

**EVALUATION OF THE IMPACT OF QUALITY ASSURANCE STRATEGIES ON THE  
IMPLEMENTATION OF PRIMARY EDUCATION CURRICULUM IN NORTH-WEST  
GEOGRAPHICAL LOCATION, NIGERIA**

**BY**

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## **DECLARATION**

I, Ephraime Rikichi FRANCIS declare that this Thesis titled: Evaluation of the Impact of Quality Assurance Strategies on the Implementation of Primary Education Curriculum in North-West Geographical location in Nigeria was written by me in the Department of Educational Foundations and Curriculum; Curriculum and Instruction in the Faculty of Education, Ahmadu Bello University Zaria, Nigeria under the supervision of Prof. A. Guga, Dr. A. A. Dada and Dr. S.U. El-Yakub (Wakilin Malaman Zazzau) . It has not been printed in any form for the award of higher degree in any university. The information obtained from literature reviewed has been duly acknowledged in the text and a list of references provided.

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## **CERTIFICATION**

This thesis Titled “Evaluation of the Impact of Quality Assurance Strategies on the Implementation of Primary Education Curriculum in the North-West Geographical Location of Nigeria” has been read and approved as meeting the requirement for the award of Doctoral Degree in Education (Curriculum and Instruction) of the Ahmadu Bello University, Zaria, Nigeria.

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## **DEDICATION**

This research work is dedicated to my wife Mrs. Rakiya Ephraime and my Children Eleazar, Elizabeth and Eunice.

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## ABSTRACT

*This study evaluated the Impact of Quality Assurance Strategies on the Implementation of Primary Education Curriculum in the North-West Geographical Location of Nigeria. The research was carried out with six (6) objectives, among which were to; determine the impact of supervision on teachers' instructional delivery of primary education curriculum and, assess the impact of monitoring on learning environment in the implementation of primary education curriculum in the North-West Geographical Location of Nigeria. In line with the objectives, six (6) research questions were raised among which were; what is the impact of supervision on teachers' instructional delivery in the implementation of the primary education curriculum? and to what extent does monitoring influence the learning environment in the implementation of the primary education curriculum in the North-West Geographical Location of Nigeria? Similarly, hypotheses were formulated and tested among which include; supervision has no significant impact on teachers' instructional delivery in the implementation of primary education curriculum and that; monitoring has no significant impact on the learning environment of primary education curriculum in the North-West Geographical Location of Nigeria. Literatures were reviewed on the major variables of the study. The study adopted a cross sectional survey design. The population of the study consisted of one hundred and ninety five thousand, and ninety one (195,091) comprising of Teachers, Head Teachers and Quality Assurance Officers in primary schools from Kaduna, Kano and Zamfara States respectively. A total of seven hundred and eighty (780) respondents were proportionately sampled from the three (3) states for the study. The researcher constructed an instrument titled "Evaluation of the Impact of Quality Assurance Strategies on the Implementation of Primary Education Curriculum (QEIQASIPEC)" which was used for data collection. The instrument was validated by experts in measurement and evaluation and the researcher's supervisors before it was exposed to pilot test and obtained reliability index of 0.82. The information gathered were analyzed and the hypotheses were tested using chi-square at 0.05 level of significance. The findings among others revealed that supervision significantly enhanced the efficiency of teachers' instructional delivery in the implementation of the primary education curriculum. The results also showed that inspection significantly improved the provision of instructional materials for pupils' teaching learning activities in the implementation of primary education curriculum, the researcher recommended that primary school teachers should be supervised very often as supervision by quality assurance in primary education has made teachers to value time on task in order to ensure productivity in the implementation of primary education curriculum. Monitoring as a quality assurance strategy should be pursued as this had led to the construction of laboratories well equipped with all necessary facilities in schools and that instructional materials for pupils' teaching learning activities should be regularly inspected to avoid damage and ensure maintenance.*

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## **ABBREVIATIONS**

CDC	– Curriculum Development Component
CDU	– Curriculum Development Unit
CEQAM	– Comprehensive Educational Quality Assurance Model
EFA	– Education for All
EM	– Entrepreneurship Management
EME	– Engagement Model of Quality
EI	– Educational Institutions
EQA	– Effective Quality Assurance
FC	– Financial Component
FGN	– Federal Government of Nigeria
FIS	– Federal Inspectorate Service
FME	– Federal Ministry of Education
GQA	– Generic Quality Model
ICT	– Information Communication Technology
IBM	– International Business Machine
IES	– Indian Engineering Services
LGEA	– Local Government Education Authority
LM	– Legitimacy Model
MEC	– Monitoring and Evaluation Component
MEC	– Materials and Equipment Component
MLA	– Monitoring of Learning Achievement
MMQP	– Massy’s Model of Quality Process
NED	– Nigerian Educational Development
NES	– National Education Standards

NQAG – National Quality Assurance Goal

NMSEEI – National Minimum Standards on Education and Establishment of institutions

NPE – National Policy on Education

NSPA – National Situation and Policy Analysis

OCED- Office of Curriculum and Educational Development

OLM – Organizational Learning Model

PDCA – Plan – Do – Check – Act

QAA – Quality Assurance Agency

QAE – Quality Assurance in Education

QAS – Quality Assurance Strategies

QAP – Quality Assurance Policy

QAP – Quality Assurance Process

QAS – Quality Assurance Service

QEIQASIEC – Questionnaire on the Evaluation of the Impact of Quality Assurance Strategies on  
the Implementation of Primary Education Curriculum.

RUM – Responsive University Model

SM – Systemic Model

SAQASEQ – Strategies for Achieving Quality Assurance in Science Education

TM – Transformative Model

TQM – Total Quality Management

TQMM- Total Quality Management Model

TRCN – Teachers’ Registration Council of Nigeria

UBE – Universal Basic Education

UNESCO – United Nations Education Scientific and Cultural Organization

UNICEF – United Nations International Children Education Fund



## OPERATIONAL DEFINITION OF TERMS

All terms to be used in this study have conventional application with the exception of the following concepts that shall be read and understood as defined below:

**Evaluation:** Evaluation is a systematic determination of a subject, merit, worth and significance, using a criteria that governed by a set of standard instructional academic review.

**An Instructional Academic Review:** Is a diagnostic self-assessment and evaluation of teaching, learning, research, services and outcomes based on a detailed examination of curricular structure and the effectiveness of a programme as well as the quality and activities of its faculty.

**Quality:** Quality is considered as baseline in education which can be measured on a scale of preference.

**Quality Assurance:** The means by which an institution satisfies itself that the standard and the quality of its educational provision can be maintained and enhanced.

**Quality Assessment:** The identification of those issues or problems which are attributed to the influence of any scheme for the assessment of quality of educational provision in primary education level.

**Quality Control:** The operational techniques and activities that are used to fulfill and sustain the requirement of quality.

**Quality Enhancement:** Refers to all those initiatives pursued as a result of reflection, evaluation or appraisal which leads to the introduction of positive changes to improve the activities or process of primary education.

**Quality Management:** That aspect of the overall management function that determines and implements quality.

**Standards:** Standards benchmark or criteria refers to level and conditions that must be met by institutions or programmes to be certified by a quality assurance unit or personnel.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Education is the solid rock or foundation for development in any given society: thus, education is regarded as the key to economic and national development and the means for achieving human resource and national development. This underscores the value being placed on quality and standards which encompass quality learning, resource inputs, instructional process, teachers' capacities development, effective management, monitoring, evaluation and quality learning outcome in primary schools. The success of any educational system is reflected in the quality of its developed human resource produced by the training institutions, unless quality and functionality is assured in the system, education will lose out to nothing else. Education in Nigeria is devoid of standard, quality and functionality.

Primary Education is education given in an institution of learning for children aged normally six (6) to eleven (11) years for duration of six years. Hence, primary education is a sensitive period of human resource formation since the rest of the education is built on it. Moreover, as a pre-requisite trajectory of human resource development, skills acquired in this early period go a long way in determining future results. This implies that events and quality of training during primary education lay the foundation for all other education systems and can have significant long-term positive impact on adult outcomes. Yet, children can be permanently damaged at this stage if their mental, physical, and character developments are not taken very seriously by teachers and parents.

Effective primary education can facilitate the development of cognitive skills such as intelligence, memory power and reasoning as well as non-cognitive skills such as self-

regulation, value orientation and persistent social integration. The formation of skills is a cumulative, synergetic process which is affected by the environment, genetic endowments and both formal and informal investments in education.

Curriculum implementation is seen as the translation of the curriculum plan into practice. It is putting the curriculum document into action. This aspect of the curriculum involves the joint efforts of the teachers, learners and school administrators. Curriculum implementation is a phase in the curriculum process. It is the actual engagements of learners with planned learning opportunities.

Curriculum implementation is therefore the stage in the midst of learning activities where teachers and learners are involved in negotiation aimed at promoting learning. As Nigerian stakeholders' attention is increasingly focused on the outcome of education, policy makers have undertaken a wide range of reforms to improve schools and schooling, ranging from setting new standards and tests to redesigning of schools, new curricula and new instructional strategies.

Quality and standards need to be restored in Nigerian educational system particularly in primary schools. Quality education has provided the magic wand that transformed Russia in 1913 from an unbelievably backward and poverty stricken country into the world's most technologically and economically developed one. Again, Mungles (2013), on the same issue opines that, quality and standard in education have transformed Japan into the third most industrialized nation of the world. In line with these observations, the researcher is inclined to think that quality in the Nigerian education system should focus on optimal development of knowledge, attitudes, values, morals, skills, dispositions and capabilities of the recipients with emphasis on those relevant individuals in particular and the Nigerian society in general.

In view of the above, quality can be said to refer to the standard of a phenomenon when it is compared to other things like it. It is that which best satisfies and exceeds customer's needs and wants. This is because; the customers who make the judgment on quality do these by reference to the best comparable performance. Quality Assurance, on the other hand, is about consistently meeting product's specifications or getting things right first time and every time. Quality Assurance in primary school system implies the ability of schools to meet the expectations of the users or pupils in relation to the quality of skills acquired by their output.

Quality assurance in education deals with proactive means of ensuring quality of inputs, teaching learning process, academic achievement of pupils and school environment before things get out of hand. Thus, an academic system of high quality should have high quality pupils, teachers, facilities, school curriculum and government policies as inputs. The manner in which the inputs are processed from the beginning to the final years of the educational programme and the quality of assessment of the teaching – learning activities also constitute important aspects of Quality Assurance.

Quality assurance in the education system therefore, is an umbrella concept for a lot of activities that are designed to improve the system inputs, process and outputs view of education. Also, Quality Assurance in the education system involves the process of monitoring, assessing and evaluating all aspects of educational activities and communicating the outcome to all concerned with a view of improving the products of the education system.

Strategy is the peculiar way of organizing the techniques to be used to achieve the purpose of the organization. Quality Assurance strategies involve the use of different ways to ensure quality in the education system. For example, the use of a number of ways such as supervision, monitoring, inspection, quality control, evaluation, access equity and effective

record management will enhance proper implementation of primary education curriculum for qualitative primary education.

Quality assurance consists of a variety of processes. The starting point is defining quality which implies spelling out what is considered as quality derived from what is most valued and is important in education. Monitoring and supervision among others are strategies for establishing Quality Assurance in primary education as well as demanding for accountability from teachers. Achieving the purpose of Quality Assurance in primary schools makes the achievement of the goals of basic education easier. According to the Federal Government of Nigeria (FGN, 2009), the goals of Basic Education includes:

- i. The provision of free universal education for every Nigerian child of school age.
- ii. Non formal skills and apprenticeship for adolescents and youths who have not had the benefit of formal education.
- iii. Development in the entire citizen of a strong consciousness for education and strong commitment to its vigorous promotion.

Following the rapid enrolment expansion of pupils in primary schools, the issue of quality has become a point of discussion and of major concern among all stakeholders including the government. There is a general concern that the rapid enrolment expansion accompanied by inadequate resources, incompatibility of existing capacity and lack of organizational arrangements may result in deterioration of academic quality and standard in primary education (Odhianbo, 2009). However, not much is known about how primary education ensures quality of education under the circumstances of rapid enrolment and programme expansion and in the face of a multitude of constraints which include changes in pupil's demographic enrolment.

It is against this backdrop that this study intends to evaluate the impact of Quality Assurance strategies on the implementation of primary education curriculum in the North-West Geographical Location of Nigeria.

## **1.2 Statement of the Problem**

The ultimate goal of primary education is to develop the individual's mental capacity and character for further education and useful living within the society. In spite of the societal demand for quality assurance for qualitative education in primary schools and the need for thorough supervision in schools, there is a growing concern about the realization of primary education objectives due to the doubt that many head-teachers give little attention to supervision of instructional activities in schools.

The present situation of instructional supervision in most of the schools which is inadequate does not promote the much expected teachers development and pupils' learning because, most Head Teachers pay more attention to other routine and administrative duties which keep them in their offices during the entire school hours. Many hardly venture into class rooms as it is expected of them to check the content and method of class room delivery by the teachers. Many Head Teachers do not have the requisite knowledge and skills to evaluate and assess teachers lesson plans to ensure adherence to curriculum objectives. Teachers' lesson notes are expected to conform to teachers' lesson plans, schemes of work and laid down standards by government. Laissez Faire supervisory strategy does not help the quality of education in primary schools as most people do not do what is right at the right time if there is no stipulated authority to monitor proper implementation on the job.

Thus, effective improvement of instructional delivery and maintenance of standards in the school system are enhanced through regular internal and external supervision.

Consequently, there have been steady decline in teachers' instructional task performance and pupil's academic performance which depicts non-realization of Quality Assurance in primary schools. This has been attributed largely to gaps in teacher's competence, curriculum instruction, learning facilities/resources, libraries, funding and instructional management.

Effective supervision of the school ensures proper function and mutual interaction of both human and non-human resources involved in the processing of the child's education and harmonizes the efforts of all designated school personnel. The adverse effects is irregular instead of being objective will be subjective and thus supervision may lead to a situation whereby both the Head Teacher and the teachers may put in their best in order to satisfy the supervisor. Thereafter, they relax or withdraw their efforts after the supervision. This can be referred to as 'eye service' performance in the school.

Quality Assurance in education is being affected by many problems. The identified gaps/challenges include the following: lack of commitment to supervision by many Head Teachers, lack of proper monitoring and evaluation of pupils learning outcome, inadequate training facilities to develop teachers for professional growth and increase productivity, lack of quality control mechanisms in primary schools such as: time tables, examination ethics, pupils' academic performances, staff motivation and record keeping by teachers. All these constitutes problem to the quality of education in Nigerian primary schools.

Moreover, there is an overwhelming believe that lack of adequate feedback to teachers affects the working relationship between Head Teachers and teachers, which has constituted an impediment to Quality Assurance in primary schools. Also, at the primary school level of education, continuous assessment mode of evaluation has been adopted. Since the teachers develop and use the tests and assignments that are used for continuous assessment, this has



been criticized for lack of credibility and massive assessment malpractices. There is also teachers' lack of competence in assessment of affective and psychomotor behaviours, validation and interpretation of test results and analysis of data. How can assessment quality be assured if teachers lack the necessary knowledge and skills? Apart from these, using unqualified and untrained personnel in the inspectorate services results in poor quality control and management; shortage of manpower in the inspectorate division, lack of adequate statistical compilation in the school system, inadequate funds for inspection operations, lack of proper training for would-be school supervisors, inadequate facilities in the inspectorate, non/inadequate implementation of recommendations in supervision reports which result in discouragement to producing high quality inspection reports, uncooperative attitude of Head Teachers, political instability, frequent policy changes, in addition to overload in administrative duties, inspection tours, travels and occupational hazards that are associated with supervision tours on roads, air and water travels.

A consideration of the above shows that there is a great challenge ahead for Head Teachers partly because of the existing gaps and inadequacies in their duties. Thus, the purpose of this study is to evaluate the impact of quality assurance strategies would make on the implementation of the primary education curriculum in the North-West Geographical Location of Nigeria.

### **1.3 Objectives of the Study**

The objectives of this study are to:

1. determine the impact of supervision on teachers' instructional delivery in the implementation of the Primary Education Curriculum in the North-West Geographical Location of Nigeria;

2. assess the impact of monitoring on learning environment in the implementation of the Primary Education Curriculum in the North-West Geographical Location of Nigeria;
3. determine the impact of inspection on the provision of instructional materials for pupils teaching/learning activities in the implementation of the Primary Education Curriculum in the North-West Geographical Location of Nigeria;
4. find out the impact of Quality Assurance control on the administration of primary schools in the implementation of the Primary Education Curriculum in the North-West Geographical Location of Nigeria;
5. determine the impact of access and equity as a Quality Assurance strategy influence on the quality of teaching personnel in the implementation of the Primary Education Curriculum in the North-West Geographical Location of Nigeria; and
6. assess the impact of evaluation as a Quality Assurance strategy on pupil's academic performance in the implementation of the Primary Education Curriculum in North-West Geographical Location of Nigeria.

#### **1.4 Research Questions**

The following research questions are raised to guide the study.

1. What is the impact of supervision on teachers' instructional delivery in the implementation of the Primary Education Curriculum in the North-West Geographical Location of Nigeria?
2. To what extent does monitoring influence the learning environment in the implementation of the Primary Education Curriculum in the North-West Geographical Location of Nigeria?

3. How does inspection impact on the provision of instructional materials for pupils teaching/learning activities in the implementation of Primary Education Curriculum in the North-West Geographical Location of Nigeria?
4. How does the impact of quality control influence the administration of primary schools in the North-West Geographical Location of Nigeria?
5. In which way has the impact of access and equity as Quality Assurance Strategy influence the quality of teaching personnel in the implementation of the Primary Education Curriculum in the North-West Geographical Location of Nigeria?
6. What is the impact of evaluation as a Quality Assurance strategy on pupils' academic performance in the implementation of the Primary Education Curriculum in North-West Geographical Location of Nigeria?

### **1.5 Research Hypotheses**

Based on the Research Questions, the following hypotheses were formulated and tested at 0.05 level of significance.

- H0<sub>1</sub> Supervision has no significant impact on teachers' instructional delivery in the implementation of the Primary Education Curriculum in the North-West geographical Location of Nigeria.
- H0<sub>2</sub> Monitoring has no significant impact on learning environment in the implementation of the Primary Education Curriculum in the North-West geographical Location of Nigeria.
- H0<sub>3</sub> Inspection has no significant impact on the provision of instructional materials for pupils teaching/learning activities in the implementation of the Primary Education Curriculum in the North- West geographical location of Nigeria.

- H0<sub>4</sub> Quality control has no significant impact on the administration of primary schools in the implementation of the Primary Education Curriculum in the North-West geographical Location of Nigeria
- H0<sub>5</sub> Access and equity as Quality Assurance strategy have no significant impact on the quality of teaching personnel in the implementation of the Primary Education Curriculum in the North- West geographical Location of Nigeria.
- H0<sub>6</sub> Evaluation as a quality assurance strategy has no significant impact on pupils' academic performance in the implementation of the Primary Education Curriculum in the North- West geographical Location of Nigeria.

## **1.6 Significance of the Study**

The need to evaluate the impact of quality assurance strategies used on primary education in Nigeria has become imperative. Although, there are a lot of materials and studies made on the quality of primary education in other parts of the world, it seems that little has been conducted on primary education in the West African sub region, particularly Nigeria.

First and foremost, this work can be used to develop a theoretical framework or model for building quality assurance systems that will fit the context of Nigerian schools. The study will benefit educational administrators. It will assist them to reshape the educational planning and evaluation programmes which can lead to setting a good organizational climate for teachers to explore their skills and knowledge for achieving qualitative primary education through the quality assurance strategies put in place. It is also envisaged that the study will benefit researchers and scholars in education who may engage in useful discussion around the subject matter under consideration.

The study will also benefit teachers who are the implementers of quality assurance policies, understand the effects of teachers participation as foundation for quality assurance which would in turn enable policy makers both at federal, state and local government levels to give the desired support on teacher education, decision making and motivation for the actualization of the current Education for All (EFA) initiatives.

The study is significant because it will add to both theoretical and practical knowledge of the available literatures on how primary schools can develop and implement quality mechanism to improve the quality of their products in a given environmental contexts. Theoretically, the study can bridge the research gap in the area of quality assurance in primary schools in the context of developing countries.

With the promulgation of Universal Basic Education (UBE) Law in 2004 and the enactment of Teachers Registration Council of Nigeria (TRCN) in 2005, the research will reveal the extent to which primary school teachers are contributing with regards to quality assurance in the UBE and the existing gap in teacher education where 80% of the teachers are seemingly not qualified.

In the same vein, it is hoped that curriculum planners will benefit or share from the study in such a way that when engaged in further review of the curriculum, other interest groups will be contacted and made to play their roles. The quality assurance department will be fully involved in order to contribute its own quota to ensure that quality education is being enhanced at the primary school level of education.

To the parents, it will help erase the misconception they have about quality assurance in the education sector especially at the primary school level since some of them see quality

assurance unit as a duplication of the existing inspectorate and supervisory unit in the education sector.

In addition, this study has practical contributions. It may give pertinent and timely information concerning existing systems and practices of assuring quality to Nigerian schools and governmental organizations. The study will also help to raise the awareness of stakeholders regarding problems in the development and implementation of quality assurance in the areas that need improvement.

The public will also benefit from the research since it will create better understanding of the intentions of government on public and private primary schools as a diversified policy of government that ensures the participation of private sector in the socio-economic development of the nation. Finally, the findings of the study may serve as reference material to other researchers who may embark on similar or related study.

### **1.7 Scope of the Study**

The study is concerned with the impact of quality assurance strategies on primary education in the North-West Geographical Location of Nigeria. It is limited to the impact of Quality Assurance Strategies on Primary Education in the North-West Geographical Location of Nigeria. The study is delimited to the various quality assurance strategies, and methodologies used by Universal Basic Education Boards to enhance quality primary education. The research variables of this study are quality assurance strategies (Independent variable) and qualitative primary education (dependent variable). Respondents of the study were primary schools teachers, head teachers and Quality Assurance Officers in the North – West Geographical Location of Nigeria.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter presents the review of related studies in Nigeria in particular and in the world generally. Attempts shall be made to review literature on conceptual framework, concept of education, concept of quality, concept of quality in education, concept of Universal Basic Education (UBE), concept of Quality Assurance, Quality Assurance in Education, nature and purpose of Quality Assurance, historical perspectives of Quality Assurance, Nigerian National Policy on Quality Assurance, its operations and challenges, importance of Quality Assurance in Nigerian schools, types of Quality Assurance, models of Quality Assurance, strategies of Quality Assurance, strategies for establishing Quality Assurance in Universal Basic Education, Quality Assurance indicators, theoretical framework as well as review of empirical studies and summary.

#### **2.2 Conceptual Framework**

The term Quality Assurance refers to the policies, processes and actions through which quality is maintained and developed (McKimm (2001) in Hodgkinson and Kelly, (2009). It is concerned with addressing the issue of product or service non-conformance; it involves ensuring fitness for purpose (Lomas, 2017). Quality Assurance is a worldwide priority. Deming and Jurah (2011), champions the concept of quality. The generic term used to describe the concept of quality then was Total Quality Management (TQM). The ideas and techniques espoused by these two men in the 1950s had few supporters in the United State but were enthusiastically embraced by Japanese organizations. As Japanese manufacturers began beating out United States competitors in quality comparisons, western managers soon took a more serious look at TQM. Deming's and Jurah's (2011) ideas became the basis for today's

quality programmes. The underlying philosophy of the quality champions is that the cause of poor quality is in the system. It is managements responsibility to correct the system so that desired results can be achieved (Rue and Byars, 2003; Robbins and Coulter, 2005). Deming's (2000) in Adams (2011) opined that, total management theory is believed to be a powerful tool in enhancing quality education and increasing school effectiveness. The theory of quality management is often summarized by Adams into 14 points as listed below:

- a. Create constancy of purpose for improvement of product and service, with the aim to become competitive and to stay in business, and to provide jobs.
- b. Adopt new philosophy. Organizations can no longer compete if they continue in the old way of accepting delays and defects. They have to make the required shift and adopt new ways of working.
- c. Cease dependence on mass inspection to achieve quality. Instead of inspection at the end, staff should be trained to monitor and develop their own quality.
- d. End the practice of awarding business on the basis of price tag alone.
- e. Improve constantly and forever the system of production and service, to improve quality and productivity, and thus to constantly decrease cost.
- f. Institute training on the job. Failure to use the available talents in the organization is a greatest waste. Training is a powerful tool to improve quality.
- g. Institution leadership. Management must lead by example and not just supervise. Leadership should help people to do a job better.
- h. Drive out fear so that everyone can work effectively for the company
- i. Break down the barriers between departments.



- j. Eliminate slogans, exhortation, and target asking for new levels of productivity without providing the workforce with methods to do the job better.
- k. Eliminate work standards that prescribe numerical quotas.
- l. Remove the barriers that rob people of their right to pride of workmanship. This is to remove the appraisal system that encourages competition among staff.
- m. Institute a vigorous programme of education and self improvement.
- n. Put everyone in the company to work to accomplish the transformation.

Deming unpacks the Quality Assurance variables that are useful in this study. The important variables relevant to this study are the teachers, leadership, curriculum and resources. The need to create constancy of purpose, avoid mistakes and defects, institute training, institute effective leadership, drive out fear, eliminate slogans and break down the barriers between departments, among others are areas of concern in Quality Assurance. Crosby (2002) in Stoten (2012) argues that, there are “four absolutes of quality”; conformity to the task, prevention rather than inspection, as well as zero defects and the idea that quality is measured in terms of the cost of non-compliance. Perry’s (2005), definition of quality in education is adopted by Harvey and Green (2009) for being able to cater for all quality assurance aspects in education as follows:

It cannot be said too often that the real quality of education must be measured in terms of what the pupils know, understanding must be measured in terms of what the pupils know, comprehend and can do at the end of their education experience. These are unquestionably the criteria used by employers and society at large (Harvey and Green (2001) as quoted in Bornman, (2012).

Perry (2005) in Balogun (2012) seems to succeed in catering for all the major elements of Quality Assurance in education namely; the learner, customer satisfaction, and society at large where the learner has to apply his/her knowledge and skills. The teacher factor is implicitly given in the definition as a major contributor to quality teaching and learning of a subject. What needs to be added is the need for a quality curriculum that foster effective learning, committed leadership and resource availability which seem to be the major factors affecting the quality of teaching and learning in primary schools.

### **2.2.1 Concept of Education**

Education is the bed rock of any national development either in the developed or developing or underdeveloped nations. Education is the instrument for individual, societal, national and international growth and development. It prepares an individual for total development from birth throughout the life time for useful and happy membership of the society he belongs to. Education makes an individual to become an asset and not a liability to the society. The individual develops physically, mentally, socially, emotionally and spiritually from birth throughout the life time. Onocha (2013), claims that, all human societies need that development of pre-requisite skills, knowledge and experience for their growth and preservation. This is because education develops human resources of the nation. For an individual to develop physically, socially, morally, intellectually and become an asset or a useful member of the society, education is needed.

Education is the key which gives a man an insight into all affairs and teaches how to act Aggrawal (2008). Education nourishes, directs, comforts and makes an individual to be more cultured. With education, a man is able to realize the true value of life. An uneducated person is therefore considered blind. Danladi cited in (Chalmers,2008) in his perspective, defines

education as “a complex but organized process through which individuals acquire worthy knowledge, attitudes, values, skills and competences that are vital for self fulfillment and effective contribution to the survival and continuity of the society”.

Balogun (2012), believes that education is the light, without which, the whole world would be in seeming darkness. It is the basis of scientific and technological breakthroughs and basis of modernity, which has made all nations to accord immense priority to it, even though; the levels of priority differ from one country to another. Ololube (2009), describes education as an essential service that must be monitored, scrutinized and constantly evaluated. Education increases a man’s intelligence, power and efficiency. A child’s best is drawn out through education. This is because, education makes him to be morally sound, physically strong, spiritually upright, culturally refined, emotionally stable and intellectually self sufficient.

In fact, in the researcher’s view, through education a man develops a well balanced personality. As education develops individuals within the society, the outcome is national development. Patel and Mohasina (2011), argued that education is the most important invention of mankind. Man invents tools, machines, crafts and language through education. Without education, man would live like an animal.

Through the process of learning the society’s values, habits, skills, knowledge, craft, language and trade are transmitted from one generation to another. Saxena and Khajache (2012), opined that a nation’s economic prosperity and her quality depend on the development of her human resources or man power. To develop man power resources means to produce complete human resources. The significant fact in the development of man power resources refers to the competences and level on which these are imparted which largely rely on those who develop these competences.

In the researcher's view, education is a process of learning whereby an individual or group of individuals acquire knowledge, skills, values, attitudes, and dispositions which make them fit well in the society they belong and to contribute their quota to the development of the society in all the spheres.

