

**HEAD TEACHERS AWARENESS OF QUALITY ASSURANCE MECHANISM
IN PRIMARY SCHOOLS IN BOSSO LOCAL GOVERNMENT, NIGER STATE.**

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AKWU, Ebaju Joshua

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ABSTRACT

The study examine the Head Teachers Awareness of Quality Assurance in Primary Schools in Bosso Local Government. 4 research questions were developed to guide the study. The total population for the study was 136 head teachers and assistance head teachers. The study adopts a descriptive research of the survey type, the instrument used to gather the data for analyses was a researcher designed questionnaire. The instrument was validated for data collection by lecturers from the Department of Science Education, Federal University of Technology, Minna. Mean and standard deviation was used to analyze the research question. The findings revealed that the are you aware of Quality Assurance mechanisms? The study also revealed Are you aware that you are to always check the register to ensure that teachers are up to date in the marking and computing?, Are you aware that checking of teachers' lesson plan/notes bring about improvement in the quality of teaching and learning?. .Based on these findings, it was recommended among others that Capacity building exercises should be organized for quality assurance agents. This would update them in terms of knowledge and ideas through acquisition of current information in quality assurance. As fallout from these exercises, quality assurance agents should synergize and network for data collection and sharing of information and ideas in that area (i.e quality assurance), Government and other well-meaning stakeholders in education should assist in providing adequate infrastructural facilities and classroom furniture to engender some measure of comfort for both teachers and pupils so as to stimulate an environment that is congenial for qualitative teaching and learning necessary for entronement of high learning outcomes.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In the modern world, education has come to remain as the bedrock of development in societies. Hence, nations have adopted formal education as a veritable instrument for national development. In this direction, schools have been institutionalized to dispense education at different levels and components. In these schools, teaching and learning occur as teachers and students (learners) are engaged in one form of instructional activity. It is important to note that these instructional activities must not be at variance with the procedures set out for them and must result in the objectives set out for attainment in the schools.

Due to the function of education and its importance, the world over, there is a dire need to ensure that education produces what it is intended for at each stratum of the system. This means that curriculum content and instructional procedures would be improved upon while meticulously implementing the curriculum document in the primary schools. This calls for the mobilization of both human and material resources to determine and sustain, through monitoring and evaluation, quality, standard and outcomes of education.

The concept of quality in academics is the concept of quality of educational input and output in its entirety. Quality is considered as baseline standard in education, which can be measured on a scale of preference. Standards imply accepted principles, rules, guidelines or levels established by group of people, organizations or societies. Yeigh and Lynch (2017) is of the opinion that the educational enterprise has to do with establishing and maintaining standards, which form the basis of evaluation. Therefore,

quality is an expression of standard, or it is how a particular standard in education can be achieved. This can be assessed in respect of many factors that exist within the academic system. It addresses accountability in educational practice in terms of the use put to materials and personnel. The material and personnel resources, when broken down, cover many areas of educational practice. Yap (2020) defined Quality Assurance as avoiding non-performance by pre-empting failure through proper planning, execution, monitoring and evaluation. It is a way of managing an organization so that every job and process is implemented right the first time and consistently. Akinbobola & Mensah (2020) explain that Quality Assurance in a school setting is made possible through management's proper planning, which involves all the staff in the functions of planning, execution, monitoring and evaluation using set standards and objectives.

Quality Assurance is the process of ensuring that a good standard is maintained Asiyai (2020) defines Quality Assurance as: "the practice of managing the way goods are produced or services are provided to make sure they are kept at a high standard." Primary level of education need to be managed in such a way that very high standard will be maintained. The need to maintain quality in education arises because without quality education becomes a waste. Mensah (2020) observes that without quality education not only becomes wastage but also posses dangers to the individual beneficiary and the society. To that effect, Ijaiya maintains that, the worth of any educational system as an investment lies in its capacity to continuously serve its customers (students, parents, employers of labour, the society) better and remain challenges providing for quality and quantity. In further appreciation of the need to maintain quality in education, Gafa and Appau Asante(2021) says: "educational reforms invariably emanate from the basic conviction that considerable progress can be made in a nation and by its people through a careful engineering of the educational process. This

means that when the process of any educational level is carefully engineered objectives of that level of education will be achieved.

Objectives of Primary Education as Indicated in National Policy on Education (2014)

- Inculcate permanent literacy and numeracy, and ability to communicate effectively.
- Lay a sound basis for scientific and reflective thinking.
- Give citizenship education as a basis for effective participation in and contribution to the life of the society.
- Mould the character and develop sound attitude and morals in the child.
- Develop in the child the ability, to adapt to the child's changing environment.
- Give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity.
- Provide the child with basic tools for future educational advancement, including preparation for trades and crafts of the locality.

Quality Assurance is a wide ranging concept which covers all matters that individually or collectively influence the quality of products and/or services. The American Heritage Dictionary defines Quality Assurance as a system of evaluating performance, as in the delivery of services or the quality of products provided to consumers, customers, or patients, (clients). According to Wikipedia (undated) Quality Assurance is the systematic monitoring and evaluation of the various aspects of a project, service or facility to maximize the probability that minimum standards of the quality are being

attained by the production process. In order to have quality education teachers and headteachers must be aware of Quality Assurance in their service delivery.

Awareness is the ability to directly know and perceive, to feel, or to be cognizant of events. More broadly, it is the state of being conscious of something. Another definition describes it as a state wherein a subject is aware of some information when that information is directly available to bring to bear in the direction of a wide range of behavioral processes. The concept is often synonymous to consciousness and is also understood as being consciousness itself Comaroff (2021).

Quality Assurance can also be improved upon by adequate staffing which will definitely provide the framework within which teachers' workload can be reduced to enhance efficiency and quality. If teacher-student ratio does not improve, the consequence is a substantial decline in teachers' relative performance. Nwoke (1990) agreed that serious shortfalls have always existed in the number of professionally qualified teachers needed in the nation's schools and colleges. Teaching is a profession and no better education system can rise above the quality of its teachers. Yeigh and Lynch (2017) stated that the quality and standard of teacher education and teaching have declined. He re-emphasized that any person who intends to or is teaching must obtain a qualification in education (teaching) before practising at any educational level. Ebele and Ifeoma (2020) on in-service training programmes for teachers revealed that the programmes improved the teaching skills of the recipients as well as enhanced their job performance. In support, Ibrahim (2020) revealed that the various, forms of in-service education with particular reference to regular, weekend and sandwich programmes improved the performance of the recipients, improved their academic and or professional attainment as well as prepared them for roles. Quality Assurance can be improved upon by regular attendance of science teachers at workshops, conferences and seminars.

There is need to improve teachers remuneration beyond what it is presently, as high wages may tend to produce commitment and efficiency. McWilliams (2020) observed that if quality and professionalism is to be encouraged it must be rewarded. According to him, salary has a potent influence upon the attitude of teachers as on other workers.

