



QUALITY ASSURANCE AND MANAGEMENT OF BASIC EDUCATION IMPROVEMENT IN NORTH CENTRAL, NIGERIA

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Keywords:

Quality assurance, management, basic education, supervision, Nigeria.

ABSTRACT

This study investigated quality assurance and management of basic education improvement in North-central, Nigeria. The aims of this study are to determine the relationship between external supervision, classroom-based student assessment, staff development and management of basic education improvement in North-central. To achieve this, three hypotheses were formulated and tested. Quantitative research design was used for the study. The population of this study comprised all 12,775 head teachers and 93, 201 teachers in public primary schools in North-central. Sample of 375 head teachers and 384 teachers were proportionally selected in the seven states with the use of Research Advisor (2006), table of determining sample size of known population. Stratified random sampling techniques was used to select head teachers and teachers of the sample primary schools in order to ensure that every member of the population has equal right and chance of being selected. T-test statistical analysis was used to analyze the collected data. The results show that there was no significant difference between external supervision, classroom-based student assessment, staff development and management of basic education in Nigeria. It was therefore, recommended that head teacher should continue to show concern for effective supervision of all aspects of education, improve on classroom-based student assessment as well as ensuring constant staff development in order to enhance effective management of basic education improvement in Nigeria.



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1. INTRODUCTION

The quality of students being rolled out of school schools nowadays cannot be compared with those of the past. In Nigeria today, some students are in schools for the sake of acquiring paper qualifications and this contradicts the cherished value of educational system. Actually in Nigeria anxieties in education are pulled by combined problems of over-population, teachers' attitude to work, inadequate fund, deteriorating physical facilities as well

as lack of concern by some parents over their children activities to mention but few. Joining in this concern originates the issue of quality assurance which is the baseline of our educational system. In the educational process, a learner is expected to be worth in character and learning through devotion to academic activities and not only the mission of acquiring paper certificate. Therefore, there is obvious need for quality assurance so as to ensure effective management of school improvement.

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Quality assurance is the prevention of quality issues through a systematic review of educational programme to improve efficiency. Quality assurance is a way of paying attention to the continuous improvement of education system and acquisition of employee commitment to the ideas of quality at every phase of education (Ijaiya, 2009). This implies that quality assurance involves the process of reviewing school curriculum, monitoring and supervision of instruction, facilities inspection as well as staff quality control to meet the expectations of the consumers. Latuka, Maharasca and Strydon (2007) described quality as something everyone considers good and meet a given standard during the process of production so as to meet the consumers' satisfaction. Thus, quality has to do with standard of something when compared with other things.

Management implies the practical measures of ensuring the system to work effectively towards the realization of goals and improvement of educational institution. It is a way of coordinating the people and situation in an efficient manner in order to achieve the stated goals and objectives (Abdullahi, 2018). This means, management take into consideration available human and material resources of an organisation and maximum utilization of these resources in order to realize the pre-determined goals and objectives.

Several studies have been carried out in the area of quality assurance. Linda, Sotiria and Farah (2009) conducted quality assurance and evaluation in Scotland: Promoting self-evaluation within and beyond the country. Ijaiya (2009) conducted from quality control to quality assurance: A panacea for quality education in Nigeria schools. Ofojebe and Ezugoh (2010) carried out teachers' motivation its influence on quality assurance in the Nigeria education system. Sunday (2011). Investigating establishing quality assurance in Nigeria education system: implication for educational managers. Oyetola, Kayode and Okunuga (2012) conducted quality assurance and effectiveness of Lagos State junior secondary school. A sample of 900 respondents were selected. The data collected were subjected to chi-square analysis. The respondents indicated that quality assurance has a significant effect on teachers' input and school leadership. Momoh and Emmanuel (2015) carried out implementation of quality assurance standards and principals' administrative effectiveness in public secondary schools in Edo and Delta States. Sample of 240 principals and 720 teacher was used for the study. The data collected were analyzed using Pearson product moment correlation and Fisher Z statistical tools. The finding revealed that not all quality assurance standards were implemented in Edo and Delta State public secondary schools. Efraim and Evans (2018) investigated effect of school quality assurance communication officers' feedback in improving teaching and learning in Arusha City public secondary schools, Tanzania. Although quality assurance has been correlated with another variables in the previous studies.

