

## INFLUENCE OF QUALITY ASSURANCE ACTIVITIES ON THE MANAGEMENT OF SECONDARY SCHOOLS IN KADUNA STATE

<sup>1</sup>Dr. Jude O NWABUEZE & <sup>2</sup>Dr. Abubakar SULE

<sup>1</sup>University of Abuja, Abuja

<sup>2</sup>Department of Educational Administration and planning, School of Education,  
Federal College of Education, Zaria

### Abstract

*This study investigated the “Influence of Quality Assurance Activities on the Management of Secondary Schools in Kaduna State. Two objectives, research questions as well as Basic Assumptions were formulated to assess the influence of quality assurance on decision making and ascertain the influence of quality assurance on records keeping. Descriptive research design was adapted for the study. The populations of the study are principals, quality assurance evaluators and teachers of secondary schools. The total population was 12,934. 4740 respondents were sample. a self-develop questioner was used as instrument for data collection. The questioner was design with five-point likert type rating scale and the instrument were validated, reliability tested through pilot test and found valid of data collection. One way analysis of variance (ANOVA) statistical tool was used to analyze the two null hypotheses. findings revealed that decision making process in secondary schools has been a collective effort and not a one-man affair, it has also confirmed that records keeping in secondary schools in Kaduna state needs to be improved. Recommended were made that principals should demonstrate quality leadership in their schools, decision making should not be a one man show affairs and provision of infrastructural facilities needs to be improved.*

**Keyword:** Decision Making Process, Record Keeping and Quality Assurance Evaluator

### Introduction

Nigeria like any other country worldwide, has realized the potentials of education as an instrument for nation building. National policy on education stated emphatically that education will be geared towards the realization of national goals through inculcating better human relationship, effective citizenship, national consciousness, national unity towards social, cultural progress of the nation (Edinyang et al., 2020)

Consequently, quality assurance managers play a crucial role in business by ensuring that products meet certain thresholds of acceptability. They plan, direct or coordinate quality assurances programs and formulate quality control policies. They also work to improve an organizations efficiency and profitability by reducing waste, the process of educating is to develop the cognitive, affective and psychomotor facilities of individuals and groups in order to equip them with knowledge and skills necessary to survive and make society progress(Rahman; Udoh & Akpan, 2014).

Quality assurance is a veritable improvement mechanism that points out the extent of attainment of the goals of programmers (Daniel et al., 2018). The process of quality assurance activities includes; the whole school evaluation, special evaluation, Accreditation/Recognition, internal or school evaluation, external evaluation and follow up visits (Amaral & Norcini, 2023). Careful observation of current trends in Nigeria in term of teaching and learning issues in schools shows that there is need for this research in order to study whether school monitoring and evaluation has influence on quality assurance activities on the management of secondary schools. It appears that secondary schools are facing a lot of problems which cause the backwardness in educational sector. There is need for this research so as to find out, if lack of proper monitoring and evaluation is one factor among others which cause the problems as a result of inadequate and improper monitoring and evaluation, education lacks its quality, Schools are graduating halfbaked graduates, because there was inadequate provision of non-involvement of teachers in decision making and improper records keeping That is why monitoring and evaluation must be proper and constant in secondary schools in Kaduna state that it can help in fixing all the problems, provide ways and means to tackle the problems. Researchers had found out that increasing number of teachers and their salary will not automatically improve productivity unless there is appropriate monitoring and evaluation (Hanushek, 2010).

### **Concept of Quality Assurance in Educational Management**

Quality assurance refers to established procedures, process and standard systems that support and ensure effective delivery of educational services.(Cuttance, 2020). quality assurance also refers to performance measures designed by the authorities for assessing the performance of educational institutions with a view to ensuring that the learning outcomes meet the needs of each society (Jung & Latchem, 2012). Quality assurance involves all the processes that contribute to the success of the end products (the learners) in terms of their learning outcomes.

### **Decision Making process**

Decision making is the action or process of making important decisions and its regarded as the cognitive process resulting in the selection of a belief or a course of action among several alternative or possibilities. There are many alternatives found in the organization and departments. According to James stoner (2011) decision making is the process of identifying and selecting a course of action to solve a specific problem. While in any organization decision has to be made because problems are natural where more than two people exist.

### **Records keeping**

Records keeping as any written document or proof of transaction where the activities of the schools or organizations are written and varieties of definitions have been offered as follows. According to Mifflin Harcourt (2011) records keeping as an account in

permanent form especially in writing, preserving knowledge or information about facts or events.

