absence from school, lateness to school, insubordination to school authority, attempted rape, deliberate physical harm to others among others (Alonge & Obiweluozor, 2015). Students, these days, appear to be lazy, dishonest and always search for shortcuts to success.

Personal experience has also shown that most secondary school leavers lack the requisite technical skills to be able to function effectively in the society. It appears that the schools seem not to consider the importance of sports to the development of individuals and to nation building. Sporting activity (which is an index of psychomotor domain) is not just a routine or an annual fund-raising activity for schools but a very good avenue for talent hunt. Over the years, there appears to be too much emphasis on academic performance (cognitive domain) as a measure of school effectiveness at the expense of the other two domains (affective and psychomotor). Meanwhile, Bandele (2002) argues that the affective and the psychomotor domain exert great influence on the cognitive domain as well as making the beneficiary of the education system live a good life and contribute meaningfully to the development of the society.

School effectiveness refers to the extent to which secondary schools achieve their goals by producing students who have gained knowledge, who are disciplined and have developed appropriate skills and moral values system that can make them functional in the society. The ineffectiveness of the secondary schools in the three domains of learning have been attributed to several factors such as parental, teacher, societal and institutional factors but institutional factor appears to be potent in the cause of school ineffectiveness. The institutional factor considered in this study is the quality assurance mechanisms put in place in the school system which includes supervision, in-service training and the learning environment. Quality assurance implies the ability of the institutions to meet the expectation of the user of manpower in relation to the quality of skills acquired by their outputs. Quality assurance is a proactive means of ensuring quality in an

organization. Quality assurance in education aims at preventing quality problems and ensures that the products of the school system conform to the expected standard. Omopariola (2017) argues that quality assurance is the steady maintenance and improvement of the quality or standard of education in all areas of the school system.

According to Okebukola (2010), quality assurance is an umbrella concept for a host of activities that are designed to improve the quality of input, process and output of an education system. As earlier mentioned, the activities considered in this study include supervision, in-service training and learning environment. It is most disturbing to note that quality assurance in secondary schools in south-west, Nigeria seems to be below expectation which in turn affects the effectiveness of the schools. Supervision is key in quality assurance exercise in the education system. Supervision is an exercise meant to assist, direct, stimulate and motivate teachers to improve teaching and learning process in the school system. Walker (2016) defines supervision as a task of improving instruction through regular monitoring of teachers. This means that a deficiency in this exercise may spell doom for the education system. It has been observed that the level of both internal and external supervision in secondary schools in southwest, Nigeria call for great concern. It appears that the principals of schools and heads of departments who are in charge of internal supervision are being found wanting in their assignments. Inadequate or haphazard supervision could result in teachers' lackadaisical attitude towards their job and consequently make school ineffective.

Usman (2015) submitted a positive relationship between instructional supervision and teachers' performance and academic achievements of students in secondary schools. In-service training seems to have impact on the level of effectiveness of a school. In-service training is an on-the-job training organized for teachers to help them develop their skills in their areas of discipline. It involves the training organized by the agencies in charge of the school system in order to improve the professional development of the teachers.

A cursory look at the secondary schools nowadays will reveal that some practising teachers lack the necessary requisites in classroom management. Some do not know how well to maintain discipline in the classroom. Besides, some teachers do not know how to make effective use of instructional materials (most especially, ICT-driven instructional materials). The teaching methodology of some teachers seems to be obsolete. All these indicators seem to be making the teachers to perform at a low ebb thus making schools ineffective. Studies on in-service training and school effectiveness revealed positive relationship between the two variables. (Pintrich & Schunk, 2002; Rahman, Jamani, Akhter, Chisthi, & Ajmal, 2011).

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environment (Omopariola, 2017). Availability of school facilities and the conduciveness of the school learning environment have been said to be potent factors influencing students' achievements in the three domains of learning. Personal visits to some schools have shown that the

school physical facilities are not in good shape. Some schools do not have enough lockers and chairs for the students to use. Many of the classrooms, laboratories, libraries, playing grounds are in terrible state. These deteriorating conditions have encouraged incessant complaints from students and teachers alike; thus making schools ineffective.

Adeboyeje (1984), Adedeji (1998), Owoeye (2000) and Ajayi (2002) submitted positive relationship between school facilities and school effectiveness. Besides, Ahunanya and Ubabudu (2006) also reiterated provision of adequate facilities for effective teaching and learning to take place while Omopariola (2017) also submitted a positive relationship between learning environment and teachers' job performance. It can be said from the review of literature that the various mechanisms of quality assurance relate positively to school effectiveness. It was against this backdrop that the present study sought to find out the relationship between indices of quality assurance and secondary school effectiveness in Southwest Nigeria.