However, there is a little, if any, or possibly no research that have focused on quality assurance and management of universal basic education improvement in North-central, Nigeria so far that have given attention to external supervision, classroom-based student assessment and staff development as critical variables to measure quality assurance as well as uses teacher competency, safe environment and effective instructional focus as indicators to measure universal basic education improvement. Therefore, this study endeavour to fill the gaps left by previous scholars. Although the effect of different style of leadership on innovative behaviour has been conducted in the previous studies. However, there is a little, if any, or possibly no research that have focused on the effect of visionary leadership on staff innovative behaviour in Nigeria tertiary education. Also, to the researcher' best knowledge, there have been no researches in Nigeria so far that have given attention to the empowerment, intellectual stimulation, and adaptive as critical indicators to measure visionary leadership as well as uses resilience and idea generation as variables to measure staff innovative behaviour. Another noticeable gap that warranted this study is that the locale or area of study of this study differs considerably from the earlier studies. Therefore, this study endeavour to fill the gaps left by the previous scholars.

2. OBJECTIVES OF THE STUDY

- 1) To investigate the relationship between external supervision and management of primary education improvement in North-central.
- 2) To determine the relationship between classroom-based student assessment and management of primary education improvement in North-central
- 3) To identify the relationship between staff development and management of primary education improvement in North-central.

3. RESEARCH HYPOTHESES

The following research hypotheses were formulated to guide the study. In the opinions of primary school head teachers and teachers in North-central, Nigeria:

- 1) There is no significant difference between the mean scores of head teachers and teachers on external supervision and management of primary education improvement in North-Central.
- 2) There is no significant difference between the mean scores of head teachers and teachers on classroom-based student assessment and management of primary education improvement in North-central.
- 3) There is no significant difference between the mean scores of head teachers and teachers on staff development and management of primary education improvement in North-Central.

4. LITERATURE REVIEW

4.1 Quality Assurance

Quality assurance is an effective management, monitoring, evaluating and reviews of the input resources by transformation process to produce quality results towards meeting the set standards and expectations of the society (Ayeni, 2012). He further explained that quality assurance in education is everyone's responsibility (Ministries, Parent-Teacher Association (PTA), School-Based Management Committee (SBMC), Old Students Association, Non-government Agencies, individuals and other social institutions). This in a bid to improve management of school and assured quality teaching and learning. Quality assurance is a logical evaluation of educational process to preserve and improve their quality, equity and efficiency. Quality assurance approach include mechanisms that are external or internal supervision that focused on development support and changing needs of learners in school. Internal mechanisms may include school-based supervision, and staff appraisal. External mechanisms may include national, regional or zonal supervision of school (Adegbesan, 2011). Quality assurance in this study refers to the effective supervision, classroom-based student assessment and staff development towards the achievement of improve basic education.

Supervision in education refers to a process of utilizing professional skill and experience to oversee, evaluate and improve the teaching and learning process. In the school system, supervision focus on the students, teachers, school physical plants, school records as well as programme plan (Ogbonna & Afiamagbon, 2010). Supervision can also be defined as all reasonable efforts made by nominated professionals to assist the classroom teachers to improve on his competence so that he become a self-propelling practitioner so as to ensure a favourable setting for effective teaching and learning (Ijaiya, 2009). Classroom-based student assessment is geared towards advising, directing, guiding and stimulating teachers and students so as to improve teaching and learning in schools in order to achieve desired improvement and educational objectives. Classroom-based student assessment can be of three stages, the proactive stage, the interactive stage and the evaluation stage. The proactive stage refers to planning stage. The interactive stage represents the phase where effective climate is ensuring between supervision and teachers, while the evaluation phase is the review of supervising programme (Chike-Okoli, 2004).

Staff development can be seen as the programme designed for the continuous improvement of performance and professional growth of staff (Abdullahi, Muritala, Ojo & Lawal, 2016). The readiness of any nation to maximize the inherent benefit of education is largely dependent on the quality and capacities of human resources available (Okeke, 2006). This implies that staff

development is an investment in people so as to make them grow professionally and contribute to the development of their environment. According to Awopogba (2003) staff development refers to the process of providing learning and development opportunities for people in order to advance in their performance within an organisation's vision and mandates.

