
QUALITY ASSURANCE PRACTICES AND SENIOR SECONDARY SCHOOL EFFECTIVENESS IN LAGOS STATE, NIGERIA

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Abstract

This study examined quality assurance practices and senior secondary school effectiveness in Lagos State, Nigeria. Descriptive survey research design was adopted for the study. The population for this study consisted of 327 school principals, 654 Vice principals, 8510 teachers in public senior secondary schools in all the six Lagos State education districts, as well as 180 staff of quality assurance, Lagos State. Purposive sampling technique was adopted to select 120 principals and 240 vice principals while simple random sampling technique was used to choose 1200 teachers and 60 staffs of quality assurance department in Lagos State. In total, 1560 respondents participated in this study. The instruments used in collecting data were Secondary School Quality Assurance Practices Questionnaire (SSQAPQ) ($r = 0.73$) and Senior Secondary School Effectiveness Questionnaire (SSSEQ) ($r = 0.840$). Findings of the study revealed that quality assurance practices significantly influence senior secondary school effectiveness ($r = .081$, $p < 0.05$). It was therefore concluded that the relationship between quality assurance practices and senior school effectiveness was significant. On the basis of the findings, recommendations were made among others that quality assurance practices should be reviewed and revised to ensure that they are effective in bringing about better school effectiveness.

Keywords: Quality Assurance, Quality Assurance Practices, Public Senior Secondary School Effectiveness.

Introduction

Every nation invests a considerable sum of money to improve its educational system since the latter remains the cornerstone of a country's development. However, significant issues have arisen in the Nigerian educational system through time, and the stakeholders have not yet come up with a workable lasting solution to enable the system get satisfactorily closer to achieving the stated goals at all educational levels. Yet, high-quality education is something that every nation aspires to have, therefore it makes sense that quality education has emerged as one of the primary issues receiving the most attention in the most recent global educational reforms (Nwagwu, 2021). As a result, on September 13, 2013, the Lagos State government issued an executive order creating the Lagos State Office of Education Quality Assurance, which went into operation on March 2, 2015, to assure a standard educational system (Office of Education Quality Assurance, 2016).

Establishing clearly defined learning outcomes through comprehensive evaluation and ensuring that instructors are productive thus become essential for raising the bar for quality in educational institutions below the tertiary level (Office of Education Quality Assurance, 2016). The definition of quality can range from offering a distinctive, unique, or even exclusive good or service to complying with established guidelines or standards. Quality assurance in education has evolved into an all-encompassing notion, according to Whitely (as described in Nwagwu, 2021), which covers all policies, processes, and activities used to improve and sustain the standard of education offered. Nwagwu (2021) posits that quality assurance is enforced due to the consideration that quality education is *sine qua non* for socio-economic, political and cultural transformation and development of any nation.

Meanwhile, teachers are seen as the direct interpreters and executors of the curriculum, while the government and members of society are not excluded in this regard. As a result, it is believed that instructors are essential to providing high-quality education (Abdul, 2011). To maximize a teacher's potential for productivity, the quality assurance unit or department must provide proper training, seminars, and ongoing monitoring. The most essential thing for teachers to do is train the trainees thus that should be their first focus (Ugwoke, Ofoegbu, & Ugwuanyi, 2012). In Nigeria, in the same vein educators, politicians, and parents all concur that good teachers result in good pupils (Ugwoke, Ofoegbu, & Ugwuanyi, 2012). To maximise a teacher's capacity for productivity, the quality assurance unit or department must provide enough training, seminars, and supervision that is progressive in nature. Giving the trainees' training the utmost attention would be the best way to fulfil one of teachers' most essential roles (Ugwoke, Ofoegbu, & Ugwuanyi, 2012). Yet,

Nigerian parents, politicians, and educators share the belief that effective teachers result in successful children (Ugwoke, Ofoegbu, & Ugwuanyi, 2012). Teachers are expected to be the mechanism through which the goals of education in any nation can be realized. Thus, teachers are expected to be at their best in order to produce the required efficiency in the education sector.

In a similar spirit, Nwite and Okpalanze (2017) define quality assurance as the upkeep of a desired degree of quality in a service or good, particularly via giving each stage of the delivery or manufacturing process adequate consideration. In the educational system, quality assurance is a method of preventing errors by emphasising the guarantee that outputs will meet quality standards. Implementing the curriculum and upholding school rules are examples of quality assurance techniques that ensure the educational programme is successful. These actions promote educational innovations, a welcoming teaching-learning environment, and anticipated learning outcomes.

Secondary school is a crucial stage of education that gives students the tools they need to be independent and employed. It equips students to continue their studies and make a positive impact on the nation's socioeconomic growth. As a result, preparing students for such a lifelong asset necessitates two types of assurances that the students will fulfill the institution's intended goal as fully as possible (Okeke-James, Igbokwe, Anyanwu, and Ogbo, 2020). This is the reason quality assurance in the views of Omebe (2015), Oguntimehin, Kuewumi and Adeyemi (2018), "is the ability of educational institutions to spell out some set of activities to pursue and meet the need of the use of manpower in relation to the quality of skills acquired by their products", albeit with the teachers in active service and required job performance.