1.2 Statement of the Problem

It will not be an overstatement to say that if there is any issue which borders, burdens and is most often debated among educational stake holders and generality of Nigerians today, it is the issue of declining quality of education. African News, V.O.A of 15th February, 2009 reported that only 20% of Nigerian graduates have quality (sound) education to make them compete for jobs in the labour market, the remaining 80% do not have sound education. The idea of who to blame occupies the heart of the generality of Nigerians most especially, the educationists, while many writers blame the teachers for the problem, others blame the students and their parents for lack of discipline in the home. A larger percentage put the blame squarely on government. No matter the dimension one takes, it will not be an easy task to unveil the circumstances surrounding the declining quality of education. The problem of declining quality of education can be attributed to" Lack of Adequate Educational Inspection and Supervision: These are two joint major factors. The outcome of lack of adequate inspection and supervision are for example as a result of the following factors which contribute to the declining quality of Education: Lack of qualified teachers, instructional materials, library facilities, pupils' attitude towards learning, adequate remuneration to teachers, parental responsibility, misplaced priority and corruption or lack of integrity among some educational stake holders.

As is well known, the problem that government has is in reconciling access with quality in the provision of education. But, it is abnormal to describe education as anything that

lacks quality. Adeniyi and Yoloye (2021) agrees that quality must characterize education at every stage and the real problem that governments have to face is deciding the mix of levels, of how many of its citizens must go beyond the basic education and how many must have higher education? What goes on in Nigeria primary and secondary schools today bears little resemblance to the situation first described. One seldom hears of inspectors of education today at least of the variety that ensures good standards. This study, therefore, seeks to on headteachers' awareness of Quality Assurance in primary schools in Bosso L.G.A of Niger State

1.3 Aim and Objectives of the Study

The study aimed at Headteachers' awareness of Quality Assurance in primary schools in the Bosso Local Government Area of Niger State. Specifically, the study intends to:

1. Find out whether the primary school Headteachers in Bosso Local Government Area are aware of Quality Assurance;
2. Evaluate whether primary school Headteachers in Bosso Local Government Area are aware of the importance of Quality Assurance in schools;
3. Determine whether the primary school Head teachers in Bosso Local Government Area are aware of Quality Assurance ;
4. Assess whether the primary school Headteachers in Bosso Local Government Area are aware of the challenges of implementing Quality Assurance.

1.4 Research Questions

For this study on headteachers awareness of Quality Assurance in primary schools in Bosso L.G.A of Niger State, the following research questions were raised to guide the study:

1. Are primary school Headteachers in Bosso Local Government Area aware of Quality Assurance?

2. Are primary school Headteachers in Bosso Local Government Area aware of the importance of Quality Assurance ?.
3. Are the primary school Headteachers in Bosso Local Government Area aware of Quality Assurance ?.
4. Are the primary school Headteachers in Bosso Local Government Area aware of the challenges of implementing Quality Assurance?

1.5 Significance of the Study

This study was conducted to provide recommendations on teachers' professional development in Niger and Bosso in particular.

The information obtained from the study would assist the Ministry of Education and its relevant organs to design appropriate induction courses for headteachers already in the field to equip them with the relevant skills needed to maintain Quality Assurance in schools. The study would help curriculum developers to design an effective curriculum on teachers' professional development that will be used in Teacher Training Colleges (T.T.C.s) to build and enhance the capacity of teachers and school headteachers. This study will help the school headteachers and school management to be aware of the serious problems relating to teaching without improved skills and knowledge. The study would help headteachers as internal supervisors to take supervision activities serious by organizing regular classroom visits and seminars to ensure that teachers keep abreast with the evolving changes in technology and school curriculum.

Furthermore, when the recommendations and suggestions are implemented, the pupils will enjoy the best educational systems, which go a long way in improving the national development.

Other parastatals like N.G.O.s can also adopt the Quality Assurance as recommended for improving the output of their productions.

1.6 Scope of the Study

The scope of this study is headteachers awareness of Quality Assurance in primary schools in Bosso L.G.A of Niger State. Geographically, the study covers public primary schools in Bosso L.G.A of Niger State. Minna metropolis is in Niger State, Middle Belt Nigeria. Minna metropolis is made up of two local government areas: Bosso and Chanchaga local government areas. There are twenty three public secondary schools in Minna metropolis: thirteen in Bosso and ten in Chanchaga. The study is thus delimited to the assessment of headteachers' roles towards effective instructional supervision in public secondary schools in Minna metropolis, in 2019/2020 academic session.

1.7 Operational Definition of Terms

Effective Instruction: Careful planning, managing, delivering and evaluating of instructions or teaching of contents to students who are either gifted, with and or without special needs.

Effective supervision: an internal mechanism adopted by school headteachers for school self – evaluation, geared towards helping teachers and students to improve on their teaching and learning activities for the purpose of achieving educational objectives.

Headteachers: a person appointed to occupy a high status position of the school to see the affairs of the teachers, learners and the administration.

Headteachers' functions: Duties or activities that the school heads perform so as to bring about the productivity of the sector.

Awareness: to have the knowledge of something.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

This chapter presents review of studies relevant to this study. The review is arranged under conceptual framework, theoretical framework, review of empirical studies and summary of literature reviews.

2.1.0 Conceptual Framework

2.1.1 Quality Assurance in Education

Education is concerned with the inculcation of knowledge and skills unto someone with the aim of causing a positive change in behavior of such a person. To achieve this effectively, certain criteria are needed to be put in place. This calls for Quality Assurance. Komotar (2020) see Quality Assurance as a systematic, structured and continuous attention to quality in terms of quality maintenance and improvement. It is a systematic management and assessment procedure adopted by institutions and systems in order to monitor performance against objectives, and to ensure achievement of quality outputs and quality improvements" Obadara and Alaka (2013). To any institution or organization that lacks Quality Assurance is said to be blind of objectives of such an establishment. Amesi (2018) opined that Quality Assurance in any educational institution is that which indicates the pre-eminence and special features that make the institution distinct from other forms of institution. Based on the above conceptualizations, Quality Assurance is a proactive means of ensuring that the right thing in any organization is done. In education, it aims at preventing quality problems and ensures that the products of the system conform to the expected standards. A systematic and consistent Quality Assurance system helps to establish an institution's

good reputation and image. It includes defined standards of achievement, documented procedures for all identified process, established ways of responding to issues and clear accountability for outcomes. The result is greater public confidence, more satisfied students, efficient processes and staff who are confident in their jobs. Students are more likely to experience better quality instructions, learning materials and interactions with the institution and its staff, leading to enhanced learning outcomes. Quality Assurance is the responsibility of everyone in education, from top management which sets the policies and priorities to the junior staff members. Brennan & Oliver (2011) contend that the meaning of Quality Assurance as equivalent to academic standards is consistent with the emerging focus in educational policies on student learning outcomes – the specific levels of knowledge, skills, and abilities that students achieve as a consequence of their engagement in a particular education programme.

