

**AASSESSMENT OF INTERNAL QUALITY ASSURANCE PRACTICES IN SELECTED
PRIMARY SCHOOL IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE**

BY

**Faith Okanigbuan EJEHERI
EDU1511115**

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT O CURRICULUM
AND INSTRUCTIONAL TECHNOLOGY FACULTY OF EDUCATION UNIVERSITY
OF BENIN, BENIN CITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE AWARD OF BACHELOR OF SCIENCE (EDUCATION) DEGREE IN
SOCIAL STUDIES EDUCATION)**

OCTOBER 2023

CERTIFICATION

We the undersigned certify that this project research work was carried out by **Ejeheri Faith OKANIGBUAN** with Matriculation number **EDU1511115** in the Department of Curriculum and Instructional Technology Faculty of Education,, University of Benin, Benin City in partial fulfillment for the award of B,Sc (Ed) degree in Social Studies

PROF. E.O.S IYAMU

Project Supervisor

Date: _____

DR (MRS.) A.H OYAKHIROME

Project Co-ordinator

Date _____

DR. FESTUS O IDEHEN

Head of Department

Date: _____

DEDICATION

This project is dedicated to the Almighty God for his guidance and Knowledge throughout the programme.

ACKNOWLEDGEMENT

Without counsel purpose are disappointed, but in the multitudes of counsellors purposes are established. I therefore acknowledged with gratitude all those who have contributed to the success of this programme

I wish to express my gratitude to Prof. E.O.S. Iyamu, my project supervisor whose guidance, suggestion and correction were indispensable to the success of this project.

My special thanks goes to all lecturers in the department of Curriculum and Instructional Technology, especially Prof. J. Egharevba, Dr. F.O. Idehen for their enormous support and advice.

I appreciate my husband Mr. Peace Ejeheri, my Son Master Emmanuel Ejeheri and my brothers and sister who by way of love, support, encouragement and prayers made this programme a success.

My acknowledgment also goes to my course mate and friends,

Above all, I thank the Almighty God for granting me wisdom, courage and strength to complete this programme.

TABLE OF CONTENTS

	PAGE
TITLE	i
CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	viii
CHAPTER ONE: INTRODUCTION	
Background of the study	1
Statement of the problem	7
Objectives of the study	8
Research questions	8
Significance of the study	9
Scope/ Delimitation of the study	10
Definition of Terms	11
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Theoretical Framework	12
Concept of Quality Assurance	12
Quality assurance approaches	14
The Role of Internal Quality Assurance In Primary Education	22
Challenges of Internal Quality Assurance in Schools	23

Summary of the Review	26
CHAPTER THREE: METHODOLOGY	
Research Design	27
Population of study	28
Sample size and Sampling techniques	28
Validity of instruments	29
Reliability of instrument	29
Method of Data Analysis	29
Method of Data Analysis	50
CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS	
Presentation of Results	33
Discussion of Findings	38
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION	
Summary	40
Conclusion	41
Recommendation	41
REFERENCE	42
APPENDIX	44

ABSTRACT

The study examined the relationship between quality assurance and internal efficiency of primary school teachers in Oredo Local Government Area Edo State. The study was a descriptive research design of the survey type. The study population This study involves the assessment of internal quality assurance practices in school the population of the study was a total eight six (86) Primary school in the 3 zones in Oredo Local Government Area Edo State

The sample of this study comprised of one hundred (100) teachers drawn from five (5) Primary school from each of the 3 zone in Oredo LGA of the Benin metropolis, using the simple random sampling technique. All members were drawn randomly at the various zone where the respondents were approached for participation in the study. It was also revealed that there was significant difference in the quality assurance measures provided in rural and urban schools. It was concluded on the basis of the findings of the study that quality assurance is an essential variable of primary school teachers' internal efficiency. It was therefore recommended that supervising agencies of primary education should closely monitor teachers' activities, especially those in the rural areas in order to boost their internal efficiency. It was also recommended that workshop and conferences should regularly be organized for primary school administrators, most especially those in the rural areas on the various ways through which their teachers' activities could be monitored in order to actualize school goals