Ignoring the children's familiar and social environments helps to guarantee that all kids succeed in effective schools. Teachers think that students will acquire specific characteristics, and they think that they will instil and foster such behaviours in pupils in the greatest way possible (Lezotte, 2001). In order to promote student learning, instructors and principals in successful schools direct and coordinate the curriculum (Wallin, 2003). According to Zgenel and Mert (2019), the phrase "school effectiveness" refers to the system's efficacy and the extent to which the objectives are met. It also covers the definitions of "efficiency," "improvement," "quality," "development," and "performance." Babalola (2004) asserts that high-quality students, instructors, infrastructure, school curriculum, and government policies should all be part of a high-quality education. The number of students who have finished the required academic programmes, the standard of the degrees or certificates given, and the skills, knowledge, attitudes, and behaviour of the students are all examples of quality outputs. These institutions are referred to as "effective schools" since they assist students in realising their full potential (Nyagosia, Waweru and Njuguna, 2013).

According to Nwosu (2013), it may be crucial in a progressive show of concerns over quality to identify education quality assurance as a subject of great interest and importance. The emphasis

on quality assurance is therefore intended to address the troubling evidence of school dropouts, and school completers who remain low and the inability of the education that is provided to impart any meaningful skills, further reducing system completers to mere certificate holders. Moreover, the use of quality assurance procedures to change the current circumstances in the secondary school system seem not quite producing the desired educational results, most likely as a result of bad operations and finances. There is therefore the need for an analytic examination of the influence of quality assurance practices on school effectiveness. The crucial topic to consider, then, is how the subject of quality assurance practices relates to school efficiency for better attainment of educational goals and objectives. Hence, the question of quality assurance practices and public senior secondary schools' effectiveness in Lagos State, Nigeria.

The general purpose of the study was to examine quality assurance practices and public senior secondary school's effectiveness in Lagos State, Nigeria. The specific purpose were to:

1. determine the influence of Quality assurance practices on Public Senior Secondary Schools' effectiveness in Lagos State, Nigeria
2. find out the relative contributions of monitoring, evaluation, supervision, and inspection on public senior secondary schools' effectiveness in Lagos State, Nigeria

The following research questions guided the study:

- What is the influence of Quality assurance practices on Public Senior Secondary School effectiveness in Lagos State, Nigeria?
- Is there any relationship among Quality assurance practices, teachers' job performance and Public Senior Secondary Schools' effectiveness in Lagos Sate, Nigeria?

The following hypotheses were tested at 0.05 significance level

5. There is no significant relationship between Quality assurance Practices and Public Senior Secondary Schools' effectiveness in Lagos State, Nigeria
6. There is no significant difference in the relative contributions of monitoring, evaluation, supervision, and inspection to Public Senior Secondary School effectiveness in Lagos State, Nigeria

Methodology

The descriptive survey research design was adopted for this study. Population of the study consisted of all the 327 school principals, 654 Vice principals, and 8510 teachers in public senior secondary schools in all the six Lagos State Education Districts. The sample for this study came

from each of Lagos State six Education Districts. The study used convenient sampling, simple random sampling, and stratified random sampling to select a total of 120 principals, 240 vice principals and 1200 teachers, totaling 1560 respondents as the sample size. The research instruments for this study were Secondary School Quality Assurance Practices Questionnaire (SSQAPQ) and Senior Secondary School Effectiveness Questionnaire (SSSEQ) that were responded to by the principal, vice principals, HODs and teachers respectively. The reliability coefficient for Secondary School Quality Assurance Practices Questionnaire (SSQAPQ), was 0.731, while Senior Secondary School Effectiveness Questionnaire (SSSEQ) was 0.840. The data were collected and analyzed using mean and standard deviation to answer the research questions. While Hypotheses 1 was tested using PPMC, multiple regression analysis was adopted for Hypotheses 2, using Statistical Package for the Social Sciences (SPSS) Version 23 was used for the analysis. For the Pearson Product Moment Correlation (PPMC), if the computed probability value (p-value) is less than or equal to 0.05 ($p \leq 0.05$), the null hypothesis (H_0) is rejected, indicating that a significant relationship exists between the two variables. Otherwise, the null hypothesis (H_0) is not rejected, implying that no significant relationship exists between the variables. For the Multiple Regression Analysis (MRA), if the p-value for any independent variable (monitoring, evaluation, supervision, or inspection) is less than or equal to 0.05 ($p \leq 0.05$), it means that the variable significantly contributes to the prediction of school effectiveness. Otherwise, it indicates that such a variable does not significantly contribute to school effectiveness.

Results

Hypothesis One

H₀₁: There is no significant relationship between quality assurance practices and public senior secondary schools' effectiveness in Lagos State, Nigeria.