### **Role of Quality Assurance Activities in Secondary Schools**

Quality assurance is an umbrella concept for a host of activities in secondary schools that are designed to improve the quality inputs, process and output of secondary school system. Quality assurance has components internal and external to the school. Internal quality assurance includes the internal examiner system and internal academic and management audit.

### **Role of Quality Assurance Activities on Decision making in Secondary Schools in Kaduna State.**

Decision making a psychological analysis of conflict, choice, and commitment. Bazerman (2008) on the opinion that decision making can be made through either an intuitive or reasoned process, or a combination of the two intuitions – intuition is using your “get feeling” about possible courses of action although people talk about it as if it was a magical “sense” intuition is actually a combination of past experience and your personal values. It is worth taking your intuition into account because it reflects your learning about life. It is however, not always based on perceptions.

### **Role of Quality Assurance Activities on Records keeping in secondary schools in Kaduna state, Nigeria**

Harcourt (2011) refer School records are the report kept in schools for historical as well as contemporary information. According to Romney et al. (2012) school records are account of facts, events and activities write down in the book of reference or pressured from further use. A record is a book of information on different aspect of school. It shows the occurrences of past events activities in the school with their dates. Record serves as a good source of information and historical facts, for researchers and historians (Danto, 2008).

### **Statutory Records**

These are compulsory records, which are mandatory by law to be kept in each school in Nigeria are as follows;

**Log Book:** this is a record provided by the school authority and kept by the principal. It was meant to record staff transfer or staffing absent without permission or any negligence of duty by staffs or any reports of evaluators on the school or the staff. The dates which exams or holidays started, or any important activities hold in the school was all recorded.

**Admission Register and Withdrawal:** this is purposely kept accordingly as the school admitted, withdraws or transfers any student. The schools head will fill the record and

kept with him for future reference and to enable him know the number of students in the school.

**Class Attendance Register:** This contained all the students' name, age, address and his day-to-day class attendance.

**Visitor's Book:** this is purposely meant to record all the visitors come to the school as the name indicated. It contains space for name, address and purpose of the visits. Signed with green pen normally

**School leaving certificates:** this is the certificate issued to learners upon completion of course; it must be properly documented including the unclaimed.

**Punishment and Reward Book:** this is the proper records of punishment including names of offenders, dates; nature of offence must be kept. Some goes for merit awards as applicable.

**Store Record Book:** this book was meant to record all the equipment and facilities bought or given to the school and whenever the school makes use of them it will be recorded and the name of teacher, class and number and amount used.

### **Non-Statutory Records**

These records are kept for the day-to-day administration of the school and use occasion demands. They can be referred to as non-statutory. Instructions from the Board of governors/Advisory

**Ministry circular files:** this are the files which contains ministry circulars issued to the school

**Staff meeting minute Book:** this book purposely meant to record the date time and important issues discoursed in meeting held by the school.

**Inspection Reports file:** this is a file where all the reports got from the school inspectors, who at one time or the other, visited the school are kept. Most reports of inspectors are advisory in nature. As such, information from these files can be used as guidelines to improve the admission of school.

**Staff Movement Book:** the school should keep a record of the movement of each staff. These are columns for date, name of staff, date of leaving, purpose for leaving, destination, time due to report for work and officer to deputize or charge during his absence.

**School cash Account Book:** the principal handles a lot of money in the school hence the need to keep an accurate cash account book so as to be able to account for it all. The receipt of all items or expenditure includes the school fees, craft sales and so on should be accurately recorded.

**Teacher's Lesson Notes Books:** this is the daily class activities and lesson plans by the teacher. etc.

**Importance of Record Keeping in School (Aladejebi & Oladimeji, 2019).** Records are kept in schools for various purposes; some of these are described below:

- a. To provide necessary information for decision- making by relevant stake- holders i. e.
- b. The school, government, researchers, employers of labour
- c. To give necessary information that aids the teacher in guiding the students morally, socially and academically.
- d. To save the school from unnecessary embarrassments and legal tussles.
- e. To give direction to the overall development of the students.

The concerned of this study therefore is to assess the influence of quality assurance activities on the management of secondary schools in Kaduna state, Nigeria and why they are not being tackled and the way forward.

The following objectives were formulated to:

1. determine the influence of quality assurance on decision making in secondary schools in Kaduna State, Nigeria; and
2. examine the influence of quality assurance on records keeping in secondary schools in Kaduna State.

### **Research Questions**

The following research questions were formulated to guide the study.

