



The Correlates of Some Predictor Variables and Quality Assurance of Secondary Education in Oyo and Ondo States, Nigeria

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Abstract: The study determined the relationship among the predictor variables (teachers' quality, functional supervision, continuous assessment, teacher' salary, teachers' performance appraisal and staff development scheme) and quality assurance of secondary schools in Oyo and Ondo States, Nigeria. The descriptive survey research design was adopted in the study. The population of the study comprised all the teachers in Oyo and Ondo states' public secondary schools. Twenty secondary schools (10 from each state) were randomly selected from 10 local government areas (five from each state) in the two states under study. The selection of the local government areas was also based on simple random sampling method. From each of the 20 secondary schools involved, 10 teachers who have not less than five years of teaching experience were selected using simple random sampling technique, in addition, all the 20 principals and 40 vice principals (two from each school) were purposively selected, making a total of 260 respondents altogether. An instrument titled "Quality Assurance of Secondary Education Questionnaire" (QASEQ) was used to collect relevant data for the study. Two null hypotheses were formulated to guide the study. The results of the study revealed that all the predictor variables (X_1 , X_2 , X_3 , X_5 and X_6) except teachers' salary (X_4) had enhanced correlation with quality assurance and therefore, predicted the quality assurance of secondary education in the state under study. The implications which the findings of the study have on educational planning and policy were discussed in the paper.

Keywords: Quality Assurance, Secondary Education, Predictor Variables, Total Quality Management, Nigeria.

1. INTRODUCTION

The education industry, just like any other enterprise, is expected to be quality-oriented to justify the heavy investment in it by various governments all over the world. It has been established by empirical evidence that the worth of a system is a function of its ability to continuously serve all its stakeholders better and simultaneously, remain relevant, consistent and reliable (Adepoju, 2022a).

It has long been observed that quality is more difficult to achieve in education than quantity which only implies number, that is, getting as many pupils as possible enrolled in the school or getting as many classrooms or instructional materials within a given period of time. Quality on the other hands implies how relevant, good or bad the products of the system are (Adepoju, 2002b).

Secondary education in Nigeria is facing several problems which have made the quality of its products questionable over the years. The quality of education

being provided at this level has been a source of concern to the public for a long time now. For instance, the public has been complaining about the content and context of the instructions being delivered to the pupils in schools. While some educationists have argued that instead of making the system more relevant to the needs and aspirations of the society, it is rather structured to be more 'bookish' in nature (Adepoju, 2017).

On the global stage, several international conferences, declarations and conventions, such as those in Jomtien (1990) and Dakar Framework for Action (2000), have engendered new commitment and zeal to make education at the basic level available to all. This has resulted in an unprecedented expansion of primary education in almost all countries. The multiplier effects of this development on secondary education have also been tremendous in terms of expansion but defects in quality. The concern of various governments and partners for manpower development and capacity building has also resulted in increased focus on



tertiary and specialist education in Africa (Adepoju, 2009). Ironically, the secondary education systems in Africa seems to be taken for granted, and in some cases actually marginalized in the national development priority agenda (Parsuramen, 2003; Adepoju, 2016; 2021). In his view, Nwankwo (2003) stated that the quest for renewal of secondary education in Africa today is more than a purely academic issue. The challenges to secondary education in Africa according to Nwankwo (2003) are faced by a system characterized by inadequate facilities and infrastructure, lack of teaching and learning materials, under-qualified teachers, and declining financial allocations (Adepoju, 2009, 2016; 2021; Giannini, 2018).

Quality secondary education should be seen from the standpoint of the learners, the teachers, learning environment, learning structures, methods and contents, teaching –learning processes and learning outcomes (Chinapah, 2003). Quality remains the most important attribute that creates value about the product/service for the receiver. Quality assurance in basic education should embrace all its functions and activities, which will ensure the quality of academic practices (teaching, curriculum, etc.) and structural facilities and resources (buildings, infrastructures, etc.) and will allow an objective review of the quality of the programme/instructional delivery (Ayodele, 2007).