### Purpose of the Study

The purpose of the study was to find out the relationship between some variables of quality assurance and school effectiveness. The study investigated the level of quality assurance in secondary schools as well as the level of school effectiveness in Southwest Nigeria. Specifically, the study sought to find out if there was any significant relationship between supervision, in-service training, learning environment and secondary school effectiveness. Based on the findings recommendations were made on how to improve the achievement of the students in the three domains of learning.

### Research Questions

The following research questions were raised to guide the study;

1. How are secondary schools in South-West, Nigeria complying with quality assurance mechanism?
2. To what extent are secondary schools in South-West Nigeria effective?

### Research Hypotheses

The following hypotheses were formulated to guide the study.

1. There is no statistically significant relationship between supervision and secondary school effectiveness.
2. There is no statistically significant relationship between in-service training and secondary school effectiveness.
3. There is no statistically significant relationship between learning environment and secondary school effectiveness.

### Methodology

The study was a descriptive survey. The population consisted of all the teachers in public secondary schools in South-West Nigeria estimated at 8,000. The sample was

made up of 1,200 teachers selected from 60 secondary schools.

Multi-stage sampling procedure was used to select the sample. The first stage involved the use of a simple random sampling technique to select three states out of six states in South-west Nigeria. The states selected were Ondo, Ekiti and Osun. Proportionate stratified random sampling techniques was used to determine the number of schools per state. Fourteen schools were selected from Ekiti State, 23 from Ondo State and 23 from Osun State. Simple random sampling was used to select 20 teachers per school.

Three instruments were used to gather the data for the study. The first instrument was tagged Quality Assurance Mechanism Questionnaire (QAMQ); the second one was tagged School Effectiveness Questionnaire (SEQ) and the third one was a proforma used to collect students' senior school certificate results. The instruments were validated by research experts in Educational Management, and Tests and Measurement in Ekiti State University, Ado-Ekiti. Test re-test method of reliability was used to determine the reliability coefficient of two of the instruments. A reliability coefficient of 0.78 was obtained QAMQ and 0.81 was obtained for SEQ.

The data for the study were analysed using both descriptive and inferential statistics. The descriptive statistics used include frequency counts and percentage score, while the inferential statistics used was Pearson Product Moment Correlation. The three hypotheses formulated were tested at 0.05 level of significance. The combination of the SSCE results with the items on affective and psychomotor domains of learning in the questionnaire were combined to produce school effectiveness.

## Results

The results of the study were presented with two major sub-headings, namely: descriptive analysis and testing of hypotheses.

### Descriptive Analysis

**Research question 1:** How are secondary schools in south-West Nigeria complying with quality assurance measures?

To answer this research question, responses of items 1-26 found on section B of QAMQ were used. The result is presented in Table 1.

**Table 1:** Level of compliance with quality assurance mechanisms in secondary schools in Southwest Nigeria.

<i>Level of Compliance</i>	<i>Frequency</i>	<i>Percentage</i>
Low (26.00 - 32.34)	176	14.67
Moderate (32.35-98.06)	684	57.00

High (98.07-104.00)	340	28.33
Total	1200	100

Table 1 presents the level of compliance with quality assurance mechanism in South-West, Nigeria. The results showed that out of 1200 respondents sampled, 176 of them representing 14.67% agreed to low level of compliance. Those who agreed with moderate level were 684 representing 57%, while those who agreed with high level were 340 representing 28.33%. This showed that the level of compliance with quality assurance mechanism was moderate.

**Research Question 2:** To what extent are secondary schools in South-West Nigeria effective?

In analysing this question, section B of SEQ and the SSCE results were used. Frequency counts and percentages were used to analyse the responses of items 1-25 of section B of SEQ in addition to the SSCE results. The analysis was done with the aid of Statistical Package for Service Solution (SPSS).

**Table 2:** Extent of secondary school effectiveness in southwest Nigeria

<i>Extent of school effectiveness</i>	<i>Frequency</i>	<i>Frequency</i>
Low (28 -48.07)	8	13.33
Moderate (48.08 - 74.06)	46	76.67
High (74.07 -116.00)	6	10.00
Total	60	100.00

Results from Table 2 show the extent of effectiveness in secondary schools in the area covered. The result revealed that out of the 60 schools sampled, 8 schools representing 13.33 percent had low level of effectiveness, 46 schools representing 76.6 percent had moderate level of school effectiveness while those that had high level of effectiveness were 6 representing 10.0 percent. This showed that the level of effectiveness in secondary school in South-West Nigeria was moderate.