4.2 Management of Basic Education for Improvement

Nnennaya and Okunamri (2010) sees Basic Education as the pillar of formal education in the system of Nigeria education. It is designed to cover primary and the first three years of secondary education. Universal basic education is the stepping stone for the progress of the educational system in the country. To improve universal basic education, there is a rising need of well empowered or trained teachers who are competent and committed, Provision of safe environment as well as effective instructional focus.

Teacher competency includes the acquisition and demonstration of the composite skills required for teaching and learning in terms of lesson introduction, classroom management, pace of lesson, reinforcement, giving assignment and recognizing student behaviour and the likes. Competency in education refers to the ability of a teacher to demonstrate the skill and knowledge gained as a result of training to improve effectively while teaching towards the realization of educational goals and objectives (Adodo, 2013).

5. THEORETICAL FRAMEWORK

The theoretical framework of this study was based on theory X posited by McGregor (1960) which based on the assumption that average human beings are naturally lazy, indolent, dislike work, and will avoid it if possible. Therefore, they must be controlled, directed, and implicitly threatened so they will work to achieve organisation's goals.

This can be applied to the school system in that, since the teachers are the shoulders on which the education system rest upon. Thus, there must be set goals and objectives which all teachers must strive to attain in the delivering of teaching and learning. Therefore, in the pursuit of effective management of universal basic education improvement it is equally imperative to put in place appropriate quality assurance so that the set goal can be attained. Government and the school must device proper measures to ensure effective supervision of teaching staff to enhance their compliance with the laid rules and regulations pertaining to instructional tasks. Also, provide appropriate training for the teacher as well as ensuring effective classroom-based students assessment toward improvement of Universal basic education in order to achieve educational goals and objectives.

6. METHODOLOGY

6.1 Research Design

The qualitative research design was used in this study. The design was considered appropriate because it will enable the researcher to determine the interaction that exist among leadership integrity, power sharing, fairness and staff innovative behaviour. Also the opportunity to obtain opinion of the sample population, analyze the data collected with the use of appropriate data analysis technique and reach a reasonable conclusion about the population from the findings of the study (Creswell, 2013).

6.2 Population and Sampling

This study focused on public primary schools in North-Central, Nigeria. There are 12,775 primary schools in North-Central. The target population of this study comprised all 12,775 head teachers and 93,301 teachers in public primary schools in North-Central.

6.3 Sample and Sampling Techniques

Sample of 375 head teachers and 384 teachers were selected with the use of Research Advisor (2006) table of determining sample sized of known population. Multi-stage sampling technique was used in selecting the respondents in public primary schools in North-central, Nigeria. Proportional random sampling technique was used to select sample of 375 head teachers and 384 teachers, this involved obtaining the population of head teachers and teachers in each of the selected primary schools in North-Central and selecting the sample proportionally from these populations as shown in table 1. The technique is appropriate for this study because it give room for the selection of a true sample of the target population. Stratified random sampling technique was used to select primary school head teachers and teachers from the sample schools in order to ensure that every member of the population has equal right and chance of being selected. Thus ensuring that all categories of head teachers and teachers are represented in this study (Creswell, 2012).

Table 1. Population Sample of Head Teachers and Teachers of Primary Education

S/N	North-Central states	Number of primary schools	Number of teachers	Selected head teachers	Selected teachers
1	Benue	2,661	4,344	78	18
2	FCT	495	7,172	15	29
3	Kogi	2,096	13,778	62	57
4	Kwara	1,406	17,274	41	71
5	Nasarawa	1,278	25,217	37	104
6	Niger	2,834	16,320	83	67
7	Plateau	2,005	9,196	59	38
	Total	12,775	93,301	375	384

Source: Universal Basic Education Commission (2017)

6.4 Instrument

A self- constructed questionnaire titled “Quality Assurance and Management of Basic Education Improvement” (QAMBEIQ) was the instrument used for data collection. The instrument had two sections; section A elicited personal information of head teachers and teachers, while section B elicited information concerning the quality assurance and management of basic education improvement. The head teachers and teachers responded to the items on a four (4) point Likert-type scale as follows: Strongly Agree (4), Agree (3), Disagree (2) and Strong Disagree (1). The criterion mean is given thus: $4 + 3 + 2 + 1 / 4 = 2.50$. The criterion mean depicts that any item that is above or equal to the criterion mean value of

2.50 is agreed while the one below the criterion mean value is disagreed by the respondent. A total number of 25 items were used to measure quality assurance with three subscales: external supervision (12 items), classroom-based student assessment (6 items) and staff development (6 items). Also the items of questionnaire comprised of 18 items with three components: safe environment (6 items), teacher competency (6 items) and effective instructional focus (6 items).