Experts, policy makers, educationists and other stakeholders have severally observed and lamented at public fora, conferences and workshops the persistent decline in standards of education in Nigeria. While some of them attributed the blame to the quality of the inputs, others put the blame at the doorsteps of the government. For example, Jacobs (2001) as cited by Adepoju (2003a), remarks that “the declining levels of literacy in Nigeria can be attributed to the fact that teaching employment is given to unqualified applicants and admissions given to some unqualified candidates”.

The implication of Jacobs’ (2001) observation is that, if the quality of the inputs of a system (secondary school in this context) is faulty or inappropriate, it would have a

negative effect on the processing and the output of the system. Of course, if the output is poor/weak, it would have multiple serious and negative effects on society, which according to Adepoju (2003a), is dangerous and can cause a colossal or monumental damage to the socio-economic and political postures of the nation.

Quality assurance is, indeed, an area of research that needs to be seriously and vigorously examined and consequently addressed by all stakeholders in education industry, to make the system more responsive to the needs and aspirations of the society and the changing world. Unless this area is looked into, quality education may be difficult to accomplish (Adepoju, 2003a).

The need to ascertain the performance of the system makes quality assurance very essential. For instance, long before Nigeria’s independence in 1960, the assistance being rendered or given to the existing schools then by the colonial government in form of grants-in- aids was majorly subject on the performance of the schools. This therefore implies that quality assurance has a long history in Nigeria’s educational system. Of course, in order to ensure that the school system performs its expected role, there is the need to implement quality assurance policies and procedures in such a system. Achieving the required standard also necessitates quality control and assurance. Understandably, quality of education is relative and exists in degrees of achievement of standards. Also, the standards vary from one educational system to another and vary with time and societal expectations. This, therefore, demands that quality assurance be ascertained at all times to determine the levels of deviations away from the standards and areas of improvement.

II. Contextual Background and Scope

Two states, Oyo and Ondo are the states covered in this study. The states are among the 6 states in the southwestern zone in Nigeria. They are similar in terms of background, language and culture. The origin and characteristics of the two states are presented in Table 1.

Table 1. Structures of the States Under Study

State	Capital	LA	Pop	LGAs	NPSS	NT	NU.	NP	NCO
Oyo	Ibadan	28,454 km ²	7,840,864	33	806	64,611	8 (1= F 2= S, 5= P)	4 (1= F 3= S)	8 (2= F 6= S)
Ondo	Akure	15,500km ²	4,671,700	18	370	8,044	7 (1= F 3= S 3= P)	4 (1= F 1= S 2= P)	3 (1= F 2= P)

Source:

1. Oyo state government (2022). *Information about the state*. Ibadan: Government Press.
2. Ondo state government (2022). *Information about the state*. Akure: Government Press.

Note:

LA	= Land Area/ Land mass
Pop	= Population
LGAs	= Local Government Areas
NPSS	= Number of Public Secondary Schools
NT	= Number of Teachers
NU	= Number of Universities
NP	= Number of Polytechnics
NCO	= Number of Colleges of Education
F	= Federal
S	= State
P	= Private

The Structure of Oyo State

Oyo state is an inland state in southwestern Nigeria. Its capital is Ibadan, the 3rd most populous city in the country and formerly the second most populous city in Africa. The state coordinates 8^o 00 'N, 4^o00'E. Oyo state has a projected population of 7,840,864, by 2016 National Population Census with land area/mass of 28,454km². In terms of education, the state is doing well. The state has 2,004 public primary schools and 971 private nursery/primary schools. There are 806 public secondary schools spread across the 33 local government areas with 64,611 teachers including 7 schools of science and 57 private secondary schools. The number of universities in the state is 8 (1 federal, 2 state and 5 private). The federal university, University of Ibadan, Ibadan (formerly, University College, Ibadan, UCI) in Oyo state and located in the state capital is the first University in Nigeria that was established in 1948. The state also has 3 Polytechnics (1 federal and 2 state) and 8 Colleges (2 federal and 6 state).