### **2.2.2 Concept of Quality**

The concept of Quality has attracted many definitions from several scholars. Kalusi, (2008) in Ifedili and Egenti (2010), argues that, quality is a complex concept and there is hardly any consensus. According to Dubrin (1997) in Ani (2008), quality is a desirable attribute of a product or service that distinguishes it from other attributes. Viewed from this definition, quality could be said to have the attribute of worth and acceptance. Nevertheless, Dubrin maintains that good quality should possess the characteristics of conformity to expectations, conformity to requirements, excellence, values and loss of avoidance. Asiyai, (2012) see quality as a measure of how good or bad the products of educational institutions are in Nigeria in terms of their academic performance and meeting the established standards. World Organization Standard in D'Andrea (2016), defined quality as the totality of features and characteristics of a product or service that bear on its ability to satisfy stated needs. Quality is a multi-dimensional concept which should encompass all the functions and activities in schools. Such activities of educational institutions have been highlighted as teaching, community services, staffing, pupils, infrastructural and educational facilities, equipment and the academic environment (world conference on higher education, 1998) in Bada, (2010).

High quality delivery is a pre-requisite for effective productivity in the educational industry hence, quality education is an instrument for effective national development. According to Ekong (2017), quality builds knowledge, life skills, perspectives, attitudes and

values. When quality education is delivered to meet set standards, the products of such education should be able to perform well in their world of work in real life situations. When quality is low, performance cannot meet the set standard presently. In the view of the researcher, quality is the ability or degree with which a product, service or phenomenon conforms to an established standard, and which makes it to be relatively superior to others. With respect to education, it implies the ability or degree with which an educational system conforms to the established standard and appropriateness of the inputs available for the delivery of the system. Quality in education, therefore, means the relevance and appropriateness of the education programme to the needs of the individual and community for which it is provided.

### **2.2.3 Concept of Quality in Education**

Quality in education is that education that is relevant and adapted to the needs of the society. (Ndiounu, 1989 in (Mungles, 2013), believes that such needs must meet the standard in health, growth, and physical survival in a complex and globalized world. It implies education that is worthwhile and empowers the recipients with relevant skills, knowledge, ideas, values and attitudes needed to make informed decisions and live a self – sustaining life. Quality in education refers to the worth of the inputs into the education system, teachers, instructional facilities and evaluation procedures which translate to the outputs. Ofojebe and Ezugoh (2010), maintain that quality in education is value-loaded, arguing that quality in education should produce disciplined behaviour, hard work, improved cultural heritage and mutual respect within and outside the school community. Qualitative education is expected to address critical issues like the dignity of labour, quality leadership and committed citizenship, industrial harmony, political stability, religious tolerance and security. Qualitative education is

the education that produces a complete person. Complete in the sense that the person is intellectually, morally, physically, emotionally and socially developed. Hence, Akinpelu, (2000 in Aworanti, (2012), contends that education without quality can even be more dangerous than no education, stressing that without quality, the education given has no value.

Qualitative education on its own can be seen in relative terms because what constitute quality in education varies from country to country based on their economic resources, value systems, educational goals and philosophies among others. Qualitative education improves the quality of the work force by raising the levels of its skills and efficiency. Qualitative education gives a nation access to the world's body of knowledge, hence the adoption and adaptation of the reigning technology to the specific environment is facilitated. By and large the general outcome of qualitative education is a progressive increase in productivity and efficiency. Quality in education enables people to express more fully their potential capacities. Longe in Harvey and Foster (2009), put learning environment (process) and student's outcomes (graduands) under the umbrella of quality of education. The graduands in this case should be able to improve their worth by their level of performance in the competitive labour market among other challenges that will confront them in the society. Therefore, it can be affirmed that comparability and international competitiveness of qualifications are central features of quality education.

Also, quality in education is a relatively subjective variable (Asin and Okon, 2015). Okebukola (2012) maintains that qualitative education is fitness of purpose while Fadipe (2005) in Ifedili and Ochuba, (2009) view quality as appropriateness of resources available to education. However, Alimi and Akinfolarin (2012), maintain that the concept varies from that of providing special services to conforming to standard or fitness for purpose. Quality is the

baseline standard in education which can be measured on a scale of reference. It is an expansion of standard or the means by which a certain set standard in education can be achieved. The concept of quality in education is multidimensional and embraces all functions and activities in the academic sphere Maduewesi, (2005) in Kinutai and Zachariah (2012). It involves quality of students, instructors/facilitators, instruction, facilities and equipment, academic programmes, curricula and assessment of students' performance. Quality according to Cavanaugh in Li (2010), may include quantitative elements such as completion rates, student performance and students' evaluations of the learning experience or outcome products.

The researcher is of the view, that quality in education is the education that best fits the present and future needs of the learners in question and the community, given the peculiar circumstances and prospects. Again, quality education is an education that provides students with the tools to deal with and to find solutions to the challenges confronting mankind.

#### **2.2.4 Concept of Universal Basic Education (UBE)**

According to the Children's Bill of Rights, April (1996) in Luckett (2016), every child has the right to education that aims to develop his or her personality, talents, mental and physical abilities to the fullest extent, no matter how poor or wealthy the child's parents are. Education should foster respect for a child's parents, for the child's own cultural identity, language and values, as well as for the cultural background and values of others.

Hence, in this regard, Basic Education is fundamental to human and national development. It is the foundation upon which other levels of education are built and a necessary requirement for human and national progress Tahir (2009) in Ifedili and Marchie, (2011). The provision of Basic Education for all citizens, according Ochoyi and Danladi (2009) has been a global objective which Nigeria like some other nations sets out to achieve through

the Universal Basic Education (UBE) programme. The need for such intervention scheme in the nation's educational system is borne out of the realization of the role of education in an individual's life and in the promotion of social, political and economic development in every nation. It is rightly said that no nation can rise above its educational level.

Before the introduction of the Universal Basic Education Programme, the existing policy and programme of government for education was found to give rise to distortions, high rate of dropouts, narrow curriculum content and half-baked graduates that cannot meet the societal needs. The Universal Basic Education was therefore launched to address these problems by providing free, universal and compulsory basic education to all children regardless of sex, age, ethnic or religious inclinations, language or status. It also accommodates comprehensive adult literacy programmes. The scheme was designed to ensure adequate and qualitative education that is directed towards the achievement of the nation's objectives.

The Universal Basic Education (UBE) programme was launched on 30<sup>th</sup> September, 1999 by the then president of Nigeria, President Olusegun Obasanjo. The programme was designed to provide free and compulsory education for children in the primary and junior secondary schools in the country. President Olusegun Obasanjo while launching the scheme posited that the many problems that bedeviled the 1976 Universal Primary Education (UPE) programme would not be allowed to hamper the 9 – years basic education programme. He further pointed out that the scheme was aimed at arresting the decline and decay as well as expanding and improving on the Universal Primary Education Scheme.

Prior to the launching of the Universal Basic Education (UBE), a child starts primary school at the age of 6 years or there about and graduates with a first school leaving certificate. The child then takes a Placement or Common Entrance Examination that qualifies him/her for



admission into a secondary school. The Universal Basic Education came as a replacement of this system. The Universal Basic Education (UBE) involved 6 years of primary school and 3 years of junior secondary school culminating in 9 years of uninterrupted schooling. Transition from one class to another is automatic, though assessment is done through continuous assessment.

The Universal Basic Education (UBE) programme was designed to remove distortions and inconsistencies in basic education delivery and to reinforce the implementation of the national policy on education. It was also to provide greater access to basic education and ensure its quality throughout the country. The Universal Basic Education Act (FGN, 2008) defined Universal Basic Education as “early childhood care and education”; the nine years of formal schooling, adult literacy and non-formal education, skills acquisition programmes and the education of special groups such as nomads and migrants, girl-child and women, almajiri, street children and disabled groups.

The researcher feels that, Universal Basic Education was more comprehensive than the Universal Primary Education (UPE) or other programmes of the Federal Government on education. According to the implementation guidelines for the Universal Basic Education (UBE), the scheme stressed the inclusion of girls and women and a number of underserved groups; the poor, street roaming children, children in rural and remote places like nomads, migrant workers, indigent people, minorities, refugees and the disabled. The formal education system is only one of six components included in the Universal Basic Education. Others relate to early childhood, literacy and non – formal education or apprenticeship training for youths outside the formal education system (FGN, 2008). The Universal Basic Education Programme took off in September, 2006 in the country.

### **2.3 Concept of Quality Assurance**

Quality Assurance is a way of measuring, improving and maintaining the quality of any human activity that has a value. It may be academic, sports performance, business, or economic. Quality Assurance is a means of ensuring that the best practices are encouraged in a social system. Kisailowska (2002) in Martin and Stella (2010), notes that Quality Assurance principles are a certain form of naming and ordering of the actions that are necessary for assuring the quality, for instance of teaching. The latter is internally measured and evaluated at a given university, and also externally, during an accreditation process. As a result of this, Quality Assurance principles are to be used as indicators to ensure compliance. It is noteworthy that Quality Assurance principles regulate both the external and internal activities of an educational institution.

Quality Assurance can then be defined as a pro-active means of ensuring quality in any organization. Quality Assurance may also mean systematic management and assessment procedures adopted by educational institutions and systems, in order to monitor performance based on the objectives. Quality Assurance in education, therefore, aims at preventing quality problems and ensures that the product of the system conforms to laid down standards (Harman, 2002 in Abdulkareem, Fassai and Oyeniran, 2012).

Quality Assurance is a holistic term that is directed towards education as an entity. Ebony & Efue, (2005) in Abdulkareem, Fasai and Oyeniran (2012), states that, Quality Assurance entails the suppliers and consumers and all the various activities put in place to produce quality products and services. Thus, Quality Assurance is a planned and systematic review process of an institution or programme to determine whether or not acceptable standards of education, scholarship and infrastructure are being met, maintained and enforced.

A tertiary institution is only as good as the quality of its teaching staff, because they man the institution that produces its graduates, its research products, and its services to the institutions' community for the nation (Mertens, 2009).

Okebukola (2011) defines Quality Assurance, using system approach that involves a host of activities that are designed to improve the quality of inputs, process and output of the higher education system. The utility value of quality assurance in education can be seen through the provision of information to the public and other interest parties about the worth of the higher education delivery system. It equally ensures accountability in respect of the investment of public funds on education. The input segment includes students, teachers, curriculum and facilities with regard to the process; emphasis is laid on teaching-learning interactions, internal efficiency, research, evaluation procedure and management practices. The output includes the quality of graduates as well as the system's external efficiency. The term "quality assurance" according to Vroeijenstijn (1995) in Materu (2010), refers to systematic, structured and continuous attention to quality in terms of quality maintenance and improvement.

According to Morgatrod, Morgan and Fredickson (2004) in Mekasha, (2011), Quality Assurance also refer to the determination of standards, appropriable methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards. Some developed countries like Britain and United States of America, Canada and others have attained high level of quality assurance in their educational system as a result of some strategies and adequate attention given to teacher education empowerment, motivation and all other aspects of education. Ayodele (2009), asserts that quality assurance entails the quality of teaching personnel, quality

of available instructional teaching materials, equipment and facilities, school environment and pupils, and quality education delivery. It embraces all functions and activities that will ensure that quality of the academics (teaching curriculum) and structures (building infrastructure) will allow an objective review to the quality of the programme/instructional delivery.

Alele-Williams (2008), sees quality assurance in any educational institution as that which indicates the pre-eminence and special features that make an institution distinct from other forms of institutions. In a similar definition, Bolman and Peal (1984), in Newton (2009) posit that these are educational reforms aimed at providing better quality in education worldwide and based on this; there must be re-organization in order to achieve the stated goals. Ndili (1988) and Tovey (1994) in Alaba, (2010), describes the quality of education as dealing with issues of relevance, validity, functionalism and efficiency of education system in the achievement of national goals and objectives. According to Alaba (2010), the heart of education is quality. This author further explains that the quality of the word refers to the degree of goodness and excellence in the education sector. Kemmeres (1993) in Bae, (2012), examines the nature of quality in education and states that quality is perceived as the level of achievement or performance and this is linked with the ability to function well in the school environment and to meet the needs of the entrepreneur.

The researcher views Quality Assurance as the weapon for quality improvement in our educational systems. It then means that quality assurance is the mechanism used to evaluate the efficiency and appropriateness of teaching and learning in our educational institutions in order to ensure the delivery of high quality education. It is a holistic method of identifying and resolving problems within the educational system.

### **2.3.1 Quality Assurance in Education**

The term quality has no generally accepted definition but quality refers to the standard of phenomenon when it is compared to other things like it. Quality can be said to lie in the eyes of the beholder. It is that which best satisfies and exceeds customers' needs and wants (Artz, 1992in Okujagu, 2009). This is because the customers who make the judgment on quality, do it by reference to the best comparable performance (item). Quality Assurance in the education system therefore, is an umbrella concept for a lot of activities that are designed to improve the system input process and output of education (Okebukola, 2012). Quality Assurance in the education system therefore, involves the process of monitoring, assessing and evaluating all aspects of the educational activities and communicating the outcome to all concerned with a view to improving the products of the education system. Furthermore, Ajayi and Akindutse (2007), notes that Quality Assurance is about consistently meeting product specifications or getting things right the first time, and every time. Quality Assurance in Nigeria education system therefore, implies the ability of the various arms (especially tertiary institutions) to meet the expectations of the users of manpower in relation to the quality of skills required by their output.

The Federal Ministry of Education (2009), remarks that quality standard in the education system is the goal or target to which learners, teachers, staff and school administration aspire to attain. Quality assurance in the education system therefore, is a multi-dimensional concept involving the various functions and activities of the education system. Such function and activities include teaching, research, staffing, students, buildings, facilities and equipment, service to the community and academic environment. In this regard, understanding Quality Assurance is the ability of the education system to meet certain criteria

relating to academic matters especially in tertiary institutions. Thus, there must exist acceptable general standards to guide academic matters which include: quality of students' ratio, staff mix by rank, staff development, physical facilities, funding and adequate library facilities Adebayo, Ogenike and Adesoji (2009 in Ayeni, 2011). To complement this idea, Ofojebe and Ezugoh (2010), opines that Quality Assurance in education entails the quality of teaching personnel, quality of available instructional/teaching materials, equipment and facilities, school environment and pupils, including quality education delivery. It embraces functions and activities that will ensure the quality of the academic (teaching curriculum) and the structure that will allow an objective review of the quality of instructional delivery. It is the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practices meet these standards Idris, (2010).

This underscores the fact that quality is the ability or degree with which a product, service or phenomenon conforms to an established standard, and which makes it to be relatively superior to others. With respect to education therefore, it is the degree or ability with which tertiary institutions in Nigeria conform to the established standard and the appropriateness of the inputs available for the delivery of the system. Quality Assurance in tertiary institutions in Nigeria therefore, means the relevance and appropriateness of the programmes to the needs of the recipients and that of the nation in general (Obo, 2008). Thus, the adequacy of various input resources will certainly exercise tremendous influence on quality assurance in Nigerian tertiary education system. Education stakeholders including students especially at tertiary level should play their expected roles and realize that it is part of their own responsibility to pursue the quality assurance agenda. Thus, quality assurance is a key

component knowledge economy as well as successful internalization. It is also a mechanism for building institutional reputation in the competitive local and global arena and a necessary foundation for consumer protection.

Going through the definitions given on the concept of Quality Assurance, one can conclude that the concept of quality assurance is not easy to define as different people, institutions and stake-holders have different notions and priorities concerning this concept.

It is imperative to understand the meaning of Quality Assurance (QA) which is a process centered approach to ensure that a company or organization is providing the best possible products or services. It is related to quality control which focuses on the end result, such as testing a sample of items from a batch after production. Although these terms are sometimes used interchangeably, Quality Assurance focuses on enhancing and improving the process that is used to create the end result, rather than focusing on the result itself. Among the parts of the process that are considered in QA are planning, design, development, production and services.

When it comes to quality control, it is regarded as a process that is used to ensure a certain level of quality in a product or service. It might include whatever actions a business deems necessary to provide for the control and verification of certain characteristics of a product or service. Most often, it involves thoroughly examining and testing the quality of products or the results of services. The basic goals of this process is to ensure that the products or services that are provided meet specific requirements and characteristics, such as being dependable, satisfactory, safe and fiscally sound. Thus, two schools of thought exist based on Quality Assurance in the various definitions Watty's (2003) in Pant (2010). The first attaches quality to a context and as a consequence, quality becomes meaningful. For example,

references to the quality of assessment, student intake, academic performances, teaching and learning, the student experience and programme designs are not uncommon. A second way of thinking about Quality assurance relates to a stakeholder that is specific in seeking meaning. Quality Assurance is being considered as having regard to a variety of stakeholders with an interest in education, each having the potential to think about quality in different ways. Sofowara (2010), describes Quality Assurance as a mechanism used to evaluate the efficiency and appropriateness of teaching and learning in schools so as to ensure the delivery of quality education.

Quality Assurance is generally understood as the process by which a producer of a service or product can be confident of its consistency, reliability, safety, and to some extent, its value for money. It is true, however, that quality depends on the context from which aspects of education, like the relevance of education, varies with time and societal expectations. In a more general term, quality can be used to direct the development of educational performance towards a desired level of performance. It is not just a feature of a finished product or service but involves a focus in internal processes, reduction of wastes and the improvement of productivity.

Also, Quality Assurance can be seen as the process of ensuring effective resource input, control, refining the process and raising the standards of output in order to meet the set goals and satisfy public in accountability. In the context of qualitative education delivery, Ayeni (2010), sees Quality Assurance in education as the systematic management, monitoring and evaluation of performance of school administration, teachers and students against educational goals to ensure consistent documentation, review and decision making towards quality improvement in institutional management, teaching and learning processes for the achievement



of set standards in schools. This conception raises the issue of promoting a value system in the institutional management which emphasizes production of quality learner's outcome in the teaching learning process.

### **2.3.2 Concept of Curriculum**

Ivowi, (2009) have agreed that, curriculum has three major common places and these are teaching, learning and governance. He therefore defined curriculum as the systematic body of materials and an organized plan put together to modify the behaviour of a person in his environment. In this connection, materials will include the objectives and knowledge to be acquired while the plan includes the instructional activities and resources designed to affect the materials. Smith and Shores in Oteh and Akume (2010), defines curriculum as the totality of experiences that learners are exposed to in order to enable them imbibe the culture and tradition of the society, conform to all its norms and participate in efforts to ensure its continuity. Kridal, (2008) in Hanna (2012) defined curriculum as all the planned, guided and implemented learning that occurs in a school.

### **2.3.3 Concept of Curriculum Implementation**

Curriculum Implementation is seen as the actual execution or the putting into practice of curriculum plans and programmes. Curriculum Implementation is defined by Mbakwem (2005) in Agbidye (2015) as the “way content is designed and delivered”. It is the putting of curriculum content and instructional guidelines into practice in the classroom. It is the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and other concerned stakeholders. Mbakwem (2005) in Agbidye (2015) sees Curriculum Implementation as that stage in the curriculum process and system whereby all the relevant curriculum inputs are brought into direct contact with the learners through a

wide variety of activities so that learning experiences and mastery can be maximized at a minimal cost. When the provisions in the curriculum's blueprint or document are put into action in the classroom, the curriculum is being implemented. Curriculum Implementation is also seen as the delivery stage or state in the curriculum process where the relevant curriculum inputs are put into practice through a variety of activities, learning experiences and mastery can be maximally achieved at a minimum cost. Agreeing with Cornelius and Ndifon in Obanya and Fadoju (2008) curriculum implementation is a very crucial stage in the curriculum development process. This is because if a curriculum is not effectively implemented, it will be of no use no matter how well it may have been planned. It is at the implementation stage that the relevant plans and programmes of the curriculum are brought into direct contact with the audience. It is believed that the implemented curriculum goes a long way to determine the extent to which educational objectives are achieved.

## **2.4 Concept of Evaluation**

Evaluation has been defined variously by many experts in different ways according to their choice of words, but these definitions are in agreement. In order to confirm this, the following are some definitions by different experts;

Evaluation is an independent, systematic investigation into how, why and to what extent objectives or goals are achieved Nieveen, (2009). It can help the foundation answer key questions about grants, clusters of grants, components, initiatives or strategies. Evaluation according to Patton 1987 in Schwardt (2011) is a systematic process to understand what a programme does and how well the programme does it. Evaluation results can be used to maintain or improve programme quality and to ensure that future planning can be more

evidence-based. The researcher is of the view that evaluation constitutes part of an ongoing cycle of programme planning implementation and improvement.

#### **2.4.1 Features of Evaluation**

Evaluation has certain features. A good evaluation process according to Oyesikun (2010) must possess the following features:

- i. Evaluation in primary education must be an all inclusive process. This means that evaluation as an indispensable instrument should cover all areas of the domains. Considering this, written tests, objective tests and oral tests may not be so effective therefore, there may be the need to involve or employ other evaluative devices like, rating scale reports, observed behaviour techniques and anecdotal records.
- ii. Evaluation in primary education must be goal oriented. The goals of the evaluation process must be defined and identified to provide focus. In other words, it is imperative to determine what is evaluated in instruction so as to avoid loss of focus along the line.
- iii. Evaluation in primary education should be selected based on the purpose its to serve.
- iv. Evaluation in primary education should be a continual process and forms an integral part of the implementation of the curriculum. Since evaluation is part of teaching and learning process, it should go through the process of instruction continuously in as much as instruction is on-going. Hence, the process of “re-circling” should optimally be adopted in the evaluation process to help identify aspects of a course where revision is necessary.
- v. Evaluation in primary education should be a comprehensive process that should incorporate variety of techniques. It then means that no single technique is adequate for

evaluation in primary education. Therefore, available and effective techniques should be used to appraise students learning progress in the teaching and learning process.

- vi. Evaluation should involve a cooperative process between teachers, pupils and parents. This means that the roles of teachers, pupils and parents cannot be overemphasized in the process of evaluation in primary education. They are partners in progress.
- vii. Evaluation process in education should be consistent. If one of the objectives of a course is the understanding of principles, the evaluation should assess or measure such understanding and not mere memorization of facts. If development of particular attitudes is desired, the evaluation process or procedure should look for evidence that such attitudes have developed.
- viii. Evaluation process in primary education should measure what it supposed to measure. Validity, as one of the important features of a good evaluation procedure in education, implies that there should be agreement between the evaluation instrument and the function it is expected to measure. There are indeed different types of validity namely; content validity, construct validity, concurrent validity and predictive validity.
- ix. Evaluation in primary education should be reliable. It should be an instrument that would give the same result when administered at different time.

#### **2.4.2 Functions of Evaluation**

The main function of evaluation is its diagnostic function, which is aimed at determining the extent of pupils' knowledge, skills and habits and other significant qualities of their personality. The importance of the motivational function of evaluation lies in the fact that it has the potential to move pupils forward, help them to achieve success and positive appreciation Turak, (2008) in Oyesikun (2010). The researcher further stressed that if during

the education process pupils are motivated mainly by means of assessment, it may happen that evaluation becomes the aim rather than a tool for achieving the aim. The function of feedback in evaluation lies in the teachers providing feedback to pupils on their performance, learning activities and the efforts made to perform the task Castro, (2009) in Sule, (2013).

However, evaluation in education also fulfils an informative function, particularly in terms of providing study results to learners and parents. Evaluation in education sometimes functions to regulate learners' learning activities Santiago, (2009) in Olaleye, (2010). If teachers formulate views on students, direct activities and draw to errors or incorrect procedures, they use the potential of the regulatory function of evaluation. The regulatory function therefore assumes a detailed analysis of student performance including focus on the students learning styles and methods and providing assistance in solving possible problems.

In addition, Oyesikun (2010) enumerated five functions of evaluation which are as follows;

- i. It enables teachers to modify instructional procedure to attain the desired goals.
- ii. It enables the teachers to ascertain the level of performance of the learners so that if it is below minimum, the teacher may decide to retouch the topic or provide remedial session.
- iii. Evaluation of objectives and goals helps the teacher to determine how satisfactorily learning occurred and it further enables the teacher to focus attention on areas that need attention.
- iv. Evaluation provides the teacher with basis for making judgment on the work that has been accomplished.

- v. Conclusively, evaluation in teaching and learning provides feedback so that learners and teachers will have some basis for deciding what to do next Clark, (1973) in (Oyesikun, 2010).

### 2.4.3 Types of Evaluation

There are variations types of evaluation, the number varies as suggested by some experts. For instance Ben-Yunusa (2008), opined that basically, there are two major types of evaluation, these are formative evaluation and summative evaluation. Okan, (2002) in Akubuilu, (2010), evaluation may be categorized into four (4) and they are as follows; placement evaluation, formative evaluation, diagnostic evaluation and summative evaluation.

Considering this, therefore, placement evaluation, formative evaluation, summative evaluation and diagnostic evaluation will be considered distinctively.

- i. **Diagnostic Evaluation:** This type of evaluation as the name implies is aimed at providing permanent solution to persistent or recurring learning difficulties left unresolved by the standard corrective prescription of formative evaluation, hence diagnostic evaluation becomes a necessity. The purpose of diagnostic evaluation is to find out the current status of entry level skills not only of individual pupils, but also the whole class, and the social relations between pupils. Disclosure of these facts allows the elaboration of these strategies for education and training, which will be based on the distinct needs of an individual or the whole group Lappints (2002 in O’neill, 2010). Instruments that are used for this type of evaluation include; class work, assignment, bi-weekly or monthly test observation and interview. These instruments may help discover and solve areas of learning difficulties left unsolved by formative evaluation. The basic

aim of diagnostic evaluation is to determine the causes of learning problems and to formulate a plan for remedial action. O’neill (2010), further stressed that this type of evaluation is useful for us, as on the basis of its result teachers may decide on the degree of differentiation in the group, adding missing information, knowledge, focused on building the necessary competencies.

- ii. **Formative Evaluation:** This type of evaluation is usually undertaken when the programme or process of instruction is on-course (in progress). It is simply used to monitor learning progress during instruction or when the course is on. As instruction goes on, the teacher consciously embarks on formative evaluation which enables him to determine whether all the inputs of instruction are effectively performing their required functions. The essence of formative evaluation is to provide feedback to teachers and pupils to underpin further effective learning of pupils. Based on the evaluation the teacher makes a correction, solves problems of teaching pupils or conversely takes measures to build on the positive results (Ornstein and Hunskins 2009). Formative evaluation affords both the teachers and the pupils’ opportunity to receive instant feedback of what has been learnt. This therefore makes it possible to immediately tackle problems or difficulties identified in the process of instruction. It is indeed a daily and frequent assessment a teacher carries out on the pupils progress and the adequacy of teacher instructional performance (Oyesikan, 2010). Formative evaluation allows pupils to experience success and a sense of self worth especially those pupils who may never be included in the top performance groups in summative evaluation.
- iii. **Placement Evaluation:** This type of evaluation comes before instruction begins. It provides the teacher with useful information that helps him to have adequate

knowledge about the entry behaviour attitudes/values and skills pupils possess prior to the commencement of instruction. Instruments that are used for placement evaluation include pretest on course objectives, self report interview and observation techniques. The main aim of placement evaluation is to determine position in the instructional stages and mode of instruction that are most desirable and are likely to provide high level of achievement for each other.

- iv. **Summative Evaluation:** This type of evaluation determines the level of knowledge achieved in a specified time or period. This evaluation is also termed final, as it summarizes and recapitulates what the pupil has learned and what properties are acquired Stulraterovs, (2008) in Oyesikun, (2010). With summative evaluation, pupil performance is compared with social norms, population norms or criterion and is usually also expressed formally, for example with classification in figures or words, letters or the number of points or percentage. In this type of evaluation we create groups of pupils according to their level of required achievements. Examples of summative evaluation are end of term examinations, first school leaving certificate examination, end of semester examination. The main purpose of summative evaluation is for grading or certification or for promotion into the next class. In another words, the purpose of summative evaluation is to measure and interpret the pupil progress in a global fashion. The results are bench-marks or guide posts to future instructional planning and interpretation of data about pupils learning that can be communicated to pupils and parents.



#### **2.4.4 Impact of supervision on teacher instructional delivery:**

Supervision deals with overseeing those who are responsible for one thing or the other (teaching, learning resource utilization and management) in the process of educating pupils. Adetula (2010). Sule, (2013) in response to critics on the quality education and as a measure of improvement on the glaring downward trend on educational achievement opined that, school supervision (internal or external) has become a veritable instrument for checking teacher's job performance.

Instructional supervision occupies a unique place in the entire education system and it becomes absolutely expedient to give it prominent attention. In a contemporary Nigeria, instructional supervision is regarded as the process of enhancing the professional growth of the teacher, the curriculum and improving the techniques of teaching in the classroom through democratic interaction between the teacher and the supervisor.(Okpendu, 2012).

#### **2.4.5 Impact of monitoring on learning environment:**

Monitoring has to do with keeping a watchful eye on the input, process, output and the environment of an education system to ensure that things keep on going the right direction and according to the set standards. (Chris, 2012). For example, monitoring of pupils progress from one class to another. In monitoring data are collected at intervals about ongoing projects or programme within the school especially in primary school. The aim is to constantly assess the level of performance with a view to finding how far set objectives are being met. Ehinodero, (2001) in Angappapillai and Annapoorani, (2012).

#### **2.4.6 Impact of inspection on the provision of instructional materials:**

This is a more penetrating and piercing than supervision because it has drastically improved on the provision of instructional materials for pupil's teaching and learning activities Gregory, (2010). It is job-focused and scientific approach. It involves close examination, check, scrutiny and assessment of available facilities and assessment of available resources in an institution especially in primary schools with a view to establishing how far a particular school has met prescribed standards to teaching and learning materials Eya and Leonard, (2012). Inspection of primary schools has really influenced the provision of instructional materials for pupil's teaching and learning activities.