In the opinion of Popoola and Van (2014), Quality Assurance can be categorized into three main elements: quality, standards and relevance. Quality is seen as a totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs; standards is the registered statements of desired education and training outcomes and their associated assessment criteria, describing the quality of the expected performance, together with administrative and other information specified in the educational regulations. Relevance on the other hand, indicates what is taught must be relevant to the requirements and needs of all users and qualifications and standards.

Archibong (2012) asserted that the concept of Quality Assurance in the educational system can be looked at from two angles; the internal perspective which is within the system and the external measures which is the checks and balances by the regulatory agencies. Again, Gupta (2021) suggested that quality can be broken down into five different but related dimensions: quality as exceptional with high standards, quality as

consistency with zero defects, quality as fitness for purpose with fitting customer specifications, quality as value for money, and quality as transformative which is an ongoing process that includes empowerment and enhancement of the customer satisfaction. Quality as transformative on the otherhand incorporates the other dimensions to some extent. It can also be argued that different stakeholders are likely to prioritize the importance of these different dimensions of quality according to their motivations and interest (Owlia & Aspinwall, 2013).

Chege (2021) regard quality as a tool for evaluating the educational process to meet the standards that are set by clients. At the same time, they consider the learners to be customers and the parents as clients. Quality is a characteristic, property or attribute that devotes a high grade, great excellence, accomplishment, or attainment. Quality' in education is a term that is highly contested, considerably vague and highly contextual and different interest groups attach different meanings to the term. Khaled, Norman and Susan (2011) see Quality Assurance as all those planned and systematic activities to provide adequate confidence that a product or service is satisfying given requirements of quality. Quality Assurance approaches can encompass a range of mechanisms (tools, processes and actors) to monitor overall system performance, policy implementation, school and staff effectiveness, and individual student outcomes. School systems include various layers, operate in diverse contexts, and employ staff with a range of experience and competences. External mechanisms provide data important for policy-level decisions and resource allocation, while internal evaluations provides more detailed and timely data important for school-level development and to support teaching and learning. Schools and external institutions and actors may work together to define strategies and alternatives for school improvement.

In the opinion of Cedefop (2013), Policy makers and practitioners will need to gather data appropriate for their level of decision-making for instance, aggregated or macro-level data for policy level decisions, and more detailed, micro-level data for school-level decisions. Systems may also achieve greater synergies across the different mechanisms when their data help to complement and reinforce their respective areas of concern such as in links between inspection and school self-evaluations. At the same time, approaches to Quality Assurance may wish to avoid narrowly defined criteria and standards as well as a tight coherence or alignment of mechanisms in order to provide room for innovative approaches that may not fit within typical measures, and/or the softer, less-quantifiable goals for learning such as measures related to the well-being of all in the school community. This approach will also better support Quality Assurance in schools outside the mainstream system with alternative pedagogical approaches.

Quality Assurance has become an internationalized concept. Schools are ranked in terms of their productive functions, and the relative efforts on their product. To establish and maintain high quality standards, Law (2015) asserted that the school and the ministry of education have a shared responsibility in addressing issues of Minimum academic standard, accreditation, carrying capacity and admission quota, visitation, impact assessment, research and development, Publications and research assessment, structures, infrastructures and utilities. However, Baldwin (1990) in Omebe (2015) suggested that Quality Assurance checklist includes, teaching programmes, students selection, course structure and documentation, teaching arrangement, students supervision, students support, assessment/evaluation, grievance procedures, monitoring of outcomes, research and development, community service, staffing issues, infrastructure/resources and governance.

2.1.2 Strategies for Establishing Quality Assurance in Education

The strategies used for Quality Assurance in education include monitoring, evaluation, supervision, inspection and quality control.

Monitoring refers to the process of collecting data at intervals about ongoing projects or programmed within the school system which aimed at constant assessment of the level of performance with a view of finding out how far a set objectives are being met Adegbesan (2011). Evaluation is a formal process carried out within a school setting based on available data which are used to form conclusions. It could be formative or summative. The aim of evaluation as a Quality Assurance strategy is to see how the system can be assisted to improve on the present level of performance (formative) Adegbesan (2011). Supervision might involve inspection, but it goes beyond inspection and includes attempt at bringing about improvement in the quality of instruction. It involves staff as essential part of the process. It is a way of advising, grinding, refreshing, encouraging and stimulating staff Adegbesan (2011). Inspection on the otherhand as asserted by West (1994) in Adegbesan (2011) usually involves an assessment of available facilities and resources in an institution with a view to establishing how far a particular institution has met prescribed standards. It is more of an assessment rather than an improvement induced exercise. Adegbesan (2011) sees quality control as one of the strategies for establishing Quality Assurance in the inferior education system at all levels. Quality control should be of concerns to the country in its drive towards technological development. For this to be successfully carried out, there is need to examine the qualification of teachers, teachers by gender, 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.

2.1.3 Need for Quality Assurance in Nigerian Schools

The need for Quality Assurance in Nigerian schools and educational system cannot be overemphasized in order to ensure quality teaching and learning. However, the major needs of Quality Assurance in our education system in Nigeria includes, to serve as indispensable component of quality control strategy in education, to ensure and maintain high standard of education at all levels, to assist in monitoring and supervision of education, to determine the quality of the teacher input, to determine the number of classrooms needed based on the average class size, to ensure quality control of education, and to determine the level of adequacy of the facilities available for quality control which would ensure how the financial resources available could be prudently and judiciously utilized.

2.1.4 Development and Strategic planning for Quality Assurance in Education

Strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what an institution is, what it does, where it wants to be and how it intends getting there (Douglas, 2018). A strategic plan must clarify the 'what', 'why' and 'how' of the institution's life. The fundamental output of strategic planning is a strategy plan which is a documentation of what the institution is, what is undesirable about it and what it wants to be in some specific time. It also shows how it will traverse from current to the desired and why each of the 'how' is the best option as well as why the change is deemed desirable. The outcome of good strategic planning and implementation is institutional survival, growth and sustainability. Douglas (2018) further stated that institutional growth may not always be measured in financial terms as there are many non-financial pursuits of the institution and that any desirable change like profound understanding of stakeholder requirements, substantial reduction in the frequency and content of customer complains can be interpreted as growth. Matorera (2018) specified

systems thinking, mental model, shared vision, personal mastery and team learning fundamental disciplines that form the bedrock of profound change. Framing strategy planning and implementation on these disciplines improves the breadth and depth of understanding of related key performance indicators and critical success factors. With such understanding, the institution will be able to continually narrow its risk envelope (Roberts, Wallace & Clure, 2015).

