

Impact of Quality Assurance Activities on the Management of Senior Secondary School Environments in Katsina Metropolis, Katsina State of Nigeria

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ABSTRACT: *The paper investigated impact of quality assurance activities on the management of senior secondary schools' environments in Katsina metropolis. The population of the study consists of all the principals and inspectors in Katsina Zonal Quality Assurance Katsina State and their total number was 63. The sample size which was chosen based on the recommendation of Research Advisor (2006) was 44 inspectors. Both face and content validity were used to validate the instrument which was developed by the researchers. The instrument developed was named Questionnaire for Inspectors and School Principal (QISP). The instruments were given to the participants to tick the options that best explain their opinions regarding schools' environmental management. Descriptive analysis of frequency tables and simple percentages were used to analyze the data collected. Based on the finding, it was found that quality assurance helped in the cleanliness of schools' environment, quality assurance has impact on the management of school physical infrastructural facilities. The paper recommended that government should encourage inspectors by giving them incentives as this will make them work harder, Inspectors should increase their monitoring activities to schools in order to encourage teachers' participation in the students' inspections which in turn will encourage the students.*

KEYWORDS: Quality, assurance, management, environment.

INTRODUCTION

Quality assurance procedure is used by the school managers to ensure optimal management of their schools' environments especially in terms of cleanliness and maintenance of physical infrastructural facilities. This is done in order to provide enabling environments to maximise academic performance among senior secondary school students. Quality Assurance and environmental agencies operate as autonomous bodies supervised by the ministry of education because the qualities to be

assured are within the school premises. There are goals which quality and environmental assurers need to achieve in the school environments. These goals are as follows:

1. Maintenance and improvement of standards in all school cleanliness and all aspects of the school systems.
2. Maintenance and improvement of standards in school infrastructural facilities
3. Maintenance of quality assurance of instructional activities in schools through regular inspection

Fasasi (2006) observes that in the school system, some determinants of high quality education include goals of education, quality of the input as well as a well-organized school system that ensures maintenance of school environments in terms of her physical infrastructures. The adaption of quality assurance routine by the Katsina state ministry of education is not only for quality teaching and learning but also to ensure neatness of schools' environments. This system has helped to solve some environmental problems as well as elevating teaching and learning processes. Charles (2010) opined that the process of quality assurance activities includes; the whole school evaluation, special evaluation, school environments, and the quality of teaching and learning and the levels and standards achieved by learners. They also check quality of staff, infrastructural facilities, school cleanliness, accommodation and other facilities. The impact of quality assurance in senior secondary school cannot be overemphasized as it has contributed immensely towards the cleanliness of the school environment and at the same time, it has helped to improve teaching and learning.

Olatunji (2010) defined impact as the impression made by an idea, cultural movement and social group. Sulaiman (2010) urges that impact is a physical force (like a collision) and influence. Therefore, Educational and environmental management are complex human enterprise in which different resources are brought together and made available to achieve and accomplish a desire and expected goals or objectives. Nwizu (2010) defined quality assurance as the 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. Quality assurance involves all the processes that contribute to the success of the end products (the learners) in terms of their learning outcomes. Quality assurance is seen as fitness of purpose that entails the ability of an educational programme to fulfil its purpose. Nwizu (2010) stated that management is the ability to have full control of human and material resources in specific organization within a period of time. He identified environmental management as the process of plan and innovates, coordinate, control and supervise school environment for the purpose of cleanliness. This implies that management is a hierarchy of persons, ranging from the chairman/person of the board and various staff especially first level officers. In line with this, Nwizu (2010) opined that environmental management referred to the six elements of management function such as planning, organizing, coordinating, directing, controlling and staffing that are combined to build the organization. In this regard, schools cannot function without the use of any element stated in achieving the goals and objectives of the organizational structure. David (2007) stressed that although environmental management is the art of making physical facilities in the environment well cleaned and in an organised manner.

According to Cole (2010) management is a multipurpose organ that manages a business and managers, workers and work. Managers in the schools sometimes perform leadership duties as to make their managerial works more effective. Leadership is both a research area and practical skill encompassing the ability of an individual or organization to lead or guide other individual teams, or entire organization. A manager can make decision on his own or by seeking for his subordinates' opinions as to making bright decision on how school physical facilities can best be maintained. Good decision making will go a long way in helping to keep school environment clean at all the time. Decision making is the process of making important decisions and its regard to as the cognitive process resulting in the selection of a belief or a course of action among several alternatives or possibilities. Decision making is the process of identifying and selecting a course of action to solve a specific problem. Decision making involves the selection of a course of action from among two or more possible alternatives in order to arrive at a selection for a given problem. Infrastructural facilities refer to the physical and spatial enablers and enhancers of teaching and learning. In the context of quality assurance programme, it includes classrooms, libraries, farms or gardens, laboratories, workshops, offices, toilets, stores, staff quarters, play field and indeed the entire school plant. Ahmad (2018) observed that infrastructural facilities include permanent, semi-permanent, and temporary, immobile, collapsible, boat schools and even under tree shade classroom structures. Gole (2010) sees permanent structure, as the commonest but as the national economy declines and people earning power dwindles, temporary and semi-permanent structures are predominating in the school system. In addition, as the social demand of education increases and authority, mobility to match such demands with available resources increase many classrooms variants will no doubt introduced. Ehusani(2002) observed that under tree shade classroom structures has been on the educational scone during the colonial period and its number was increasing in an alarming rate. The planned and systematic activities implemented in a quality assurance system so that quality requirements in the schools in terms of cleanliness and physical infrastructure are fulfilled.