The Structure of Ondo State

Ondo state, a state in southwestern Nigeria, was created on February 3, 1976, from the former Western State. It has land area/mass of 15,500 km² with a population of 4,671,700 by 2016 National Population Census which put the state as the 19th most populated state in Nigeria and 25th largest state with land mass. There are 370 public secondary schools which are spread across the 18 local government areas in the state with 8,044 teachers. The state has 7 Universities (consisting of 1 federal, 3 state and 3 privately owned). The number of Polytechnics is 4, made up of 1 federal, 1 state and 2 privately owned. There are 3 Colleges of Education in the state consisting of 1 federal and 2 privately owned. The Federal College of Education in the state, Adeyemi College of Education, located in Ondo town is the first college of its kind in Nigeria and was established in 1964.

In the present study, the focus is on secondary education because of its 'consumption' and 'production'

role. It consumes the product of primary schools, processes it and produces input for higher education institutions.

III. A Review of the Relevant Literature

In the literature, several positions have been made by professionals, researchers, experts, educationists and policy makers in respect to quality control and quality assurance of education at all levels globally. For instance, evidence and research findings (Olayemi, 2001; Adepoju 2002c; 2016; 2021; Giannini, 2018; Ayodele 2000) in the recent past have revealed that the type of education offered to students in the public schools is nothing to write home about and this is attributed to the quality of teachers, instructional materials, poor funding of the system by the government and politicization of the location of schools, to mention only a few. Olayemi (2001) also observed that the depreciation that has endangered public schools is undoubtedly the major cause that has led to the emergence of private schools in Nigeria.

Apart from the findings on the declining nature of the instructional process in secondary schools, there are other indicators of poor quality and wastage in the educational system. For instance, Ijaiya (2001) includes high drop-out and failure rates, rampant examination malpractices, poor reading culture and writings among students at all levels. Quality assurance is, indeed, an improvement approach and preventive measure against wastage and failure. According to West-Burnham (1994), prevention is the basis of quality assurance management or total quality.

The need to enhance performance, productivity and minimize wastage has led to a new but 'broader organization wide approach to quality' away from the traditional view of quality control to quality assurance (Cole, 1996) which has been variously termed quality management (QM), total quality (TQ), total quality management (TQM) (see West – Burnham, 1992. Cole 1996; Adepoju, 1998; 2017; 2003a; 2003b; Bush & Coleman, 2000). Quality assurance requires that the school system should be forward-looking and focused on ways of achieving and enhancing quality rather than indulging in curing symptoms. Of course, emphasis these days has shifted from quality control to quality assurance in human organizations such as the school system.

Adepoju (2002b; 2003b) identified some indicators of quality assurance and performance in the school system. These include, quality of teaching materials or equipment, quality of the content of instruction and curriculum, quality of the pupils as input, quality of teaching, quality of the recommended textbooks, quality of instructional



facilities, consideration of class size, student-teacher ratio, teachers’ workload, and so on.

The present study is directed at investigating the contributions of some predictor variables (These are the variables that have the potency of predicting quality assurance of secondary education) on quality assurance of secondary education in Oyo and Ondo States, Nigeria with a view to establishing the predictive ability of each of the variables.

IV. Assumptions, Objectives, and Hypotheses of the Study

Assumptions

The study assumes that quality assurance is the dependent variable while the independent or predictor variables are teacher qualifications (X₁), functional supervision of teachers (X₂), continuous assessment of the students (X₃), teachers’ salary (X₄), teachers’ performance appraisal (X₅) and staff development scheme (X₆). Using the functional notation, the assumed relationship between quality assurance of secondary education and the predictor variables could be expressed thus;

QAse = f (Pv).....1

Or

QAse = f (X₁, X₂, X₃, X₄, X₅, X₆).....2

Or

QAse = f (X₁.....X_n).....3

The three equations are saying the same thing but being expressed differently.