#### **2.4.7 Impact of quality assurance control on the administration of primary schools:**

The issue of quality control cannot be overemphasized in the administration of primary schools. It is one of the strategies for establishing quality assurance in the education system at all level. Iyedele, (2007) in Dederling and Muller, (2011), pointed at that, quality control should be of concern to the country in its drive towards technological development. For this to be successfully carried out, there is the need to examine the qualification of teachers, the adequacy of the curriculum, availability of equipment in the required number as well as the proper use of the processes involved in the various skills to ensure that the finished products are of high standard.

Ogundele and Oparinde, (2012), also indentified three quality control mechanisms to be put in place in order to enhance quality assurance in education. Among the control mechanisms are time table examination ethics and supervision of instructions, pupil's academic performance staff motivation and record keeping.

#### **2.4.8 Impact of Access and Equity as Quality Assurance Strategy influence on the quality of teaching personnel:**

Oyedele, (2007), in Oztas, Ozdemir and Mart, (2017), asserted that, the trends of pupils transiting from primary schools to junior secondary schools and to other level of education has not been encouraging as it has been falling short of expectation due to lack of qualified manpower needed for the implementation of the primary education curriculum. The researcher also argued that, the issue at the tertiary levels presents a situation that calls for concern in terms of variations in access of the Universities, Polytechnics and Colleges of Education in term of training to produce quality teachers for the primary schools and in terms of gender disparity.

### **2.5 Nature and Purpose of Quality Assurance**

Quality Assurance procedures can serve two major purposes: improvement and accountability. There is an uneasy balance between both purposes, which frequently raises the question of incompatibility (Doherty, 2008).

#### **Accountability-Summative Approach**

“A central aspect of accountability” in any form is that of “reading an account” of what one is doing in relation to goals that have been set or legitimate expectations that others may have of one’s products, services or processes in terms that can be understood by those who have a need or right to understand the account. For this reason, accountability is usually, if not always, linked to public information and to judgment about the fitness, the soundness or level of satisfaction achieved “(Middle Hurst and Woodhouse, 1995 in Donnelly, 2010). Quality procedures for accountability purposes are based on criteria set down by external authorities and institutions. They aim at strengthening external insight and control, with possibility of undertaking external corrective action, if necessary.

Quality Assurance for accountability purposes implies the use of summative approach. Where this approach predominates, reports include explicit statements of outcomes and published publications (Billing in Dora, 2016). The purpose of the publication is to inform the public of the performance of higher education institutions. (Middlehurst and Wood House, 1995). This approach is common in countries such as the United Kingdom (UK) where there is considerable institutional autonomy (Billing) 2004 in Dora (2016).

### **Improvement-Formative Approach**

Definitions of what is regarded as “improvement” have changed and perspectives regarding the purpose and the focus of improvement can vary according to different stakeholders. Notions of improvement (as well as of accountability) are related to different judgments of value and balances of power for different groups (Middlehurst and Woodhouse, (1995) in Hodgkinson and Kelly (2009). Quality procedures for improvement purpose aim at promoting future performance rather than making judgments on past performances. The criteria and procedures used are intended to strengthen the conditions, motivations, scope and level of information of Higher Education Institutions (HEI) towards quality improvement; “Procedures lead to ends that are specifically in the interest of the higher institutions, and toward specifications of quality according to goals and criteria that are external and may be made internal by the institutions”. Thune (1996) in Law, (2010). Quality Assurance for improvement purposes implies a formative approach; the focus is not on control but on improving quality. Where this approach is predominant, the reports are written for academic audience and the emphasis is on recommendations. This approach is typical in those countries where higher education factor is subject to strong state regulation, as in continental Europe (Billing (2004) in Dora (2016).

A wide body of literature discusses the relationship between the two purposes of Quality Assurance, whether they are incompatible or whether and how a balance could be found between them. According to Thune (1996) in Chua (2014), it is often argued that accountability and improvement are mutually exclusive since there is a conflict of terms and methods between them. It is argued however, that accountability and quality improvement may be combined in a balanced strategy Thune, (1996). Middlehurst and Woodhouse (1995) in Hofman, Dijkstra and Hofman, (2008), suggested that in some areas, improvement and accountability may be well integrated, while in others they may be independent of each other.

*“Areas where they may be linked include guidelines which can offer advice about appropriate procedures and practice in relation to accountability requirements, performance indicators linked to the benchmarking of best practices between institutions; department or programme and research evidence which points to deficiencies in practice and which lead to recommendations for improvement. Areas where improvement should be independent of accountability, particularly in relation to public information include pilot studies and experiments, training and staff development”.*

According to a range of analysts, the purpose of accountability is incompatible with purposes of improvement. Vroeijenstijn (1995) in Abenga (2009), argued that it is difficult for external work of quality assurance to serve two masters; it cannot for the serving improvement and for the outside world serving accountability at the same time. However, arguably, it is possible to try to reconcile the government aims of quality assurance with the aims of institutions. The two purposes are often claimed to be incompatible, as the openness essential for improvement will be absent if accountability is the purpose of the quality procedure Woodhouse, (1999) in Omotayo, Ihebereme and Maduewesi (2008). Thus, it is sometimes argued that it is essential to have separate agencies because institutions are likely to hide from accountability agency information that is essential for achieving quality improvement Middlehurst and Woodhouse, (1999) in Masson, Baati and Seyfried (2010). Harvey (2009),

suggested that, though accountability can lead to improvement in teaching and learning, it may damage learning by diverting academic staff attention away from improvement of learning, to compliance with the bureaucratic imperative and to attempt to improve performance on indicators that are at the very best, poor operationalization of learning quality. It is argued that accountability procedures might be underpinned by an imperative to make education more cost effective, rather than to enhance quality.

Numerous analysts question the feasibility and the efficiency of addressing separately the objectives of accountability and improvement. Stensaker (2003) in Mkpandioke (2017), argues that the accountability versus improvement debate has contributed to a simplified view on how change in education occurs. It is argued that instead of seeing change as a dynamic process where interaction between actor and stakeholders take place in a continuum, the debate contributed to the development of a simple cause effect model applying that internal processes are related to improvement, while external processes are associated with accountability.

Mizikaci, (2006) in Eya and Leonard (2012), reports that some authors claim that accountability and improvement are inseparable, as accountability can always be re-phrased to focus on quality improvement. Mhlana (2008), in Nega (2011), has argued that those who work in the education sector have, for a long time, been accountable to learners, to disciplines and to their professions. In other words, accountability can be handled internally.

Furthermore, there are a number of studies indicating that institutional self – evaluation processes taken on as a part of self-evaluation processes are very useful for educational institutions Saarinen, (1995), Thune, (1996), Simbey and Stensaker, (1999), Brennan and Shah, (2000) in Nega (2011). Thus, quality improvement can indeed have external origin. Moreover, both accountability and improvement are among the aims of the government and it would be

difficult not to separate them since government has a big financial and political stake in education, which is vital for national well-being and development. Government would usually prefer that poor quality educational institutions be assisted to improve, rather than being penalized or closed down.

### **2.5.1 Nigeria National Policy on Quality Assurance**

The Federal Education Quality Assurance Service was established in 1973 in recognition of the need for the Federal Ministry of Education to continue to provide leadership and formulate national policies for the purpose of planning and quality assurance nationwide. The Federal Inspectorate Service (FIS) existed as a semi-autonomous body until 1988 when due to the Civil Service Reorganization Act No. 43 FIS it lost its autonomy.

The vision of Federal Inspectorate Service is to have a dynamic Quality Assurance Service (QAS) that ensures effective education delivery below tertiary level and its mission is to set agreed National Education Standards (NES) that ensure optimal attainment in all institutions below tertiary level, through Quality Assurance Process (QAP) that guarantees efficient and effective curriculum delivery and good educational management for improved learner achievement in a globally competitive environment.

The Federal Inspectorate Service mandate for the practice was enacted as Education National Minimum Standards and Establishment of Institutions Act 16 of 1985. In addition, the Federal Government of Nigeria (2009), mandates the Federal Inspectorate Service to:

- a. set, maintain and improve standards in all aspects of the school system;
- b. ensure uniform standard and quality control of instructional activities in school through regulation, inspection and continuous supervision;

- c. obtain information on problems and difficulties of teachers and institutions and proffer practical solutions to them;
- d. encourage dissemination of information on innovation and progressive educational principles and practices in the school through publications, workshops, meetings, seminars and conferences.

### **2.5.2 National Quality Assurance Goals on Education**

The National Quality Assurance Goal (NQAG) is to develop and improve effective internal and external mechanisms to enhance learners' achievements that satisfy the needs of stakeholders, accountable to the public and meet global challenges.

### **2.5.3 Functions of Federal Education Quality Assurance Service**

The Federal Education Quality Assurance Service (FEQAS) department translated the policy goals into the following mandates:

- a. Undertake regular inspection of all schools below tertiary level in the country to ensure effective and comprehensive implementation of curriculum and pedagogical standards through:
  - i whole school evaluation
  - ii special evaluation
  - iii accreditation
- b. Collaborating with relevant agencies to evaluate the quality of instruction materials and their appropriateness;
- c. Ensuring attainment of minimum and uniform standards in educational practices nationwide through compliance with the National Policy on Education (NPE);



- d. Undertaking regular capacity building for inspectors, teachers, subject heads, head teachers, principals of schools and other stakeholders;
- e. Developing and regularly reviewing instruments for monitoring effectiveness of organization and administration of schools and their corporate lives;
  - i. developing a code of conduct for inspectors and encouraging compliance.
  - ii. disseminating information on Quality Assurance Services (QAS) through the production of periodic publications such as Journals and Newsletters;
  - iii. provide professional guidance and support to states and LGEAs on how evaluation will be organized and conducted;
  - iv. be responsible for the registration and accreditation of evaluators;
  - v. create a system for monitoring the quality of whole school evaluation and the work of evaluators;
  - vi. evaluating the performance and contributions of states and LGEAs to the implementation of quality assurance policy;
  - vii. establish and maintain an accessible database on the findings from the states and LGEAs whole school evaluation reports, data, information and their vital statistics that can be used to refine indicators and provide benchmark data;
  - viii. encourage dissemination of information on innovation and progressive educational principles and practices in the school system through publications, workshops, meetings, seminars and conferences;
  - ix. determine the benchmark against which schools are evaluated;
  - x. ensure that states follow standards and benchmarks for evaluation of schools;

- xi. prepare an annual report on the state of education nationally for the Honourable Minister of Education;
- xii. Organize National Annual Retreats for Zonal Directors, Coordinating Inspectors and some Directorate Officers (DOS);
- xiii. Prepare an Annual Report (AR) on Federal Inspectorate Service activities nationwide.

#### **2.5.4 Challenges of Education Quality Improvement in Nigeria**

The educational system in Nigeria is confronted by a lot of challenges. Some of the challenges include; the challenge of funding, corruption, institutional unrest and staffing.

**The Challenge of Funding:** This is the most pronounced among others. Education has suffered inadequate funding since independence. Basically the current funding of educational institutions is not commensurate with the level of expansion in the education sector. Odiba (2011), contended that, the underfunding status of our educational institutions has manifested itself in the poor state of infrastructural facilities and materials for teaching and learning. In fact the budgetary allocation to the educational sector in Nigeria is below the 26% recommended by UNESCO. The Nigeria Educational Development (NED) has risen so fast to a level that she is finding difficult to sustain, because various state governments are establishing tertiary institutions purely on political grounds rather than well-articulated educational needs. Poor funding has grossly resulted in having an army of poorly educated school teachers and graduates in varied disciplines.

**The Challenge of Corruption:** Corruption is a serious cankerworm that has eaten so deep into the various sectors of Nigerian national life. Corruption is a symptom of numerous difficulties within contemporary societies. Ale (2012), posits that corruption is contagious and a form of organized crime. An analysis of the antigraft/anti corruption laws in Nigeria portrays that

corruption will continue in spite of the laws because the perpetrators do not fear any consequence. Ale (2012), further argues that it is now dawning on the Nigerian public that the so-called private enterprise and legislators are free from scrutiny and governors claim to be immune to prosecution. Corruption is found in the award of contracts, promotion of staff, dispensation of justice and misuse of public offices, publications, documents, valuables, security and embezzlement of public funds. Suffice it to say that corruption in Nigeria is endemic and it is ingrained in our system and psyche as it pervades every sphere of our national life not sparing the low and the highly placed. Corruption mortgages the economic future of our nation and makes our children inherit poverty and penury. Corrupt leaders cart away the future of our country through greed, personal aggrandizement and kleptomaniac attitudes. Ale (2012), contends that indolence, lethargy, mediocrity, lacking in depth and vision, putting round pegs in square holes, administrative myopia and unaccountability are all forms of corruption. The genesis of all forms of corruption is when the rulers are not accountable through checks and balances and they rule without legislative hindsight rather; with military fiat, which engenders corruption, sleaze, with reckless impunity, bias, discrimination and nepotism in the corridors of power and these gradually kill the system and the economy as a whole. It is vital to mention that corruption includes all forms of fiscal indiscipline, wrong attitude to public work and mis-management and direction of public service project priorities, inability to take sound economic judgments and prudence in the management of public wealth (Ale, 2012).

Corruption has affected all spheres of human endeavour which education sector is not an exception because fund allocated to the sector are being embezzled by those individual managing it, especially at the primary school under the administration of Local Governments.

Infrastructural facilities and instructional resources are not in adequate supply and this has affected teaching and learning process in the primary schools hence, poor performance by teachers and pupils.

**Challenge of Institutional Unrests:** Institutions of learning in Nigeria are regular victims of violence and strike actions. Our educational system is constantly a bride of uncertainty and instability. The common violence in schools are masterminded by students' unrest, mal-administration, strikes, secret cults clashes, examination malpractices and indecent dressing. These activities if witnessed in any given institution, disrupt the teaching and learning process. The print media are replete with cases of students' violence, for instance, the 1963 violence in the University of Ibadan over the controversial election into the Western House of Assembly, the 1965/66 violence in the University of Lagos over the appointment of the Vice Chancellor, the 1971 students' unrest in the University of Ibadan over what the students tagged as "lukewarm attitude of the University authorities", the 1977 riot in Emmanuel College, Owerri over non-reconstruction of their civil war damaged classrooms and dormitory. Time may just permit to mention the Barewa College students, Zaria who revolted over what they called "rotten bread" served to them as breakfast in 1977.

Youtya (2009), said that in 1978, there was a nationwide pupils unrest caused by two principal reasons; one was the abolition of the Federal Government scholarship and the other was increase in tuition fee. The year 1980 was not left out of the students' unrest. Academic Staff Union of Universities went on indefinite strike actions in 1989 and in 1992, 1993, 1994. These strike actions drew the academic wall clocks of our institutions backwards. What can we say about wanton destruction in most institutions of learning? That of Kogi State College of Education, Ankpa is a sad but appropriate story to the point. Secret cult activities and

indecent dressing posed serious dangers to attaining educational quality in Nigeria. One is in doubt if there exists any public institution in Nigeria that has not witnessed academic disruption by cultists. The tale stories occasioned by cultism are unpleasant ones.

The incessant strike actions and cultist activities has negative effect on pupil's teaching and learning process because the graduates produced would be half-baked and cannot make positive impact to the academic performance of the pupils during the implementation of the primary education curriculum.

**The Challenge of Staffing:** No educational system can rise above the quality of its teachers as the standard of our teachers invariably affects the performance of the pupils and students. National Policy on Education (NPE, 2013), succinctly stipulates that, one of the major challenges of our educational development is teacher quality. The entire system is characterized by:

- a. Lack of adequate staffing in terms of quality and quantity. Out of a total of 180,540 teachers in the primary school, 141,517 only are qualified (NPE, 2013).
- b. Poor staff development schemes at primary school level.
- c. Difficulty in attracting and retaining top talents in the teaching profession of the primary school level. Odiba (2011) posits that, re-thinking teacher quality in the present dispensation has no substitute at the primary school level and this has affected academic performance of the pupils at the basic education level.

### **2.5.5 Interventions Strategies and Solutions**

The Nigerian education sector has witnessed a lot of interventions from both the public and private spheres. The possible areas of interventions include the following:

**Private sector participation in educational development:**

The place of the private sector in the development of education cannot be overstressed. From the primary school to the university level, private institutions abound Odiba (2011). He stresses further that there is hardly any community in Nigeria without a private school. These private institutions serve as the mirror for measuring the standard and quality of our educational system. Products of these institutions compete favourably with their counterparts elsewhere in the world. Again, the financial contribution of the private sector to educational improvement is a case in point. Education Tax fund draws its main revenue from the private sector. In fact, a certain percentage of profits of our industries and businesses are paid to service education by way of infrastructural development in institutions of learning.

**Information and Communication Technology (ICT):**

Technologies are transforming the world. The potentials of ICT in fostering sustainable national development generally and quality education delivery in particular, is globally recognized. As a result, concerted efforts have the inclusion of ICT skills into pupils' curriculum from the Basic Education level (FME, 2009). Our institutions offer ICT programmes in Nigeria and a good percentage of our students are computer literate.

**Curriculum Change:**

The curriculum of our educational system has been designed to address the national educational goals, which are based on the Nigeria Philosophy of Education (NPE). According to the Federal Government of Nigeria, (FGN, 2009), one of the goals of the Nigeria Education system is the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society. This goal when vigorously pursued would lead to education for

self-reliance that is, entrepreneurial education. The entire curriculum of all levels of our educational system recognizes entrepreneurial training. For instance, the NPE (2009) contended that, each state and local government, in cooperation with appropriate agencies, shall organize relevant apprenticeship schemes and also entrepreneurial training. This venture will not only improve our educational quality but also reduce the incidence of unemployment among the products of our institutions of learning. The global economic melt-down since 2007, has not only forced millions of workers into unemployment, but has also made many companies to redesign, restructure and re-strategize in response to the challenges. One of the veritable approaches to economic growth is through entrepreneurship. The government of Nigeria is interested in producing graduates who can create wealth and not on those who depend on government for employment and economic survival. A close look at the curriculum of all our universities both public and private shows that since 2009/2010 academic sessions, a minimum of two entrepreneurship courses are studied compulsorily by all undergraduates irrespective of their disciplines Odiba, (2011). Also, in our primary schools today, Computer Education and Home Economics has been introduced for pupils at that level.

## **2.6 Importance of Quality Assurance in Nigeria Schools**

The importance of Quality Assurance (QA) in Nigerian schools cannot be overemphasized. Hence, Adegbesan (2011), stresses the need for Quality Assurance in the Nigerian educational system to:

- i. serve as an indispensable component of quality control strategy in education;
- ii. ensure and maintain high standards of education at all levels;
- iii. determine the quality of teacher input;
- iv. determine the number of or adequacy of the facilities available for quality control;

- v. ensure how Quality Assurance financial resources available, could be prudently and judiciously utilized;

Before the initiative, many scholars in Nigeria had examined and worked extensively on quality assurance in Nigeria educational system because the concept is the engine that will drive general reforms in Nigerian education. Ajayi and Adegbesan, (2007), sees quality as the total of the feature of a process, product or services on its performance in customers or clients' perception of that performance. It is not just a feature of finished product or services but involves a focus on internal processes and outputs and includes the reduction of wastages and the improvement of productivity. Fadokun (2005) in Van, and Johan, (2010), delineates quality by their interrelated and interdependent strands thus:

- i. Efficiency in the meeting of its goals;
- ii. Relevance to human and environmental conditions and needs;
- iii. The exploration of new ideas, the pursuit of excellence and encouragement of creativity.

Therefore, quality can be described as the entire feature and characteristic of a product or services that are contained in it and the ability or all attributes to satisfy stated or implied needs. Alexander (1993) in Okujagu and Sokari Adox-Okujagu, (2011), points out that, quality education cannot be defined but easily identified when encountered. Alexander (1993) in Mulford (2010), states four views on excellence in the Quality of the educational system which include: Excellence in reputation, resources, content and outcomes. These qualities are very important in preparing teachers for qualitative primary education in our schools.



### **2.6.1 Types of Quality Assurance**

Much of the discourse on quality and quality assurance dwells on issues of values and power relations between and among the different stakeholders in educational institutions. Such ways of thinking determine the quality assurance types adopted by a certain institution of learning. This section presents the varied ways of thinking that underlie the diverse quality assurance types and model in educational institutions. As Brennan and Shah (2007), argues that how quality assessment is organized and managed is importantly a question of power. Moreover, the introduction of systems of quality assurance involves shifting the balance of power between the institutional and system levels. Conceptions of quality in particular in educational institutions and countries may entail several types of values. This suggests that the adoption of an approach is contingent upon quality conception and values of a certain type. Brennan and Shah (2007), further identifies four main forms of quality values that underlie different approaches to quality assurance, Viz. academic, managerial, pedagogic and employment focus.

In the academic, criteria of quality stem from the characteristics of the subject and the focal point. This type is associated with strong professional authority and academic values. Conceptions of quality are based on subject affiliation and vary across educational institutions, which have limited scope to define and assess quality.

The management category is grounded on the assumption that good management can produce quality Archibong (2013). Hence, it is associated with institutional focus of assessment. The institutional policies, procedures and structures are the spot light of the assessment. Quality characteristics are regarded as invariant across the entire institution. The

principles of total quality management provided an underlying ideological justification for this type.

In the pedagogic category, teaching skills and classroom practice of the institution is emphasized. This is strongly associated with staff training and development. In this approach, a lot of emphasis is given to the delivery aspect than to the content.

While in the employment – focused category, more attention is given to graduate output characteristics, standards and learning outcomes. This approach is normally associated to customer satisfaction in which employers usually regard graduates as customers. It takes into account both elements of subject specific and core characteristics of high quality education. Quality contains some features that are invariant across the institution.

Four categories are elaborated further and applied by Luckett (2016) in Mkpandiok (2017). Mkpandiok argues that quality assurance systems are replete with power tensions, and thus, the focus in analyzing any quality assurance system should not be so much on how quality is formally defined, than in identifying whose interest is served. Adopting the four quality values, Mkpandiok proposes four ways of thinking to quality assurance in educational institutions; Collegial Rationality, Managerial Rationality, Facilitative Rationality and Bureaucratic Rationality (Mpkandiok, 2017). Each of these types of quality assurance is summarized thus;

The Collegial type Quality Assurance is conducted within the norms and values of the academies since it presupposes that academicians are in control of the conditions of their professional work (Manga and Mangal, 2009). The purpose of this quality assurance is enlightenment of academics and improvement in which academics learn more about their

teaching and determine how to improve. The models of quality assurance in this type are typically controlled and owned internally and locally.

The managerial type of Quality Assurance is grounded in the belief that good management is the key factor in the productivity of successful organizations. Corporate management, explicit systems and procedures, strategic planning and greater centralization and regulation by management characterize this category. As a response to external pressures, monitoring of academic work through the establishment of institutional quality management systems is believed to enhance efficiency and effectiveness of institutions and organizations. Quality Assurance is viewed as a management tool to strengthen the institution and the central authority at the expense of professional power. The purpose of this type of quality assurance is to enlighten the senior management. The focus of control of quality assurance in this category is at the senior management level and usually devolves to the middle management level.

In the facilitative type, external authorities or agencies play a facilitative or supportive role in quality assurance (Anavberokhai, 2007). This Quality Assurance models are owned and controlled externally but are improvement oriented. The criteria used to measure the quality would be internally owned. The typical method here is that the quality assurance is through an external audit where an external agency validates the internal quality assurance system, but does not make judgment about quality as such. The evaluators are peer experts who operate on behalf of the external agency but their appointment is mostly approved by the evaluated. This type of quality assurance is useful to stimulate systematic internal self-evaluation and improvement processes. It helps to make institutional quality assurance processes more explicit and institutionalized.

The bureaucratic type of quality assurance is based on norms and values that are external to the institutions and on which they are imposed. These norms and values are those related to governance and control such as administrative efficiency and system building priorities that are grounded in the instrumental view of education (Anavberokhai, 2007). Quality assurance models have accountability and compliance purposes and are externally controlled and owned by a government funded and appointed agency with legal status. The government usually initiates quality assurance, and reflects the interests of the external quality agency. This quality assurance is unlikely to contribute to the improvement of the organizational practices. Consequently, this may drive the academics to a culture of compliance and conformity. The definitions of quality as fitness for purpose and quality as value for money fit this type of Quality Assurance (Anavberokhai, 2007). The four types of quality assurance can be classified into two broad domains; Internal and External. The collegial and managerial types fall under the category of Internal Quality Assurance (IQA) whereas the External Quality Assurance (EQA) comprise of the facilitative and bureaucratic types. There is a tension on the balance between these two domains of evaluation.

There is also a continuous debate in the quality assurance literature on whether the emphasis of quality assurance should be on accountability or on improvement. How appropriate balance might be struck between these two purposes is another point argued by (Campell and Rozsnyani, 2002) in Chua and Wing (2014) that is, dichotomy between external (accountability oriented) and internal (Improvement-oriented). Quality assurance exercise is a matter of how the exercise is initiated, who owns the practice and the resulting effect on education institutions.

Internal quality assurance refers to those policies and practices whereby academic institutions themselves monitor and improve the quality of their educational provision, while external quality assurance refers to supra – institutional policies and practice whereby external bodies ensure the quality of educational institutions and programmes (Dills, 2007). It is argued that external quality assurance is in general more accountability oriented, summative and judgmental and that it provides only a snapshot of quality, while internal quality assurance is more formative in nature and likely to lead to continual quality improvement efforts and the development of quality culture in institutions (Barnett, 1994 & Askling, 1997 in Doherty, 2008). External quality assurance assumes the conception of quality as fitness for purpose and value for money. Whereas the transformation of view of quality is linked with internal quality assurance approach. External quality assurance according to Martin and Anthony (2006) in Omotayo and Maduewesi (2008) will naturally lead to improvement.

It is further argued on the one hand that, quality assurance systems that only emphasize on collegial peer review without reference to the needs of outside stakeholders like professional organizations, employers and other training organizations risk isolating higher educational institutions from the rest of the world Van Vught, (1994) in Pant, (2010). On the other hand, the academic experts of the institutions may not take quality assurance systems seriously and are limited to merely providing accountability to the state. This suggests the need for a right balance between the two. As Boyd and Fresen (2004) in Becket and Brookes (2008), put it, the internal and external approaches are not mutually exclusive opposites but are both essential, in relative proportions, for a successful quality assurance system in the educational institutions. In this regard, the equilibrium between the internal and external mechanism

mediated by the institutional quality culture, is necessary for the effective implementation of quality assurance in higher educational institutions Harvey and Green, (2009).

There are however, arguments that quality improvement is not easily achieved through external quality assurance whatever the official balance between quality improvement and accountability may be (Westerheijden, 2007). This suggests that external quality assurance cannot stand alone in effecting quality improvement in educational institutions. In relation to this, Harvery (2015), corroborates that external quality assurance in education has a high probability of leading to a culture of compliance in the end. The academic staff may comply with external quality assurance mechanisms to minimize disruptions rather than to improve quality. External quality assurance is also criticized for its inadequacy to address issues relating to actual student learning experience. Genuine improvement, according to Barnett (2009), comes through self – understanding. Other authors also had the opinion that academic quality is best guaranteed when the responsibility for it is located as closely as possible to the processes of teaching and learning Wilger, (2006) in Akubuilu, (2010).

The foregoing arguments suggest that externally controlled quality assurance mechanisms may not necessarily lead to quality improvement, but that they can complement internally controlled quality assurance mechanisms. In this sense, it can be argued that a formal quality system leads to continuous quality improvement when it is internally owned and controlled and the external quality assurance system plays a supportive and facilitative role for the internal practices.

Continuous quality improvement, as the EUA depicted, requires organizational commitment for self – evaluation. Effective self – evaluation demands addressing these four fundamental questions: what is the organization trying to do (focus on leadership and policies)?

How is it trying to do it (focus on strategies and resources for action)? How does it know it works (Focus on indicators and measures of success)? How does the organization change in order to improve (Focus on feedback and learning)? These four questions are embedded in the PDCA (Plan – Do – Check - Act) cycle, developed by Deming (2001) in Chalmers (2008).

We can also notice that the accountability versus improvement argument has implications on the nature of quality assurance systems. According to Westerheijden (2007), quality assurance schemes appear in a confusing multitude of forms, with different aims, scope, foci and levels. There are differences in quality assurance systems ranging from the scope on education/teaching or research or community service to a focus on input or processes or output from the level of national and institutional programmes to the responsibility of government or buffer body or institution. There is also no one model that fits all approaches to quality assurance.

### **2.6.2 Models of Quality Assurance**

There is no theory of quality per say; but Westerheijden (2007), asserts that it is necessary to link quality to its context and to the processes of which it is part. In the recent past, attempts have been made to propose and adopt quality assurance/management models/frame works considered suitable and applicable to the nature and characteristics of primary education. These models along with the reflections underlying them could possibly enable one to draw some elements of an ideal quality assurance practice. Some of these models of quality assurance are:

#### **1. The Transformative Model (TM)**

This model is presented by Harvey and Knight (1996) in Baker (2010). It is rooted in the notion of qualitative change on the part of learners. In this model, education is

considered as a participative process with pupils as participants, as opposed to products, customer service users or clients. Hence, education is not a service for customer but an ongoing process of transformation of the participant (Harvey and Knight, 1996) in Baker (2010). This model is premised in the proposition that an effective model is one that develops a quality culture from external scrutiny to internal effective action. The researcher here is of the view that the above model focuses on two concepts that enhance and empower the participants, viz, the pupils.