Table 1: Relationship between quality assurance practices and public senior secondary school effectiveness in Lagos State, Nigeria

		Quality assurance practices	School effectiveness
Quality assurance practices	Pearson Correlation	1	.081
	Sig. (2-tailed)		.851

	N	114	114
School effectiveness	Pearson Correlation	.018	1
	Sig. (2-tailed)	.851	
	N	114	1020

Table 1 shows that that there is a positive, weak and non-significant relationship between quality assurance practices and public senior secondary school effectiveness in Lagos State, Nigeria ($r = .081$, $\rho > 0.05$). This implies that quality assurance practices significantly influence senior secondary schools' effectiveness in Lagos State, Nigeria. Therefore, the hypothesis which states that there is no significant relationship between quality assurance practices and public senior secondary school effectiveness in Lagos State, Nigeria was rejected.

Hypothesis Two

H0₂: There is no significant difference in the relative contributions of monitoring, evaluation, supervision, and inspection to public senior secondary schools' effectiveness in Lagos State, Nigeria.

Table 2 Relative contributions of monitoring, evaluation, supervision, and inspection to public senior secondary schools' effectiveness in Lagos State, Nigeria

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	59.718	10.221		5.842	.000
	Monitoring	-.382	.587	-.067	-.650	.517
	Evaluation	.826	.466	.173	1.773	.079
	Supervision	.554	.587	.095	.944	.347
	Inspection	-.896	.629	-.150	-1.424	.157

a. Dependent Variable: School effectiveness

Table 2 presents the results of the relative contributions of monitoring, evaluation, supervision, and inspection to public senior secondary schools' effectiveness in Lagos State, Nigeria. The table

reports the Unstandardized Coefficients (B), Standardized Coefficients (beta weight), t, and p values of each independent variable. The results revealed that all the independent variables made some contributions to public senior secondary school effectiveness in Lagos State, Nigeria. It could also be observed that out of all the independent variable dimensions, evaluation made the highest contributions to public senior secondary school effectiveness in Lagos State, Nigeria ($\beta = .173$, $t = 1.773$, $\rho > 0.05$), followed by inspection ($\beta = -.150$, $t = -1.424$, $\rho > 0.05$), supervision ($\beta = .095$, $t = .944$, $\rho > 0.05$), and then monitoring ($\beta = -.067$, $t = -.650$, $\rho > 0.05$). From the results, inference could be made that the contributions of all independent variables are significant, since p value of the independent variables are greater than 0.05 level of significance. Therefore, the null hypothesis which states that there is no significant difference in the relative contribution of monitoring, evaluation, supervision, and inspection to public senior secondary school effectiveness in Lagos State, Nigeria is rejected.

Discussion of Findings

From the data analysis above, hypothesis one which states that there is no significant relationship between quality assurance practices and public senior secondary school effectiveness in Lagos State, Nigeria was rejected. This result is in line with the findings of several researchers who have reported a significant relationship between quality assurance practices and school effectiveness (Babalola, 2020; Ogunyemi, 2022; Adeyemi, 2020). For instance, Babalola (2020) found that quality assurance practices significantly predict school effectiveness. However, Fagbamiye (2020) that quality assurance practices do not significantly influence school effectiveness. Similarly, Adeogun (2023) found that quality assurance practices do not have a significant impact on student academic achievement. More so, this finding supported the revelation of Ajadi (2022) that quality assurance practices were not statistically correlated with school effectiveness. Similarly, the finding agreed with the outcome of Agapiti and Kitula (2022) that school quality assurance supervisory roles do not directly influence teachers' efficacy.

Furthermore, the second hypothesis which states that there is no significant difference in the relative contributions of monitoring, evaluation, supervision, and inspection to public senior secondary school effectiveness in Lagos State, Nigeria was rejected. This result is consistent with the findings of Babalola (2020) that monitoring, evaluation, supervision, and inspection have a significant impact on school effectiveness. Similarly, Okebukola (2022) found that monitoring, evaluation, supervision, and inspection have a significant impact on teachers' job satisfaction.

Conclusion

Based on the findings of this study, it could be deduced that quality assurance practices, and school effectiveness are statistically related. Quality assurance practices significantly influence the administrative effectiveness of public senior secondary schools in Lagos State. More so, there is

relative contributions of monitoring, evaluation, supervision, and inspection to public senior secondary school effectiveness in Lagos State, Nigeria. Hence, public senior secondary schools could be effective with the aid of quality assurance practices.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. School administrators should prioritize the implementation of effective quality assurance practices to improve school effectiveness.
2. Stakeholders in education such as the Government, Ministry of Education, and Teaching Service Commission (TESCOM) should organise workshops, seminars and conferences for principals and teachers regularly to improve their effectiveness and efficiency.
3. Secondary school principals should make use of monitoring, evaluation, supervision, and inspection as effective tool for enhancing their school effectiveness.

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