From the expression in equations 1, 2 and 3, ‘QAse’ is a dependent variable while ‘Pv’, ‘X₁, X₂, X₃, X₄, X₅, X₆’ and ‘X₁.....X_n’ are independent (predictor) variables. By implication, quality assurance of secondary education is a function of all the predictor variables identified in the context of this study.

The assumption in equations 1, 2 and 3 could also be expressed using linear curve in Figure 1 thus;

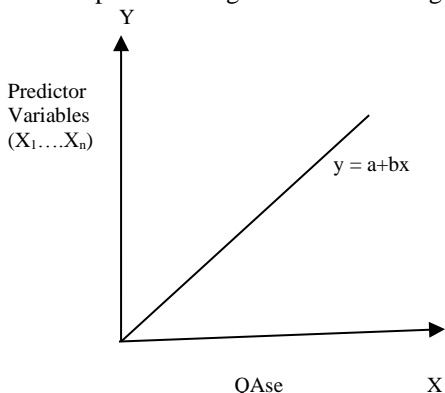


Figure 1. Predictor Variables and Quality Assurance of Secondary Education Curve (PVQASEC)

Figure 1 shows that a linear correlation exists between quality assurance of secondary education (QAse) and predictor variables ((X₁...X_n). In other words, the simple linear equation (y = a+bx) and curvilinear regression have shown that the more effective and quality the predictor variables are, the higher the level of quality assurance of secondary education in the states under study.

Objectives of the Study

The specific objectives of the study are to;

1. determine the relationship between the predictor variables collectively (teachers’ quality functional supervision continuous assessment teacher’ salary teachers’ performance appraisal, and staff development scheme) and quality assurance of secondary schools in Oyo and Ondo States; and
2. investigate the composite and relative contributions of the predictor variables to quality assurance of secondary schools in Oyo and Ondo States.

Research Hypotheses

The following null hypotheses were formulated and tested in the study.

Ho₁: Predictor variables (teachers’ quality, functional supervision, continuous assessment, teacher’ salary teachers’ performance appraisal and staff development scheme) have no significant relationship with quality assurance of secondary schools in Oyo and Ondo States.

Ho₂: There are no significant composite and relative contributions of the predictor variables to quality assurance of secondary schools in Oyo and Ondo States.

V. Methodology

A descriptive survey research design was adopted in the study. The population of the study consisted of all the teachers in Oyo and Ondo states’ public secondary schools. The sample of the study comprised 200 respondents from 20 secondary schools. The 20 secondary schools (10 from each state) were randomly selected from 10 local government areas in both Oyo and Ondo States (5 from each state). The selection of the local government areas was also based on a simple random sampling method. From each of the secondary schools involved, ten (10) teachers who have five years or more of teaching experience were selected using a simple random sampling technique. An instrument titled “Quality Assurance of Secondary Education Questionnaire” (QUASEQ) (One set of questionnaire for teachers and one set of questionnaire for principals/vice-principals) was used to elicit relevant information in the study. Also involved in the study were all the 20 principals and 40 vice principals (two from each



school) from all the secondary schools included in the study. Altogether, 260 respondents (teachers, principals, vice principals) were used as a sample in the study.

Section A of the questionnaire for teachers contains demographic information about the teachers and schools; while, Section B contains 20 research statements on predictor variables. Section A of the questionnaire for the principals and vice-principals contains demographic information while Section B contains 6 research statements on predictor variables and quality assurance respectively (see Appendices I and II). All the questionnaires' copies distributed were returned, which represents 100% return rate. The reliability coefficients obtained for the two sets of questionnaire were 0.782 and 0.867 using a test-retest method in a pilot study conducted in two secondary schools outside the sampled schools where 10 teachers (5 from each school) and the two principals and four vice-principals (2 from each school) were studied respectively. The data collected was coded and analysed using a

statistical package for social sciences (SPSS/PC+). The statistical tool employed to test the hypotheses is multiple regression. In testing each of the hypotheses, the level of significance chosen was 0.05 (5%) probability level.