Firstly, quality education is one that effect changes in the participants and thereby enhances them. It judges quality in terms of the extent to which the educational experience enhances the knowledge, abilities and skills of pupils. The second major concept of this model is empowering participants. It involves giving power to participants to influence their transformation thereby taking ownership of the learning process. The transformation process itself provides the opportunity for self-empowerment through increased confidence, self-awareness, and so on. Empowering learners include the development of pupils' critical ability. Pupils' capacity to transcend received ideas, preconceptions and prejudices is emphasized.

## 2. **Comprehensive Educational Quality Assurance Model (CEQAM)**

This model was proposed by Boyle and Bowden (1997), based on their knowledge of quality assurance, academic needs and cultures. According to them, the requirement for comprehensive quality assurance approaches include;

- i. an over-arching vision and purpose of the organization;
- ii. effective leadership and management;



- iii. people including policies and plan for human resource development and employee involvement and trust;
- iv. customer focus that includes knowledge of needs, expectations and customer satisfaction;
- v. evaluation and continual quality improvement;
- vi. structures, policy and procedures that support primary purpose and processes.

The model is grounded in the overall perspective that all support groups in an institution must develop quality assurance approaches that best enables them to achieve their goals. This model contains a number of enabling conditions, basic principles and values, and a set of related key elements integrated to form a quality assurance framework. That is, key output element which contains evidence based quality improvement in student learning programmes and evidence for accountability requirements including knowledge of quality.

Secondly, key enabling/Processes elements include vision, values and strategic goals, programme quality assurance system and processes, development programmes, assessment of students' learning and personnel evaluation systems.

Lastly, key support systems include support groups, structures, policies and resources, and their quality assurance system.

### 3. **The Engagement Model of Quality (EMQ)**

This model, developed by Haworth and Conard (1997), in Alaka and Obaadara, (2013) is grounded in the idea that students must be meaningfully engaged in learning activities through interaction with others and through conducting worthwhile tasks. In this perspective, high quality programmes are those that contribute to the development and improvement of students' learning experiences. This model emphasizes on the engagement and interaction of

academics, administrators and students in mutually supportive teaching and learning processes. According to this model, teaching and learning should be based on critical dialogue, mentoring and cooperation. As summarized by Srikanthan and Dalrymple (2007) the model maintains that high quality programmes the principal stakeholders, academics, students and administrators invest in five separate clusters of programme quality. These programmes include: participatory culture, interactive teaching and learning, adequate resources, basic infrastructure and faculty. Each of these contributes to enriching the learning experiences of students/pupils.

#### 4. **The Responsive University Model (RUM)**

This model is developed by Tierney (1998). The main premise of this model is that quality relationship is characterized by mutuality and equality. Responsiveness of universities is required. This according to the author is viewed from different perspectives, namely, students, community and national points of view. The university should be student centered in programmes, community centered in outreach and nation centered in research. This requires the academic staff to view regularly their academic programmes in line with the internal and external demands and changes. The focus is on customers based on internal and external partnerships. This model (cited in Srikanthan and Dalrymple, 2003) emphasizes on communication, which requires new relationships and partnerships both internally and externally. It also requires the university to develop network and partnership with government and the public. In this model, there is a clear focus on meeting the learning needs of students through communication and partnerships.

#### 5. **The Generic Quality Model (GQM)**

This model was developed by Srikanthan and Darlymple (2007). The model is based on a synthesis of other quality assurance model and approaches previously discussed in the

literature. It focuses on pupil learning experiences and on active collaboration at the educational delivery level as basis for quality. The authors argued that quality in education is related to quality of pupils learning. Hence, the focus has to be on enriching the experiences of students.

The main elements of the model according to Srikanthan and Dalrymple (2007) include institutional transformation of learning, teaching for transformation, assessment for transformation, quality improvement and monitoring for quality. In this model, institutional transformation for learning involves development of a collective consciousness and teaching as key performance indicators. Thus, in this model, the focus of quality assurance is on improvement of pupils' learning. Learning improvement in turn should be informed by the educational theory.

## **6. Massy's Model of Quality Process (MMQP)**

This is developed by Massy (2003), in Ali, (2012) as a quality process model dealing with both the design and implementation of quality. In this model, design quality refers to the specification for the product or service whereas implementation quality refers to how well production actually meets the specifications. As Massy (1997) in Mertens, (2009), notes focusing attention on teaching and learning, assisting institutions in their efforts to improve teaching and learning quality, and facilitating accountability for quality are the objectives of this model. The following five (5) domains activities are contained in this model.

- 1. Determination of Desired Learning Outcomes.** This domain deals with the intended outcomes of the educational programmes expressed in terms of changes in pupils/students capabilities and experiences.

2. **Design of Curricula:** This refers to the content sequence, organization and relevance of the curricula including course materials. This domain deals with design quality.
3. **Design of Teaching and Learning Process:** This domain deals with the organization and selection of appropriate teaching methods as well as other resources. Some of these include roles and responsibilities of the school and feed back mechanisms.
4. **Design of Pupil's Examinations and Use of Examination Results:** This deals with the selection and use of assessment measures and indicators to assess the pupils' learning which includes the determination of long term outcomes of educational experiences and the procedures to be employed.
5. **Implementing Quality Assurance:** This refers to the mechanisms employed by the academic community to ensure the extent to which contents are delivered as intended, teaching and learning process is being consistently implemented and assessments are effected and results effectively used.

Hence, putting more emphasis on desired learning outcomes, curricula, educational process, students/pupils assessment, and implementation quality is the central theme in this model. It also focuses on the quality of design of the curricula, on outcomes and on the processes of teaching, learning and assessment.

## 7. **The Legitimacy Model (LM)**

According to Amaral (2007), since the educational environment is now very challenging, demanding and competitive, schools have to face external challenges and demands for accountability and “value for money”. It is hardly possible for institutions to continue or survive without ensuring legitimacy in the community. This model assumes that in order to gain legitimacy for survival and to acquire critical resources, schools have to win

support of the community, build up good public image and show evidence of accountability. Therefore, educational quality presently refers to the achievement of legitimate position or reputation in the community. Quality Assurance by this model often relies on the interface of activities and achievements such as building up public relations, marketing institutional strength, ensuring institutional accountability to the public and promoting institutional image, reputation and status in the community. Also, schools that conform to the ethical and moral norms of the community usually gain legitimacy. School heads should therefore market their schools with good human relationship and high performance. They should open up websites and showcase their activities and achievements. There is also need for networking with other schools abroad and in Nigeria with world class standard so as to emulate them.

#### **8. Organizational Learning Model (OLM)**

This was developed by Obanya (2011). This model assumes that responding to the changing environment such as the new curriculum; education quality becomes dynamic, involving continuous improvements and development of the numbers, practices, processes and outcomes of the educational system. Studies have shown that workers in organizations can be empowered to learn, be creative and innovative to provide quality services (Fullan, 1993; Senge, 1990; Shchmuck and Runkel, 1985 in Reynolds, 2009). Quality assurance in this model emphasizes the importance of organizational learning behaviours that ensure quality in education. Therefore, strategic management, development planning needs should be put in place by the school managers.

#### **9. The Total Quality Management Model (TQMM)**

Currently, Total Quality Management (TQM) is being emphasized in education. TQM is believed to be a powerful tool in enhancing quality education and increasing school

effectiveness (Bradley, 1993; Cuttance 1994; Greenwood and Gaunt, 1994 Mur Gatroyd and Morgan, 1993) in Dederling and Muller, (2011). The Total Quality Management Model defines educational quality as types of elements in the input, process and output of schools that provide services that satisfy both the internal and external strategic constituencies completely by meeting their explicit and implicit expectations. Therefore, quality assurance by this model is mainly the total management of interface, internal people and process with outputs meeting strategic stakeholders' needs (Stoten, 2012). This model assumes that improvement of some aspect of the management process is not sufficient enough to achieve excellence or total quality management. The critical elements of total quality management in schools include strategic stakeholder focus, continuous process improvement, total involvement and empowerment of school members (Tenner and Irving, 1992). Therefore, the key areas of ensuring quality include leadership, human resources management, process and information management, information analysis, strategic quality planning, internal and external customers' satisfaction, operational results, pupils' educational results and schools' impact on society (Fisher, 1994, George, 1992 in Tee, 2008).

#### **10. Systemic Model (SM)**

The Systematic Model of Educational Quality Assurance in education developed by Ameen, (2007), recognizes the school as an open system that receives inputs from the society for institutional processes and outputs, that is, intended outcome. The sub units within the school are interdependent and connected through a network of interrelationships geared towards the realization of the set goals. It is the business of the school to admit pupils/students as input from the society, expose them to curricula through efficient teaching, learning process, utilization of available resources, materials and adequate instructional supervision. This

process enables the individuals to develop cognitive, affective and psychomotor power for the discovery of their latent potentials. These potentials, in the short run help their smooth learning in higher education, technical and vocational training while in the long run, the students come out as outputs in form of educated persons; that is, intended outputs ready to enter the labour market for self-reliance and community development. This underscores the reasons for making education child-centred.

Giving the foregoing therefore, the transformative model was adopted for this study. The transformative view commits students to long-life learning, to critical reflection and to ride in the continuous flow of change. According to this model, learning should be a transparent process that is based on dialogue between teachers and pupils and among teachers about the teaching and learning process. This contributes to a rich and relevant total pupil experience as well as to multi faceted dialogue. This model gives emphasis to the need to devise a quality system that derives improvement from the staff-pupil interface. Therefore, quality assurance system, according to this model, should both be pupil-centred and oriented towards the experience of the learners.

## **2.7 Strategies of Quality Assurance**

The need for quality assurance in education system cannot be over emphasized. In order to make the system more responsive, meaningful and functional to the recipients and the society in general, there is a need to begin to redress the practices in the system especially when the recipients are no longer finding it easy to cope with the economic circumstances of life. This function lies on the government and other stakeholders in the system to achieve in order to ensure quality teaching and learning. The following are reasons to be considered for attention to improve the quality of education in Nigeria.

- a. Quality assurance serves as an indispensable component of quality control strategy in education.
- b. It ensures and maintains high standard of education at all levels.
- c. It will assist in monitoring and supervision of educational activities especially that of teaching and learning.
- d. It equally helps to determine the quality of teachers' input.
- e. It assists to determine the resources as well as facilities needed for smooth operations especially from time to time in our schools systems.
- f. It helps to determine the adequacy of the learning environment for the comfort of both the teachers and the students.
- g. It would also ensure how the financial resources available could be prudently and judiciously utilized (Adegbesan 2012).

Furthermore, according to Adepoju and Akinola (2007), to pursue quality assurance in the education system, the following strategies may be considered. These include:

- i. Instructional Supervision.
- ii. Monitoring.
- iii. Facility Inspection.
- iv. Staff quality Control.
- v. Evaluation.

The Federal Government of Nigeria (FGN, 2010) in Aworanti (2012) listed the following strategies towards quality assurance in education.

- a. Establishment of a national commission for quality assurance. This should be a regulating body for quality control.



- b. Review and disseminate new quality assured steps in handbooks and quality assurance instrument that provide standardized and uniformed reporting mechanisms.
- c. Professionalism and continuous professional development in education by training, accrediting and certifying practitioners.
- d. Strategic plan to strengthen the relationship and synergy between federal, state inspectors and local government education authorities and supervisors.
- e. Enhance the effectiveness of examination bodies.
- f. Introduce, strengthen and expand e-learning.
- g. Provide guidance and counseling services to improve student's life and experiences.
- h. Conducting and monitoring of learning achievement/national assessment.
- i. Tertiary institutions to be fully up-graded into centres of excellence through ETF intervention projects by way of monitoring implementations of the projects.
- j. Review and enrich curriculum across all levels of education, This is by way of establishing expert committee to review and up-grade primary, secondary, colleges of education, Polytechnics and University programmes in line with the demands of the economy.
- k. Establish Entrepreneurship Development Education (EDE) in primary and secondary schools in particular and tertiary institutions in general.
- l. Capacity building for librarians to improve service delivery in school libraries.
- m. Launch ICT in education policy in the teaching of computer education in schools.

#### **2.7.1 Strategies for Establishing Quality Assurance in Universal Basic Education**

In this 21<sup>st</sup> century, various techniques of supervision are used. These include classroom visitation and observation, teacher's conference, interschool visitation, micro-

teaching and workshops. These techniques may not be applicable in all situations. Supervision of educational programmes is usually carried out by inspectors through state and Federal Ministries of Education. These inspectors visit schools on scheduled periods to observe teaching and learning in schools. These methods however, have not been empirically proven to be effective. The suggested strategies especially for Universal Basic Education scheme are according to Onwuakpa (2006), National Assessment and continuous assessment of Educational Progress.

The national assessment strategy for supervision and quality control requires assessment of macro indicators of the entire system. These indicators are access, enrolment, retention, attrition rates, availability of infrastructure, instructional materials and the level of fundings. All supervisions and quality control procedures must focus on the input, process and outputs. In compliance to this mandate, the model that is adopted for the effective National Assessment of Education Progress talks of the variables as shown below:

<b>INPUT</b>	<b>PROCESSES</b>	<b>OUTPUT</b>
Class size	Student-teacher classroom Interaction	Learning
Student-teacher ratio	Students' Learning activities	Outcomes
School population	Teachers' activities	Cognitive
Funds	School Administration and Management	Affective
Libraries		Psychomotor
Student and teachers		
Characteristics		

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Adapted from Onwuakpa (2006), Education Today, Published by Federal Ministry of Education (FME 2009).

From the above table, the school supervisor should take cognizance of many variables which may influence the achievement of the objectives of Universal Basic Education in order to maintain quality assurance of the programme. These include class size, pupil teacher ratio, school population, funds and so on. According to National Bureau of Statistics (NBS) 2017, there are 342,309 classrooms in primary schools with a total enrolment of 23,099,927 pupils as at 2014. Hence, there is an average class size of 67 which may not be conducive enough for effective teaching and learning. This could affect either positively or negatively the pupil-teacher classroom interaction and consequently the learning outcomes. This is where the focus of supervision should be either at micro or macro level. In Nigeria, much importance is attached to external supervision being carried out by the officials of State Universal Basic Education Board (SUBEB) or the officials of the Ministry of Education whereas the internal

supervision carried out by the Head Teachers or Head of Departments need to be highly emphasized as they are more closer to the teacher and pupils in daily activities of the school.

To conduct a National Assessment of Educational Progress using the model above, there is need for varieties of instrument such as questionnaires, observational schedules, checklist, achievement tests and anecdotal records.

### **Continuous Assessment**

Continuous assessment is another strategy of achieving quality assurance in the U.B.E programme if properly used. A continuous assessment is defined as a mechanism whereby the final grading of a pupil/student in the cognitive, affective and psychomotor domains of behaviour takes account of schooling. Such an assessment involves use of various modes of evaluation for the purpose of guiding and improving learning performance of the pupils (FGN 2009). Generally, continuous assessment can be used as a device/strategy for monitoring, supervision and quality control of the educational progress in UBE scheme. This is because, information of the pupils/students academic performance under the UBE programme can be obtained easily using continuous assessment strategy.

Another approach to quality assurance in UBE is termed Total Quality Management (TQM). Cole (1996), sees it as an approach that is based on a positive attitude to quality at every level in the organization. TQM has its genesis in the work of Professor Ishikawa, (2018) who while training supervisors on quality process came to the realization that workers participation in the quality process can ensure the achievement of quality standard, provide feed back to supervisor and managers about quality problem and secure workers' commitment to quality. When workers form part of the total quality production process, quality assurance

becomes participative or collaborative (Cole 1996) (Bush and Coleman, (2000) in Afemikhe, (2007).

The main features of TQM according to Cole (1996), include prevention of errors rather than detection. TQM can be an internal arrangement by each school to prevent wastage rather than rectify it. It recognizes the autonomy of the school to handle its own affairs. Most private schools have already started some form of TQM, this strategy can also be adopted in UBE schools where each teacher will be a client to the next teacher by ensuring that he passes on to the next class at least near perfect pupils both in academic performance and behavior. School based quality assurance will therefore be a continuously built school – wide culture of progressive programme involving all staff, pupils and parents in an effort to produce well balanced, high quality pupils from yearly. There is every expectation that TQM will become reliable tool for improving school quality in Nigeria. For efficiency of TQM in schools, adequate funding and free hands to operate should be provided.

### **2.7.2 Educational Managers and Quality Assurance**

The role of educational managers centers mainly on administration. Administration in the education industry should be concerned about how they manage the educational resources allocated to them for use as well as the control of their schools and pupils. The teacher's managerial functions by the same token should go beyond those of the classroom teaching. He should be responsible not only to himself and his pupils but also to other staff members and their pupils. Again, the teacher is faced with the responsibility of determining the priorities of management and the management style to be used for achieving qualitative educational results. Arikewuyo (2004) in Rao (2007), lists the following tasks which must be done by education managers in order to have qualitative education. These include:

1. measurement and standardization of academic attainments;
2. evaluation of quality of work during supervision;
3. use of competent teachers and administrative/supervisory personnel;
4. dissemination of information to teachers and pupils;
5. use of educational technologies with a view to increasing teaching efficiency;
6. new research and development to invigorate all educational activities;
7. guidance and counseling;
8. providing pupils with suitable employment information; and
9. efficient management of all resources available.

However, educational managers are classified by their functions, that is, by the roles they play in their position as managers. To fulfill our purpose of quality assurance in Nigerian educational system, there is need to identify educational management as a body of systemized knowledge, based on general principles which are certifiable in terms of schools practices. Ogunsaju (2006) in Dora (2016) argues that, a school manager may manage with good or bad judgment, with great or little experience, with exemplary or undesirable character traits. Since educational management functions for quality assurance in our educational systems, it should be handled by experts who are experienced in all aspects of educational practices. These are:

**Planning:** This is an essential aspect of good management. It requires the ability of the manager to look ahead and be able to formulate and select appropriate objectives and procedures to be followed within the school system.

**Organizing:** This is the ability of the manager to create structural work. That is, he should focus attention on the structure and process of allocating tasks to achieve common objectives.

**Staffing:** This is another essential role of education managers. It requires his ability to search for the right people and place them on the right job both in quality and quantity which would reflect their experience and capacity for the schools' common objectives.

**Motivating:** This is the energizing force behind all other activities of educational managers. Managers should know how to keep the good morals of their workers in order to obtain maximum efficiency and effectiveness from them. This includes constant payment of salaries and other emoluments for their welfare.

**Evaluation:** This is the ability of managers to assess and know the outcome of the school aims and objectives. Set down goals and objectives are achieved through quality control systems which include:

1. an effective quality school system,
2. periodic audit of the operation of the system;
3. periodic review of the school system to ensure it meets the changing requirements.

Ogunsaju (2006) in Kochhar (2012) however; concludes that, for a school manager to perform his roles effectively in assuring quality in the school, he should be able to play these parts: be a listener, an encourager, a dissuader, a reporter, a watcher, a judge, a critic, a decision maker and a model.

### **2.7.3 The Roles of Teachers in Quality Education**

Viola (2015), states that, no education system may rise above the quality of its teachers, incidentally, many teachers are lacking in good quality which can enhance meaningful teaching. For teachers to be of quality, they must possess the quality of teaching to be given. Meanwhile, unqualified teachers' output will have adverse effects on the learners. Conversely,

teachers of high quality could impart right and good skills, knowledge and attitude. Teachers therefore, constitute a major factor of quality education in the teaching and learning process.

Adegoke (2003) in Eya and Leonard (2012), observes that in curriculum planning and implementation, attention is expected to be paid to the four pillars of learning which are learning to know, learning to do, learning to be and learning to live together. When these aspects are adequately considered in the curriculum, the educational system will be functional and its recipient will be self-reliant. There is virtually no subject on the secondary school curriculum where there are no topics which teachers find difficult to teach (Okebukola 2005 in Ayeni and Adepoju, 2012). Though, this problem may be due to poor teachers' preparation or poor teaching learning environment, the problem may be inherent in the curriculum itself but teachers are to be considered while planning a school curriculum contents for the students.

#### **2.7.4 Role of pupils in Quality Education**

In the educational system, pupils play a vital role. Without them, all other activities or objectives cannot be achieved. At the entry point of the educational system, the students are expected to be of high quality in terms of morals. That is, they should meet the expected standard of the level or class in which they are to be enrolled for an academic purpose.

Incidentally, pupils of poor ability have been admitted or promoted into higher classes in our educational institutions. Ezezober (1983) in Ayeni and Adepoju, (2012), wondered if products of such free primary and secondary education are going to be enrolled for General Certificate of Education. They are not seriously groomed for that type of examination. He concludes that, qualitative education demands that pupils should be of required standard before they are admitted into the schools and also demands that they should not be promoted if they are of low standard. Ebenebe (1998) in Oyeboode, Oladipo and Adetoro (2008), opines that,



admission of children with very poor academic standards into secondary schools, is a way of laying the foundation for indiscipline and violation of the ethics of education.

### **2.7.5 The Role of School Facilities for Quality Education**

Facilities can be generally defined as buildings, properties and major infrastructures which include physical and material assets (IES, 2006). Facilities in schools are materials and resources that enhance teaching and learning thereby making the process and progress meaningful and purposeful. Facilities in schools can be defined as the entire school plant which school administrators, teachers and students harness, allocate and utilize for smooth learning and efficient management of any educational institution, for the main objectives of bringing about effective and purposeful teaching and learning experiences (Asiyai, 2012).

According to Emetaron (2004) in Chan and Asiyai (2012), facilities in schools are the physical and spatial enablers of teaching and learning which will increase the production of results. The researcher is also of the view that, school facilities serve as pillars of support for effective teaching and learning, furniture and recreational facilities among others. They constitute vital inputs which are capable of achieving good results when combined with other resources in adequate quality and quantity. Teaching facilities include all of the infrastructure and material resources that are used to support the delivery of quality education. Infrastructure refers to basic physical and organizational structures needed for the successful running of the institution (Bakare, 2009).

Studies have also shown that the condition of facilities in schools have a strong effect on quality of academic performance of pupils. Chan and Asiyai, (2012) found that pupils who are taught in modernized buildings score consistently higher across a range of standardized

tests. Adeboyeje (2000) in Zaunaed (2011), reports that, schools with well-coordinated plant planning, quality control and maintenance practices, record better student result performance.

Quality and conducive school with physically decorated environment will enhance students' school attendance, involvement in academic activities and academic performance will yield positively. Conversely, poor supply, poor maintenance and management will yield poor quality of teaching and learning. In all schools, facilities are regular features in primary and secondary schools. This encourages a conducive environment for knowledge and skill acquisition.

#### **2.7.6 Features of Effective Quality Assurance (EQA) Systems**

According to Akinmusurun (2009), the features of effective quality assurance system include; Variety of purpose, legitimacy and dynamic links between internal and external process, flexibility, confidence in educational institutions and more focus on internal processes, adequate follow-up procedures, feedback linked to action and cyclical quality monitoring viewed as process.

##### **Variety of purpose**

Expectations regarding the aims and the outcomes of quality assurance may differ between different stakeholders; therefore, in order to create coherent systems the aim of EQA must be clear. It is argued that EQA systems should not be overcharged with summative and formative functions. It is hard for external quality assurance to serve two masters (namely accountability and improvement). Quality will be enhanced more easily through improvement approaches than through control. Hence it is important not to burden the quality assurance system excessively with accountability and information delivering (Vroeijenstinjn, (1995b) in Onyesam (2012).

It is suggested that “Improvement and accountability must be conceptually and practically distinct, with separate resourcing, while allowing for close contact between them”. Separate purposes can be served by several different mechanisms but for mutual support, information should be shared (Middlehurst and Woodhouse, 1995) in Onyesam (2012). Ewell (2002) in Commission For Higher Education (2008), finds that one of the characteristics of best practices is consistency with the mission and core values of educational institutions. It is argued that it is “remarkable how best practice” organizations are driven by only a few well-articulated core values or mission elements, with evaluation processes attached visibly to these key areas in preference to being comprehensive”.

### **Legitimacy**

Brennan (1997) in Kontio (2012), points out that legitimacy is a key factor determining the impact of quality assurance. “Quality judgments which lack legitimacy in the eyes of those on the receiving end are likely to be acted upon if action can be avoided”. In this respect, the nature of the involvement of the academic community as a whole is particularly important while the balance of ownership of quality assurance agency (QAA) between state and educational institutions (E.I) seems to affect the legitimacy of quality assurance activities; yet, the success with which the authority of subject communities is exploited by the (QAA) may be a key factor affecting its overall legitimacy and impact. Harvey (2002) in Kors (2008), points out also that the issue is the legitimacy of external quality assurance system and how far it is supported by academics.

### **Dynamic links between internal and external process.**

A range of analysts highlight the importance of coherence and interactivity between internal and external quality assurance mechanisms. The cooperation between different

stakeholders in education is essential. It is argued, improvement 'needs' to be addressed more widely, less intrusively and more interactively between EI and an external agency (Middlehurst and Woodhouse 1999), and external quality arrangement should be complementary to internal processes (Vroeijenstijn, (1995) in Raouf (2008).

Empirical evidence shows that the most effective empirical quality improvement seems to occur when external quality arrangements mesh with internal processes (Harvey and Newton, (2015). Harvey (2007), reports that at the end of quality seminar, it is considered important that monitoring processes should be collaborative and not perceived as something being done to an institution. The process needs to be one that encourages willing engagement and positive use of the process to help Educational institutions (EI) to improve their outputs.

External quality assurance mechanisms should include institutional and system wide interactive debriefing that is not just summary reports-successful external site visits must provide the necessary supplement and perspectives to the self-assessment, provide participants with the opportunity of expressing their view points, strengths and weaknesses of the programme, ensure that by the end of the visit institutional representatives have already been provided with input to further quality improvement by the themes brought forward for discussion by the steering committee. Finally, that institutional representatives and the steering committee all interpret the evaluation process a quality improvement process and conduct the visit accordingly (Thune, 1998) in Harvey and Foster, (2009).

It is argued that a "balance of power and trust needs to be established between key stakeholders, supported by open communication and negotiating machinery. "Different purposes and interests must be accommodated at all levels of the system and seriousness in balances of power should be avoided since they risk to damage both the quality, and the

integrity of the education sector (Middlehurst and Woodhouse, 1999). Horsburgh (1999) in Sule (2013), suggests that “a partnership between the pupils and the teachers must be established with the centre arbiter of key values and principles and the ways of doing decided by people who must be dear to them”. Arguing for leadership improvement is an old issue highlighted in the external quality monitoring literature. The role of leaders is very important for introducing and promoting external quality monitoring schemes at their own institutions. (Kells, 1992), Vroejenstijn, (1995) Stensaker (2003) in Harvey and Foster (2009), argues that leadership involvement in itself is insufficient. He refers to a former study from Norway, Showing that where they are not able to add anything to the EQA process, institutional leadership can lead to disappointing outcomes when it comes to internal quality improvements. On the other hand, the same study shows the importance of institutional leaders when they display a range of strategic and interpretative skills for fitting together the formal objectives related to EQA and the mission and history of their own institutions. In this “translation process, they contributed to change both their own institutions and the external evaluation systems. Thus, the dynamic interaction is created between the EQA systems and the development needs of institutions (Stensaker, 2003) in Harvey and Foster, (2009).

**Flexibility, confidence in educational institution and more focus on internal processes:** It is argued that in order to achieve quality improvement, trust in education needs to be re-established and more attention should be paid to internal processes (Harvery and Newton 2004) in Adegbason (2011). Similarly, Thune, (1996) in Law (2010) highlights the importance of trust, commitment and understanding in successful quality assurance arrangements. It is also essential to take into account the expectations and values of staff, particularly if it is assumed that lasting quality improvement is based on the energies and initiatives of staff (Newton,

2009). Horsburgh (1999) in Oyeboade, Oladipo and Adetoro, (2007), underlines the importance of internal mechanisms and proposes some general principles that should guide internal accountability. It is suggested that quality processes must be unburden-some and responsibility for quality should be delighted to teaching units and other teams involved in providing students services since they are able to effect change in teaching and learning. Similarly, Vroeijenstin (1995a) in Harvey (2007), argues that quality is foremost in the responsibility of EIs, thus, they must have the ‘ownership’ of the quality assurance system.

Informal internal quality monitoring, such as professional dialogue and exchange of ideas seems to be the most valuable in terms of improvement of students’ learning (Horsburgh, (1999) in Tee,(2008). It is suggested that peer observation of teaching should be separated from other university processes such as those for probationary staff. Moreso, for underperformance or promotion feedback to individual staff, it must be confidential and the outcomes of the process should be identified for further development needs of the department (Gosling, 2000 in Hofman, Dijkstra and Hofman (2008). Drawing on research undertaken at the university of East London. D’Andrea (2016), argue that “when using these principles, the objectives to having teaching observed become much weaker and objectives largely disappear”. Hence, self-assessment can serve the objective of improvement. Devries (1997) in Ayeni (2010) suggests that, it should be an individual and a private activity making the self – assessment. Individual is allowed to avoid the contestation over values imposing on the process, and making it private eliminates the competition and the striving for reputation from the process. The main caveats are that administrators need to provide time for academics to carry out self – reflective processes in their own way, to give them space to effect the enhancements as they deem suitable and to trust the individuals. According to Devires (1997),

in Nwagbara, (2008), written reports carry the compliance, hence a genuine self – reflective process does not necessarily result in written reports.