6.5 Reliability and Validity

Cronbach’s alpha test was used to test the reliability of the items. As shown in Table 2 and 3, the value for Cronbach’s alpha for this study was proven to be reliable.

Table 2. Reliability test for Quality Assurance

Variables	No of Items	Cronbach’s Alpha	Decision
External Supervision	12	0.80	All items are reliable
Classroom-based Student Assessment	6	0.82	All items are reliable
Staff Development	6	0.84	All items are reliable

Table 2 shows that there are 12 items under external supervision of quality assurance. The value of the Cronbach’s alpha for these 12 items is 0.80. Furthermore, there are 6 items under classroom-based student assessment with Cronbach’s alpha of 0.82. While, there are 6 items of staff development with Cronbach’s alpha of 0.84. According to Miller, Poole, Seibold, Myers, Hee

Sun, and Monge, (2011), values above 0.70 are considered reliable and values above 0.80 are acceptable and represent a good reliability. Therefore, the Cronbach’s Alpha value for all the 3 indicators of quality assurance were around 0.82. Therefore, the values shows very good internal consistency reliability for scale and all the 24 items in the questionnaire are found to be reliable.

Table 3. Reliability test for Management of Basic Education for Improvement

Variable	No of items	Cronbach’s Alpha	Decision
Safe environment	6	0.82	All items are reliable
Teacher competency	6	0.84	All items are reliable
Effective instructional focus	6	0.86	All items are reliable

Table 3 shows the 3 main indicators of management of basic education improvement. These are safe environment, teacher competency and effective instructional focus. The Cronbach’s value for safe environment is 0.82 for 6 number of items. Also, 5 items from teacher competency has Cronbach’s alpha of 0.84 and 6 items from effective instructional focus has Cronbach’s alpha of 0.86. Therefore, all instrument items for management of basic education improvement used in this study are reliable. The instrument was validated by two experts in the department of educational management and two experts in test and Measurement in faculty of education, University of Ilorin, Nigeria to determine the amount and frequency of each person’s agreement with the questionnaire’s items. The amendment of items by refrasing the statement was done according to opinions from four academic staff who reviewed the instrument.

6.6 Data Collection Process

The data were collected from participants (head teachers and teachers) using questionnaire. The questionnaires were distributed to participants of the sample primary schools with the help of five trained research assistants in order to guarantee maximum response rate, the objectives of the research and instructions on how to respond to questions were clearly explained to participants. This effort enhanced full participation of the respondents. The exercise of data collection was smoothly completed within two weeks since questionnaires were personally administered by researchers, trained research assistants and with the help of colleagues in the seven State public primary schools. In the guideline provided by Stanley and Wise (2010), this study emphasized the ethical issues in assuring anonymity and confidentiality of their responses.

6.7 Data Analysis

Data collected for the study were analysed using descriptive and t-test statistical analysis. Statistical Package for Social Sciences (SPSS version 23) was used

for statistical analysis. Descriptive statistics using means and standard deviation was used to answer the research objectives which is aimed at analyzing quality assurance in terms of three sub constructs namely external supervision, classroom-based students assessment and staff development on management of basic education improvement. T-test statistical analysis was used to test the hypotheses at (0.5) significant level to determine the rejection or acceptance of the hypotheses

7. FINDINGS

7.1 Demographic Profile of Participants

This section presents a comprehensive result of the analysis made from the data collected in this study. It stated with an analysis of the demographic information of respondents who participated using descriptive statistics .

Table 4 shows the demographic information of respondents that participated in this study. From the table 420 respondents (55%) are female and 339 respondents are male (45%). In terms of average age of the respondents, 200 (26%) are respondents between the age of 21-30, and 186 of the respondents (25%) are between age 31-40 years, majority 250 (33%) of the respondents are between age 41-50 years as well as 120 of the respondents (16%) are over 50 years.

Based on qualification of the respondents, 75 respondents (10%) are Higher National Diploma holders, majority 335 respondents (44%) are bachelor degree holders while 54 respondents (7%) are master degree holders, and 295 (39%) are NCE holders. In the aspect of year of experience, 120 respondents (16%) have 1-5 years of experience, and 133 respondents (17%) have 6-10 years of experience, and 136 respondents (18%) have 11-15 years of experience, there are 165 respondents (22%) who have 16-20 years of experience while majority of respondents 205 (27%) have over 20 years’ experience in the primary schools.