Systems thinking in education are a mental tool of understanding how sub-components of a whole influence one another so that resolving problems within one part of education should neither negatively impact the performance of other areas nor create unforeseen consequences. Generating and maturing a systemic and complete vision of education or the institution can be enriched and perfected by use of such techniques as causal loop diagrams, links and loops, stock and flow modeling, archetypes and computer models among others (Temtime, Mmereki, 2010). These tools help the institution examine and exchange hypotheses about institutional performativity. Most management show high disposition to bring change by dealing with rules, work processes, information flows, physical facilities, material flows, control mechanisms and reward systems. Systems thinking create the vocabulary and language that help members see events, patterns of behaviour, systems and mental models in strong vinculum.

Mental model refer to the images, assumptions and stories which people carry in their minds about themselves, other people, institutions and every aspect of their environment. Because people are differently attracted by different details of any one system, they are bound to pay unequal attention to same issues. Consequently, they will have different intensities of emotions about the same components of a system. To have a complete picture of the ever-changing world, people need to be more reflexive and

truthful about how they feel about what surrounds them. Reflecting and perpetually enriching and updating perceptions of the world and how these influence people behaviourally and psychologically improves humans' chances of taking correct developmental decisions. Mental models and attitudes are the make, maintain and break of Quality Assurance in education because they shape people's actions, reactions and responses to others, policy, rules and regulations. Institution-wide tendencies to fragment and compete 'for no sake' are not unusual Matorera (2018). Some of the factors likely to impede the institution's quality performance include therefore the inability to deal with divided staff that goes to war over every small issues, the lack of skill to engage those at cross purpose as well as failure to diagnose beyond symptoms of conflict and dysfunction in institutions.

Personal mastery means the capability of learning to expand individual, team or institutional capacity to create own strategic capabilities in pursuance of personal, team and institutional goals. The individual is the basic unit of structure and function in the deployment of quality (Douglas, 2018). It is therefore important that individuals in the institution appreciate the gaps in their behavior knowledge and skills so that they can map out an atlas of personal developments and improvement. The tools of personal mastery help to measure and analyze the gap between where one stands and where one want to be. Once people have a correct and accurately detailed picture of the scope of the gap people get to the thresholds of a creative tension. The creative tension now becomes the motivator for improvement. The power to resolve the creative tension arises from the relationship among the different elements of the institutional context. Institutions thus, need a workforce and strategists that help one another clarify and understand the current reality and chemistry of the creative tension, which is the felt gaps among components of a system and the gap between the present and the desired

futures. Personal mastery relates to Quality Assurance in that if people can reflex truthfully, they should be able to tell themselves how they are causing poor quality performance. They, too, should be able to say how they can contribute to quality education.

Sharing a vision about quality and its management into daily institutional practices is about connecting with the rest of the workforce and stakeholders, understanding what they are doing now that is constraining or improving the quality of education. Open deliberations help people be truthful about their contexts and also helps in people talking frankly about what futures they desire and how much they are willing to give to achieve that future.

2.1.5 Challenges of Implementing Quality Assurance in Education

Bhatia and Dahiya (2013) asserted that the constraints imposed by quality culture, autocratic style of leadership, lack of employee commitment, the improper channel of communication, quality certifications-viewed as beaucroatic exercise and problems in identifying customer needs. On the other hand, Biggs and Tang (2011)believed that Quality Assurance in education focuses on optimizing achievement of learning objectives by applying the right learning technologies to match the right personal learning style and transferring the right skills to the right person at the right person right time. However, given that adoption of Quality Assurance comes with implications, there are several challenges that institutions have to resolve to implement the approach successfully. As posited by Hénard and Roseveare (2012), some of the challenges of Quality Assurance implementation include finding the right quality, adapting to the increased demand on time, measuring the impact of quality learning environment, adjusting the culture to accept learning environments, finding the appropriate model, having access to the relevant infrastructure – internet, websites, ability for learners to

use the technology, inconsistencies in power supply, interrupted network, Quality Assurance, poor management, lack of incentives, fear or lack of confidence in using the technology in general, slow network and shutdowns, technical support for students, students' limited technical skills and attitudes towards using online learning.

Obstacles in the implementation of Quality Assurance in education arose from improper attitudes and perceptions of management and employees, inadequate resources and training, and improper environments (Willer, 2012). In the suggestion of Hénard and Roseveare (2012), obstacles to Quality Assurance and management in education include high cost of resistance to change, loss of productivity of the workforce due to the efforts exerted in learning the new system, management interference, limited ability of personnel, remote job sites making it hard to control and communication problems between personnel within the workforce. More also, Hénard and Roseveare (2012) stated that obstacles to Quality Assurance and management in education includes too much paper works, the transient nature of the workforce, field employees regarded as irrelevant, difficult measuring results, low bid and subcontractors and suppliers not interested in Quality Assurance.

2.2.0 Theoretical Framework

2.2.1 Theory of Teachers' Improvement

This theory involves shifting focus from behaviour plan to behaviour system, emphasizing thwarting problems and providing a comprehensive, dependable approach to improving academic achievement (Fryer, 2011). In implementing the theory, the Headteacher will ensure four areas work well: staff is consistent in their expectations and actions, pupils comprehend and are more likely to follow rubrics and potentials, a more constructive relationship subsists amongst staff and pupils' concentration is on learning. For the Headteacher to fulfil this task effectively, a table to outline the systems

in school, specify school-wide expectations or targets, the desired teaching-learning environment and expected results are necessary. As cited by Sergiovanni & Starrat (2002), the basic systems-interactive standard of an educational institution features the continual stages of input (allocation of roles), through instructional processing and output, which is the resultant academic achievement. Numerous system distinctiveness includes; comprehensiveness and interdependence (the whole is more than the entirety of all parts), correlations, recognizing causes, manipulation sequence, hierarchy, supra-systems, and subsystems, self-regulation and direction, result-oriented, swapping with the set efforts or productivities, composure need or homeostasis, alteration, and adaptability. Therefore, the Headteacher has to ensure emphasized target setting and the need for logically determined standards. This, if adopted, provides teachers performance improves. Supervisors (headteachers) must also link supervision with motivation through appropriate methods to enhance thorough, adequate supervision, improving academic performance. Effective Headteacher's instructional supervision should ensure proper division of labour so that every teacher contributes to the learner's success, which brings about Quality Assurance. This theory is concerned with ways school headteachers can improve learning as well as the educational standard. This is the same with the present study, which has the Quality Assurance in education.