**Adequate follow – up procedures, feedback linked to action:** It is argued that “a series of well executed evaluations should be conducted. The proof of success is the impact and follow – up in the longer term of a quality improvement programme launched from a successful evaluation” (Thune, 1996) in Odiba (2011). It is necessary that effective action and appropriate change flow from monitoring (Horburgh, (1999) in Tee, (2008). Students’ feedback should be linked to action and empowerment, since it is an essential element of quality assurance, especially if the emphasis is on internal processes (Harvey, 2007) in Nega (2011). However, it should not be used to make judgment about the personal performance of academics but should be part of a dialogue to improve the programme (Gosling, (2000) in D’Andrea, (2016). Concerning the questions of who should be responsible for follow – up, Doharty, (2008) argues that governments must leave the follow – up to the EI and avoid direct actions based on the outcomes of the review. The government should take measures only when an EI does nothing with the recommendations.

**Regular and cyclical quality monitoring viewed as a process:** In the same vein, it is argued that EQA must be regular and cyclical; it does not make sense to have a unique quality review. One of the strengths of the quality assurance systems is the ability to look at improvements after a certain period of time (Eya and Chukwu, 2012). If quality monitoring is seen as an ‘event’ rather than as a ‘process’, it is likely to lead to performance and game playing instead of making much long – term impact. In order to achieve lasting internal benefits, the process should less comply with less external requirements.

**Prudence and flexibility in linking results to funding:** A controversial issue concerning quality assurance systems is how quality and funding should be linked. Ewell (2002) in Bazeley (2009) describes some characteristics of best practices organizations in planning and evaluation. It is argued, that best linkages between results and consequences are indirect; there should be a careful balance between performance and consequences. Reportedly, linkages adopted by ‘best practice’ organizations presents the following characteristics; keep the flexibility to allocate resources towards both good and bad performers, allow local variations in context and avoid negative sanctions on individuals wherever possible.

Finally, not all of the linkages between performances and outcomes involve money. Numerous analysts suggest that there should not be a direct link between the results of quality monitoring and funding of education. Proponents of direct linkages between quality and funding argue that linking funding to evaluation results serve the objectives of accountability, but can constitute an obstacle to quality improvement and lead to a compliance culture.

It is also argued that EQA should not aim at ranking, though it has a certain comparative aspect (Vroeijenstin, 1995).Ewell (1999) in Bazeley (2009), suggests that information – driven funding approaches should be based on the following policy guidelines: first, policies should be clear about purposes in order to move institutions in particular desired directions. Second, policy purpose requires different kinds of budgetary mechanisms. Third, simple and robust performance measures may be better than elegant and precise, and should be employed in ways that take their inherent imprecision and statistical instability into account. Fourth, approaches that punish EIs for things that they cannot be influenced by institutional actions produce frustration rather than improvement. Finally, the process should be regularly reviewed and revised over time.



### 2.7.7 Requirement for Quality Assurance in Primary Schools

Obanya, (2011), asserts that, quality assurance in primary schools requires a number of provisions, and these include:

1. **Curriculum Relevance:** The curriculum is a document that guides learning experiences and how they are dispensed. Thus, the curriculum impacts directly on the quality of teaching and learning in schools. Hence, there is the need to make it relevant for qualitative education. This would include reviewing the curriculum regularly and updating it to accommodate emergent issues in society. In this way, it would serve the interest, needs and challenges of learners and society at large, as the teacher is better informed about what pupils will learn and how he will teach that.
2. **Infrastructural Facilities:** This is as essential as the curriculum document. Okujagu and Sokari (2011) state that, school infrastructural facilities are those elements found within the school environment which facilitate its optimal functioning that culminate in the achievement of set goals. These elements include; classroom blocks and furniture, health facilities and services, library, laboratory, Information Communication Technology (ICT) facilities, toilet and water facilities. Infrastructural facilities when provided in primary schools, not only engender effective and efficient running of the schools, but also provide a reasonable amount of comfort for teaching and learning to thrive, thereby ensuring quality.
3. **Instructional Materials:** These are indispensable materials in the teaching-learning process because they are the media through which instruction is facilitated. According to Manga and Mangal (2009), they are associated or concerned with determining and providing appropriate stimuli to the learner to produce certain types of responses for

making learning more effective. Generally speaking, instructional materials could be categorized as high and low technology materials that are used to aid the teaching-learning process in any formal educational institution. The characteristics of these materials are such that, they assist or help to present the knowledge, skills, attitudes and values to be acquired by a primary school pupil in a qualitative manner.

4. **Funding:** To ensure quality assurance in primary schools, adequate funding is required. The funds would be utilized in the areas of training and retraining of quality assurance agents at all three tiers of government, providing mobility for these agents to access primary schools including those located in remote and rural areas, development of viable tools for quality assurance and getting teachers involved in the quality assurance process, among others.
5. **Regular Capacity Building Exercise for Primary School Teachers:** Obanya (2011) remarked that, human development which is a product of capacity building is about creating an environment in which people can develop their full potentials and lead productive creative lives in accord with their needs and interests. Since no system of education may rise above the quality of its teachers, it becomes expedient that the capacity of primary school teachers should be built. This exercise would enable them become acquainted with modern ways or means of discharging their professional duties (that is translating the curriculum document into action). During the capacity building exercises, teachers acquire more and new knowledge, skills, positive attitudes and values in their different areas of specialization or the subjects taught in the classrooms. When these are ploughed back into the classrooms, they would improve the quality of instruction children will receive in primary schools.

6. **Qualified Teachers:** Teachers hold the key to the success of any educational system. Therefore, for them to properly translate or interpret the curriculum to the understanding and utility of pupils, they must be adequately qualified for the job. It is in this direction that (FGN, (2008:39), recommends that the minimum qualification of entry into the teaching profession should be the Nigeria Certificate in Education (NCE). This is a move to ensure that primary school teachers are qualified, since it is such a stand that can introduce quality teaching and learning initiatives that could result to quality education. The author adds that the processes leading to acquisition of NCE should be reviewed and strengthened to actually enable teachers dispense education that would lay a solid foundation for the subsequent higher levels of the system.

#### **2.7.8 Challenges of Quality Assurance in Primary Schools**

Quality assurance in primary schools is plagued by a myriad of challenges Alaba (2010). These include:

- (a) **Weak Capacity of Quality Assurance Agents:** The capacity of personnel entrusted with the responsibility of assuring quality in primary schools and education in general is weak. For this reason, they lack the wherewithal to carry out a qualitative Quality Assurance exercise that could induce quality in education in the schools. In the three tiers of government as operated in Nigeria there are school supervisors and inspectors of education in the Ministries of education, Zonal Universal Basic Education Commission Offices, State Universal Basic Education Boards and Local Government Education Authorities (FGN, 2009). These agents feel comfortable in their offices to the extent that they hardly remember to go out to the field for their professional assignments. If and when they do, their posture is punitive rather than being corrective

and interactive for better results. There also is a weak synergy and networking among quality assurance agents for data collection and sharing of information and ideas that could improve control and assure quality in the system.

- (b) **Low Learning Outcomes:** The outcomes of learning in literacy, numeracy and life skills in primary schools are very low. This is occasioned by inadequate infrastructural facilities and classroom furniture, among others Alaba (2010). These inadequacies do not provide any leisure of comfort and congenial environment for any form of teaching and learning that could stimulate qualitative education. Perhaps, this condition could be partly responsible for the reason why quality assurance agents are not enthusiastic about going for fieldwork.
- (c) **Lack of Standardized and Uniform Quality Assurance Tools and Reporting Mechanisms:** Federal Government of Nigeria, FGN (2009), reports that standardized and uniform quality assurance instruments and reporting mechanism are lacking in our educational system. Hence, quality assurance agencies develop, design and utilize tools that they are favourably disposed to without recourse to the fact that a common curriculum is in use. This in turn yields a reporting mechanism that is also not uniform, hence, creating discrepancies and variances in the feedback from the field. Decision making is therefore hindered given this condition. In addition, some of the tools in use can best be described as archaic, obsolete and out-of-date, hence, they have become ineffective, inefficient and irrelevant for data gathering on quality assurance.
- (d) **Lack of Adequately Qualified Primary School Teachers:** This is one major and outstanding challenge of quality assurance in the primary schools. A large number of teachers with certificates below the Nigeria Certificate in Education (NCE) still abound

in the system (FGN, 2009) as FRN (2004) declares that the minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE). Maduewesi, (2005) in Okujagu (2009) laments that, the quality and quantity of teachers produced in Nigeria over the years fall short of national expectations and needs, and this remains a big challenge to the education system. The current crop of primary school teachers are unqualified to the extent of not being sufficiently resourceful and, nationally and globally competitive. Not being globally competitive is even a more serious challenge given the fact that Nigeria aims at becoming one of the 20 strong economies/countries by the year 2020, yet teachers at its foundation level of education are far from being Information and Communication Technology (ICT) compliance. This is a dangerous threat to quality assurance in primary schools.

- (e) **Lack of Funds:** Nigeria is a country that is populated by about 200 million people. More than half of this population lives in the rural and remote areas. For access to Universal Basic Education, it is implicit that more primary schools should be located in these rural and remote areas whose terrains are very difficult to access in most cases. It is public opinion that quality assurance agents (that is inspectors and supervisors) do not visit these schools as often as they should due to lack of funds to provide mobility for them to get to these rural areas of the country for quality control exercises. Hence, they only get to schools within their reach and leave the others unattended to imaginations.
- (f) **Attitude of Quality Assurance Agents:** Often times, inspectors and supervisors see themselves as superior officers to the members of staff of the schools visited. In these schools they conduct themselves in a manner that suggests arrogance, intimidation,

punitive measures and rigidity. They are, largely, supposed to be friendly and humble as individuals and the practice itself to be interactive and corrective. In fact, they play the role of mentors and should see teachers as mentees whom they should collaborate with to ensure improvement, maintenance, sustenance and assurance of quality in education.

## **2.8 Quality Improvement in Primary Education**

Quality assurance is a mechanism used to evaluate the efficiency and appropriateness of teaching and learning in primary schools so as to ensure the delivery of high quality education. It is also a holistic method of identifying and resolving problems within the educational system in order to ensure continuous quality improvement. It can also be described as means of disseminating information regarding the quality of primary education.

According to Birdsall, Levine and Ibrahim (2009), enrolment of children in schools the challenge of access/quality and quality of teaching and facilities must be resolved if schools are to offer quality education. According to Batemen (2006), quality assurance includes defined standard of achievement, documented procedures for all identified processes, established ways of responding to issues and clear accountability for outcomes. Also Batemen (2006), states that the importance of consistence and continuous quality assurance in primary education are many. Some of these benefits associated with consistent quality assurance and continuous quality improvement measures in education include:

- a. the establishment of established high standard academic excellence which will go long way to enhance the schools' reputation and image;
- b. improved communication across the school system;

- c. improvement of outcomes so that the policies and procedures are constantly revisited through analysis and the delivery of teaching and learning;
- d. identification of system strength and weaknesses;
- e. determination of the programme effectiveness and tracking of its integrity and,
- f. increase in capacity to secure funding and refinement service delivery.

Standards and Quality Assurance in Nigeria according to the National Minimum Standards on Education and Establishment of Institutions act (NMSEEI) of (1985) in conjunction with the (1999) constitution is that the Minister of Education is empowered to maintain standards and quality (FGN, 2009). This is done by setting minimum standards, maintaining and constantly improving all schools in the federation. In order to achieve uniform standards, the Federal Ministry of Education delegates the task to the Federal Inspectorate Service (FIS) Department. One weakness of the Education Minimum Standard Act 16 of 1985 is that the FIS is not legally backed by legislation to cover all schools. In this respect the Act 16 of 1985 was amended to provide adequate legal backing for ensuring Quality Assurance at basic and post – basic educational levels. With this amendment, Quality Assurance in Education (QAE) in Nigeria shifted from the old system of school inspection to constant and continuous monitoring, evaluation and quality improvement processes that provide operative modes of evaluation. The new system is designed in such a way that the evaluation inputs, processes and output meet the standards so as to bring about improvement in teaching and learning in the foundational class.

In summary, Quality Assurance connotes the goals to which all primary school pupils, teachers, staff and school leaders must achieve. According to National Educational Quality

Assurance Policy (FME, 2008). Nigeria is concerned with eight (8) components of quality standard which are itemized as:

- i. Learner achievement and standards
- ii. Learners' welfare and participation
- iii. Leadership and management
- iv. School/community relationship
- v. Learning environment
- vi. Teaching environment
- vii. Care, guidance and support
- viii. Curriculum and other activities

#### **2.8.1 Quality Assurance Measuring Parameters**

Quality of education could be measured in terms of quality of inputs, quality of output, quality of content and quality of process Adegbesan, (2012). These include;

**Quality of resources input:** It is often said that no education can rise above the quality of its teachers. The teacher is the most important of all the inputs that go into educational provision. This is because education of highest quality requires teachers of the highest quality. Education in Nigeria today seems to lack not only quality programmes but also quality and dedicated teachers. Most of the teacher education institutions including faculties of education turn out teachers that are different in content and methodology. As a result, they are unable to teach effectively which takes its turn on the quality of education imparted. There is thus, the need for government to review and overhaul the curriculum for teacher education at all levels of Nigerian education in order to meet the demand of the 21<sup>st</sup> century. Government as a matter of urgency needs to embark on quality teacher programmes. Special attention needs to be paid to



the quality of candidates being admitted to the teacher education programmes. According to available statistics, there are about 426,794 primary school teachers and approximately 16,945,567 pupils enrolled in 40,876 primary schools utilizing 456,512 classrooms (Federal Republic of Nigeria, 2009). It is highly imperative to know that all these are affected by the quality of the products of the universities, simply because university products serve as teachers, administrators, planners, heads and supervisors at the lower level of education. There is disparity between policy and practice.

**Quality of output:** The quality of education does not depend only on resource inputs, but also on the output, which include academic achievement on test, scores progression and pass rates. Thus, the internal and external efficiency, the Monitoring of Learning Achievement (MLA) project, “the nationwide study conducted between 1994 – 1996 and the report published in 1997 by the Federal Ministry of Education (FME), with the support of UNICEF and UNESCO highlight three learning areas namely:

- i. Numeracy
- ii. Literacy and
- iii. Life skills (a combination of science, social studies and general knowledge)

The MLA study in Nigeria gives considerable insight into the quality of output especially at the lower level of education in Nigeria (Olayinka and Adetimirin, 2006) and Inolaye (2010). The result of the study indicates that an average public primary school child in Nigeria can neither read, write nor calculate correctly. Several reasons have been adduced to explain this as follows:

1. Lack of textbooks and writing materials. The National Situation and Policy Analysis (SAPA) survey conducted under the auspices of UNICEF and the Federal Government

in 1992 shows that 77% of public primary pupils have no textbooks while 36% have no writing materials and science equipment are lacking in the majority of the schools.

2. Poor quality of instruction, among others. Generally, it is believed that poor quality education exists at all levels of education in the country because similar problems exist at all levels.

If the consequence of the above scenario is to be reversed, in order to meet the challenges of globalization, Nigeria must begin by giving greater attention to the entire sector, that is, our pre-school, primary, secondary, vocational foundation and tertiary levels and all stakeholders in education should endeavor to play their roles doggedly to ensure qualitative education in Nigeria.

**Quality process:** This implies pupil/teacher interaction, level of learner participation and engagement in learning. In an earlier study, Ali and Akubue, (2006), found that teachers dominated the lessons and posed few open-ended questions. Group work which encourages discussion is rarely encountered, and only 10% of teachers used continuous assessment. Okebukola (2012) observation showed that, boys are given greater opportunities than girls, to ask and answer questions, to manipulate materials and to lead groups. In science classroom interactions, girls are also given less time in practical work than boys.

**Quality Content:** The curriculum content of our educational system has been criticized as being overloaded and does not sufficiently attend to the needs of the Nigerian learners Adegbesan, (2010) in Amadi (2011). The data from the Monitoring of Learning Achievement (MLA) project has also shown that there is a wide gap between the intended curriculum and the achieved curriculum. However, this criticism has been challenged because the curriculum content of our institutions compares favourably with those in other countries. What is needed

in our system is a re-ordering of the curriculum content that is (the intended curriculum) and an enrichment of the achieved curriculum and the implemented curriculum with focus on relevance and functionality. The achieved curriculum is the knowledge, skills and attitudes that are achieved or learned while the implemented curriculum is the translation of curricula intentions into reality in classrooms with the libraries, laboratories, workshops, playgrounds and other settings for learning not losing sight of the language provision in the National Policy on Education (FGN, 2009). Sequel to this, there should be flexible curriculum. Curriculum rigidity must give way to ‘curriculum liberality’. Such curriculum must be relevant to both individual learners’ needs and societal needs at large.

### **2.8.2 Quality Assurance Input, Process and Output of the Education System**

Quality assurance in education deals with proactive means of ensuring quality of inputs, teaching – learning process, academic achievement of pupils and school environment before things get out of hand (Babalola, 2004) in Amadi (2011). Thus, an education of high quality should have high quality students, teachers, facilities, school curriculum and government policies as inputs. The manners in which the inputs are processed from the beginning to the final years of an educational programme and quality of assessment of the entire teaching/learning activities, also constitute important aspects of quality assurance.

**Pupils as input into the Educational System:** Pupils constitute a vital input into the education system. Without them, all other inputs cannot achieve educational objectives. At the entry point of the educational system, the pupils are expected to be of high quality. That is, they should meet the expected standard of the level or class in which they are to be enrolled. Incidentally, pupils of poor ability have been admitted or promoted into higher classes in our educational institutions. These practices do occur frequently during free education

programmes. Ezezebor (2003) in Fasasi (2014), wonders if products of such free primary and secondary education are going to be enrolled for General Certificate of Education. He concluded that they are not seriously groomed for that type of examination. Quality Assurance demands that pupils should be of required standard before they are admitted into schools. It also demands that they should not be promoted if they are of low standard. It is probably in this regard that Ehindero (2004), in Alaba, (2010) views admission of children with very poor academic standards into secondary schools as a way of laying the foundation for indiscipline and cheating in examinations.

**Teachers as inputs into the Education System:** The Federal Government stated that no education system may rise above the quality of its teachers (FGN, 2009). Incidentally, many teachers are lacking in good quality which can enhance meaningful teaching. As at 2004/2005 session, 25.65% of teachers in Nigerian secondary schools were not professionally qualified (TRCN, 2006). Quality of teaching to be given by this category of teachers is likely to be below the required standard and this will have adverse effects on the learners. Conversely, the teachers of high quality could impart right skills, knowledge and attitudes. Teachers as inputs, therefore, constitute a major factor of Quality Assurance.

**Curriculum as an input into the Education System:** In curriculum planning and implementation, attention is expected to be paid to the four pillars of learning which are advocated in the Delor's report to UNESCO (Adegoke, 2003) in Mohammed (2010). These are learning to know, learning to do, learning to be and learning to live together. When these aspects are adequately considered in the curriculum, the educational system will be functional and its recipients will be self-reliant. Besides, pupils' poor skills and knowledge acquisition in the four areas, there is virtually no subject on the secondary school curriculum where there are

no topics which teachers find difficult to teach (Okereke, 2009). Though, this problem may be due to poor teacher preparation or poor teaching – learning environment or the problem may be inherent in the curriculum itself.

**Facilities as Inputs into the Educational System:** Facilities are material resources. In the schools, they are physical and spatial enablers of teaching and learning which will increase the production of results (Emetarom, 2004) in Okereke (2009). They include building structures, equipment, water, electricity, textbooks, furniture and recreational facilities, among others. They constitute vital inputs which are capable of achieving good results when combined with other resources in adequate quality and quantity. However, poor supply and poor maintenance of these facilities are regular features in many primary and secondary schools. This does not provide a conducive environment for knowledge and skills acquisitions. Thus, students who want to make up for their deficiencies would rely on external assistance to be able to pass the examinations.

**Government Policy as an Input into the Education System:** A policy in terms of programmes and guidelines constitutes an input into the education system. In the past, the government evolved many education policies which were meant for execution in order to achieve national objectives. However, some of the policies were characterized by an act on the implementation planning. That is, implementation had started before proper planning. For examples, the Universal Primary Education (UPE) of 1976 was pronounced by the Federal Government in 1994 in Sokoto; and its implementation started without prior discussion of its logistics. Similarly, the UPE of 1976 embarked upon by State Governments in the South Western Nigeria, had no long – termed planning. It started immediately the politicians assumed duties in the second republic. The on – going Universal Basic Education (UBE), embarked

upon by the Federal Government as from 1999, was not different from the previous programme in terms of planning. The UBE was launched in 2000 while an act, backing it was signed in 2004. Meanwhile, implementation had already started in 1999.

Harbison (2005) in Afemikhe (2009), asserts that “schools and college buildings can be created in a matter of months; but it requires decades to develop high – level teachers and professors”. This statement is true today as it was in 1960 when Harbison was advising the Nigerian Government on manpower empowerment and development. Therefore, an education policy embarked upon without adequate planning will not have good quality, sufficient teachers and other resources.

### **2.8.3 Quality Assurance Indicators**

According to Obanya (2011), Quality Assurance is concerned with implementing the sound processes that will ultimately be used to produce quality in the education system. It ultimately focuses on three major areas of concern namely; inputs, processes and outputs. It is used to identify potential problems in the educational process that might lead to quality products later. In institutions, Quality Assurance is normally implemented through two major channels, which are monitoring and supervision.

Through monitoring and supervision, shorts falls in the process of education can be identified and corrected before major problems result. Potential problems in pedagogy that would affect teaching and learning are usually taken care of in the monitoring process, while supervision is concerned with improvements in teaching and learning. The highest priority of Quality Assurance is to set high quality goals Rowe, (2005) in Egwu (2009).

This implies that, the senior management must be involved in the Quality Assurance processes. Management needs to be the creator and achiever of the organizations quality

objectives. This is commonly the most important, most difficult and most frustrating task in quality assurance to have the full benefits of the paradigm shift of the new school curriculum in Nigeria. This research work groups Quality Assurance Indicators (QAI) into three in line with (Cheng, 2000 in Ogunsaju, 2009) school reforms initiatives.

i. Internal Quality Assurance Indicators

ii. Interface Quality Assurance Indicators

iii. Future Quality Assurance Indicators

**i. Internal Quality Assurance Indicators:** These are concerned with signs and activities that indicate quality and improve internal school performance particularly the methods and processes of teaching and learning. Methods of lesson preparation and delivery (Pedagogies) are indicators of quality. The structure shows how key internal factors such as teacher factors, curriculum factors, contextual factors and pupils factors are related to pupil learning experiences and educational outcomes. Cheng (1998); Medley, (1982) in Bello, Osagie and Olugbemila (2009), observe that:

- a. Student learning outcomes are the products of the interaction and relationships between the curriculum, pedagogy, student learning experiences and individual characteristics.
- b. Student learning experience is affected by teacher performance, pedagogy, curriculum characteristics and classroom environment.
- c. Teacher performance is determined by the interaction between teacher competence, curriculum characteristics and school organizational environment.
- d. External teacher education, school – based teacher education, and pre – existing teacher characteristics can contribute to teacher competence and teaching evaluation based on the information from teacher performance and student learning experiences. Learning

outcomes can be used to facilitate development of teacher competence through staff development activities.

Teachers should therefore, make use of Information Communication Technology (ICT) facilities in their service delivery. Also, innovations and creativity should be encouraged in teachers and pupils. The above observations imply that, Entrepreneurship Management (EM) should replace the current dogmatic administration that is prevalent in Nigerian schools. It is important to note that educational institution products face global competitions and so efforts should be made to ensure that teachers and school administrators have international exposure to enable them prepare the students for the global competitions. Also the aim of education will include ensuring that school graduates compete favourably with their counterparts globally Senge, (1990) in Coates Mc Bride and Kritsouis(2008).

- ii. **Interface Quality Assurance Indicators:** This involves accountability to the public and stakeholders' expectations in terms of education quality, stakeholders' satisfaction and market competitiveness. Quality in terms of school monitoring and supervision, parental choice, parental and community involvement in governance, and performance-based funding are some typical examples of Quality Assurance indicators needed to pursue and enhance effectiveness at the interface level between the schools and communities (Cheng and Townsend, 2000) in Coates, (2008). One may wonder why parents prefer private schools that charge exorbitantly over public schools that are free. Is it possible to have free and quality education? Of course Yes. This can be made possible by school heads and teachers. Therefore, efforts should be made by school



administrators to satisfy stakeholders by ensuring that they meet or attain world class standards. To ensure quality, stakeholders should participate in school administration.

- iii. **Future Quality Assurance Indicators:** Historically, several efforts have been made by the previous administrations in this country to ensure qualitative education but such efforts have not yielded the expected results thereby leading to a serious need for a pragmatic paradigm shift to ensure Total Quality Management (TQM). Due to rapid transformations in this era of globalization and information technology and knowledge – driven economy, information technology is strongly emphasized worldwide. People advocate for a paradigm shift in teaching and learning and demand for transformation and reforms in aims, content, practice and management of education at different levels to ensure their relevance to the future (Cheng 2000, Daun, 2001; Burbules and Torres, 2000; Stromquist and Mon Kmom, 2002) in Chien (2009). The future Quality Assurance indicators in terms of relevance to the school curriculum in Nigeria should be concerned with contextualized multiple intelligence, globalization, localization and individualization. The pursuit of a new vision and aims at different levels of education, life-long learning, global networking, international outlook, and use of information and technology are just some emerging evidences of the future Quality Assurance indicators (Cheng, 2001) in Mishra, (2008).

## **2.9 Theoretical Framework**

In view of the subject matter involved which is education, this research work is predicated on the framework of a system's thinking framework of quality assurance. The importance of education in the development of a nation should not be underestimated. It is education that develops expertise, excellence and knowledge that leads to the overall

development of any economy. This has created a necessity to develop strategies for the development of the education system in almost all countries of the world (Ali & Shastri, 2010). Thus, the success of educational institutions depends on how the educational leaders work to implement the strategies. Therefore, quality measures play a vital role in the education system. It becomes imperative therefore, to assure quality with sustainable improvements in the education system especially in the primary education level.

Thus, the theoretical framework for this study which is System Thinking Approach integrates both the analytical and synthetic methods that encompass both holism and reductionism. It was first proposed with the concept of “General System Theory” by the Biologist Ludwig von Bertalanffy (1968) as quoted in Mizikaci (2006). General Systems Theory is based on the assumption that there are universal principles of organization which hold true for all systems. The basic principle of the Systems Theory is that the whole is more than the sum of its parts, that the whole determines the nature of the parts, and the parts are dynamically interrelated and cannot be understood in isolation from the whole (Mizikaci, 2006). For a system to work efficiently and effectively therefore, all members must cooperate and work together for the success of the organization. In the education system; learners, teachers, administrators, parents, curriculum development units and school based management committees must function together for the success of teaching and learning activities. Logicians call this the fallacy of division because what is true of the whole is not true of the parts and what is true of the parts may not be true of the whole. Systems are regarded as having four major characteristics (Banathy in Mizikaci, 2006) as follows:

- a. Systems are goal oriented;
- b. Systems have inputs from their environments;

- c. Systems have outputs to achieve their goals; and
- d. There is feedback from the environment about the output.

A system can be composed of subsystems as well as units or parts making the whole interaction. Once organized, a system is not simply a collection of parts but a functional entity that has properties that cannot exist independently as a collection of parts. In order to be a functioning system, the total system has to define its objectives and performance measures; the environment has to be considered as an influencing factor, the resources must be determined, the components of the system must be defined, and the management of the system must be set (Churchman 2004 in Mizikaci,2006).

Organizations are composed of interdependent components that function together, towards predetermined goals that are driven by policies, strategies, and realignments (Lee and Song, 2008). Systems thinking requires that organizational components constantly review, re-evaluate and stabilize in the short-term to enable the entire system plans to strategically align resources and identify highly effective functions. Systems' thinking, drives continuous improvement and discourage organizations and individuals from repeatedly making the same mistakes.

Schools that design and implement effective feedback are able to illuminate factors associated with effective instruction, diverse learning, complex interactions, intentional and unintended outcomes. Such formative feedback is a component of programme evaluation and helps promote system thinking by measuring impacts of various interactions across the school. Knowledge and analysis of interactivity and effectiveness within a school, expands institutional skills and capacity when members are involved in team learning. Staff members can develop the ability to distinguish among short –term improvements, symptoms and root

causes of problems, and they can learn to discriminate between low-level or first order changes and more meaningful second order changes (Lee and Song, 2008).