VI. Results and Discussions

Results

The results of the study are presented based on the hypotheses earlier formulated and through Tables to present the regression analysis.

Ho₁: Predictor variables (teachers' quality, functional supervision, continuous assessment, teachers' salary, teachers' performance appraisal, staff development scheme) have no significant relationship with quality assurance in secondary schools in Oyo and Ondo States.

Table 2. Regression Summary of the Relationship between predictor variables and Quality Assurance in secondary schools.

Variable	Cases	R	Sig. of r	P
Teachers' qualification (X ₁)	260	0.04807*	0.030	S
Functional supervision (X ₂)	260	0.04549*	0.000	S
Continuous assessment. (X ₃)	260	0.03235*	0.001	S
Teachers' salary (X ₄)	260	0.05300	0.221	NS
Teacher performance appraisal. (X ₅)	260	0.04273*	0.002	S
Staff development Scheme (X ₆)	260	0.03069*	0.003	S

* Significant at p<0.05

Regression Summary of the Relationship between predictor variables and Quality Assurance in secondary schools.

Note:

S = Significant

NS = Not Significant

Table 2 shows the regression summary of predictor variables explaining quality assurance in secondary schools. The results showed that teachers' quality in terms of their qualifications (X₁), functional supervision (X₂), continuous assessment (X₃), teachers' performance appraisal (X₅) and staff development scheme (X₆) are significant contributors to quality assurance in secondary schools. Teachers' salary (X₄) was found not to be significant as revealed by the result.

In terms of the magnitude of the weight of regression coefficient, teachers' qualification (X₁) was found to be the most powerful determinant of quality assurance and this is followed by functional supervision (X₂) teachers'

performance appraisal (X₅) continuous assessment (X₃) and staff development scheme (X₆), in that particular order.

Ho₂: There is no significant composite and relative contributions of the predictor variables to quality assurance in secondary schools in Oyo and Ondo States..

Table 3. Regression Summary Explaining the contributions of the predictor variables (independent variables) to Quality Assurance (dependent variables)

Multiple R	0.68303
R square	0.46652
Adjusted R square	0.35777
Standard Error	0.26989

Where: R Square (R²) is the coefficient of determination.



From Table 3, the contributions of all the independent variables (Composite Contribution) to quality assurance have a multiple correlation of 0.68303. The combination of these variables explained 46.7 per cent of the variance

in quality assurance in secondary schools as revealed by the co-efficient determinant R^2 (0.46652).

Table 4. Analysis of variance of the effects of the independent (predictor) variables on the dependent variables (quality assurance).

Source of variance	df	Source of variance	Mean square	F Ratio	Sig. Level
Regression	6	2.84492	0.58678	98896	.0001*
Residual	253	3.79985	0.08506		

*Significant at $p < 0.05$

Table 4 shows the analysis of variance of the effects of the independent variables (predictor variables) on the dependent variables (Quality Assurance). Table 5

however reveals the relative contributions of the independent variables (predictor variables) to quality assurance.

Table 5. Regression analysis of the relative contributions of the independent variables (predictor variables) to quality assurance.

Independent Variable	B	SEB	Beta in	%	t-cal	Sig. of T
X ₁	0.0470	0.2118	0.3973	39.7	2.614	0.0121*
X ₂	0.2199	0.0064	0.2665	26.7	2.271	0.0284*
X ₃	0.0123	0.0073	0.2338	23.3	2.1101	0.0427*
X ₄	-0.3337	0.0521	-0.0059	0.50	-0.5830	0.5599
X ₅	0.0161	0.0926	0.2645	26.5	2.3154	0.0252*
X ₆	0.0121	0.0553	0.2231	22.3	2.0001	0.0432*
Constant	0.2627	0.3765	0.6962			0.0001*

*Significant at $p < 0.05$

Table 5 reveals the relative contributions of each of the predictor variables to quality assurance with only one of the variables (teachers' salary, X₄) not significant.