There are predisposition factors militating against the activities of quality assurance.

These include:

1. Inadequate Funding: fund allotted for quality assurance programmers are not adequate in most cases.
2. Shortages of skilled personnel: for example inadequate professionally trained personnel in quality assurance and environmental management units of the ministry of education which constitutes a serious problem to effective quality assurance activities.
3. Inadequate Facilities: materials for effective quality assurance activities are not adequate. Agomoh (2015) implies that quality assurance process examines the effectiveness and efficiency of the input process and output elements of the teaching and learning, adequacy of the facilities and materials needed to make school environment clean. He also explained that effective management of any school can only be realized through good leadership. Therefore, schools require sound instructional leadership in order to accomplish its intended goals and objectives.

Physical infrastructures in the school include:

- A. Classroom: this is a learning space, a room in which classes are held. Classroom should contain certain basic materials that will facilitate teaching and learning. This includes desk or chairs, a chalkboard, pictures, wall-map and tables.
- B. Offices: Is generally a room or other area where administrative work is carried out, but may also denote a position within a school with specific duties attached to it.
- C. Hostels: should be properly built with good sanitary arrangements. Hostel should be in a quiet corner, away from the road and it should be free from any form of pollution.
- D. Staff quarters: the teacher's quarters should be considered as an integral part of the school plan. The environment should be neat and free from any form of pollutions.

Other things are as follows:

Health/water and Sanitation Facilities Include

- a. First aid boxes or kit is a collection of supplies and equipment that are used to give medical treatments, and can be kept in the health master's office.
- b. School clinic: there should be a room for medical check- up in schools which it should be equipped with running water and electric power outlet and it is a place where patients or students get medical help.
- c. Boreholes: in planning of any school water is one of the most important requirements, therefore, a borehole has to be constructed inside the school premise.

Therefore, infrastructural facilities in secondary schools include all permanent and semi-permanent structures in the school. They include offices, toilets, stores, assembly hall, classrooms, auditorium, workshops, gymnasium, library, art room, computer room, home economics room, multipurpose room/ hall, music area, hostels, staff residential areas, playground. School area also consist the dispensary or sickbay, stores administrative block. T

Statement of the Problem

The school environments have not been well managed by the school managers and students in their capacity have not been doing well in keeping their classes and environments clean. This has resulted to dilapidation of some school physical structures. Because of inadequate or proper quality assurance services, teaching and learning have been ineffective for years in the past. A number of observations have been made regarding current trends of teaching and learning and environmental infrastructures issues in schools and the results showed that there is a lot to do in order to improve the situations. This calls for the need for this research as to assess the level of school cleanliness and infrastructural facilities in senior secondary schools. This research helps to assess the impact of quality assurance services on the schools' cleanliness and physical infrastructures among senior secondary schools in Katsina state with the aim of providing lasting solutions to the problems.

Objectives of the Study

The following objectives were formulated to:

1. Assess the impact of quality assurance on the management of cleanliness among senior secondary school environments in Katsina metropolis

2. Assess the impact of quality assurance on the management of physical infrastructural facilities among senior secondary school environments in Katsina metropolis

Research Questions

The following research questions were administered in this study:

1. To find out impact of quality assurance on the management of cleanliness among senior secondary school environments in Katsina metropolis?
2. To find out impact of quality assurance on the management of physical infrastructural facilities among senior secondary school environments in Katsina metropolis?

RESEARCH METHODOLOGY

The researcher used survey research design and it was used for the study because of the advantages it has over other research method as it allows the researcher to study large population by studying a reasonable and other resources as stated by Ejembi and Egri, (2011). The target population of this study comprised of all principals and inspectors in Katsina Zonal Quality Assurance, Katsina.

Table 3.1 Shows Population of the study

S/N	Name of school	No. of male principal	No. of female principal	No. of male inspectors	No. of female inspectors	Total
1	SUNCAIS KatsIna	2	-	3	1	6
2	Government College (Day Wing) Katsina	2	-	3	1	6
3	Government Pilot Secondary School K/Sauri	2	-	2	1	5
4	Government Senior Secondary School K/Yandaka	2	-	2	1	5
5	Government Senior Secondary School D/Safe	2	-	2	1	5
6	Government School For The Blind Katsina	2	-	2	1	5
7	Government Senior Secondary School Kambarawa	2	-	2	1	5
8	Katsina College Katsina (Senior)	2	-	2	1	6
9	Government Senior Secondary School K/Kaura	2	-	3	1	7
10	Family support senior secondary school Katsina	1	-	3	1	5
11	Government girls college (senior) Katsina	-	1	2	1	4
12	Government secondary school Natsinta	1	-	2	1	4
Total						63

Source: (Ministry of Education, Katsina Zone, 2022).