Senge (1990), champions the systems framework. System Thinking is the discipline that is the foundation of Senge's main argument on Quality Assurance. It implies that organizations should be seen as open systems in which all parts interact with each other and within the environment. This is a holistic view point which sees deeper patterns that enable sustainable solutions rather than shorted-term fixes. A systems framework refers to a set of interrelated and interdependent parts arranged in a manner that produces a unified whole (Robbins and Coulter, 2005 in Richert, 2008). It is a discipline for seeing the whole. Senge emphasizes system dynamics paradigm. In this concept, he argues that things are interconnected in complex patterns that can be captured into a model without loss of relevance (Masinde, 2006) in Mhlanga (2008). Systematic Thinking is the conceptual cornerstone of Senge's approach. Systems Theory's ability to comprehend and address the whole, and examine the interrelationship between the parts provide for Senge, both the incentive and the means to integrate the disciplines. Three things need noting here. First, Systems Theory looks to connections and to the whole. In this respect therefore, it allows people to look beyond the immediate context and to appreciate the impact of actions upon others. To this extent, it holds the possibility of achieving a more holistic understanding.

Secondly, while the building blocks of Systems Theory are relatively simple, they can be built into a rather more sophisticated model than are current in many organizations. Senge (1990), argues that one of the key problems with much that is written about, and done in the name of management, is that rather simplistic frameworks are applied to what are complex systems. When we add these two points together it is possible to move beyond a focus on the

parts, to begin to see the whole and to appreciate organization as a dynamic process. Thus, the argument runs, a better appreciation of system will lead to a more appropriate action. The third System Thinking according to Senge, allows us to realize the significance of feedback mechanisms in organizations.

System Thinking is a framework for seeing interrelationships and repeated events rather than things. It is seeing patterns of change rather than static snapshots. It embodies the idea that the interrelationships among parts relative to a common purpose of a system are what is important. System Thinking constitutes the main basis for organizational learning and it has been shown to be associated with higher organizational performance (Skarzaukiene, 2010). In implementing System Thinking analyses of the archetypes, patterns in corporate structure or behaviour that tend to recur, can be useful for gaining insight into the nature of underlying problems (Gillies and Maliapen, 2008). In many ways, Systems Thinking also constitutes a basis for quality management principles expressed for instance in Deming's and Jurah, (2000), System of Profound Knowledge. This is one of the major theoretical frameworks underpinning Quality Management Theory thus; it is related to the dimensions that this study has departed from that which Senge concludes that, the system's viewpoint is generally oriented towards the long termed view. That is why delays and feedback loops are so important. In the short term, you can often ignore them; they are inconsequential. They only come back to haunt you in the long run (Senge, 1990 in Smith, 2006). The System Thinking considers many different perspectives such as Quality Assurance considerations. Quality factors such as reliability, availability, expandability, testability, among others, are considered.

Moreover, Immeprat and Pilecki (2003) in Abenga (2009), defined a system as an entity composed of a number of parts, the relationships of these parts; and the attributes of both

the parts and the relationships. Alternatively, a system can be conceived as some form in structure or operation, concept or function, composed of knitted and integrated parts. A system is further defined as deliberately designed synthetic organisms, comprised of interrelated and interacting components which are employed to function in an integrated fashion to attain predetermined purposes (Banathy (2003) in Abenga, 2009). Besides, Katz and Kahn (2002) as quoted by Amare (2007), view System as entities of patterned activities of a number of individuals and that these activities are complementary or interdependent with respect to some common outcomes which are repeated, relatively enduring and bounded by space and time. Briggs (2004) in Abenga (2009), similarly defines a System as an integrated plan of operations of all components designed to solve a problem or meet a need. Running through these definitions are the following facts:

1. a system is a whole or an entity;
2. the whole has parts, components within it;
3. that these smaller parts or components in the whole are interrelated;
4. that these parts have qualities which allow them to function as parts of a whole;
5. and, these relationships themselves also have qualities.

Consequently, it is incumbent to see education as a System because it fits into the definition and description of System given above. First, education is an entity that is man-made and that is established to solve particular problems and meet specific needs of society (Pillay, Tikly and Yu, 2007). Education as a whole has parts or components. There is the Curriculum Development Component (CDC), Materials and Equipment Component (MEC). The Teachers' Education (TTE), the Monitoring and Evaluation Component (MEC), and the Pupils' Components (PC) that are interrelated as each affects the other. For example, the types of

curriculum influence, the education of teachers, as well as the evaluation of System. It also determines the types of material and equipments needed and these have financial implications. These components have qualities. Teachers and learners have certain characteristics and qualities that they bring into the system; these are their values, preferences, skills and attitudes. These make them function as parts of the system. Relationships between components in education also have qualities. For instance, availability or lack of funds influences the relationship between the Financial Component (FC) and the Material and Equipment Component (MEC) (Abenga, 2009). Quality Assurance then, looks at each of the sub-systems and point to areas that malfunction in order to bring continuous improvement to teaching in the education sector.

The existence of many players in the teaching and learning process in schools demonstrates the relevance of the System Thinking in Quality Assurance of the education programme. System members include learners, teachers, leadership, policy makers, curriculum Development Unit (CDU), parents, School Development Committees, resources and the community at large, among others. What it means is that the leadership or management should coordinate the activities of the various parts of the organization or system to ensure that all the interdependent parts of the system are working together for effective teaching and learning of the subjects.

The System Approach suggests an organizational understanding. Therefore, its conformity to management oriented (also decision oriented) evaluation approaches needs to be maintained. A System Approach to education involves a situation in which decisions are made about inputs, processes, and outputs. Stufflebeam (1993) in (Worthen and Sanders, 2007)

developed an evaluation framework (context, input, process and product) to serve managers and administrators facing these different kinds of educational decisions:

- a. Context evaluation, to serve the planning decisions. Determining what needs are to be addressed in an educational programme, defining the objectives.
- b. Input evaluation, to serve the structuring decision. Determining what resources are available, what alternative strategies for the programme needs to be considered, and what plan seems to have the best potential for meeting needs facilities design of programme procedures.
- c. Process evaluation, to serve the implementation decisions. How well is the plan being implemented? What barriers threaten its success? What revision are needed? Once these questions are answered, procedure can be monitored, controlled and refined.
- d. Product evaluation, to serve recycling decisions. What results are obtained? How well are needs deduced? What should be done with the programme after it has run its course? These questions are important in judging programme attainments.

In the process of trying to find out how quality assurance can enhance the service delivery of education in primary schools, system evaluation questions are useful in determining the needs that are to be addressed (context), resources available (inputs), measuring how well the subject is being taught (process) and in determining the product and what should be done to improve its teaching. Quality as a Systems Approach is used especially in the context of education. According to the system approach, the core elements of programme evaluation should be analyzed in input, process and output stages. The system level evaluation of the education programme is crucial to determine whether the stakeholders and the system level needs are being addressed, and to identify opportunities to improve efficiency in the existing



programme (Gates, Augustine, Benjamin, Bikson, Kagnaff, Levy, Moini & Zimmer, 2002 in Uya, 2010). This theory is based on the assumption that there are universal principles in organization which hold true for all Systems. Systems have some characteristics which are related to the education system goals, inputs, outputs and feedback about the output from the society. It is related to the present study also because it has objectives defined, performance measures, resources, components and management system. It has independent components that function like in the education system.

System Thinking Theory is the discipline that is the foundation of the main argument of Quality Assurance. Education system is viewed as an open system in which all parts interact with one another and within the environment. A better appreciation of system will lead to more appropriate action just like in education system. The appropriate use of teaching methodology will lead to greater learning achievement by the students and it will help in the realization of feedback mechanism in the education system.

Education System is linked to the System Theory because it fits into the definition and description of system given by different scholars. Education has parts and components like the curriculum, school development committee, resource materials and equipment, teachers monitoring and evaluation unit, parents, policy makers, community at large and pupils which affect each other as the iterate Quality Assurance that looks at each component and point out areas that malfunction in order to ensure quality teaching and learning in the education system. Thus, the existence of many players in the education system demonstrates the relevance of the System Thinking in Quality Assurance of education programmes or in activities for the teaching and learning process.

## **2.10 Empirical Studies**

There have been empirical studies, investigations and researches conducted in the domain of Quality Assurance over the past three decades. Much of the researches conducted so far focused on: how quality could be defined, the design and relevance of various national quality assurance schemes, appraising the applicability of industrial models to higher education, the tension between improvement and accountability in both external and internal quality assurance approaches and on the effects of such quality assurance processes in education in the context of developed countries (Harvey and Williams, 2010; Pratasavistskaya and Stensaker, 2010).

A Study carried out by Redman et al (1995), on quality management in the United Kingdom public sector seems to be blooming. They surveyed 880 private and public organizations and found out that half of the organizations have formal total Quality Management Programmes running, while the rest intended to pursue it in the future. The sample showed 52% of the public and 53% of the private organizations having introduced Total Quality Management campaign within the past 5 years. They also found more than 30 techniques principally using mission statement customer satisfaction surveys, quality awareness, training customers' needs surveys, customers care training and quality improvement projects. Some of the results of quality management claim are quality awareness, customer satisfaction, teamwork. But the most significant achievements due to Total Quality Management in both the public and private organizations are the increase in safety of the workplace and the decrease in absenteeism. Managers, however, feel that TQM is putting for demand on their time and more emphasis on team work. Redman et' al argues that empowerment enables employees to make managerial decisions, thus place their work under

greater scrutiny from customers and from subordinates and senior managers. The study is similar to the present study because both made use of survey research design but differ in the locations. The former took place in the United Kingdom while the present will take in the North-West Geographical Location of Nigeria.

A study of quality assurance practices in the university of Stains Malaysia (USM), by Khoo and Idrus (2004), looked at the quality assurance practices amongst three (3) groups of staff in the school of Distance Education, University of Stains Malaysia, that is the lecturers' resident tutors and support staff. Nine dimensions of the quality assurance practices, included: staff development, planning, work process, team work, priorities, customers, performance evaluation, system for sending learning materials, system for receiving assignments from students and management of students records are identified in the study. The result shows that quality assurance practices amongst three groups are different. Profile analysis used in the research shows that quality assurance practice amongst lecturer and support staff are parallel. Results show that quality assurance practices of resident tutors have profiles that differ from the lecturers and support staff.

The study is similar to the present study since both studies focused on quality assurance practices but differ in their locations and levels of education. The former study is on distance education in the university Stains Malaysia while the present is on the evaluation of quality assurance strategy on the implementation of primary education curriculum in North-West Geographical Location of Nigeria. The loophole in the study is that, there is not research design and sample population of the study just as indicated in the present study: Also, the scope was limited unlike the present research work.

In the same vein, Aminu (2006), conducted a study on the assessment of principals and teacher participation in quality assurance in secondary schools in Zamfara State. Directors of education, subject-inspectors, head-teachers and subject-teachers in secondary schools were used as the population of the study. The researcher developed four objectives, research questions and formulated four null hypotheses respectively. A questionnaire which consists of thirty-seven (37) items using five points Linkert rating scale was used to test the null hypotheses. The research design for the study was descriptive survey method. The study shows that out of the four (4) null hypotheses, three (3) null hypotheses were accepted proving no significant differences in the opinion of respondents exists as regards question (1) that deal with involvement of teachers by principals in the process of quality assurance in school system. Question (2), the extent of conduct of supervision of instructions by subject inspectors and question (4) that determined the level of provision of infrastructural materials in secondary while question (1) that deal with the level of administrative monitoring by the principals was rejected proving that the use of politics in the appointment of principals to the extent of using NCE/OND holders as head-teachers influence misapplication of education policies and the desire for internal control envisage in the secondary school system. Some of the recommendations include the need for setting up of quality assurance committee at state, local government and ward level for effective monitoring and evaluation process of secondary education in the state as well as organize teacher upgrading programme for the observed deficiency in teacher education where 80% are said to be unqualified.

The relevance of this study to the present one is that both studies are on quality assurance in education but the former was principal and teacher participation in quality assurance strategies on the implementation of primary education curriculum in North-West

Geographical Location of Nigeria. The former study made use of five-point Likert rating scale while the present made the modified four points Likert rating scale in the collection of data for the analysis of the findings.

Kasim and Usman (2008), investigated the impact of principals' supervision of teachers' use of instructional materials on teaching Economics in secondary schools in Gombe metropolis, Gombe state, Nigeria. Descriptive survey design was adopted for the study and the population of the study was 1021 comprising 17 principals and 1004 secondary school teachers in Gombe Metropolis. A sample of 279 respondents was selected using proportionate random sampling techniques. Instrument used for the study was a structured questionnaire with a five-point Likert Scale. It was validated by professionals in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. A Pilot study was carried out and the data for the pilot study was analysed using split halves method of reliability. Crowbar's Alpha was used to compute the reliability coefficient where 0.87 reliability co-efficient were obtained. Descriptive statistics (mean score and standard deviation) was used to answer the research questions and t-test of the null hypotheses at 5% ( $P=0.05$ ) significant level. The findings revealed a significant difference in the opinion of Principals and secondary school teachers on the impact of principals' supervision of teachers' use of instructional materials on teaching economics in secondary schools in Gombe metropolis. It was concluded that supervision of instructional materials by principals had impact on teaching in secondary schools. Based on the findings, it was recommended that instructional materials needed for effective teaching and learning of economics should be made available to schools, be adequately supervised by the Principals and efficiently utilized by the teachers for effective teaching and learning of economics in secondary schools.

Their study was similar to the present study in that both studies adopted descriptive survey designs. Also, there are some differences in the level of education and locations of the studies. There is also variation in the population of the study and the sample population respondents. The former took place in secondary schools in Gombe Metropolis, Gombe state Nigeria while the present will take place in primary schools in the North-West Geographical Location of Nigeria.

In another related study, Dorgu and Amos (2009), carried out a study on quality assurance of teachers in the assessment of social studies curriculum of secondary schools in Abeokuta metropolis in Ogun State, Nigeria. Two research questions were formulated and answered in the study. Survey research and evaluation designs were involved. The sample for the study was 57. A twenty (20) cluster item questionnaire and 35 multiple choice test items were developed and used to collect data. The data collected were analysed using percentages, means and performance gap analysis to answer the research question. Conclusively, the importance of assessment of secondary schools Social Studies curriculum cannot be over emphasized because it is a well-established fact that the status and kind of assessment used in appraising phenomenon far reaching implication not only for students' achievement, but also for the nature of school procedure in an institution. Based on the result of the study, it was recommended among other things that, teachers should be sponsored by the government to attend seminars, workshops and conferences to update themselves in order to improve the quality of their teaching skills.

The study above is similar to the present one because all are ensuring quality assurance in the education system. The former made use of survey evaluation research design while the present one used survey research design only. There was also a difference in the locations of

the studies; the former took place in Abeokuta metropolis in Ogun State while the present study took place in the North-West Geographical Location of Nigeria. The present study observed that the sample size for the former study was too small which could likely affect the generalization of the major finding to a wrong conclusion.

In another study by Shafquat and Mohammad (2009), evaluating the quality of Bachelor of Education programme in Pakistan: Students views of their college experiences. The main objective of the study was to evaluate the quality of Bachelor of Education programme with regards to the internal efficiency of Government Colleges of Elementary Teachers (GCETs), the affiliated institutions of University Education (UE). The study was conducted on a random sample of 600 Bachelor of Education Students drawn from 11 (GCETs) in Punjab province. Data was collected through a questionnaire which was validated through a pilot study in 2006. The reliability of the final questionnaire was established at 0.863 allowing the researcher to launch the study at large scale. The findings revealed that B.Ed programme was effective in terms of updating student teachers knowledge and skills. Student teachers favoured the quality of B.Ed. curriculum, lesson planning and presentation by themselves and their teacher educators and had some reservations about the proper use of audio-visual aids for effective classroom teaching and learning process. Female gender showed more satisfaction with the quality of B.Ed. curriculum and teaching than their male counterparts. No significant difference was found in the opinion of the students of GCETs having low, medium and high enrolment. Both studies are similar because they talked about quality in education but differ in the levels of education. They also differ on their geographical locations. The former was conducted in Punjab in Pakistan while the present was carried out in North-West Geographical Location of Nigeria. The loophole identified in the study is that only one

province was used for the study and this could lead to the generalization of the findings to a wrong conclusion.

In a study by Akinbobola and Ikitde (2010), on strategies for achieving Quality Assurance in science education in Akwa Ibom State of Nigeria, the researchers adopted the survey design. A total of 300 science teachers were randomly selected from the Technical Colleges and Secondary Schools for the study. A questionnaire titled “Strategies for Achieving Quality Assurance in Science Education” (SAQASEQ) was the instrument used in gathering data for the study and the reliability coefficient was 0.79 using Cronbach alpha.

The results showed that there were differences in the salaries and allowances given to science teachers and other teachers; there were more qualified science teachers in secondary schools than technical colleges. The results equally indicated that science equipment available in technical college and secondary schools were inadequate and; students in technical colleges utilized science equipments more than the students in secondary schools.

There is a similarity between this study and the present one because both are on Quality Assurance Strategies (QAS) in the education system; both also employed survey design method in their studies, but in different locations. The former study took place in Akwa Ibom State of Nigeria and in Technical Colleges and Secondary Schools, but the present study took place in the North-west Geographical Location of Nigeria and in primary schools.

In the same vein, Adeolu (2010), conducted a study on the “Assessment of Principals Supervisory Roles for Quality Assurance in Secondary Schools in Ondo State, Nigeria”. The study focused on the nature of principals’ supervisory roles and the perceived effectiveness of principals in the supervision of teachers’ instructional tasks. Furthermore, it investigated the constraints faced by principals in the performance of supervisory duties in the teaching-



learning process. This was done with a view to providing information on the utilization of principals' roles in enhancing quality assurance in secondary schools. The study employed the descriptive survey design. The target population comprised of principals and teachers in secondary schools in Ondo State. The sample consisted of 60 principals and 540 teachers randomly selected from 60 secondary schools. Three research instruments were used for data collection: Principal's Supervision Rating Scale (PSRS), Interview Guide for Principals (IGP) and Teachers Focus Group Discussion Guide (FGDG). The study made use of chi square statistics in analyzing the data collected. The study revealed the major supervisory roles performed by the principals as: Monitoring of teachers' attendance during lessons, checking and ensuring adequate preparation of lesson plans, checking and ensuring adequacy of scheme of work and record of work. The findings also revealed that the teachers interviewed confessed that their principals enhanced their interest on the job by giving them letters of commendation and merit awards for those who performed outstandingly on the job.

However, the teachers expressed displeasure over poor conditions of infrastructure, inadequate instructional materials, absence of financial support for in-service training and low commitment of parents to their children's education. The study revealed that principals are responsible for planning both curricula and co-curricular activities, job analysis, allocation of duties to teaching and non-teaching staff, resource control, welfare services, monitoring, supervision of teaching and learning activities, co-ordination of the bursary department, enforcement of discipline, maintenance of infrastructure, collaboration with the Parents-Teachers-Association and other relevant stakeholders in education and serve as a link between the school and the Ministry of Education (MOE).

Both studies are similar because both focused on Quality Assurance in the education sector. However, there are differences in the levels of education involved and the locations. The former study took place in secondary schools in Ondo State Nigeria while the present study focuses on primary schools in the North-west Geo-political of zone Nigeria. Also, there is a difference in the sample population. The former sampled 540 teachers and 60 principals while the present study would sampled 780 primary school teachers.

A study by Sofowora (2010), on government effort at ensuring quality education at the primary school in the South Western Nigeria, Oyo and Osun State Triangulation approach was employed. Six Hundred teachers were selected through stratified sampling techniques. Data was collected using a questionnaire on 4 point Likert rating scale. The results showed that 54% of the schools in the two States have not implemented the 1.30 teacher pupils' ratio as stipulated in the National Policy on Education. School attendance Registers ( $F = 0.059$ ,  $df$  (1,536)  $p > 0.089$  and the schools ( $F = 0.11$ ,  $df = (1.52)$  1  $p > 0.7$ . The classroom test and examination questions given to the students are defective and not reliable. ( $F = 0.22$   $df$ , (1,513)  $p > 0.8$ . also the language of construction is bad ( $f = 0.439$ ),  $df = (1,519)$   $p > 0.539$ . It is also revealed that there are more female teachers (66%) than male (31%). Most schools are also found to lack elementary science laboratories as stipulated in the National Policy on Education. ( $F = 0.469$ , ( $df = 1,513$ )  $p > 0.833$ . The study is similar to the present study because both focus on ensuring quality education in primary schools but there is difference in the locations of the studies. The former took place in South-Western Nigeria, Oyo and Osun States while the present will take place in the North-West Geographical Location of Nigeria. Also, both made use of questionnaire to elicit information from the respondents.

Furthermore, a study of students' measure of quality assurance in South – South Higher Institutions in Nigeria conducted by Uche (2012), in his study investigated the students' perception of the quality of the academic staff. Two Thousand from four thousand final year students in five (5) faculties from 4 out of eight institutions in the South – South part of Nigeria were stratified and randomly selected for the study. Quality indicators checklist and questionnaire called Students' Perception of Academic Staff Quality (SPASQ) were the instruments used for data collection. Statistical tools such as mean scores, standard deviation test and correlation coefficient were used for the data analyses. The findings revealed that students rated the quality of the academic staff high especially in terms of professional competence but rated their supervision low. The students felt that the lecturers do not have enough time for students and did not prepare their lectures well.

There is similarity between the study and the present research work because both studies are on quality of education. There is also difference in the studies. The former made use of checklist and questionnaire while the present study used questionnaire and observation; the former also used correlation coefficient in the analysis of data while the present study used chi-square statistics in testing of the hypothesis. The researcher in the present study observed that the former should have not made use of final year students in the study but 300 level students in the five faculties selected for the research work.

Obadara and Alaka (2013), conducted a study on the impact of Accreditation and Quality Assurance in Nigerian Universities. The purpose of the work was to establish the correlation between accreditation and Quality Assurance. Descriptive Survey design was used for the study. A sample of 74 universities out of 124 universities in Nigeria was drawn using appropriate stratified random sampling technique. Also, simple random sampling was used to

select 20 respondents (including teaching and non-teaching staff who were in charge of the data needed for the study were selected from each university, which totaled 1,480 staff). The study developed and used two sets of questionnaires tagged “Accreditation Procedures and Minimum Academic Standard Questionnaire (APMASQ) and Quality Assurance Questionnaire (QAQ)” with correlation coefficient ( $r$ ) of 0.73 and 0.69 respectively and this complements the secondary data from NUC records. Pearson Product Moment Correlation Coefficient ( $r$ ) was employed to analyze the data.

The findings revealed that there is a significant relationship between accreditation and resource input into Nigerian universities, quality of output, quality of process, and no significant relationship between accreditation and quality of academic content. It is therefore, recommended among others that human capacities should be built in the area of quality assurance so as to ensure quality in Nigerian universities. Also, accreditation exercises and conducts should be properly monitored and supervised without playing politics so as to achieve education standards, quality and effectiveness for purpose of accomplishing the goals of university education in Nigeria.

The relevance of the work to the present study is that emphasis on quality of education does not depend only on resource input, but also on the output, which includes academic achievement on test scores, progression and pass rates; in other words, the internal and external efficiency. There is similarity between the study and the present one because both made use of descriptive survey designs but there is difference in the levels of education and locations. The former study took place in Nigerian universities in Ondo State while this was conducted in primary schools in the North-west Geographical Location of Nigeria. The study sample also differs. The former study used 1,480 staff while this study used 780 primary school teachers.

In another related study, Gbemi (2013), studied the effects of school variables on the Assurance of Quality Learning Outcomes (AQLO) in schools. The study adopted a descriptive survey research design. Respondents for the study consisted of sixty (60) principals and five hundred and forty teachers that were randomly selected using the multi-stage sampling technique from the entire population of three hundred and four public secondary schools in Ondo State, Nigeria. A Research instrument tagged, “Education Quality Assurance and School Variables Rating Scale” (EQASVRS) and interview of Principals and Teachers as Focus group (PTEG) were used for data collection. The significance of the hypothesis, using chi-square statistics, was tested at  $p < 0.05$  probability. The study revealed that there was a gross inadequacy in the number of teachers and other school variables like classrooms, libraries, laboratories and instructional materials which affect the level of curriculum coverage and the performance of secondary schools. Furthermore, the results reveal that there is significant effect of school variables on quality education assurance practice in schools ( $\chi^2 = 2.255$  at  $p < 0.05$ ) with the quality assurance practice ( $\chi = 3.625$ ) and school variables ( $\chi = 2.495$ ). This means that most school variables in secondary schools are in poor condition which reduces the impact of quality education assurance agency on school activities. The study concludes that for the education sector to enjoy the desired boost, especially in the students’ academic outcomes, attention should not be limited to school supervision but also to ensuring that school variables are in good state and evenly distributed across schools.

The study is similar to the present study because both studies are descriptive and employed research survey designs. There are some differences especially in the level of education and locations of the studies. The former study took place in public secondary

schools in Ondo State of Nigeria while this study was in the North-west Geographical Location of Nigeria and in primary schools.

Gbani (2014), in his study examined the state of school variables and their implications on effective performance of quality Education Assurance Agency to enhance effective teaching and learning activities in schools below tertiary level. The study adopted a descriptive survey research design. Respondents for the study consisted of 60 principals and 540 teachers that are randomly selected using the multi-stage sampling techniques from the entire population of 304 public secondary schools in Ondo State, Nigeria. Research instrument tagged, 'Education Quality Assurance and school variables rating scale'. (EQASRVS) and interview of principals and teachers as focus group (PTFG) were used for the data collection. The significance of the hypothesis using chi – square statistics, was tested at per 0.05 probability. The study reveals that there is gross inadequacy in the number of teachers and other school variables like classrooms, libraries, laboratories and instructional materials which affects the level of curriculum coverage and the academic performance of secondary schools. Furthermore, the results showed that there is significant effect of school variables on quality education assurance practice in schools ( $\chi^2 = 2.55$  at  $p < 0.05$ ) and school variables ( $X = 2,495$ ). This means that most school variables in secondary schools are in poor condition which reduce the impact of quality education assurance agency on school activities. The study concludes that for the education sector to enjoy the desired boosts, especially in students academic outcomes, attention should not be limited to school supervision, but also ensuring that school variables are in good state and distributed across schools.

The study is similar to the present one because both studies adopted descriptive research design, also the studies made used of chi-square statistics tested at 0.05 level of

significance but differ in the area of instrumentation. The former made use of questionnaire and interview while the present adopted questionnaire and observation as its instrument for the study. Both studies differ in their locations and levels of education. The former took place in public secondary schools in Ondo State while the present is in public primary schools in North-West Geographical Location of Nigeria.

Another study was carried out by Ogundele, Bwoi, Sambo and Ajia (2015), on the relationship between supervisory techniques and quality assurance of primary schools in Kwara State in Nigeria. A descriptive research design of correlation type was adopted for the study. Stratified random sampling technique was used to select 200 respondents among the head teachers, teachers, supervisors and Local Government Area staff. Three research questions and two research hypotheses guided the study. The instrument used for data collection was Supervisory Techniques for Quality Assurance Questionnaire (STQAQ) and was validated by experts. Test-retest reliability method was adopted and was tested using Spearman Ranking Order Statistics at 0.05 significance level. The research questions were answered using descriptive statistics while the two research hypotheses were tested using Pearson Product Moment Correlation Statistics at 0.05 significance level. However, the findings revealed that high significant relationship exist between supervisory techniques and the quality assurance variables like record keeping and students' academic performance and examination ethics. It is however recommended that adequate instructional facilities be provided in the interest of enhancing Quality Assurance in primary schools in Kwara State of Nigeria.

The study is similar to the present research work because both are on ensuring quality assurance for quality education in primary schools in Nigeria. The present study adopted

descriptive survey design just like the past study. There was difference in the locations of the studies; the former took place in Kwara state in Nigeria while the present took place in the North-West Geographical Location of Nigeria. The statistical method of data analysis differ, the first made use of Pearson Product Moment Correlation while the present made use of Chi-Square Statistics. The former study made use of questionnaire to elicit information while the present study made use of questionnaire and observation technique to gather information from the respondents.

In another study by Chika and Henry (2015), investigated instructional supervision of quality assurance in schools in Nigeria. The main objective was to look at nature of instructional supervisions and quality assurance and strategies for setting effective instructional supervision and quality assurance. Three research questions were posed. Simple random sampling technique was used to select 96 respondents which included teachers and supervisors in education sector. The survey of the present standard in schools which was X-rayed showed that the instructional supervision and quality assurance in schools are losing control despite the effort of the government in setting up the standard. This was due to inadequate funding, poor management of available resources, moral laxity among individuals within the system, inadequate instructional facilities, inadequate infrastructural facilities, indiscipline among students and staff, appointment and promotion of school administrators and teachers not based on merit.

The study is similar to the present research work because both are quality assurance researches but differ in scope. The present study covers North-West Geographical Location of Nigeria while the former covers all schools in Nigeria. The loopholes identified in the study are



the sample size which to the present researcher is relatively small. This could influence the generalization of the finding to a wrong conclusion.

Papantymou and Darra (2017), in their study assessed quality management practices in the Nigerian educational institutions especially the areas of quality input management, quality process management and quality output management. The primary objective of the study was to examine the effect that total quality management has on the corporate image of universities in Nigeria. In the light of the above four (4) relevant hypotheses were formulated. The study was based on the data collected from the students of selected privates and public universities in Nigeria through the administration of questionnaire. Data collected were analyzed using a simple frequency table, regression analysis, Pearson correlation analysis and T-test. Findings showed that quality input management has an effect on perceived corporate image, quality output management has an effect on perceived corporate image, there is no difference between private and public universities as regards their total quality management and how students perceive corporate image. Based on the findings, it was recommended that the concerted efforts of the stakeholders must be harnessed and geared towards improving the quality standards of Nigerian universities.