1. In what way does quality assurance impact on decision making in secondary schools in Kaduna State, Nigeria? and
2. In what way does quality assurance impact on records keeping in secondary schools in Kaduna State, Nigeria?

### **Research Hypotheses**

The following null hypotheses were postulated

1. There is no significant difference in the opinions of respondents on the influence of quality assurance on decision making in secondary schools in Kaduna State, Nigeria; and
2. There is no significant difference in the opinions of respondents on the influence of quality assurance on records keeping in secondary schools in Kaduna State, Nigeria;

### **Research Methodology**

Descriptive research design was adapted for the study. The research design is a sample survey because it involves collection of information about the entire population, and collection of data from representative sample drawn from the entire population. The population of the study is made of 433 principals, 484 evaluators and 12017 teachers of secondary schools in Kaduna state, The sample size for the study was determined by taking 10% percent out of the entire population. The sample size of the study is 433 principals, 484 evaluators and 12017 teachers of secondary schools in Kaduna state. Questionnaire was the instrument used for data collection. In order to establish the reliability of the instrument, Pearson Product Moment Correlation coefficient (PPMC) was used during the pilot study. This yielded a reliability co-efficient of  $r= 0.79$  and significant level of 0.05. The instrument was therefore reliable for use. This is in line with Abbas (2009) statement that a correlation that is close to one (1) is reliable. The data collected were computed and analyzed using the statistical package of social sciences (SPSS) version 22.0. The statistical analysis such as Descriptive statistics of frequency, percentages, means and standard deviation was used to assess the demographic variables and to answer the researcher questions. The inferential statistics of ANOVA was used to determined differences between the opinions of principals. Evaluators and teachers on the evaluation of the activities of quality assurance in the management of secondary schools in Kaduna state Nigeria.

**Table 1: Opinions of Respondents on the influence of quality assurance Activities on Decision Making on the Management of Secondary Schools in Kaduna State, Nigeria**

S/N	Item Statement	Respondents	SA	A	UD	DA	SD	Mean	S.D
1	In this school, the principal involves us in the process of decision making	Principals	9	10	-	1	2	4.35	1.089
		Teachers	158	228	14	18	4	4.43	.923
		Evaluators	15	4	1	1	1	4.42	.946

2	The principal of my school always chooses the best alternative solution to solve each problem in the school	Principals	14	5	-	1	2	4.40	1.099		
		Teachers	250	128	10	22	12	4.13	1.298		
		Evaluators	13	5	1	2	1	3.96	1.344		
3	Policies and procedures can impact on the decisionmaking process	Principals	9	8	1	3	1	4.45	1.099		
		Teachers	159	204	25	22	10	4.36	1.115		
		Evaluators	13	5	-	3	1	4.37	1.100		
4	The principal of my school makes almost all the decision alone	Principals	-	1	2	38	10	9	13	3.60	1.353
		Teachers	155	200		16		3.40		1.434	
		Evaluators	11	8	-	2	1	3.23	1.434		
5	The principal always makes rational decisions for both the staff and students	Principals	9	8	1	3	1	3.60	1.099		
		Teachers	128	235	10	36	13	4.36	1.115		
		Evaluators	-	1	2	11	8	3.19	1.458		
6	In representing either the teachers or students the right people are always selected to be involved in the decision making process in this school	Principals	14	4	-	6	1	1	4.40	.745	
		Teachers	170	211	2	14	21	4.46	.739		
		Evaluators	11	7		1	1	4.45	.731		
7	Students are involved in decision making developing class rules (ground rules) to ensure ownership and easy adherence in this school	Principals	10	7	1	3	1	3.60	1.501		
		Teachers	164	201	16	16	25	3.45	1.536		
		Evaluators	6	13	-	1	2	3.40	1.552		
8	Democratization is adapted in Making decisions in this school.	Principals	12	8	-	-	-	4.45	1.099		
		Teachers	180	155	19	38	30	4.36	1.076		
		Evaluators	8	7	2	2	3	4.38	1.065		
9	If there were no problem, there would be no need for decisions	Principals	-	1	19	4	25	9	8	3.05	1.191
		Teachers	25				150	214	3.83	1.230	
		Evaluators	-	1	3	13	5	3.76	1.242		
10	In this school individuals contribute objectively to the decisions made	Principals	10	7	1	2	2	3.70	1.081		
		Teachers	184	207	6	10	18	4.26	1.20		
		Evaluators	6	13	-	1	2	4.26	1.21		