Table 4. Demographic Profile of the Participants

		N = 759	Percentage (%)
Gender:	Female	420	55%
	Male	339	45%
		759	100%
Age:	21-30	200	26%
	31-40	189	25%
	41-50	250	33%
	51 above	120	16%
		759	100%
Qualification:	HND	75	10%
	Bachelor degree	335	44%
	Master degree	54	7%
	NCE	295	39%
		759	100%
Year of Experience	1-5 years	120	16%
	6-10 years	133	17%
	11-15 years	136	18%
	16-20 years	165	22%
	21years above	205	27%
		759	100%

Objective 1: To investigate the relationship between external supervision and management of primary education for improvement in North-central.

Table 5 presents the mean and standard deviation of external supervision and management of primary education for improvement in North-central.

Table 5. External Supervision

S/N	External Supervision	Head teachers Responses Mean SD	Teachers Responses Mean SD	Decision
1	External supervision stimulates and improve the professional growth of teachers.	3.22 0.774	3.22 .954	Agreed
2	It helps teachers to develop appropriate methods of teaching.	3.19 0.778	3.23 .931	Agreed
3	Supervision ensures a favourable setting for improving quality learning and the total educational programme.	3.22 0.757	3.28 .955	Agreed
4	Supervision ensuring maximum utilization of funds for the improvement of classroom instruction.	3.16 0.805	3.18 1.000	Agreed
5	Supervision ensuring that discipline is maintained in the school.	3.22 0.774	3.22 1.018	Agreed
6	Supervision providing an opportunity to assess the moral tone of the school.	3.19 0.788	3.23 0.786	Agreed
7	Supervision help in maintaining high morals among teachers.	3.22 0.757	3.28 0.746	Agreed
8	Supervision help in ensuring and maintaining quality instruction in the school.	3.16 0.805	3.18 0.803	Agreed
9	Supervision help in providing technical assistance to teachers when needed.	3.17 0.823	3.18 0.830	Agreed
10	Supervision help in improving teachers' competence in teaching.	3.22 0.774	3.22 0.789	Agreed
11	Help in improving overall efficiency and raise the academic standards of the school.	3.19 0.788	3.23 0.786	Agreed
12	It help in monitoring and polishing of the factor resources for quality teaching and learning.	3.17 0.823	3.18 0.830	Agreed
	Overall Mean	3.19 0.786	3.22 0.790	

(Mean ≥ 2.50 Agree, Mean < 2.50 Disagree)

As shown in Table 5, the overall mean for head teachers and teachers' perception of provision of external supervision is 3.19(SD = 0.786) and 3.22(SD = 0.790) respectively. This could be interpreted that participants agreed that external supervision enhance effective

management of basic education improvement. The results of the analysis for each items of external supervision indicated that eight out of twelve external supervision items showed equal and higher mean value. The items are external supervision stimulate and improve

the professional growth of teachers (M = 3.22, SD = 0.774) and (M = 3.22, SD = 0.789), followed by supervision helps teachers to develop appropriate methods of teaching (M = 3.19, SD = 0.788) and (M = 3.23, SD = 0.786), supervision ensures a favourable setting for improving quality learning and the total educational programme (M = 3.22, SD = 0.757) and (M = 3.28, SD = 0.746), supervision ensuring that discipline is maintained in the school (M = 3.22, SD = 0.774) and (M = 3.22, SD = 0.789), supervision providing an opportunity to assess the moral tone of the school (M = 3.22, SD = 0.757) and (M = 3.28, SD = 0.746), Supervision help in maintaining high morals among teachers (M = 3.16, SD = 0.805) and (M = 3.18, SD = 0.803), supervision help in improving teachers' competence in teaching (M = 3.22, SD = 0.774) and (M = 3.22, SD = 0.789), supervision help in improving overall efficiency and raise the academic standards of the school (M = 3.19, SD = 0.788) and (M = 3.23, SD = 0.786).