Discussion of findings

From the regression summary shown in Table 2, the result reveals that teachers' quality in terms of their qualifications (X₁), functional supervision (X₂), continuous assessment (X₃), teachers' performance appraisal (X₅) and staff development scheme (X₆) are found to be significant contributors to quality assurance in secondary schools. Teachers' salary (X₄) was not significant as revealed by the result. In terms of the magnitude of the weight of regression coefficient, teachers' quality (X₁) is found to be the most powerful determinant of quality assurance and this is followed by functional supervision (X₂), teachers' performance appraisal (X₅), continuous assessment (X₃) and staff development scheme (X₆) in that order.

Results as shown under parameter estimates in Tables 3, 4 and 5 indicate that partial correlation of all the predictor variables (X₁, X₂, X₃, X₄, X₅ and X₆) were positively related to quality assurance in secondary schools. The standardized regression co-efficient was used to determine the relative contribution by each of the independent variables (predictor) to the quality assurance in secondary schools. The significance of each predictor variable was determined and all of them except teachers' salaries (X₄) were significant at $p < 0.05$.

The standardized regression coefficient (beta) was used to determine the relative contribution of each of the variables to quality assurance. The significance of each predictor variable's contribution was also tested. Five of the predictor variables (X₁, X₂, X₃, X₅ and X₆) contributed significantly to the explanation of quality assurance. The sig T-value obtained for X₁, X₂, X₃, X₅ and X₆ are 0.0121, 0.0284, 0.0427, 0.0252 and 0.0432 respectively. This therefore indicated significant contributions of the variables respectively. The other variable (X₄) contributed

less than 1% to the explained variation. From the equation in Table 5, a change in the level of X_1 , X_2 , X_3 , X_5 and X_6 by 100% would bring about increase or decrease in the quality assurance in secondary schools by as much as 4.7%, 2.1%, 1.2% 1.6% and 1.2% respectively. The finding of this study corroborates the earlier findings and observations by Ayodele (2007), Owoeye (2000), Ijaiya (2001), Giannini (2018), Olayemi (2001), Chinapah (2003), Parsuramen (2003) and Adepoju (2016; 2021; 2022c) that all the variables identified above are important indicators of quality education. It however contradicts the finding of Benjamin (1998) that teachers' salary is determinant of their commitment to work and quality education.

VII. Implications for Educational Planning and Policy

The following are the policy implications of the present study:

- (1) The predictor variables that are found to have significant and enhanced correlation with quality assurance in secondary schools should be well considered by the government.
- (2) The findings of this study also imply that while attempting to increase students' enrolment, the enabling environment should be provided for the teachers.
- (3) It behooves on the government to also ensure that only qualified teachers are employed. This will go a long way in ensuring quality performance and assurance in our secondary schools.

VIII. Summary, Conclusion and Recommendations

The study investigated the contributions of some predictor variables on quality assurance of secondary education in Oyo and Ondo States, Nigeria with a view to establishing the predictive ability of each of the variables. The findings of the study showed that five of the variables under consideration (teachers' quality, functional supervision, continuous assessment, teachers' performance appraisal and staff development scheme) enhanced correlation with quality assurance in contrast to teachers' salary. It is therefore recommended that; government and the other stakeholders of secondary education should consider all the variables discussed in this study so as to ensure quality assurance of secondary education in Nigeria. Government should also provide enabling environment for teachers to work while their motivation should always be considered as this would encourage them to work better and improve on the quality assurance of the sector.

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APPENDIX I

QUALITY ASSURANCE OF SECONDARY EDUCATION QUESTIONNAIRE (QUASEQ)

(Questionnaire for Teachers)

Section A (Demographic Information)

(Please tick (√) as appropriate or supply information needed).

Name of School:.....

Location: Urban () Rural ()

Local Government Area:.....