2.3.0 Review of Empirical Studies

2.3.1 Empirical Studies on Quality Assurance

Sunday (2011) carried out a study on establishing Quality Assurance in Nigerian education

system: Implication for educational managers The importance of quality education in nation-building cannot be overemphasized. There have been several calls on the academic managers to make the educational system more vibrant in the quality of its

products after several quantities of mass failure and half baked products from our various educational institutions in the country. These over the years have generated a lot of debate and argument among Nigerians on the newspapers, radio and television programmed, including parent's religious bodies and non-governmental organizations. They often expressed their concern about how the system is losing its confidence regarding the effective and efficient nature of the system. However, this paper therefore, discusses the role of educational managers in assuring quality in the Nigerian education system. Consequently, the paper looks at the concept of Quality Assurance and strategies for establishing Quality Assurance in education and finally it also examines Educational managers' role in assuring quality in Nigeria education system.

2.3.2 Empirical Studies on Development and Strategic Plan for Quality Assurance

Douglas Matorera (2018) carried out a study on Quality Management Systems in Education. The study stretches the characterization of quality management systems and models that is abundant in literature by assessing the capability of the most common of the systems and models. Multiple data gathering and processing techniques were used within the context of a constant comparative approach in which data, theories and cases were plugged into each other. Based on the performed research, obtained outcomes suggest the presence of numerous opportunities and benefits in using quality management systems. Based on the findings, further work needs to be done to create the conceptual, managerial and behavioural competences that should facilitate the embedment of the quality management models into the daily lives of education institutions. A critique of quality management through the lenses of the disciplines of team learning, systems thinking, shared vision and mental modeling and of the Six Sigma, roadmaps should engender a new approach to improving quality in education. It

should be of interest to explore the potentials of hybridizing quality management models in education.

2.3.3 Empirical Studies on Quality Assurance.

Helena (2013) took a study on the role of school heads in enhancing students' academic performance in community secondary schools in Mbeya Urban. The study attempted to analyze the roles of the head of schools in the achievement of student's academic performance in community secondary schools in Mbeya Urban. The CSEE results show that performance has been deteriorating each year. Despite the vast research studies done by various scholars, little is known about the roles of the school heads in relation to the students' academic performance. Various methodologies were employed to gather data. To start with, survey was conducted to sixty (60) students to obtain information on how the school leadership affects academic performance. In addition, thirty (30) teachers were surveyed and interviewed. Furthermore, D.E.O., ZSCI and six (6) school heads were interviewed to understand how the execution of the school heads roles effects students' academic performance. Lastly, focused group discussion was conducted to parents to assess their involvement. The results of this study revealed that the school heads are surrounded by many challenges which make the school management to be unbearable. Their roles had been hampered by unfriendly working situations in which schools operate under shortage of teachers, facilities, funds and lack of commitment among stakeholders. This study concludes that the students' poor academic performance in the context of the roles of school heads prevailing in community secondary schools is a result of an educational system that produces predetermined poor results.

Nzabonimpa (2011) carried out a study on Influence Of Headteachers' General And Instructional Supervisory Practices On Teachers, Work Performance In Secondary

Schools. The study examined the Influence of Secondary School Headteachers, General and Instructional Supervisory Practices on Teachers' Work Performance. Qualitative and quantitative methods with a descriptive-correlational research approach were used in the study. Purposive sampling technique alongside random sampling technique was used to select the research participants from secondary schools. Self-constructed questionnaire and structured interviews were used as relevant tools to gather data from respondents. Descriptive statistics, frequency, percentage, and mean were used in analyzing data and reporting the study findings. And Pearson Correlation Coefficient was used to establish the extent of relationship between headteachers' supervisory practices and teachers' work performance. The study findings indicate that headteachers, to a great extent in private secondary schools do not carry out instructional supervision albeit they do some informal classroom visits. They slightly do general and informal supervision at the expense of instructional or formal supervision. To this end, findings indicate that 64.3% of headteachers routinely check their teachers' pedagogic documents and as a practice of teacher supervision, while 57.1% of headteachers informally visit their teachers during classroom instruction. The findings of this study indicate that limited general and instructional supervision is commonplace in secondary schools. It is likewise revealed through the study findings that headteachers are unaware of their job description, are not given support to practice instructional supervision, and experience both role conflict and ambiguity in the course of completing the work of headship and teaching simultaneously.

Also the study findings revealed that to some teacher participants, supervision is nonexistent in secondary schools due the fact that some of them have been teaching for more than a decade, but they have never been supervised by the Headteacher in the classroom. The research findings likewise indicate a moderate correlation between

secondary school headteachers' supervisory practices and teachers' work performance. The relationship existed at the 0.001 level (2-tailed) with Pearson Correlation Coefficient of 0.636. And the coefficient of determination was 0.4044 or 40% indicating a moderate relationship between supervision and teacher performance. Challenges related to teacher supervision were reported by study participants, mainly, headteachers. Private secondary school headteachers reported more challenges than their counterparts in government schools.

2.3.4 Challenges of Implementing Quality Assurance

Nambale (2014), Challenges of Implementing Quality Assurance: a postgraduate thesis carried out in Uganda. The paper uses the case of Uganda in discussing issues confronting institutions of higher learning in their efforts to provide opportunity for the increasing demand for higher education while at the same time trying to maintain quality of instruction for large classes. The methodology employed in this study was entirely literature-based. Blended learning is described with examples of its application referenced to existing programs at some universities. A discussion of the challenges of implementing Quality Assurance systems is included. The paper concludes with the need for an assessment framework and a summary of the plausible proposals for ensuring quality in the delivery blended learning.

Almadani, Reid and Rodrigues (2011) Quality Assurance: A Pressing Problem For Education In The 21st Century: The study looks at what is meant by Quality Assurance, challenges some of the current procedures and points to some better ways forward for the 21st century. Specifically, it argues that Quality Assurance must focus on the key goals for education at each stage with the learner always at the focus of all procedures to assess quality. Finally, the study illustrates this approach by considering what 793 secondary students thought of their experiences at the point when they were almost

completing their education journey in secondary schools in the Kingdom of Bahrain. The research aim is to show how focusing on the actual learners can identify key issues that need addressed to enrich education provision. These issues include the emphasizing understanding and not memorization, the need for more group work and dialogue, restoring the visual-spatial aspects of learning, re-thinking curriculum balance, and re-examining national examination systems. The most fundamental question of all is whether Quality Assurance has improved quality - a key issue for the 21st century.

2.4.0 Summary of Related Literature Reviewed

The review of literatures was done on many concepts, theories and empirical studies.

Quality Assurance is a systematic, structured and continuous attention to quality in terms of quality maintenance and improvement. It is a systematic management and assessment procedure adopted by institutions and systems in order to monitor performance against objectives, and to ensure achievement of quality outputs and quality improvements. A systematic and consistent Quality Assurance system helps to establish an institution's good reputation and image which includes defined standards of achievement, documented procedures for all identified process, established ways of responding to issues and clear accountability for outcomes. The result is greater public confidence, more satisfied students, efficient processes and staff who are confident in their jobs. Students are more likely to experience better quality instructions, learning materials and interactions with the institution and its staff, leading to enhanced learning outcomes. Quality Assurance is the responsibility of everyone in education, from top management, which sets the policies and priorities to the junior staff members. Quality Assurance can be categorized into three main elements: quality, standards and relevance.