The study was similar to the present study because they are both quality assurance of education in Nigeria but differ in their research design. The former made use of Pearson correlation analysis and T-test while the present study used chi-square statistics in testing the hypotheses. Both also differ in the levels of education university and primary level respectively.

## **2.11 Summary**

The study examines the impact of Quality Assurance Strategies on Primary Education in the North-West Geographical Location of Nigeria. The researcher reviewed the different perspectives to concepts of education, quality education and quality assurance. This was narrowed to the concepts of UBE, objectives of quality assurance, types of quality assurance, models of quality assurance, the strategies for quality assurance in education, strategies for establishing quality assurance in UBE education manager and quality assurance, the role of teachers to quality education and the role of pupils to quality education. The role of school facilities in quality education, features of effective quality assurance, improving quality in primary education, measuring parameters for primary education, input, process and output of quality assurance in the education system, achieving quality assurance in Nigerian education system and it's indicators for quality education in primary education in Nigeria were also reviewed.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter contains an explanation of the various steps and techniques that were employed in collecting data. It examined the research design, population of the study, sample and sampling techniques, instrumentation, validity of the instrument, pilot study, and reliability of the instruments, procedure for data collection and methods of data analysis.

#### **3.2 Research Design**

Survey research design was adopted for this study. The study used cross-sectional survey. The advantage of cross-sectional studies is that in general, they are quick and cheap since data is collected only once and multiple outcomes can be studied hence less resources are required to run the study. (Mann, 2003). Anikweze (2009), views cross-sectional design to involve the collection of data within a short span of time from a random sample of the targeted population.

The researcher adopted cross-sectional survey design because it facilitates researchers to examine different variables at the same time. It is used to proof and disproof assumptions. It does not require a lot of time and it captures specific points in time. Cross-sectional survey design enables the researcher to observe two or more variables at a point in time and is useful for describing the variables (Breakwell, Hammon and Fife-Schaw (1995).

Cross-sectional survey design is one in which participants are selected, assessed on a current or present variables of interest. The goal of cross-sectional case-control study is to examine factors that are associated with a particular characteristic of interest. (Kazdin, 2003). The researcher's view in cross-sectional study lies in the fact that data were collected from uniform subjects at different places or locations within a uniform time. Thus, in this type of

study, subjects are contacted at a fixed point in time and relevant information are obtained from them. On the basis of this information, they are then classified as having or not having the attribute of interest.

### 3.3 Population of the Study

The population of this study comprised of primary school teachers, Head Teachers and Quality Assurance Officers in the North-West Geographical Location of Nigeria. The total population of teachers was one hundred and sixty eight thousand, five hundred and fifty seven (168,557). The population of Head Teachers was nineteen thousand eight hundred and twenty (19,820), while the population of Quality Assurance Officers was six thousand, seven hundred and fourteen (6,714) in the North-West Geographical Location of Nigeria hence, the total population of the study is one hundred and ninety five thousand and ninety one (195,091).

**Table1: Distribution of Head Teachers and Teachers by State in North-West Geographical Location of Nigeria.**

State	Number of schools	Number of Quality Assurance Officers	Number of Head Teachers	Number of Teachers
Jigawa	1,488	874	1,488	22,359
Kaduna	4,242	1,050	4,242	34,004
Kano	6,332	1,205	6,332	49,435
Katsina	2,458	1,020	2,458	22,427
Kebbi	1,657	958	1,657	16,368
Sokoto	2,011	845	2,011	17,884
Zamfara	1,632	762	1,632	6,597
<b>Total</b>	<b>19,820</b>	<b>6,714</b>	<b>19,820</b>	<b>168,557</b>

**Source:** UBEC Statistics Abuja 2016/2017

### 3.4 Sample and Sampling Technique

The researcher used simple random sampling technique of balloting to get three (3) states which are Kaduna, Kano and Zamfara in the North-West Geographical Location of Nigeria. The researcher proportionately sampled one hundred (100) quality assurances, two hundred and ninety-seven (297) head-teachers and three hundred and eighty-three (383) teachers from the states sampled. Within each of the states, the sampled population was distributed across the three (3) senatorial districts of the states. Hence, the selection of the sample was based on a proportional sampling as recommended by Ndagi (1984) in which he states that; “with proportional sampling, a researcher is able to achieve an even greater representativeness in the sample”.

**Table 2: Distribution of Quality Assurance, Head Teachers and Teachers for the Study by States.**

<b>States</b>	<b>No. of Qual. Assur. Officers</b>	<b>No. of S/Size</b>	<b>No. of Head Teachers</b>	<b>No of S/Size</b>	<b>No. of Teachers</b>	<b>No. of S/Size</b>
Kaduna	1,050	32	4,284	100	34,004	145
Kano	1,205	36	4,756	150	49,435	210
Zamfara	1,020	32	2,223	47	6,597	28
<b>Total</b>	<b>3,275</b>	<b>100</b>	<b>11,263</b>	<b>297</b>	<b>90,036</b>	<b>383</b>

### 3.5 Instrumentation

The instrument used for this research work was questionnaire. The questionnaire titled “Questionnaire on the Evaluation of the Impact of Quality Assurance Strategies on the Implementation of Primary education Curriculum in North-West Geographical Location of Nigeria” (QEIQASIPEC). QEIQASIPEC was designed to answer the six research questions and test the hypotheses formulated to guide the study. The research instrument was made up of

sixty (60) structured items with strongly agree (SA) 4, agree (A) 3, disagree (D) 2 and strongly disagree (SD) 1 as responses set to elicit opinions against the research questions.

### **3.5.1 Validity of the Instrument**

Questionnaire titled “Evaluation of the Impact of Quality Assurance Strategies on the Implementation of Primary Education Curriculum” QEIQASIPEC were subjected to content validation by the researcher’s supervisors from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University Zaria. Also, experts in test and measurement were given the items for scrutiny. The items were checked to determine the appropriateness and relevance to the objectives of the study. The observations of these experts formed the basis for modification of the items on the questionnaire. This was done in order to ensure that measuring instrument measured thoroughly and accurately what they intend to measure. The decision of the researcher to employ the services of experts was based on the remark of Kerlinger and Howard (2012). The validation by specialist or experts is an effective method for content validation of research instrument.

### **3.5.2 Pilot Study**

The pilot testing of the evaluated instrument by experts was administered on teachers, head teachers and quality assurance officers who were exempted from the sample population on whom the final instruments would be administered. To determine the reliability correlation co-efficiency five (5) public primary schools were selected. The schools include; LEA Primary School Badarawa, Kaduna, LEA Primary School Baban Dodo, LEA Primary School Barnawa, LEA Primary School Samaru, Zaria and LGEA Primary School Kukum Gida, Kagoro. Six (6) teachers were selected from each of the schools for the pilot study and ten (10)

head teachers and ten (10) quality assurance officers that made up a total of fifty (50) respondents for the pilot study.

The instrument was validated by experts in the Departments of Educational Foundations and Curriculum and in Test and Measurement at Ahmadu Bello University Zaria and Kaduna State College of Education, Gidan-Waya. The questionnaire were tried and tested using 50 respondents which comprised teachers, head teachers and quality assurance officers who were not part of the sample selected for the study. The data collected were analysed using Cronbach Alpha method of estimating reliability coefficient and a reliability index of 0.82 was obtained. The co-efficient indicated high internal consistency.

### **3.5.3 Reliability of the Instrument**

Reliability is the level of consistency of variables used in a research work. In other words, it is their level of Logical Consistency. In order to determine the reliability index, pilot study was conducted in 5 randomly selected primary schools to ascertain the internal consistency of the instrument. These schools were not be part of the target respondents for the study. The Cronbach Alpha coefficient method of estimating reliability was employed to compute the coefficient of internal consistency. This was considered because Cronbach Alpha coefficient was a more general method of estimating internal consistency for instruments with scales that provide responses on a continuum of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) (Emalkwu, 2011).

### **3.6 Procedures for Data Collection**

The researcher was given a letter of introduction from the Head of Department, Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria to the respective research areas in the North-West Geographical Location to seek for

permission to carry out the study in the schools in the area. Research assistants were used in each of the states in the conduct of the world work, prior to that time that is the field work they were trained on the instructions on the main objectives of the study.

The instrument was administered personally by the researcher with prior arrangement with the schools concerned. With the aid of the school head-teachers, the consent of the teachers were sought. The privacy of information and other ethnical assurances was guaranteed to the teachers. Then, the researcher with the help of research assistants administered the instrument. Freedom to ask questions for clarification was granted and sufficient time to respond to the items was given to the respondents. However, respondents were allowed to interact with one another in the process of responding to the items so as to maintain independent responses. Subsequently the completed questionnaires were collected at once for analyses. The researcher took a period of one month to administer the questionnaires and the retrieval from the respondents.

### **3.7 Procedure for Data Analysis**

Descriptive Statistic (Weighted mean and Standard Deviation) was used to summarize data related to the research questions while Chi-Square statistics was employed to test the hypothesis at 0.05 level of significance. The choice of the Chi-Square as a statistical tool used in analyzing the data was due to the fact that, the data generated was discrete in nature. More so, the respondents are three (3) categories that is; quality Assurance, Head-teachers and Teachers.



## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS AND DISCUSSIONS**

#### **4.0 Introduction**

The study mainly assessed the impact of Quality Assurance Strategies in the Implementation of Primary Education Curriculum in North-West Geographical Location. To achieve this objective, the study was structured along six main specific objectives to which six research questions were answered and six research null hypotheses tested. The respondents consisted of 740 out of the 780 sampled respondents representing 98.0%. The data was analysed with statistical package of version IBM 23. The analysis was presented in sections. The first section answered the research questions using the level of responses to each of the ten items under each of the six sections that answers each questions. Each gave the details of the frequency of responses of the modified 4 point Likert of scale options per items with their corresponding mean scores. A cumulative score in each of the sections was computed and compared with a standard decision mean of 2.500 which was computed based on the 4-Likerts scale options, computed, thus:  $(4+3+2+1)/4 = 2.500$ . A cumulative mean above the standard mean indicates positive response or agreement on the question, and if otherwise a negative response or disagreement. The third section tests the six null hypotheses with the inferential statistics of Chi square ( $X^2$ ) statistics which was employed for the hypotheses to test the impact of each of the six components in the implementation of primary education curriculum in North-West Geographical Location of Nigeria. The researcher used the p-value of 0.05 as level of significant for testing all the hypotheses. The summary of the major findings as well as discussion on findings are also included in this fourth chapter of the study.

#### **4.1 Answering Research Questions**

**Question One:** What is the impact of supervision on teachers' instructional delivery in the implementation of primary education curriculum in the North-West Geographical Location of Nigeria?

**Table 4.1.1: Level of impact of supervision on teachers’ instructional delivery in the implementation of primary education curriculum in the North-West Geographical Location of Nigeria.**

S/No	Statement	Response categories				Mean
		SA	A	D	SD	
1	Quality assurance supervision strategy has helped to ensure teachers preparation of lessons on daily basis in the implementation of primary education curriculum	281	280	109	70	3.04
2	Supervision by quality assurance has helped to ensure teachers attendance during lesson on daily basis in the implementation of primary education curriculum.	309	274	64	93	3.08
3	Quality assurance supervision has made head teachers to visit the classrooms to evaluate teaching learning process and to check pupils work on daily basis in the implementation of primary education curriculum.	344	281	58	57	3.23
4	Supervision by quality assurance has brought about in – house teacher re- orientation on the implementation of primary education curriculum.	320	269	80	71	3.13
5	Supervision by quality assurance has made teachers to give assignment and test and ensure that they mark and the result shown to the pupils during the implementation of primary education curriculum.	303	300	49	88	3.11
6	Supervision by quality assurance has made teachers to value time on task in order to ensure productivity in the implementation of primary education curriculum.	329	301	66	44	3.24
7	The emergence of quality assurance supervision strategy has facilitated improved attitude to work by the head teachers and teachers in the implementation of primary education curriculum.	345	250	70	75	3.17
8	Quality assurance supervision has made teachers to deliver high quality student centre instruction in the implementation of primary education curriculum.	306	289	79	66	3.13
9	Quality assurance supervision has made teachers to provide a variety of learning experiences to pupils in the implementation of primary education curriculum.	320	341	46	33	3.28
10	Quality assurance has help to ensure adequate coverage of the curriculum content by teachers in the implementation of primary education curriculum.	270	372	39	59	3.15
<b>Cumulative mean = 3.16</b>						

**Standard/decision Mean = 2.500**

Results of the table above showed that supervision has high impact on teachers' instructional delivery in the implementation of primary education curriculum in the North-West Geographical Location of Nigeria. This is because the cumulative mean response of 3.16 is above the 2.50 standard/decision mean. Besides, the means of all the ten items on the table are higher than the decision mean. Specifically, Supervision by quality assurance has made teachers to value time on task in order to ensure productivity in the implementation of primary education curriculum as this statement has a total of 661 were in agreement and the rest 79 were in disagreement. In the same vein, supervision by quality assurance has made teachers to value time on task in order to ensure productivity in the implementation of primary education curriculum, as a total of 631 were in agreement and the rest 145 were in disagreement.

In summary, supervision has high impact on teachers' instructional delivery in the implementation of primary education curriculum in the North-West Geographical Location of Nigeria. Especially, as supervision by quality assurance has made teachers to value time on task in order to ensure productivity in the implementation of primary education curriculum as this statement and supervision has high impact on teachers' instructional delivery in the implementation of primary education curriculum in the North-West Geographical Location of Nigeria.

**Question Two:** To what extent does monitoring influence learning environment in the implementation of primary education curriculum in North-West Geographical Location of Nigeria?

**Table 4.1.2: Level of extent to which monitoring influence learning environment in the implementation of primary education curriculum in North-West Geographical Location of Nigeria.**

S/No	Statement	Response categories				Mean
		SA	A	D	SD	
1	Monitoring has brought about the ideal classroom for pupils and learning process in the implementation of primary education curriculum.	291	277	101	71	3.06
2	Through monitoring, there is standardized adequate furnished library for the implementation of primary education curriculum.	311	264	75	90	3.08
3	Ensuring quality assurance has made the library in schools to be furnished with relevant and updated textbooks for the implementation of primary education curriculum.	345	280	59	56	3.24
4	Repairs and maintenance is conducted regularly in schools due to monitoring by quality assurance for the implementation of primary education curriculum.	301	281	83	75	3.09
5	Monitoring as quality assurance strategy has helped to reduce class size whereby in schools, a class houses between 30 – 35 pupils for effective implementation of primary education curriculum.	299	311	51	79	3.12
6	Monitoring as quality assurance strategy has helped to create improved teachers behaviors that affect safe learning environment in the implementation of primary education curriculum in schools.	326	319	56	39	3.26
7	Monitoring as a quality assurance strategy has helped to create a learning environment that is pupils friendly in the implementation of primary education curriculum in schools.	355	240	80	65	3.20
8	Monitoring as a quality assurance strategy has helped in the provision of health service which contribute to learning first by reducing absenteeism in schools.	309	299	74	58	3.16
9	Monitoring as a quality assurance strategy has led to construction of laboratories well equipped with all necessary instruments for the implementation of primary education curriculum in schools.	321	340	44	35	3.28
10	Monitoring as a quality assurance strategy has helped to improve pupil's progress in primary schools.	280	370	34	56	3.18
<b>Cumulative mean = 3.17</b>						

**Standard/decision Mean = 2.500**

According to the table above monitoring has huge influence on learning environment in the implementation of primary education curriculum in North-West Geographical Location of Nigeria. Reason being that the respondents cumulative mean agreement of 3.17 is above the 2.500 standard/decision mean. Most especially they believe that Monitoring as a quality assurance strategy has led to construction of laboratories well equipped with all necessary instruments for the implementation of primary education curriculum in schools, as a total of 661 were in agreement as against 79 that disagreed. In the same vein, Monitoring as a quality assurance strategy has helped to create improved teachers behaviours that affect safe learning environment in the implementation of primary education curriculum in schools with a mean of 3.17 as a total of 645 were in agreement and the rest 95 were in disagreement. In summary, monitoring has huge influence on learning environment in the implementation of primary education curriculum in the North-West Geographical Location of Nigeria, particularly as Monitoring as a Quality Assurance strategy has led to the construction of laboratories well equipped with all necessary equipment for the implementation of primary education curriculum in schools as a total of 661 were in agreement as against 79 that disagreed.

**Question Three:** What is the impact of inspection on the provision of instructional materials for pupils teaching learning activities in the implementation of primary education curriculum in North-West Geographical Location of Nigeria?

**Table 4.1.3: Level of impact of inspection on the provision of instructional materials for pupils teaching learning activities in the implementation of primary education curriculum in North-West Geographical Location of Nigeria.**

S/No	Statement	Response categories				Mean
		SA	A	D	SD	
1	Inspection by quality assurance has led to provision of adequate and relevant instructional materials for use in the class by teachers in the implementation of primary education curriculum in schools.	290	276	99	75	3.06
2	Inspection has made the use of instructional materials by teachers compulsory during the implementation of primary education curriculum in schools.	317	255	86	82	3.09
3	Inspection has made teachers improvise instructional material for use in their teaching learning process where they are not readily available in primary schools.	355	269	60	56	3.25
4	Inspection as a quality assurance strategy has made parents to provide some necessary instructional materials for their children in primary schools.	311	283	91	55	3.15
5	Inspection by quality assurance has made available multi-media materials for use by teachers in the implementation of primary education curriculum in schools.	338	302	41	59	3.24
6	Inspection by quality assurance has led to the use of resource persons to improve teacher's instructional strategies in primary schools.	336	321	55	28	3.30
7	Through inspection, teachers are conversant with different instructional materials and their application in teaching different concepts in the classroom in primary schools.	345	250	86	59	3.19
8	Teachers and head teachers are familiar with quality education instrument of inspection in the implementation of primary education curriculum in schools.	313	303	88	36	3.21
9	Quality assurance inspection has made the Government to recruit competent teachers in primary schools.	315	343	61	21	3.29
10	Quality assurance inspection has made teachers to be skillful in the production of teaching and learning resources in primary schools.	280	380	14	66	3.18
<b>Cumulative mean = 3.19</b>						

**Standard/decision Mean = 2.500**

Details in the table above showed that inspection has impact on the provision of instructional materials for pupils teaching learning activities in the implementation of primary education curriculum in North-West Geographical Location of Nigeria. Their cumulative mean agreement of 3.18 is higher than the standard/decision mean of 2.500. Specifically, Inspection by quality assurance has led to the use of resource persons to improve teacher's instructional strategies in primary schools. As this attracted the highest mean agreement of 3.30 with details showing that while a total of 657 were in agreement while 83 were in disagreement. Also Quality assurance inspection has made the Government to recruit competent teachers in primary schools. As this had the second highest mean agreement of 3.29 with details showing that while a total of 658 were in agreement the rest 82 were in disagreement.

In summary, inspection can impact on the provision of instructional materials for pupils teaching learning activities in the implementation of primary education curriculum in North-West Geographical Location of Nigeria especially as inspection by quality assurance has led to the use of resource persons to improve teacher's instructional strategies in primary schools and Quality assurance inspection has made the Government to recruit competent teachers in primary schools.

**Question Four:** What is the impact of quality control on the administration of primary schools in the implementation of primary education curriculum in North-West Geographical Location of Nigeria?



**Table 4.1.4: Level of impact of quality control on the administration of primary schools in the implementation of primary education curriculum in North-West Geographical Location of Nigeria.**

S/No	Statement	Response categories				Mean
		SA	A	D	SD	
1	Quality control has made collaboration between head teachers and quality assurance officers easy for the implementation of primary education curriculum in schools.	370	280	50	40	3.32
2	Quality control has helped to establish good rapport between teachers and quality assurance officers in the implementation of primary education curriculum in schools.	340	270	78	39	3.20
3	Quality control has helped greatly in record keeping and management by head teachers and teachers in the implementation of primary education curriculum in schools.	340	190	90	60	2.93
4	Quality control has helped to ensure good working condition for teachers in the implementation of primary education curriculum in schools.	300	300	70	70	3.12
5	Quality assurance control has helped to ensure cordial relationship between my school and the community.	341	240	87	72	3.15
6	Quality assurance control has improved teachers punctuality and regularity to school for effective implementation of primary education curriculum in schools.	350	280	69	41	3.27
7	Quality assurance control has helped to improve leadership inefficiency which is responsible for inadequate educational facilities and resources in the implementation of primary education curriculum in schools.	341	280	74	45	3.24
8	Quality assurance control has made head teachers to delegate duties and responsibilities to teachers in primary schools.	391	264	50	35	3.37
9	Quality assurance control has made pupils to be effective members in decision making machinery in the implementation of primary education curriculum in schools.	270	380	77	13	3.23
10	Quality assurance control has made teachers to be effective members in decision making machinery in the implementation of primary education curriculum in schools.	280	345	45	70	3.13
Cumulative mean = 3.20						

**Standard/decision Mean = 2.500**

From the responses of the respondents, it was obvious that the impact of quality control on the administration of primary schools in the implementation of primary education curriculum is quite high and pronounced. This was as the overall/cumulative mean agreement of 3.20 is higher than the 2.500 decision mean. Specifically, Quality assurance control has made head teachers to delegate duties and responsibilities to teachers in primary schools. As this attracted the highest mean response of 3.37 as a total of 655 were in agreement and the rest 85 in disagreement

In the same vein, quality control has made collaboration between head teachers and quality assurance officers easy for the implementation of primary education curriculum in schools. As this had a high mean response agreement level of 3.32 with 650 were in agreement and the rest 90 were in disagreement.

In a nutshell, the impact of quality control on the administration of primary schools in the implementation of primary education curriculum is quite high and pronounced particularly as quality control has made collaboration between head teachers and quality assurance officers easy for the implementation of primary education curriculum in schools and quality assurance control has made head teachers to delegate duties and responsibilities to teachers in primary schools.

**Question Five:** What is the impact of quality assurance strategies on the quality of teaching personnel in the implementation of primary education curriculum in North-West Geographical Location of Nigeria?

**Table 4.1.5: Level of impact of quality assurance strategies on the quality of teaching personnel in the implementation of primary education curriculum in North-West Geographical Location of Nigeria.**

S/No	Statement	Response categories				Mean
		SA	A	D	SD	
1	Quality assurance has ensured that well qualified teachers are recruited to teach for effective quality education in primary schools.	380	290	50	20	3.39
2	Quality assurance has ensured that teachers attend training workshops in order to perform better in the class teaching in primary schools.	350	290	80	20	3.31
3	Quality assurance has made teachers to be research conscious in primary schools for effective lesson delivery.	350	280	80	30	3.28
4	Quality assurance has made teachers work hard in the teaching and learning process in primary schools.	310	260	110	60	3.11
5	Quality assurance has provided teachers with regular and contrives feed back after classroom monitoring and evaluation in my school.	290	301	70	79	3.08
6	Quality assurance has made teachers to be computer literate and competent in the use of ICT in teaching learning process in primary schools.	360	250	86	44	3.25
7	Quality assurance has helped to ensure that man power on subject basis is minimized in primary schools.	301	280	91	68	3.10
8	Quality assurance has helped to ensure that teachers are posted to primary schools based on their area of specialization.	401	280	24	35	3.41
9	Quality assurance has ensured in-house training of large segment of teachers in primary schools.	280	364	80	16	3.23
10	Quality assurance has ensured teachers' resourceful for effective teaching and learning in primary schools.	290	350	30	70	3.16
<b>Cumulative mean = 3.23</b>						

**Standard/decision Mean = 2.500**

The perceived impact of quality assurance strategies on the quality of teaching personnel in the implementation of primary education curriculum in North-West Geographical Location of Nigeria is very high, because the respondents' cumulative agreement mean of 3.23 is higher than the 2.500 standard/decision mean. Specifically, Quality assurance has helped to ensure that teachers are posted to primary schools based on their area of specialization. As this had a high mean agreement of 3.41 with details showing that a total of 681 were in agreement and the rest 59 in disagreement. Likewise, Quality assurance has ensured that well qualified teachers are recruited to teach for effective quality education in primary schools as this opinion attracted the second highest mean response of 3.39 with details showing that while a total of 670 were in agreement the rest 70 were in disagreement, In summary, The perceived impact of quality assurance strategies on the quality of teaching personnel in the implementation of primary education curriculum in North-West Geographical Location of Nigeria, is very high particularly as Quality assurance has helped to ensure that teachers are posted to primary schools based on their area of specialization.

**Question Six:** What is the impact of evaluation as a quality assurance strategy on pupils' academic performance in the implementation of primary education curriculum in North-West Geographical Location of Nigeria?

**Table 4.1.6: Level of impact of evaluation as a quality assurance strategy on pupils' academic performance in the implementation of primary education curriculum in North-West Geographical Location of Nigeria.**

S/No	Statement	Response categories				Mean
		SA	A	D	SD	
1	Quality assurance has made teacher to determine their methods of teaching procedures in the implementation of primary education curriculum in schools.	580	120	20	20	3.70
2	Quality assurance has helped to establish appropriate use of evaluation procedures by teachers in the implementation of primary education curriculum in schools.	400	320	10	10	3.50
3	Quality assurance has enhanced constant evaluation by teachers in order to make necessary adjustment to the goals of teaching and learning procedures in the implementation of primary education curriculum in schools.	370	270	60	40	3.31
4	Quality Assurance has ensured that teachers/Students benefit from the feedback mechanism through formative evaluation in the implementation of primary education curriculum in schools.	320	290	90	40	3.20
5	Quality assurance has made the head teachers to provide feedback on pupils academic achievement in my school.	360	290	50	40	3.31
6	Quality assurance has made continuous assessment of pupils an obligation on every teacher in the implementation of primary education curriculum in schools.	340	310	50	40	3.28
7	Quality assurance has made teachers to evaluate pupils not only in the cognitive domain in the implementation of primary education curriculum in schools.	340	260	90	50	3.20
8	Quality assurance has made teachers to evaluate pupils on the affective and psychomotor domains only in the implementation of primary education curriculum in my school.	290	330	90	30	3.19
9	Quality assurance has made Teachers evaluate the pupils both in the cognitive affective and psychomotor domain in the implementation of primary education curriculum in my school.	320	340	60	20	3.30
10	Quality assurance has made teachers to use various methods in the evaluation of pupil's academic achievement in the implementation of primary education curriculum in schools.	280	380	10	70	3.18
<b>Cumulative mean = 3.32</b>						
<b>Standard/decision Mean = 2.500</b>						

Evaluation as a quality assurance strategy has huge impact on pupils' academic performance in the implementation of primary education curriculum in North-West Geographical Location of Nigeria as their cumulative mean agreement of 3.32 is higher than the 2.50 standard/decision mean. Quality assurance has made teacher to determine their methods of teaching procedures in the implementation of primary education curriculum in schools as the mean agreement of this opinion was 3.70 as a total of 700 agreed and the rest 40 disagreed. Equally, Quality assurance has helped to establish appropriate use of evaluation procedures by teachers in the implementation of primary education curriculum in schools with a mean agreement of 3.50 as a total of 720 agreed and the rest 20 disagreed. In summary, Evaluation as a quality assurance strategy has huge impact on pupils' academic performance in the implementation of primary education curriculum in North-West Geographical Location of Nigeria, particularly as Quality assurance has made teacher to determine their methods of teaching procedures in the implementation of primary education curriculum in school and quality assurance has helped to establish appropriate use of evaluation procedures by teachers in the implementation of primary education curriculum in schools.

## **4.2 Hypotheses Testing**

**Hypothesis One:** The null hypothesis states that, Supervision has no significant impact on teachers' instructional delivery in the implementation of primary education curriculum in the North-West Geographical Location of Nigeria.

**Table 4.2.1: Chi square ( $X^2$ ) statistics on impact of supervision of teachers' instructional delivery in the implementation of primary education curriculum in North-West Geographical Location of Nigeria.**

<i>Variable</i>	<i>SA</i>	<i>AG</i>	<i>D</i>	<i>SD</i>	<i>Total</i>	$X^2$ <i>calculated</i>	$X^2$ <i>critical</i>	<i>df</i>	<i>P</i>
teachers supervision impact on teachers' instructional delivery in the implementation of primary education curriculum	345 (312.7)	250 (295.7)	70 (66.0)	75 (85.6)	740	152.310	<b>40.113</b>	27	0.014
$X^2$ <i>calculated</i> (152.310) $X^2$ <i>critical</i> <b>40.113</b> ) at <i>df</i> 27 , <i>calculated p</i> (0.014) < 0.05									

Results of the chi square statistics above revealed that there was a significant impact of teachers' supervision on teachers' instructional delivery in the implementation of primary education curriculum. . This is because the computed chi square value of 152.310 was found to be higher than the chi square critical value of 40.113 at df 27. Moreover the calculated p value of 0.014 was found to be lower than the 0.05 alpha level of significance. This shows that the higher teachers are supervised the more the efficiency of teachers' instructional delivery in the implementation of primary education curriculum. Therefore the null hypothesis which state that supervision has no significant impact on teachers' instructional delivery in the implementation of primary education curriculum in North-West Geographical Location of Nigeria, is hereby rejected.