Age range: 20 - 30 years () 31 – 40 years () 41 – 50 years () 60 years and above ()

Gender: Male () Female ()

Academic Qualifications: NCE () B.Sc () OND/ HND () M.Ed. () M. Sc () Ph. D ()

Years of Experience as Teacher: 1-5 () 6-10 () 11-15 () 16-20 () 21-Above ()

Section B (Predictor Variables)

Please tick (√) the appropriate answer indicating the rate ascribed to the variables.
(SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1)).

S/N	Statement	SA	A	D	SD
	<i>Teachers' qualification (X₁)</i>				
1	I possess teaching qualification approved by the Teachers' Registration Council of Nigeria (TRCN)				
2	I am a certificated teacher				
3	I have also attended many teachers' training programmes organized by the state government				
4	I have additional qualification to support my teaching certificate				
	<i>Functional supervision (X₂)</i>				
5	There is functional supervision structure in the school				
6	Both the school principal and the vice-principals do supervise the teachers on daily basis.				
7	Supervision of our activities by the principal and vice-principal do help us to grow professionally				
8	Supervisors/Inspectors do come from Ministry of Education periodically for school inspection				



	<i>Continuous assessment. (X₃)</i>				
9	Teachers do continuous assessment periodically in the school for students.				
10	Continuous assessment improves the performances of students				
11	It is mandatory for teachers to conduct continuous assessment for students in each subject				
	<i>Teachers' salary (X₄)</i>				
12	The salary I receive every month motivates me to work in the school				
13	I have other source(s) of income apart from the salary I receive every month				
14	The salary I receive every month is enough for me.				
	<i>Teacher performance appraisal. (X₅)</i>				
15	Promotion of teachers in the school is based on their yearly appraisal.				
16	Teacher performance appraisal is done by the supervisory officer at the Ministry of Education				
17	Teachers are rated based on the performance of students in the examinations				
	<i>Staff development Scheme (X₆)</i>				
18	Teachers are encouraged to update their knowledge by furthering their education				
19	Teachers are help to developed themselves professionally by attending training programmes				
20	Teachers that obtained higher degrees are given promotions to reflect their new degrees				



APPENDIX II

QUALITY ASSURANCE OF SECONDARY EDUCATION QUESTIONNAIRE (QUASEQ)

(Questionnaire for Principals and Vice-Principals)

Section A (Demographic Information)

(Please tick (√) as appropriate or supply information needed).

Name of School:.....

Location: Urban () Rural ()

Local Government Area:.....

Age range: 20 - 30 years () 31 – 40 years () 41 – 50 years () 60 years and above ()

Gender: Male () Female ().

Academic Qualifications: NCE () B.Sc () OND/ HND () M.Ed. () M. Sc () Ph. D ()

Years of Experience as Principal/Vice-Principal: 1-5 () 6-10 () 11-15 () 16-20 () 21-Above ()

Section B (Predictor and Dependent Variables)

Please tick (√) the appropriate answer indicating the rate ascribed to the variables.
(SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1)).

S/N	Statement	SA	A	D	SD
	<i>Teachers' qualification (X₁) and Quality Assurance</i>				
1	The qualifications possessed by teachers in the school have correlation with the quality of teaching, learning and ultimately quality assurance of the school.				
	<i>Functional supervision (X₂) and Quality Assurance</i>				
2	The supervision structure in the school and this exerts influence on Quality Assurance of the school				
	<i>Continuous assessment (X₃) and Quality Assurance</i>				
3	The Continuous assessment which is given to students on every subject periodically improves the performances of students and the Quality Assurance in the school				
	<i>Teachers' salary (X₄) and Quality Assurance</i>				
4	The salary receive by teachers every month motivates them and brings about Quality Assurance in the school.				
	<i>Teacher performance appraisal (X₅) and Quality Assurance</i>				



5	Teacher performance appraisal is done periodically and teachers are rated based on their performance and this has positive correlation on the Quality Assurance of the school.				
	<i>Staff development Scheme (X₆) and Quality Assurance</i>				
6	Teachers are encouraged to further their education to update their knowledge and develop professionally by attending training programmes and this have influence on the Quality Assurance in the school.				