The strategies used for Quality Assurance in education include monitoring, evaluation, supervision, inspection and quality control. The need for Quality Assurance in Nigerian schools has to serve as an indispensable component of quality control strategy in education, to ensure and maintain a high standard of education at all levels, assisting in monitoring and supervision of instruction, determining the quality of the teacher input, to determine the number of classrooms needed based on the average class size, to ensure quality control of education, and to determine the level of adequacy of the facilities available for quality control which would ensure how the financial resources available could be prudently and judiciously utilized. Development and strategic planning for Quality Assurance in education include systems thinking, mental model, shared vision, personal mastery and team learning.

Challenges of implementing Quality Assurance in education include quality culture, autocratic style of leadership, lack of employee commitment, the improper channel of communication, quality certifications-viewed as beaurocratic exercise and problems in identifying customer needs. It also includes inappropriate attitudes and perceptions of management and employees, inadequate resources and training and inappropriate environments.

Teachers improvement theory was also reviewed, which revealed that shifting focus from behaviour plan to behaviour system implying an emphasis on thwarting problems and providing a comprehensive, dependable approach to improve learner academic achievement and thus the Headteacher will ensure four areas such as staff consistency in their expectations and actions, pupils comprehend and are more probable to follow rubrics and potentials, a more constructive relationship subsists amongst staff and pupils' concentration is on learning.

Empirical studies showed that quality standard is best expected in all educational institutions at all levels as this help in restoring the lost or reducing academic glory.

Many works have been done in favour of Quality Assurance in education using different techniques and locations, but the area which is "teachers' awareness of Quality Assurance in education in primary schools in Minna Niger State" has not been given attention; thus, the researcher tends to fill up this gap.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This chapter is concerned with an overview of the research methodology. It is organized under the following sub-headings: research design, study area, the population of the study, sample and sampling technique, an instrument for data collection, validation of the instrument, trial testing, and reliability of the instrument, method of data collection and procedures for data analyses.

3.1 Research Design

The study adopted the descriptive survey research design. Ali (2006) described descriptive survey design as the documentation and description of what exists or the present status of existence or absence of what is being investigated without manipulating what caused the event. It develops a profile on what is and is not and why it is so. The design is considered appropriate for the study because it is based on the views, opinions of respondents, and resources available in the area of study.

3.2 Population of the Study

This study's population comprised 212 headteachers and assistant headteachers in the 106 public primary schools in Bosso Local Government Area, Niger state (2020/2021 Academic Session).

3.3 Sample and Sampling Technique

A total of one hundred and thirty-six (136) respondents were selected from a population of two hundred and twelve (212) headteachers, and their assistants were used for the study. The population was drawn from the 2019/2020 local government primary school educational census in Bosso Local Government obtained from the ministry of education. This was done through Morgans' Table, which stated that when you have a

population between 210 to 219, you are to use a sample of 136 for the study. A respondent or two were selected to represent each of the schools. Thus, a sample size of 64 is considered adequate for the study

3.4 Instrument for Data Collection

A structured questionnaire was used for data collection, titled Questionnaire on Headteachers' awareness of Quality Assurance in primary Schools, Bosso L.G.A in Minna Metropolis of Niger State (QHTAQAPS) and is divided into five (2) sections (A and B). (See appendix I). Section A was designed to obtain the demography of respondents, and section B was to elicit information from the respondents to answer the four (4) research questions. The entire questionnaire contained twenty (20) items. Section B was divided into four subsections numbered in Roman Numerals. Questions 1 to 5 was designed to answer research question 1, questions 5 to 10 was designed to answer research question 2, questions 11 to 15 was designed to answer research question 3, while questions 1 to 6 was designed to answer research question 4. The entire questions were structured four (4) options of (NA) Not aware, (MA) moderately Aware, (A) Aware and (VMA) Very Much Aware

3.5 Validation of the Instrument

Two (2) specialists validated the instrument for data collection in the Federal University of Technology, Minna (F.U.T. Minna) for face, content and construct validity. One validator was from the science education department and one from educational technology. The validators were asked to check the appropriateness of the instrument for the purpose it's designed for, clarity and simplicity of the language used, suitability for the level of the targeted audience, the extent to which the items cover the topic is meant to cover, the structure of the questionnaire, others (grammatical errors, spelling

errors and others), general overview of the instrument and suggestions for improving the quality of the instrument. The researcher promptly adjusted the comments, observations and criticisms made by the validators.

2.6 Trial Testing of the Instrument

After modifying the items in line with the recommendations of the experts' criticisms and comments, the instrument was administered to a sample of five (5) school headteachers from primary schools in the Bosso local government area. These school headteachers were selected outside the sample for this study.

3.7 Reliability of the Instrument

After trial testing, the instrument (QHTAQAPS) was subjected to an internal consistency test to ensure its reliability. Research question 2 was analyzed using the Kuder-Richardson formula 20 (K-R 20) to test the reliability of dichotomously scored items. Research questions 1, 3, 4 and 5 were tested using Cronbach's Alpha for multiple scored items. A reliability coefficient of 0.77 was obtained. This high-reliability coefficient shows that the instrument (QALRCBPSS) is reliable.

3.8 Method of Data Collection

In collecting the data for the study, the researcher visits the schools with a letter of introduction from the head of the department to the headteachers, who then respondents responded to the instrument. Administration of the instrument to the respondents was done with the help of research assistants trained by the researcher. The instruments were collected immediately after they were completed.

3.9 Method of Data Analyses

This is concerned with research techniques for making replicable and valid references from data collected. Tables and other statistical inferences were made from the data collected. Responses were analyzed using mean and standard deviation.

CHAPTER FOUR

RESULTS AND DISCUSSION

Table 4.1 Demographic data of the questionnaire

Questionnaire	Frequency	Percentage
Administered	136	100%
Returned	130	95.59%

Table 4.1 show the demographic data of the questionnaire. From the 100% of the questionnaire was administered while 95.59% of the questionnaire was retrieved.

Table 4.2 Distribution of respondents by gender

Gender	Frequency	Percentage
Male	75	57.69%
Female	55	42.31%
Total	130	100

Table 4.2 shows the distribution of the respondents by gender. The result shows that 57.69% of the respondents were male, while 42.31% were female.

Table 4.3 Distribution of respondents by qualification

Qualification	Frequency	Percentage
OND	4	3.08%
HND	6	4.62%
B.ED	60	46.15%
B.TECH	50	38.46%
M.ED	10	7.69%

PHD	0	0%
Total	130	100%

Table 4.3 shows the distribution of respondents by qualification. From the table, 3.08% of the respondents have O.N.D., 4.62% have HND, and 46.15% have B. Ed, 38.46% have B.TECH, 7.69% of the respondents have M.ED while 0% is having P.H.D.