Meanwhile, the other four items – Supervision ensuring maximum utilization of funds for the improvement of classroom instruction (M = 3.16, SD = 0.805) and (M = 3.18, SD = 0.803), Supervision help in ensuring and maintaining quality instruction in the school (M = 3.16, SD = 0.805) and (M = 3.18, SD = 0.803) Supervision help in providing technical assistance to teachers when needed (M = 3.17, SD = 0.823) and (M = 3.18, SD = 0.830) and supervision help in monitoring and polishing of the factor resources for quality teaching and learning (M = 3.17, SD = 0.823) and (M = 3.18, SD = 0.830) showed lower mean than the overall mean of external supervision. However, all twelve items of external supervision have mean values (3.19) and (3.22) that are interpreted as agreed. This shows that the participants agreed that external supervision enhance management of basic education improvement in North-central.

Objective 2: To determine the relationship between classroom-based assessment and management of primary education for improvement in North-central.

Table 6. Classroom-based Student Assessment

S/N	Classroom-based Student Assessment	Head teachers Responses		Teachers Responses		Decision
		Mean	SD	Mean	SD	
1	Help to evaluate the quantity and quality of students' work.	3.17	0.757	3.19	0.778	Agreed
2	It provides opportunity for teachers and students to develop through effective training.	3.15	0.785	3.15	0.786	Agreed
3	Help in guiding students' learning behaviour.	3.19	0.809	3.20	0.792	Agreed
4	Help in directing and stimulating teachers and students so as to improve teaching and learning.	3.19	0.806	3.22	0.806	Agreed
5	Help in maintain and improving standards in all aspect of classroom instructions. Help in ensuring uniform standard and quality control of instructional activities in school.	3.18	0.803	3.16	0.805	Agreed
6		3.17	0.823	3.18	0.830	Agreed
	overall Mean	3.18	0.797	3.18	0.799	

(Mean ≥ 2.50 Agree, Mean < 2.50 Disagree)

As shown in Table 6, the overall mean for head teachers and teachers' responses on classroom-based student assessment is 3.18 (SD = 0.797) and 3.18(SD = 0.799) respectively. This could be interpreted that participants agreed that classroom-based student assessment bring about effective management of basic education improvement. The results of the analysis for each classroom-based student assessment indicated that three out of the six items showed a higher mean than the overall mean value. These are classroom-based student assessment help in guiding students' learning behaviour (M = 3.19, SD = 0.809) and (M = 3.20, SD = 0.792), follow by directing and stimulating teachers and students so as to improve teaching and learning (M = 3.19, SD = 0.806) and (M = 3.22, SD = 0.806), directing and stimulating teachers and students so as improve teaching and learning. (M = 3.18, SD = 0.803) and (M = 3.16, SD = 0.805).

Meanwhile, the other three items – evaluate the quantity and quality of students' work (M = 3.17, SD = 0.757) and (M = 3.19, SD = 0.778), provides opportunity for teachers and students to develop through effective training (M = 3.15, SD = 0.785) and (M = 3.15, SD = 0.786) and ensuring uniform standard and quality control of instructional activities in school (M = 3.17, SD = 0.823) and (M = 3.18, SD = 0.830) showed lower mean than the overall mean of classroom-based student assessment. However, all six items of classroom-based student assessment have mean value of (3.18) that are interpreted as agreed. This shows that the participants agreed that classroom-based student assessment bring about effective management of basic education improvement in North-central, Nigeria.

Objective 3: To identify the relationship between staff development and management of primary education for improvement in North-central.

Table 7. Staff Development

S/N	Staff Development	Head teachers Responses		Teachers Responses		Decision
		Mean	SD	Mean	SD	
1	Staff development programme help in professional growth of teachers.	2.82	0.959	2.93	0.956	Agreed
2	Help to disburse new ideas and skills in education.	2.89	0.939	3.03	0.892	Agreed
3	Contribute to improvement of the teaching and learning situations in the school	2.89	0.981	2.99	0.931	Agreed
4	Boosts the morale of teachers for effective teaching.	2.87	0.991	2.98	0.950	Agreed
5	Help in increasing the productivity of teachers by influencing their behaviour. Help in building the potentiality of teachers toward the success of an organisation.	2.90	0.988	2.95	0.967	Agreed
6		2.85	0.991	2.97	0.966	Agreed
	overall Mean	2.87	0.975	2.98	0.944	