**Hypothesis Two:** The null hypothesis states that monitoring has no significant impact on learning environment in the implementation of primary education curriculum in North-West Geographical Location of Nigeria.

**Table 4.2.2: Chi square ( $X^2$ ) statistics on monitoring impact of learning environment in the implementation of primary education curriculum in North-West Geographical Location of Nigeria.**

<i>Variable</i>	<i>SA</i>	<i>AG</i>	<i>D</i>	<i>SD</i>	<i>Total</i>	$X^2$ <i>calculated</i>	$X^2$ <i>critical</i>	<i>df</i>	<i>P</i>
Monitoring impact on learning environment in the implementation of primary education curriculum	355 (313.8)	240 (298.1)	80 (65.7)	65 (62.4)	740	159.579	<b>40.113</b>	27	0.022

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$X^2$  calculated (159.579)  $X^2$  critical 40.113 ) at df 27 , calculated p (0.022) < 0.05

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Results of the chi square statistics above revealed that there was significant impact of monitoring on learning environment in the implementation of primary education curriculum. This is because the computed chi square value of 159.575 was found to be higher than the chi square critical value of 40.113 at df 27. Moreover the calculated p value of 0.022 was found to be lower than the 0.05 alpha level of significance. This shows that the higher level of monitoring the more the efficiency of learning environment in the implementation of primary education curriculum. Therefore the null hypothesis which states that monitoring has no



significant impact on learning environment in the implementation of primary education curriculum in North-West Geographical Location of Nigeria, is hereby rejected.

**Hypothesis Three:** The null hypothesis states that Inspection has no significant impact on the provision of instructional materials for pupils teaching learning activities in the implementation of primary education curriculum in North- West Geographical Location of Nigeria.

**Table 4.2.3: Chi square ( $X^2$ ) statistics on impact of inspection on the provision of instructional materials for pupils teaching learning activities in the implementation of primary education curriculum in the North- West Geographical Location of Nigeria.**

<i>Variable</i>		<i>SA</i>	<i>AG</i>	<i>D</i>	<i>SD</i>	<i>Total</i>	$X^2$ <i>calculated</i>	$X^2$ <i>critical</i>	<i>df</i>	<i>P</i>
Impact of inspection on provision of instructional materials for pupils teaching learning activities in implementation of education curriculum	of	345 (320.0)	250 (298.2)	86 (68.1)	59 (53.7)	740	246.628	<b>40.113</b>	27	0.031
$X^2$ <i>calculated</i> (246.628) $X^2$ <i>critical</i> <b>40.113</b> ) at <i>df</i> 27 , <i>calculated p</i> (0.031) < 0.05										

Results of the chi square statistics above revealed that there was significant Impact of inspection on provision of instructional materials for pupils teaching learning activities in implementation of education curriculum. This is because the computed chi square value of 246.628 was found to be higher than the chi square critical value of 40.113 at df 27. Moreover the calculated p value of 0.031 was found to be lower than the 0.05 alpha level of

significance. This shows that the higher level of inspection, the more the efficiency of provision of instructional materials for pupils teaching learning activities in implementation of primary education curriculum. Therefore the null hypothesis which states that Inspection has no significant impact on the provision of instructional materials for pupils teaching learning activities in the implementation of primary education curriculum, in North-West Geographical Location of Nigeria, is hereby rejected.

**Hypothesis Four:** The null hypothesis states that Quality control has no significant impact on the administration of primary schools in the implementation of primary education curriculum in North-West Geographical Location of Nigeria.

**Table 4.2.4: Chi square ( $X^2$ ) statistics on impact of quality control on the administration of primary schools in the implementation of primary education curriculum.**

<i>Variable</i>	<i>SA</i>	<i>AG</i>	<i>D</i>	<i>SD</i>	<i>Total</i>	$X^2$ <i>calculated</i>	$X^2$ <i>critical</i>	<i>df</i>	<i>P</i>
Impact of Quality control on administration of primary schools in implementation of education curriculum	370 (335.61)	280 (285.72)	50 (69.69)	40 (48.98)	740	223.061	<b>40.113</b>	27	0.041

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$X^2$  *calculated* (223.061)  $X^2$  *critical* 40.113 at *df* 27, *calculated p* (0.041) < 0.05

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Results of the chi square statistics above revealed that there was significant Impact of Quality control on administration of primary schools in implementation of education curriculum. This is because the computed chi square value of 223.061 was found to be higher

than the chi square critical value of 40.113 at df 27. Moreover the calculated p value of 0.041 was found to be lower than the 0.05 alpha level of significance. This shows that the higher level of quality control the more the efficiency of administration of primary schools on the implementation of primary education curriculum. Therefore the null hypothesis which states that Quality control has no significant impact on the administration of primary schools in the implementation of primary education curriculum in the North-West Geographical Location of Nigeria is hereby rejected.

**Hypothesis Five:** The null hypothesis states that Access and Equity have no significant impact on the quality of teaching personnel in the implementation of primary education curriculum in North- West Geographical Location of Nigeria.

**Table 4.2.5: Chi square ( $X^2$ ) statistics on impact of the quality Assurance strategies on the quality of teaching personnel in the implementation of primary education curriculum in the North-West Geographical Location of Nigeria.**

<i>Variable</i>	<i>SA</i>	<i>AG</i>	<i>D</i>	<i>SD</i>	<i>Total</i>	$X^2$ <i>calculated</i>	$X^2$ <i>critical</i>	<i>df</i>	<i>P</i>
Impact of Quality Assurance strategies on quality of teaching personnel in implementation of education curriculum	401 (331.2)	280 (294.5)	24 (70.1)	35 (44.2)	740	296.518	<b>40.113</b>	27	0.011
$X^2$ <i>calculated</i> (2296.518) $X^2$ <i>critical</i> <b>40.113</b> ) at <i>df</i> 27 , <i>calculated p</i> (0.011) < 0.05									

Results of the chi square statistics above revealed that there was significant Impact of Access and Equity on quality of teaching personnel in implementation of primary education curriculum ,this is because the computed chi square value of 296.518 was found to be higher than the chi square critical value of 40.113 at df 27. Moreover the calculated p value of 0.011 was found to be lower than the 0.05 alpha level of significance. This shows that the higher level of quality Assurance strategies the more the efficiency of quality of teaching personnel in implementation of education curriculum. Therefore the null hypothesis which states that Access and Equity have no significant impact on the quality of teaching personnel in the implementation of primary education curriculum in North- West geo- political zone of Nigeria is hereby rejected.

The researcher view that the more Access and Equity as quality assurance strategies are intensified the more the efficiency of quality of teaching personnel in the implementation of primary education curriculum.

**Hypothesis Six:** The null hypothesis states that Evaluation as a quality assurance strategy has no significant impact on pupil's academic performance in the implementation of primary education curriculum in North- West Geographical Location of Nigeria.

**Table 4.2.6: Chi square ( $X^2$ ) statistics on the impact of evaluation on the pupil's academic performance in the implementation of primary education curriculum in North- West Geographical Location of Nigeria.**

<i>Variable</i>	<i>SA</i>	<i>AG</i>	<i>D</i>	<i>SD</i>	<i>Total</i>	$X^2$ <i>calculated</i>	$X^2$ <i>critical</i>	<i>df</i>	<i>P</i>
Impact of Evaluation on pupils academic performance in the implementation of education curriculum	400 (360.0)	320 (291.0)	10 (53.0)	10 (36.0)	740	575.137	<b>40.113</b>	27	0.021
$X^2$ <i>calculated</i> (575.137) $X^2$ <i>critical</i> <b>40.113</b> ) at <i>df</i> 27 , <i>calculated p</i> (0.021) < 0.05									

Results of the chi square statistics above revealed that there was significant Impact of Evaluation on pupils' academic performance in the implementation of primary education curriculum. This is because the computed chi square value of 575.137 was found to be higher than the chi square critical value of 40.113 at df 27. Moreover the calculated p value of 0.021 was found to be lower than the 0.05 alpha level of significance. This shows that the higher the level of Evaluation as a strategy of quality Assurance the more the efficiency of performance in the implementation of education curriculum. Therefore the null hypothesis which states that, Evaluation as a quality assurance strategy has no significant impact on pupils' academic performance in the implementation of primary education curriculum in the North- West Geographical Location of Nigeria, is hereby rejected.

### 4.3 Summary of the findings

The following are the summary of the findings;

1. The supervision of teachers significantly enhanced teachers' instructional delivery in the implementation of primary education curriculum with ( $X^2 = 152.310$ , Crit Val = 40.113). This shows that the more teachers are supervised the more their efficiency in instructional delivery in the implementation of primary education curriculum.
2. Monitoring of schools significantly improved the learning environment in primary schools; the higher the level of monitoring the better the learning environment for the implementation of primary education curriculum.
3. Inspection of schools ensured significant improvement in the provision of instructional materials for pupils teaching learning activities in implementation of primary education curriculum with ( $X^2 = 246.268$  and Crit Val = 40.113). This shows that the higher the level of inspection the more the provision of instructional materials for pupils teaching learning activities in primary schools.
4. Quality control in primary schools provided significant improvement in the efficiency of administration with ( $X^2 = 223.061$ , Crit Val=40.113), the higher the levels of quality control the more the efficiency of administration of primary schools on the implementation of primary education curriculum.
5. The Access and Equity significantly enhanced the quality of teaching personnel through training/workshop in the implementation of primary education curriculum.
6. There was significant impact of evaluation on pupils' academic performance in the implementation of education curriculum with ( $X^2 = 575.137$ , Crit = 40.113). The

higher the level of Evaluation as a strategy of quality assurance the better the performance of pupils in primary schools.

#### **4.4 Discussion of Findings**

This discussion is based on the major finding. Finding number one showed that supervision of teachers had a significant impact on teachers' instructional delivery in the implementation of primary education curriculum. This was because the computed T. value of 152.310 was found to be greater than the critical value of 40.113 at df 27. Hence, the hypothesis was rejected. This finding was in line with the findings of Adeolu (2012), which revealed that supervision of teachers has made teachers to be more serious in their instructional task performance hence improvement in pupils academic performance. Teachers ensure adequate preparation of lesson plans, scheme of work and record of work, because they are being supervised by the head-teachers and quality assurance officers. This hypothesis is also in agreement with what Doherty (2008) said, that the more supervision is intensified, the more serious and committed are teachers to their teaching and learning process.

The second finding revealed that monitoring had significant impact on learning environment in the implementation of primary education curriculum. This was because the computed chi-square value of 159.575 was found to be higher than the chi-square critical value of 40.113 at df 27. The hypothesis was rejected because the calculated value of 0.022 was found to be lower than the 0.05 alpha level of significance. It equally indicates that the higher the level of monitoring, the more efficient is the learning environment. This result was in agreement with Harvey (2007) that learning is made conducive for pupils teaching and learning process if there is constant monitoring of the learning environment by the stakeholders and other relevant authority concerned. This finding opposed the findings of Gbemi (2014) that

with or without effective monitoring of primary schools learning environment can still be conducive for effective teaching and learning process. Also Sofowora (2010) said that for effective learning to occur and take place, the learning environment must be conducive. Not only this, according to the researcher quality facilities such as teaching and learning materials must also be readily available.

The third finding revealed that there was significant impact of inspection on the provision of instructional materials for pupils teaching and learning process in primary schools. This is because the complied chi-square value of 246.628 was found to be higher than that of the critical value of 40.113 df 27. The hypothesis also revealed that adequate inspection of primary schools enhanced the provision of instructional materials for teaching and learning process in the implementation of the primary education curriculum. This is in line with the view of Kontio (2012) that supervision of instructional materials makes teaching and learning to be more effective and pupils' learned more and remember more of what they see than what they hear from the teacher.

The finding number four revealed that there was also significant impact of quality assurance control as a quality assurance strategy on the administration of primary schools in the implementation of primary education curriculum because the complied chi-square value of 233.061 and calculated p value of 0.041 were found to be greater and lower respectively. Hence, the hypothesis which states that quality control has no significant impact on the administration of primary schools in the implementation of primary education curriculum was rejected. In support of this, hypothesis Adams (2011) stipulated that quality control in any organization enhance efficiency of administration for productivity. In education system



especially at the primary school level, it has helped in effective implementation of the curriculum.

Finding number five showed that access and equity as quality assurance strategy had significant impact on the quality of teaching personnel in the implementation of primary education curriculum. This was because the calculated chi-square value of 296.518 value is more than the critical chi-square value of 40.113 at df 27. Therefore, the null hypothesis was rejected.

The above findings was in agreement with the opinion of Adediran (2007) who stated that, the teachers of social studies education are expected to be experts in social studies to effectively evaluate pupils in the cognitive, affective and psychomotor domains and therefore are expected to be knowledgeable, skillful and competent in social studies education. The study was in consonance with the statement in the National Policy on Education (NPE 2013) that all teachers in education institutions should be professionally trained and that teacher education programmes should be structured to equip teachers to effective performance of their task in teaching and learning process.

This study also proved that evaluation as a quality assurance strategy has significant impact on pupil's academic performance in the implementation of primary education curriculum. This is because the calculated chi-square value of 575.137 was higher than the critical value of 40.113 at df 27. This signified that the higher the level of evaluation as a quality strategy, the more the efficiency of performance in the implementation of primary education curriculum. Therefore, this hypothesis contradicts Alaba (2012) view that, evaluation as a quality assurance strategy has no significance impact on pupil's academic performance in the implementation of primary education curriculum.

In conclusion, the study established that there was significant impact of supervision on teacher's instructional delivery in the implementation of primary education curriculum because there was a great change in their task performance in North-West Geographical location in Nigeria. Therefore, the null hypothesis which stated that supervision has no significant impact on teachers' instructional delivery in the implementation of primary education curriculum was hereby rejected.

Consequently, all the formulated hypotheses were rejected. This was because monitoring, inspection, quality control, access and equity and evaluation as quality assurance strategies had significant impact on the implementation of primary education curriculum in North-West geographical location of Nigeria. Also, looking at the chi-square statistics used in analyzing the hypotheses, all the computed chi-square values were said to be higher than the chi-square critical values.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.0 Introduction**

This chapter presents the summary, conclusion, recommendations and suggestions for further studies to the study titled; The Evaluation of the Impact of Quality Assurance Strategies in the Implementation of Primary Education Curriculum in the North-West Geographical Location of Nigeria.

#### **5.1 Summary**

This study examined the evaluation of the impact of quality assurance on the implementation of primary education curriculum in North-West Geographical Location of Nigeria. Six objectives were drawn to guide the study, six research questions were answered and six research hypotheses were tested at 0.05 level of significance. Other areas covered include basic assumptions, significance of the study and scope of the research work.

Literatures were reviewed which focused on the conceptual framework on the concepts of education, quality, quality assurance, curriculum, curriculum implementation. Other related literatures were also reviewed which also include types of quality assurance, strategies of quality assurance in universal basic education, educational managers and quality assurance, roles of teachers in pupils and school facilities in quality education requirement in quality assurance in primary education, challenges of quality assurance in primary schools, quality improvement in primary education and quality assurance measuring parameters were also discussed. Quality assurance input process and output of the education system and quality indicators were equally reviewed in the study.

The research design for the study is cross-sectional survey design. The population of the study comprise of primary school head-teachers, teachers and quality assurance staff. The total population of the study is one hundred and ninety five thousand and ninety one (195,091). The sample size of the study from the parents population was seven hundred and eighty (780). The instruments for the study were questionnaire and observation. Descriptive statistics was used to summarize data related to the researcher's questions, while chi-square statistics was used to test the hypotheses at 0.05 level of significance.

The data collected were presented using frequency and percentage on the demographic variables and answering of research questions respectively. The chi-square statistics was used to test the hypotheses at 0.05 level of significance. It was established that each of the six independent variables of supervision, inspection, monitoring, quality control. Quality assurance strategies have significant input on the implementation of primary education curriculum in North-West Geographical Location of Nigeria. The discussions of findings as they agreed or disagreed with the quoted literatures were also carried out in the research work.

The study concluded among others that, supervision has high impact on teacher's instructional delivery in the implementation of primary education curriculum in North-West Geographical Location of Nigeria. Especially, as supervision by quality assurance has made teachers to value time on task in order to ensure productivity in the implementation of primary education curriculum.

Also, monitoring has huge influence on learning environment in the implementation of primary education curriculum in North-West Geographical Location of Nigeria, particularly, as monitoring a quality assurance strategy has led to instruction of libraries, well equipped

with all necessary textbooks for the implementation of primary education curriculum in schools as a total of 661 were in agreement as against 79 that disagreed and inspection has impact on the provision of instructional materials for pupil's teaching learning activities in the implementation of primary education curriculum in North-West Geographical Location of Nigeria. Inspection by quality assurance has led to the use of resource persons to improve teachers instructional strategies in primary schools and quality assurance inspection has made the government to recruit competent teachers. Many recommendations were put forward, some of which are that the teachers should be supervised very often as supervision has high impact on teachers instructional delivery in the implementation of primary education curriculum. Monitoring as a quality assurance strategy should be pursued as this has led to construction of libraries, well-equipped with all necessary textbooks for the implementation of primary education curriculum in schools. Instructional materials for pupils teaching learning activities should be regularly inspected to avoid damage and ensure maintenance and resource persons by duly inspected to achieve the implementation of primary education curriculum in North-West Geographical Location of Nigeria.

## **5.2 Conclusion**

Based on the findings of this study, it can be concluded that supervision, monitoring, inspection, quality control, access and equity and evaluation are effective quality assurance strategies for enhancing the implementation of primary education curriculum in North-West Geographical Location.

The more each of the strategy is appropriately and effectively used, the better the efficiency of the system in terms of availability of instructional resources, quality of personnel,

the learning environment, administration of the schools and even the academic performance of pupils. Thus, one way of ensuring qualitative implementation of the curriculum at the primary education level is to ensure that all the strategies for quality assurance are effectively used by the quality assurance units.

### **5.3 Recommendations**

Based on the findings of the study, the following recommendations were put forward;

1. Teachers should be adequately supervised by head teachers and quality assurance officers to ensure effective and efficient delivery of the subject content.
2. Government should ensure effective monitoring of primary schools to enhance conducive learning environment.
3. Provision and inspection of instructional materials should be carried out regularly to ensure maintenance of the resources.
4. Government should ensure effectiveness and efficiency in administration of primary schools for proper implementation of the curriculum.
5. Government should employ only those professionally trained and are qualified to teach so as to ensure effective implementation of primary education curriculum.
6. Evaluation of pupils' academic performance should cover all aspects of education domains for effective teaching and learning during implementation of primary education curriculum.

#### **5.4 Limitations of the Study**

1. A research of this kind cannot be carried out and completed without constraints. One of such constraints is that, the researcher found it very difficult to find way into some Local Government Education offices to collect data even with the letter of introduction.
2. Geographically, it was not very easy for the researcher to travel from state to state to get sample for the study and within the states because the schools do not cluster together.
3. Attitude of the respondents: Attitude of respondents also constituted a constraint in the course of carrying out this research work.

#### **5.5 Suggestions for Further Studies**

This study focused on the Evaluation of the impact of Quality assurance strategies on the implementation of primary education curriculum in North-West Geographical Location of Nigeria, Further studies could be carried out under the following headings;

1. Evaluation of quality assurance on the service delivery of the HIV and AIDS programme in primary schools in North-West Geographical Location of Nigeria.
2. Evaluation of the Influence of Quality Assurance programme in the academic achievement of pupils in implementation of primary education curriculum on North-West Geographical Location of Nigeria.
3. Assessment of the relationship between Instructional and infrastructural facilities on the effective implementation of primary education curriculum in North-West Geographical Location of Nigeria.
4. Assessment of the impact of Quality Assurance in pre-primary education teacher preparation in Kaduna State.

## **5.6 Contribution to Knowledge**

The study is important as its contribution to knowledge can be felt in the following ways:

1. The parents of the pupils will find the outcome of this study beneficial.
2. The teachers and head teachers who are the intermediary between the curriculum planners and the pupils will find the outcome beneficial.
3. The curriculum planners and developers will also find this study beneficial.
4. The various government levels will also find the outcome very beneficial.
5. The Pupils themselves as well as the religious leaders and other leaders will also find this study beneficial.
6. The general public will also benefit from the outcome of this study.



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## **APPENDIX (I)**

### **AHMADU BELLO UNIVERSITY ZARIA POST GRADUATE SCHOOL. QUESTIONNAIRE FOR QUALITY ASSURANCE STAFF, HEADTEACHERS AND TEACHERS.**

Sir,

This questionnaire is about a study being undertaken by the researcher on the evaluation of the impact of quality assurance strategies on the implementation of primary education curriculum in North-West Geo-Political Zone of Nigeria.

For this reason sir, you are kindly requested to respond to the questions raised in this questionnaire by choosing from the alternative answers. You are assured that your response will be treated with all confidentialities.

Use the key below as your guide; SA = Strongly Agree, A = agree,  
D =Disagree, SD = Strongly Disagree.

## SECTION “A” QUESTIONNAIRES/ STATEMENTS

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Kindly respond to the following questions/statements with a tick (√) in the appropriate box item. SA A D SD

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### A. VIEWS ON QUALITY ASSURANCE SUPERVISION AND TEACHERS’ INSTRUCTIONAL DELIVERY IN THE IMPLEMENTATION OF PRIMARY EDUCATION CURRICULUM.

1. Quality assurance supervision strategy has helped to ensure teachers’ preparation of lessons on daily basis in the implementation of primary education curriculum.
  2. Supervision by quality assurance has helped to ensure teachers attendance during lessons on daily basis in the implementation of primary education curriculum.
  3. Quality assurance supervision has made head teachers to visit the classrooms to evaluate teaching learning process and to check pupils work on daily basis in the implementation of primary education curriculum.
  4. Supervision by quality assurance has brought about in – house teacher re-orientation on the implementation of primary education curriculum.
  5. Supervision by quality assurance has made teachers to give assignments and test and ensure that they mark and the results shown to the pupils during the implementation of the primary education curriculum.
  6. Supervision by quality assurance has made teachers to value time on task in order to ensure productivity in the implementation of primary education curriculum.
  7. The emergence of quality assurance supervision strategy has facilitated improved attitude to work by the head teachers and teachers in the implementation of primary education curriculum.
  8. Quality assurance supervision has made teachers to deliver high quality student centred instruction in the implementation of primary education curriculum.
  9. Quality assurance supervision has made teachers to provide a variety of learning experiences to pupils in the implementation of primary education curriculum.
  10. Quality assurance has helped to ensure adequate coverage of the curriculum content by teachers in the implementation of primary education curriculum.
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## **B. VIEWS ON IMPACT OF QUALITY ASSURANCE MONITORING ON LEARNING ENVIRONMENT**

1. Monitoring has brought about the ideal classroom for pupils and learning process in the implementation of primary education curriculum.	SA	A	D	SD
2. Through monitoring, there is standardized adequate furnished library for the implementation of primary education curriculum.				
3. Ensuring quality assurance has made the libraries in schools to be furnished with relevant and updated textbooks for the implementation of primary education curriculum.				
4. Repairs and maintenance is conducted regularly in schools due to monitoring by quality assurance for the implementation of primary education curriculum.				
5. Monitoring as quality assurance strategy has helped to reduce class size whereby in schools, a class houses between 30 – 35 pupils for effective implementation of primary education curriculum.				
6. Monitoring as quality assurance strategy has helped to create improved teachers behaviours that affect safe learning environment in the implementation of primary education curriculum in schools.				
7. Monitoring as a quality assurance strategy has helped to create a learning environment that is pupils friendly in the implementation of primary education curriculum in schools.				
8. Monitoring as a quality assurance strategy has helped in the provision of health services which contributes to learning first by reducing absenteeism in schools.				
9. Monitoring as a quality assurance strategy has led to the construction of well equipped laboratories with all the necessary instruments for the implementation of primary education curriculum in schools.				
10. Monitoring as a quality assurance strategy has helped to improve pupils' progress in primary schools.				

### **C. VIEWS ON INSPECTION AS QUALITY ASSURANCE STRATEGY AND PROVISION OF INSTRUCTIONAL MATERIAL FOR TEACHING LEARNING AND PROCESS IN PRIMARY SCHOOLS**

1. Inspection by quality assurance has led to provision of adequate and relevant instructional materials for use in the class by teachers in the implementation of primary education curriculum in schools.	SA	A	D	SD
2. Inspection has made the use of instructional materials by teachers compulsory during the implementation of primary education curriculum in schools.				
3. Inspection has made teachers to improvise instructional material for use in their teaching learning process where they are not readily available in primary schools.				
4. Inspection as a quality assurance strategy has made parents to provide some necessary instructional materials for their children in primary schools.				
5. Inspection by quality assurance has made available, multi- media materials for use by teachers in the implementation of primary education curriculum in schools.				
6. Inspection by quality assurance has led to the use of resource persons to improve teachers' instructional strategies in primary schools.				
7. Through inspection, teachers are conversant with different instructional materials and their application in teaching different concepts in the classrooms in primary schools.				
8. Teachers and head teachers are familiar with quality education instrument of inspection in the implementation of primary education curriculum in schools.				
9. Quality assurance inspection has made the Government to recruit competent teachers in primary schools.				
10. Quality assurance inspection has made teachers to be skillful in the production of teaching and learning resources in primary schools.				

## **D. IMPACT OF QUALITY CONTROL AS A QUALITY ASSURANCE STRATEGY AND ADMINISTRATION OF PRIMARY SCHOOLS**

1. Quality control has made collaboration between head teachers and quality assurance officers easy for the implementation of primary education curriculum in schools.	SA	A	D	SD
2. Quality control has helped to establish good rapport between teachers and quality assurance officers in the implementation of primary education curriculum in schools.				
3. Quality control has helped greatly in record keeping and management by head teachers and teachers in the implementation of primary education curriculum in schools.				
4. Quality control has helped to ensure good working conditions for teachers in the implementation of primary education curriculum in schools.				
5. Quality assurance control has helped to ensure cordial relationship between schools and the community.				
6. Quality assurance control has improved teachers' punctuality and regularity to school for effective implementation of primary education curriculum in schools.				
7. Quality assurance control has helped to improve leadership inefficiency which is responsible for inadequate educational facilities and resources in the implementation of primary education curriculum in schools.				
8. Quality assurance control has made head teachers to delegate duties and responsibilities to teachers in primary schools.				
9. Quality assurance control has made pupils to be effective members in decision making machinery in the implementation of primary education curriculum in schools.				
10. Quality assurance control has made teachers to be effective members in decision making machinery in the implementation of primary education curriculum in schools.				

**E. VIEWS ON THE IMPACT OF ACCESS AND EQUITY AS QUALITY ASSURANCE STRATEGY ON THE QUALITY OF TEACHING PERSONNEL IN PRIMARY SCHOOLS IN NORTHWEST GEO – POLITICAL ZONE OF NIGERIA**

1. Quality assurance has ensured that qualified teachers are recruited to teach for effective quality education in primary schools.	SA	A	D	SD
2. Quality assurance has ensured that teachers attend training workshops in order to perform better in the class teaching in primary schools.				
3. Quality assurance has made teachers to be research conscious in primary schools for effective lesson delivery.				
4. Quality assurance has made teachers to work hard in the teaching and learning process in primary schools.				
5. Quality assurance has provided teachers with regular and contrived feed back after classroom monitoring and evaluation in my school.				
6. Quality assurance has made teachers to be computer literate and competent in the use of ICT in teaching learning process in primary schools.				
7. Quality assurance has helped to ensure that man power on subject basis is minimized in primary schools.				
8. Quality assurance has helped to ensure that teachers are posted to primary schools based on their areas of specialization.				
9. Quality assurance has ensured in-house training of a large segment of teachers in primary schools.				
10. Quality assurance has ensured teachers' resourcefulness for effective teaching and learning in primary schools.				

**F. VIEWS ON THE IMPACT OF QUALITY ASSURANCE ON EVALUATION OF PUPILS ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS IN NORTH WEST GEO-POLITICAL ZONE OF NIGERIA**

1. Quality assurance has made teachers to determine their methods of teaching procedures in the implementation of primary education curriculum in schools.	SA	A	D	SD
2. Quality assurance has helped to establish appropriate use of evaluation procedures by teachers in the implementation of primary education curriculum in schools.				
3. Quality assurance has enhanced constant evaluation by teachers in order to make necessary adjustments to the goals of teaching and learning procedures in the implementation of primary education curriculum in schools.				
4. Quality Assurance has ensured that teachers/Students benefit from the feedback mechanism through formative evaluation in the implementation of primary education curriculum in schools.				
5. Quality assurance has made the head teachers to provide feedback on pupils academic achievement in sampled schools.				
6. Quality assurance has made continuous assessment of pupils an obligation on every teacher in the implementation of primary education curriculum in schools.				
7. Quality assurance has made teachers to evaluate pupils on other domains and not only in the cognitive domain in the implementation of primary education curriculum in schools.				
8. Quality assurance has made teachers to evaluate pupils on the affective and psychomotor domains only in the implementation of primary education curriculum in school.				
9. Quality assurance has made Teachers evaluate the pupils both in the cognitive affective and psychomotor domains in the implementation of primary education curriculum in my school.				
10. Quality assurance has made teachers to use various methods in the evaluation of pupils' academic achievements in the implementation of primary education curriculum in schools.				