Table 4.4 Distribution of Respondents by years of experience

Qualification	Frequency	Percentage
2 years	20	15.38%
3.5 years	35	26.92%
5-10 years	50	38.46%
11 years and above	25	19.23%
Total	130	100%

Table 4.4 shows the distribution of respondents by years of experience. For example, 15.38% of the respondents have 2years of teaching experience, 26.92% of the respondents have 3-5 years of experience, 38.46% of the respondents have 5-10 years of experience, while 19.23% have 11years of experience and above.

Research Question 1: Are primary school Headteachers in Bosso Local Government area aware of Quality Assurance?

Table 4.5: Headteacher and Assistant Headteacher in Bosso Local Government Area on the awareness of Quality Assurance.

S/N	ITEMS	\bar{X}	SD	Remark
1	Are you aware of Quality Assurance mechanisms?	3.58	0.52	AWARE
2	Are you aware that you are to supervise teachers' lesson plan?	3.44	0.52	AWARE
3	Are you aware that you need to monitor and supervise the quality and standard of examination in your school?	3.38	0.49	AWARE
4	Are you aware that you need to properly keep records and documents of both pupils and teachers?	3.45	0.53	AWARE
5	Are you aware that you need to supervise teachers in the class routinely to monitor their classroom management and use of pedagogy?	3.48	0.50	AWARE

Table 1 showed that the respondents are aware of Quality Assurance. This is because none of the mean responses was below 2.50. Furthermore, the standard deviation score ranged between 0.49 and 0.53. This showed that the responses of the Headteacher and Assistant Headteacher on the items were not divergent.

Research Question 2: Are primary school Headteachers in Bosso Local Government Area aware of the implementation of Quality Assurance?

Table 4.6: Headteacher and Assistant Headteacher in Bosso Local Government Area on the awareness of the implementation of Quality Assurance.

S/N	ITEMS	\bar{X}	SD	Remark
1	Are you aware that you always check teachers' lesson plans/notes before they enter classes?	3.29	0.56	AWARE
2	Are you aware that you are to keep records of staff and students in school for proper accounting and reports?	3.31	0.57	AWARE
3	Are you aware that you always check teachers' lesson plans/notes before they enter the class?	3.25	0.61	AWARE
4	Are you aware that you always check and ensure that teachers apply the proper pedagogy to teaching?	3.24	0.56	AWARE
5	Are you aware that you always check the register to ensure that teachers are up to date in the marking and computing?	3.31	0.54	AWARE

N=130

Table 4.2 showed that the respondents are aware of the implementation of Quality Assurance mechanisms. None of the mean responses was below 2.50, which we're aware of the 4-point response options. In addition, the standard deviation score ranged between 0.54 and 0.61. This showed that the responses of the Headteacher and Assistant Headteacher on the items were not divergent.

Research Question 3: Are the primary school Headteachers in Bosso Local Government Area aware of the effectiveness of Quality Assurance ?.

Table 4.7: Headteacher and Assistant Headteacher in Bosso Local Government Area on the awareness of the effectiveness of quality Assurance.

S/N	ITEMS	\bar{X}	SD	Remark
1	Are you aware that checking teachers' lesson plans/notes improves the quality of teaching and learning?	3.34	0.50	AWARE
2	Are you aware that keeping of teachers'/pupils' records makes reports easy for me?	3.31	0.54	AWARE
3	Are you aware that pupils improve in their examinations when you apply Quality Assurance Mechanisms?	3.31	0.52	AWARE
4	Are you aware that the Quality Assurance Mechanism brings about accountability to the school?	3.28	0.45	AWARE
5	Are you aware that Quality Assurance Mechanisms bring about school self-advertisement when adequately applied?	3.24	0.46	AWARE

N=130

Table 4.7 showed that the respondents are aware of the effectiveness of Quality Assurance mechanisms. None of the mean responses was below 2.50, which were mindful of the 4-point response options. In addition, the standard deviation score ranged between 0.45 and 0.54. This showed that the responses of the Headteacher and Assistant Headteacher on the items were not divergent.

Research Question 4: Are the primary school Headteachers in Bosso Local Government Area aware of the challenges of implementing Quality Assurance?

Table 4.8: Headteacher and Assistant Headteacher in Bosso Local Government Area on the awareness of the challenges of implementing Quality Assurance.

S/N	ITEMS	\bar{X}	SD	Remark
1	Are you aware that combining supervision with administrative activities is quite stressful?	3.24	0.46	AWARE
2	Are you aware that teachers frown at complying with lesson planning?	3.29	0.48	AWARE
3	Are you aware that teachers are not meeting up with their record of work and marking the register?	3.29	0.51	AWARE
4	Are you aware that there are no enough pedagogical materials for Quality Assurance implementation?	3.14	0.61	AWARE
5	Are you aware that many teachers lack professional certificates for Quality Assurance?	3.18	0.52	AWARE

N=130

Table 4.8 showed that the respondents are aware of the challenges of implementing Quality Assurance. This was because none of the mean responses was below 2.50, which we're aware of the 4-point response options. In addition, the standard deviation score ranged between 0.46 and 0.61. This showed that the responses of the Headteacher and Assistant Headteacher on the items were not divergent.

Findings of the study

The following are the main findings of the study; they are prepared based on the research questions.

1. Headteacher and Assistant Headteacher in Bosso Local Government Area are aware of Quality Assurance.

2. Headteacher and Assistant Headteacher in Bosso Local Government Area are aware of the implementation of Quality Assurance.
3. Headteacher and Assistant Headteacher in Bosso Local Government Area are aware of the effectiveness of Quality Assurance.
4. Headteacher and Assistant Headteacher in Bosso Local Government Area are aware of the challenges of implementing Quality Assurance.

Discussion of findings

Table 4.5 reveals the result of the findings on the awareness of Quality Assurance. The findings reviewed that Headteacher and Assistant Headteacher in Bosso Local Government Area are aware of Quality Assurance. Gnanasundaram and Shrivastava (2012) described monitoring as an internal process activity that provides necessary feedback to any organization management on the process of a particular subject matter, the problems that face it, and the efficiency with which it is being implemented.

The result from table 4.6 reveals the findings on the awareness of the implementation of Quality Assurance. The finding shows that Headteacher and Assistant Headteacher in Bosso Local Government Area are aware of the implementation of Quality Assurance. The study's findings align with Osuji and Etuketu (2019), who states that Quality Assurance entails setting a minimum level for determining the quality and deciding on mechanisms or indices to ensure quality is achieved and sustained in the educational sector. Therefore Quality Assurance will entail that there is a predetermined curriculum, a laid down standard and a mechanism for monitoring the expected standard of performance; it should as well be concerned with standard teacher quality and quality provision of educational facilities, such as laboratories, libraries as well as necessary

structures needed for effective educational administration and curriculum implementation.