Testing of Hypotheses

**Hypothesis 1:** There is no statistically significant relationship between supervision and school effectiveness.

**Table 3:** Pearson correlation showing relationship between supervision and school

effectiveness

<i>Variables</i>	<i>N</i>	<i>r-cal</i>	<i>R -tab</i>
Supervision	60	0.536	0.250
School effectiveness	60		

P<0.05

Table 3 shows the relationship between supervision and school effectiveness (in the three domain of learning: cognitive, affective and psychomotor domain). The result obtained shows that the value of r-cal (0.535) is greater than the r-table value (0.250) at 0.05 level of significance. The hypothesis is therefore rejected which suggests that there is a statistically significant relationship between supervision and secondary schools effectiveness.

**Hypothesis 2:** There is no statistically significant relationship between in-service training and secondary school effectiveness

**Table 4:** Pearson correlation showing relationship between in-service training and school effectiveness

<i>Variables</i>	<i>N</i>	<i>r-cal</i>	<i>R -tab</i>
In-service training	60	0.520	0.250
School effectiveness	60		

P<0.05

The result in Table 4 shows that r-cal (520) is greater that r-table (0.250) at 0.05 level of significance. The null hypothesis is thus rejected. This implies that there is a statistically significant relationship between in-service training and school effectiveness.

**Hypothesis 3:** There is no statistically significant relationship between learning environment and school effectiveness

**Table 5:** Pearson correlation showing relationship between learning environment and school effectiveness

<i>Variables</i>	<i>N</i>	<i>r-cal</i>	<i>R -tab</i>
Learning environment	60		

School effectiveness	60	0.782	0.250
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$P < 0.05$

Results in Table 5 reveal that the value of  $r$ -cal (0.782) is greater than  $r$ -table (0.250). Therefore, the null hypothesis which states that there is no statistically significant relationship between learning environment and secondary school effectiveness is rejected. This means that there is statistically significant relationship between learning environment and school effectiveness.

### Discussion

The result of the study revealed that the level of compliance with quality assurance mechanism (supervision, in-service training and learning environment) in secondary schools in South-West Nigeria was moderate. This level of compliance is good enough to enhance effective teaching-learning process towards ensuring school effectiveness.

The study further revealed that secondary schools in the South-West Nigeria were effective. The level of effectiveness was moderate according to the result of the study. The result showed that the schools were effective in the three domains of learning (cognitive, affective and psychomotor domains).

The study showed that (in recent time) the students performed well in the SSC Examination. Besides, they displayed good, moral and good manipulative skills. This might be due to the fact the Nigerian government and school principals knew very well that teachers would carry out their duties as expected if the quality assurance mechanisms were well put in place. A very good performance in these domains of learning is what schools strive to achieve.

The study showed that there was a statistically significant relationship between supervision and school effectiveness. The implication was that effective supervision of the activities would invariably lead to school effectiveness. The reason for this might be due to the fact that, the principals and heads of department who were supervisory agencies were up and doing in the schools. This findings is in consonance with Usman (2015) and Walker (2016).

It was found out that there was a statistically significant relationship between in-service training and school effectiveness. This implied that if enough provision was made for teachers' in-service training and teachers are allowed to participate in such trainings, school effectiveness will be enhanced. This findings might be due to the fact teachers' attendance and participation in various in-service training would bring about sustainable human capacity development which would invariably contribute to school effectiveness. This submission is also in line with Pintrich & Schunk (2002) and Rahman *et. al.* (2011). It was shown in the study that there was a significant relationship between

learning environment and school effectiveness. This suggests that when the learning environment is conducive, when all learning resources are better put in place and are in use better performance are expected from the students in all the domains of learning. This also suggests that learning environment has great influence on school effectiveness. This submission is in agreement with Adeboyeje (1984); Adedeji (1998); Owoeye (2000); Ajayi (2000) Ahunanya & Ubabudu (2006) and Omopariola (2017).

### Conclusions

Based on the findings of this study, the following conclusions are drawn. Secondary schools in the South-West Nigeria were effective in the three domains of learning. Quality assurance mechanisms such supervision, in-service training, and learning environment relate to the effectiveness of the schools.

### Recommendations

It was therefore recommended among others principals and teachers secondary schools should not relent in sustaining the tempo of the students' achievement in these domains of learning. Besides, school principals and heads of departments should keep on the spate of supervision in schools towards enhancing better school effectiveness. Teachers in secondary schools should be allowed and motivated to attend in-service training towards enhancing better human capital development in improving schools effectiveness.

Efforts should be made by government and schools alike at improving upon the level of learning environment in schools so as to improve the level of school effectiveness.

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