Item 1 shows that principals involved the teachers in the process of decision making, this could be seen from the responses of the respondents where the decision mean of principals was 4.35, teachers 4.42 and evaluators too were 4.43, from item 2, the

responses of the respondents were all agreed that principals of my school always choose the best alternative solution to solve each problem in the schools with the mean score of principals 4.40 teachers 3.96 and evaluators 4.13. In respect to item 3, it was also agreed by the responses of the respondents that policies and procedures could impact on the decision-making process with the mean score of principals 4.45, 4.37 for teachers and evaluators was 4.36. In item 4 the principals of our schools made almost all the decisions were accepted by the respondents with the mean score of 3.60 for principals, 3.40 for teachers and 3.23 for evaluators. From item 5, the respondent's principals always made rational decisions for both the staff and students with mean score of 2.75, while both evaluators and all the teachers agreed with their decision mean of 3.26 and 3.19 respectively. Item 6 shows that in representing either the teachers or student the right people were always selected to be involved in the decision-making process in the schools this could be seen from the responses of the respondents where the mean score of principals was 4.40, teachers was 4.45 and evaluators was 4.46. From item 7, the responses of the respondents accepted that students were involved in decision making on developing class rules (ground rules) to ensure ownership and easy adherence in the schools with their mean score of 3.60 of principals, 3.40 of teachers and 3.45 of evaluators. In respect to item 8 and 9 were also accepted from the responses of the respondents. Item 10 shows whether individuals contributed objectively to the decisions made, the mean score of 4.45 for the principals 4.38 of teachers and 4.36 of evaluators respectively.

**Table 2: Opinions of Respondents on the influence of quality assurance Activities on Records Keeping on the Management of Secondary Schools in Kaduna State, Nigeria.**

S/N	Item Statement	Categories	SA	A	UD	DA	SD	Mean	S.D			
		<b>of Respondents</b>										
1	In my school records are properly kept and well maintained.	Principals	10	7	2	10	2	16	1	13	4.35	1.089
		Teachers	218	165							4.43	.923
		Evaluators	11	7	-	1	3				4.42	.946
2	In my school records keeping is useful and necessary for smooth running of the school	Principals	15	5	1	1	2				4.40	1.099
		Teachers	184	217	6	10	5				4.13	1.298
		Evaluators	11	7	1	2	3				3.96	1.344
3	Verities of records are this school	Principals available in	14	4	2	14	1	28	1	16	4.45	1.099
		Teachers	185	179							4.36	1.115
		Evaluators	13	5	3	-	1				4.37	1.100

4	Records keeping in this Principals school	8	7	2	1	3	3.60	1.353
	shape the history of Teachers those that	174	181	12	39	16	3.40	1.434
	pass through its Evaluators system.	8	9	-	3	2	3.23	1.434
5	Though the quality Principals assurance	11	6	1721	19 2	28 2	23 3.60	1.099
	programmes Teachers	180					4.36	1.115
	records are properly kept in Evaluators	10	6	2	3	1	3.19	
1.458	this school.							
6	In this school Information Principals	10	9	-	2	1	4.40	.745
	Teachers 218 155 20 16 13 4.46						.739	from records keeping is
	useful for decision making Evaluators	11	8	-				
	2 1 4.45 .731 about the schools							
7	Staff and students have Principals	9	8	1	3	1	3.60	1.501
	this Teachers 138 225 10 36 13 3.45						1.536	access to vital records in
	school							
	Evaluators	6	12	-	3	1	3.40	
1.552								
8	The responsibility of Principals	11	4	3	1	3	3.45	1.099
	Teachers 198 201 6 6 11 4.36						1.076	records keeping in this
	school is that of both the Evaluators	13	7	-	1			
	1 4.38 1.065 principal and teachers							
9	Examination results are Principals	8	7	1	5	1	3.05	1.191
	Teachers 184 207 6 10 15 4.83 1.230							properly recorded and kept
	safe in this school Evaluators	6	13	-	1	2	3.76	
	1.242 10 In this school all things Principals	11	6	1	2	2	4.70	1.081
	Teachers 181 160 19 29 35 3.26 1.20							happened are recorded
	Evaluators	10	6	2	3	1		
3.26	1.21							

In table 2, 1-10 revealed respondents' options on the evaluation of the activities of quality assurance on records keeping in the management of secondary schools in Kaduna state, Nigeria item 1 shows that school records were properly kept and well maintained, this could be seen from the responses of the respondents where the decision mean of principals was 4.35, teachers was 4.42 and evaluators was 4.43. From item 2, the respondents all agreed that school records keeping was useful and necessary for smooth running of the schools with the mean score of principals 4.40, teachers is 3.96 and evaluators 4.43. in respect to item 3, it was also agreed by the respondents that verities of records were available in the schools with the means score of principals 4.45,