As shown in Table 7, the overall mean for head teachers and teachers responses on staff development is 2.87 (SD = 0.975) and 2.98(SD = 0.944) respectively. This could be interpreted that participants agreed that staff development improve effective management of basic education. The results of the analysis for each staff development items indicated that four out of the six items showed equal and higher mean than the overall mean value. The items are staff development to disburse new ideas and skills in education (M = 2.89, SD = 0.939) and (M = 3.03, SD = 0.892), followed by contribute to improvement of the teaching and learning situations in the school (M = 2.89, SD = 0.981) and (M = 2.99, SD = 0.931), boosts the morale of teachers for effective teaching (M = 2.87, SD = 0.991) and (M = 2.98, SD = 0.950) and increasing the productivity of teachers by influencing their behaviour (M = 2.90, SD = 0.988) and (M = 2.95, SD = 0.967).

Meanwhile, the other two items – staff development programme help in professional growth of teachers (M = 2.82, SD = 0.959) and (M = 2.93, SD = 0.956) and building the potentiality of teachers toward the success of an organisation (M = 2.85, SD = 0.991) and (M = 2.97, SD = 0.966) showed lower mean than the overall mean of staff development. However, all six items of staff development have mean values (2.87) and (2.98) that are interpreted as agreed. This shows that the participants

agreed that staff development improve effective management of basic education in North-central, Nigeria.

7.2 Hypothesis Testing

- Ho1: There is no significant difference between the mean scores of head teachers and teachers on external supervision and management of primary education improvement in North-Central.
- Ho2: There is no significant difference between the mean scores of head teachers and teachers on classroom-based student assessment and management of primary education improvement in North-central.
- Ho3: There is no significant difference between the mean scores of head teachers and teachers on staff development and management of primary education improvement in North-Central

The statistic method applied in this research work was the use of t-test statistical analysis to test the set hypotheses as follow:

H01: There is no significant difference between the mean scores of head teachers and teachers on external supervision and management of primary education improvement

Table 8. External Supervision and Management of Primary Education Improvement.

Variable	N	\bar{x}	SD	Df	Tcal	t-crit	Decision
Head teachers	375	3.19	0.786				
				757	0.47	1.96	Accepted
Teachers	384	3.22	0.790				

Table 8 indicates the t-test analysis between the mean scores of head teachers' and teachers' responses on external supervision and management of primary education improvement. The t-calculated value of 0.471 is less than t-critical value of 1.96. This means there is no significant difference between the responses of head teachers and teachers on external supervision and management of primary education improvement. Therefore, the null hypothesis which states that there is

no significant difference between external supervision and management of primary education improvement is accepted.

H02: There is no significant difference between the mean scores of head teachers and teachers on classroom-based student assessment and management of primary education improvement.

Table 9. Classroom-Based Student Assessment and Management of Primary Education Improvement.

Variable	N	\bar{x}	SD	Df	Tcal	t-crit	Decision
Head teachers	375	3.18	0.797				
				757	0.32	1.96	Accepted
Teachers	384	3.18	0.799				

Table 9 indicates the t-test analysis between the mean scores of head teachers' and teachers' responses on classroom-based student assessment and management of primary education improvement. The t-calculated value of 0.32 is less than t-critical value 1.96. This means there is no significant difference between the responses of head teachers and teachers on classroom-based student assessment and management of primary education improvement. Therefore, the null hypothesis which states

that there is no significant difference between classroom-based student assessment and management of primary education improvement is accepted.

H03: There is no significant difference between the mean scores of head teachers and teachers on staff development and management of primary education improvement.

Table 10. Staff Development and Management of Primary Education Improvement

Variable	N	\bar{x}	SD	df	Tcal	t-crit	Decision
Head teachers	375	2.87	0.975				
				757	1.25	1.96	Accepted
Teachers	384	2.98	0.944				

Table 10 indicates the t-test analysis between the mean scores of head teachers' and teachers' responses on staff development and management of primary education improvement. The t-calculated of 1.25 is less than t-critical value of 1.96. This means there is no significant difference between the responses of head teachers and teachers on staff development and management of primary schools improvement. Therefore, the hypothesis which states that there is no significant difference between staff development and management of primary education improvement is accepted.

hypothesis one showed that there is no significant different between external supervision and management of basic education improvement in Nigeria. The findings corresponds with Mafara and Abdullahi (2017) that supervision of instruction bring about effective management of universal basic education towards the achievement of educational goals and rapid global economic recovery. The findings also agreed with Ijaiya (2009) that the worth of any management is based on its ability to identify and solve any problem that militates against school quality delivery.