Table 4.7 reveals the result of the findings on awareness of the effectiveness of Quality Assurance. The findings indicate that Headteacher and Assistant Headteacher in Bosso Local Government Area are aware of the effectiveness of Quality Assurance. The study results are in line with Ebele and Olofu (2017). Supervision is a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain groups with the hope of seeking their cooperation for the supervisors to be successful in their task of supervision. Supervision is essentially the practice of monitoring the performance of school staff, observing the advantages and disadvantages of using befitting and good techniques to facilitate the deficiencies while still improving on the benefits, thereby increasing the school standards and achieving educational goals.

Results from Table 4.8 show the findings on the awareness of the challenges of implementing Quality Assurance. The findings reveal that Headteacher and Assistant Headteacher in Bosso Local Government Area are aware of the challenges of implementing Quality Assurance. The study's findings are in line with Oguike, Osuji and Etuketu (2019), teachers are stagnated and denied promotions, while some spend nearly eight years without Promotion. This situation is highly demoralizing and has negative impacts adversely affecting quality education. According to Ocho in Osuji and Etuketu (2019), quality has resources and financial implications. Neuenswander (2018) states that such problems include the growing educational imbalance, the rising level of illiteracy, educated unemployable, falling quality of education and the dwindling financial commitment, both by the government and individuals, to education

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATION

5.1 Conclusion

To maintain quality in primary education in Nigeria, the government, headteachers, teachers, pupils, philanthropists, and parent teachers' association should put their heads together in performing all the activities expected of them. The need to enhance education quality in all levels of education in Nigeria becomes necessary in the sense that education has been seen as the single best development investment a nation can pursue and achieved through Quality Assurance monitoring and evaluation carried out regularly to maximize the use of limited educational resources for desirable and specific goal attainment. Assurance for quality education must never be toyed with because it is a total and entire process concerned with credibility and integrity of products.

5.2 Recommendations

Based on the findings of this study, the researcher recommended that:

1. Capacity building exercises should be organized for Quality Assurance agents. This would update them in terms of knowledge and ideas by acquiring current information in Quality Assurance. Furthermore, as the fallout from these exercises, Quality Assurance agents should synergize and network for data collection and sharing knowledge and ideas in that area (i.e., quality assurance).
2. Government and other well-meaning stakeholders in education should provide adequate infrastructural facilities and classroom furniture to engender some measure of comfort for both teachers and pupils to stimulate an environment that is friendly for a qualitative teaching and learning necessary for necessary qualitative education the enthronement of high learning outcomes.

3. Funds should be adequately provided for Quality Assurance practices in terms of field allowances, mobility, development and revision of Quality Assurance instruments, and refresher courses for supervisors of schools and inspectors of education.

5.3 Limitations of the Study

In the course of conducting this study, the researcher accepted the following as limitations to the study:

1. The study used Headteachers in primary schools in Bosso local government. If the survey covered up primary schools in the Bosso local government, the outcomes might differ from the present findings. Hence, the researcher considered it a limitation to this study which may affect the generalization of the study.

5.4 Contribution to Knowledge

The following were the contributions of this study to knowledge:

1. The study will make headteachers and other related personnel aware of the need for Quality Assurance in teaching services.
2. Teachers will be aware of how to implement quality in their service delivery.

5.5 Suggestions for Further Study

From the findings of the study, the researcher made the following suggestions:

1. A study of Headteachers' Awareness of Quality Assurance in Primary Schools in other states be carried out
2. A study of Headteachers' Awareness of Quality Assurance in secondary school

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APPENDIX A

QUESTIONNAIRE ON HEAD TEACHER'S AWARENESS OF QUALITY ASSURANCE MECHANISM IN PRIMARY SCHOOL'S IN BOSSO LOCAL GOVERNMENT

Dear Respondent,

I am an undergraduate student of Federal university of Technology Minna carrying out a research work on Head teachers' Awareness of Quality Assurance Mechanism in Primary Schools in Bosso Local Government. Could you please help me by filling the attached questionnaire?

The information sought from you will be used purely for academic work. There is no right or wrong answers. Be assured that all the information given will be treated confidentially.

Thanks in anticipation of your assistance.

SECTION A: BIO-DATA

Please tick () in the column that best expresses your opinion.

1. Name of the school.....
2. Gender: Male [], Female []
3. Teaching qualification(s): OND [], HND [] NCE [], B.SC [], B.TECH [],
M.ED. [], PH.D. [].
4. Experience as School Head: 5-10 years [],
11 -15years [],15years and above

SECTION B: Questionnaire on Headteachers' Awareness of Quality Assurance in Primary Schools in Bosso Local Government (QHTAQAPS)

Keys: N.A (Not Aware), M.A (Moderately Aware), A (Aware), V.M.A (Very Much Aware)

S/N	QUESTIONS	N.A	M.A	A	V.M.A
i	Headteachers' awareness of Quality Assurance Mechanism				
1	Are you aware of Quality Assurance mechanisms?				
2	Are you aware that you are to supervise teachers' lesson plan?				
3	Are you aware that you need to monitor and supervise the quality and standard of examination in your school?				
4	Are you aware that you need to properly keep records and documents of both pupils and teachers?				
5	Are you aware that you need to supervise teachers in the class routinely to monitor their classroom management and use of pedagogy?				
ii	Headteachers' implementation of Q.A mechanisms				
6	Are you aware that you are to always check teachers' lesson plan/note before they enter classes?				
7	Are you aware that you are to keep records of staff and students in school for proper accounting and reports?				

8	Are you aware that you are to always check teachers' lesson plan/note before they enter class?				
9	Are you aware that you are to always check and ensure that teachers apply the right pedagogy to teaching?				
10	Are you aware that you are to always check the register to ensure that teachers are up to date in the marking and computing?				
iii	Effectiveness of Quality Assurance Mechanisms				
11	Are you aware that checking of teachers' lesson plan/notes bring about improvement in the quality of teaching and learning?				
12	Are you aware that keeping of teachers'/pupils' record makes reports easy and clear for me?				
13	Are you aware that pupils improve in their examinations when you apply Quality Assurance Mechanisms?				
14	Are you aware that Quality Assurance Mechanism bring about accountability to the school?				
15	Are you aware that Quality Assurance Mechanisms bring about school self advertisement when properly applied?				
iv	Headteachers' awareness of the challenges of implementing Quality Assurance Mechanisms				

16	Are you aware that combining supervision with administrative activities is quite stressful?				
17	Are you aware that teachers frown at complying to lesson planning?				
18	Are you aware that teachers are not meeting up with their record of work and marking of register.				
19	Are you aware that there is not enough pedagogical materials for Quality Assurance implementation?				
20	Are you aware that many teachers lack professional certificate for Quality Assurance?				