The population of the study was 63 inspectors while sample size used were 44 inspectors and it was in line with the recommendation of Research Advisor (2006). Out of 12 schools, 8 schools were chosen and out of these schools chosen, 44 samples (Inspectors) were selected using the above mentioned table of determining sample size.

Table 3.2: Sample for the Study

S/N	Name of school	No. of male principal	No. of female principal	No. of male inspectors	No. of female inspectors	Total
1	SUNCAIS KatsIna	2	-	3	1	6
2	Government College (Day Wing) Katsina	2	-	3	1	6
3	Government Pilot Secondary School K/Sauri	2	-	2	1	5
4	Government Senior Secondary School K/Yandaka	2	-	3	1	6
5	Government Senior Secondary School D/Safe	2	-	2	1	5
6	Government School For The Blind Katsina	2	-	2	1	5
7	Government Senior Secondary School Kambarawa	2	-	2	1	5
8	Katsina College Katsina (Senior)	2	-	2	1	6
	Total					44

The study employed questionnaire as instrument for data collection. This instrument was chosen because according to Magaji, (2006) “questionnaire is used when factual information is desired and provided the respondents opportunity to give frank answers”. The instrument developed was named Questionnaire for Inspectors and School Principal (QISP). Questionnaire as the instrument for data collection of this research was divided into two sections. Section ‘A’ asked for the demographic information of the respondents such as gender, age, and section B category of users, qualification and the rank. Both face and content validity of the instruments were ascertained by some experts in the Department of Education, Al-Qalam University, Katsina State. The judgment and assessment of the experts helped in determining the extent to which the items on the questionnaire accurately covered the area of the study. The reliability consistency of the instrument was 0.87 which was established using Cronbach alpha.

Descriptive statistics of frequency tables and simple percentages were used to analyse the data collected from the participants.

PRESENTATION OF RESULTS

The data collected from the participants by the means of questionnaire was analyzed and the result of the analysis was presented in accordance with the two research questions raised in the study.

Forty-four (44) questionnaires were administered which were all successfully retrieved from all the participants.

Question 1: What is the impact of quality assurance on the management of cleanliness among senior secondary school environments in Katsina metropolis?

Table 1

RESPONSES	INSPECTORS	PERCENTAGE
YES	30	68
NO	14	32
Total	44	100%

Source: Field Study, 2022

The table 1 above revealed that 30 inspectors representing 68% agreed that there was impact of quality assurance on the management of cleanliness among senior secondary school environments in Katsina metropolis while only 14 inspectors representing 32% disagreed with the statement conclusively, it was agreed that quality assurance has impact on the management of cleanliness among senior secondary school environments in Katsina metropolis.

Question 2: What is the impact of quality assurance on the management of physical infrastructural facilities among senior secondary school environments in Katsina metropolis?

Table 2

RESPONSES	INSPECTORS	PERCENTAGE
YES	40	90
NO	4	10
Total	44	100%

From the analysis above it was revealed that 40 inspectors representing 90% agreed that quality assurance helps in the management of physical infrastructural facilities among senior secondary school environments in Katsina metropolis, while 4 inspectors representing 10% disagreed with the statement. This means that since the number of inspectors who agreed that it helps is more than those that disagreed, we concluded that quality assurance helps to enhance the management of physical infrastructural facilities among senior secondary school environments in Katsina metropolis.

DISCUSSION OF FINDINGS

It was revealed that 30 inspectors agreed that quality assurance helps in the cleanliness of the school environments. This means that students became more motivated when their teachers

monitor them during inspection. Perhaps, this motivation comes as a result of quality assurance services conducted by the inspectors in the schools under Katsina Zonal Education. More so, it was shown that 40 inspectors agreed that quality assurance helps in the management of physical infrastructural facilities among senior secondary school environments in Katsina metropolis. This means as a result of quality assurance, school management were able to adequately sanitise the school environment and this in turn reduce high rate of population in the schools' compound.

CONCLUSION

Quality assurance services are provided in order to make school environments clean and it helps in the management of school environments across senior secondary schools in Katsina metropolis. Without quality assurance unit in the ministry of education, the school environments including its physical facilities will be leftunclean; therefore, it is a unit under ministry of education that calls for proper attention from the government. The answers provided to the research questions by the participants were transformed into raw scores for the purpose of data analysis. The results of the analysis indicated that quality assurance helped to enhance school cleanliness and at the same time helped in the management of school physical infrastructures. This means if there is no proper and adequate supervision by inspectors from ministry of education to provide good quality assurance services, there is every likelihood that schools in Katsina metropolis may be in a shambles.

Recommendations

- 1) Government should encourage inspectors by giving them incentives as this will make them work harder.
- 2) Inspectors should increase their monitoring activities to schools in order to encourage teachers' participation in the students' inspections which in turn will encourage the students.

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