8. DISCUSSION AND INTERPRETATION

The findings of this study revealed that quality assurance has enormous effect on management of basic education improvement. The result of objective one and findings in table 5 shows that external supervision is necessary for effective improvement of basic education in North-central, in such that it stimulate and improve the professional growth of teachers, helps teachers to develop appropriate methods of teaching, ensuring a favourable setting for improving learning and total educational programme, maintaining discipline in the school, providing an opportunity to assess the moral tone of the school, ensuring and maintaining quality instruction as well as monitoring and polishing of factor resources for quality teaching and learning. Results from

The findings in table 6 shows that classroom-based student assessment improve basic education in Nigeria. These are, it help to evaluate the quantity and quality of students' work, provides opportunity for teachers and students to develop through effective training, guiding students' learning behaviour, help in directing and stimulating teachers and students, maintaining standards in all aspect of classroom instructions as well as ensuring uniform standard and quality control of instructional activities in school. Result from hypothesis two revealed that there is no significant different between classroom-based student assessment and management of basic education improvement in North-central, Nigeria. The findings conform to Ugwulashi (2016) who posits that education cannot grow when school head as a manager cannot initiate safe environment for teaching and

learning. However, the findings disagreed with Sibanda, Mutope and Maphosa (2011). That school-based supervision is based on fault finding during classroom visitation and lack of feedback to teachers after the visit.

Furthermore, the findings in table 7 shows that staff development enhance effective management of basic education improvement in Nigeria. These are, staff development programme help in professional growth of teachers, disburse new ideas and skills in education, contribute to improvement of teaching and learning, boosts the morale of teachers for effective teaching, increasing the productivity of teachers by influencing their behaviour as well building the potentiality of teachers toward the success of an organisation. Result from hypothesis three revealed that there is no significant difference between staff development and management of basic education improvement in North-central. The findings are in line with Adegbesan (2011) that provision of staff development programmes is one of factors for improving and assuring quality in educational system. This implies that no quality teacher can remain status quo without upgrading or renewal of his knowledge and skills in line with the emerging challenges of teaching profession. The findings also agreed with Abdullahi, Muritala, Ojo and Lawal (2016) that staff development serve as tool for improving the quality of education.

9. IMPLICATIONS AND CONCLUSION

The findings of this study will be of advantage to school heads, teachers, government and stakeholders in education. This findings may help the head teachers, stakeholders and government to adequately carry out effective supervisory role of monitoring instructional improvement through offering professional leadership and technical service to teachers for purposes of facilitating and improving learning situation. Also, it will be of help to teachers to update their knowledge and be current in areas of specialization. Researchers will also benefit from the result of this study as it would lay a sound basis for further research. This paper focus on quality assurance and management of basic education in North-central, Nigeria. In order to do justice to the paper, it extensively discussed the indicators of quality

assurance in terms of external supervision, classroom-based student assessment and staff development. Management of basic education improvement was measured using safe environment, teacher competency and effective instructional focus. The findings revealed that there is no significant difference between quality assurance and management of basic education improvement in Nigeria.

10. RECOMMENDATIONS

Based on the findings of this study, the following recommendations for improvement were made:

1. Head teachers and government should continue to show concern for effective supervision of all aspects of education by stimulating and improving the professional growth of teachers, helping teachers to develop appropriate methods of teaching, ensuring a favourable setting for improving learning and total educational programme, maintaining discipline in the school, providing an opportunity to assess the moral tone of the school, ensuring and maintaining quality instruction as well as monitoring and polishing of factor resources for quality teaching and learning. Furthermore,
2. Head teachers should improve on classroom-based student assessment by appropriately evaluates the quantity and quality of students' work, providing opportunity for teachers and students to develop through effective training, guiding students' learning behaviour, helping in directing and stimulating teachers and students, maintaining standards in all aspect of classroom instructions as well as ensuring uniform standard and quality control of instructional activities in school. In addition,
3. Head teachers should continue to ensure constant staff development programme in order to enhance professional growth of teachers, disburse new ideas and skills in education, contribute to improvement of teaching and learning, boosts the morale of teachers for effective teaching, increasing the productivity of teachers by influencing their behaviour as well building the potentiality of teachers toward the success of an organisation

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