4.37 for teachers and evaluators 4.36 and in item 4 and 5, the respondents agreed that records keeping in the schools shaped the history of those that passed through the system. Item 6 also shows that information from records keeping was useful for decision making about the schools, this could be seen from the Responses of the respondents where the mean score of principals was 4.40, teachers was 4.45 and evaluators was 4.46. From item 7, the responses of the respondents it could be accepted that staff and students had access to vital records in the schools with their mean score 3.60 of principals, 3.40 of teachers and 3.45 of evaluators. In respect to item 8 and 9. Were also accepted from the responses of respondents. Item 10 show that all the things that happened in the schools were recorded. Where the mean score of 4.45 for the principals 4.38 for teachers and the mean score of 4.36 for evaluators

**Ho.1:** There is no significant difference in the opinions of principal, teachers and evaluators on the evaluation of the activities of quality assurance on decision making in the management of secondary schools in Kaduna state, Nigeria. To test this hypothesis, the response scores of the three groups were therefore subjected to ANOVA. This statistical tool was used in order to determine any significant difference in the opinions of respondents on the evaluation of the activities of quality assurance on decision making in the management of secondary schools in Kaduna state, Nigeria.

**Table 3: Analysis of Variance (ANOVA) Summary on the influence of quality assurance Activities on Decision Making on the Management of Secondary Schools in Kaduna State, Nigeria**

Variations	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	235.984	2	35.128	2.160	3.12	.063
Within Groups	3480.776	463	29.105			
<b>Total</b>	<b>4616.061</b>	<b>465</b>				

Table 3 shows the f-ratio value 2.160 at 2 df 463 and at 0.05 level of significance. The critical value 3.12 is greater than f-ratio value 2.160. The probability level of significance P (.063) is greater than 0.05. This means that there is no significant difference in the opinions of principal, evaluators and teachers on the evaluation of the activities of quality assurance on decision making in the management of secondary schools in Kaduna State, Nigeria. Therefore, the null hypothesis is retained.

**Table 4: Analysis of Variance (ANOVA) Summary on the influence of quality assurance activities on Records keeping on the Management of Secondary Schools in Kaduna State, Nigeria.**

Status	Sum of Square	Df	Mean Square	F	F.critical	Prob.
Between groups	300.283	2 463	150.141			
Within groups	62333.564		268.679	2.271	3.12	.371
<b>Total</b>	<b>62633.847</b>	<b>465</b>				

Table 4 shows, f-ratio value 2.271 at 2 df 463 and at the level 0.05. The critical value (3.12) is greater than f.ratio values 1.751, the probability level of significance P 2.271 is greater than 0.05. This means that there is no significant difference in the opinions of principal, teachers and evaluators on the evaluation of the activities of quality assurance on Records keeping in the management of secondary schools in Kaduna state, Nigeria. Therefore, the null hypothesis was retained.

**Summary of the Findings**

**Base on the respondent opinions on the study, the following findings were presented.**

1. The study revealed that, decision making process in secondary schools has been a collective decision and not one man show affairs.
2. The study also revealed that, records were properly kept and maintained.

**Discussions of the Findings**

The finding of the objective one reveled that there is influence of quality assurance on decision making in secondary schools in Kaduna state. The study also revealed that decision making process in secondary schools has been a collective decision and not a one man show affairs. Generally, decision making process help principal and other professionals solve problems by examining alternative choices and deciding on the best route to take using a step-by-step approach is an efficient way to make thoughtful informed decisions that have a positive impact on school organization short- and long-term goals (Guo, 2020).

The finding on objective two revealed that there is influence of quality assurance on records keeping in secondary schools. This could be as a result of the teachers within the school system who interacts with different types of records. The study also revealed that records in secondary schools shows the occurrences of past events, activities and also serves as a good source of information as well as historical facts, for researchers and historians. The importance of records keeping in secondary schools is to save the

school from unnecessary embarrassment and legal tussles and also to measure the progress of individual student among others. Furthermore, the mandatory records to be kept in school include statutory and non-statutory

### Recommendations

On the basis of the findings and conclusions the following recommendation were made:

1. Decision making process in secondary schools should be a collective decision not a one man show affairs.
2. records should be properly kept and well maintained for the smooth running of the schools

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