CHAPTER ONE

INTRODUCTION

Background of the Study

Education has been described as the bedrock of every society and tool for nation building. For a nation to rise as a standard worthy enough for her to compete favorably in the league of nations, such a nation must ensure that high quality in her education is attained and sustained. Quality of teachers' input in the educational sector brings quality education which is an instrument highly indispensable in the transformation of individuals, values, beliefs and behaviors. (Ehusani, 2002). Ehusani opined that it is a means of preserving societal cultural settings and acquisitions of skills that make members of the society useful to themselves and their society. The process of educating is to develop the cognitive, affective and psychomotor domain of individuals and groups in order to equip them with knowledge and skills necessary to survive and make society progress. Ijaiya (2009) agreed that trained or educated human resources constitute manpower and personnel that bring about national development. That is to say that the amount of educated citizens is equal to the amount of available quality staff that will contribute to a nation's development. The quality of the staff in the school system presupposes the quality of the school output, that is, the human resources that will be available for the nation (Ochuba, 2009). Ochuba stressed 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 ensure the articulation and effective co-ordination of all aspect of school life.

Quality assurance is related to accountability both of which are concerned with maximizing the effectiveness and efficiency of educational systems and services in relation to their contexts of their missions and their stated objectives. In the words of Ehindero (2004), quality assurance focused on the: learners entry behaviors, characteristics and attributes including some demographic factors that can inhibit or facilitate their learning, teachers entry qualification, values pedagogic stalls, professional preparedness, subject background, philosophical orientation, the teaching/learning processes including the structure of the curriculum and learning environment. Okeke (2008) said that quality assurance is regarded as a process and practice primarily concerned with conformance to mission specification and goal achievement within the publicly accepted standard of excellence. In such case, quality assurance is all these attitude, objectives, actions and procedures that through its existence and use, and together with quality control activities, ensure that appropriate academic standards are being maintained and enhanced in the public school system.

Quality assurance in this context is a programme for the systematic monitoring and evaluation of the various aspects of a project, service, or facility to ensure that standards

of quality are being met. Quality assurance as the preventing of quality problems through planned and systematic activities will include the establishment of a good quality management system and the assessment of its adequacy, the audit of the operation of the system, and the review of the system itself. It is one of the most critical tasks facing every nation's educational institutions, so that the societal demands for improved education service delivery would achieve the best learning outcomes that enhance the quality of life of the citizenry.

The realization of quality assurance practices in schools is through quality assurance mechanisms. Quality assurance mechanisms are those strategies adopted to ensure that goals are achieved. Those mechanisms include monitoring, evaluation, supervision, inspection and control.

Monitoring as one of the mechanisms of quality assurance refers to the process of collecting data at interval about ongoing projects or programme within the school system. The aim of this is to access and know the level of performance with a view of finding out how a set objectives are being met (Ehinderero, 2001). Monitoring in this context is refers to the ability of those responsible to periodically access both the personnel and facilities to make sure that they are up to date in other to achieve the objective in the system. This includes the teachers, non-academic staff and the facilities.

Supervision is another mechanism of quality control and quality assurance which might involve inspection, but goes beyond inspection and includes attempt at bringing about improvement in the quality of instruction. It is a way of advising, grinding, refreshing, encouraging and stimulating staff (Ochuba 2002). To ensure quality control in schools through effective school supervision, the researcher stated that the primary responsibility of supervisor is to see that high standards are maintained and that schools are run in accordance with laid down regulations. By implications, the supervisors are seen to be fulfilling controlling, coordinating and communicating roles as guardian of educational standard. Supervision is an important component of quality control strategy in education that would ensure maintenance of high standards in public schools. It could be deduced that quality assurance mechanism in education is the totality of the combination of such indispensable variables as quality teachers, quality instructional materials, good leadership and quality infrastructure like classrooms, seats, tables and chalkboard among others that make educational system attractive and livable.

Evaluation: this is a formal process carried out within a school setting. It is based on available data which are used to draw conclusions. It could be formative or summative. The aim of evaluation as a quality assurance mechanism is to see how the system can be assisted to improve on the present level of performance.

Inspection: this 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.

Quality assurance practices in public primary schools in Oredo Local Government Area of Edo State, Nigeria are yet to rise to its peak. Consequently, in some public primary schools in the area, the employments of unqualified teachers are still in the system which put their students below from competing with their private school counterparts. Invariably, parents have been complaining about their children inability to perform creditably well in their academics. Also important is the inadequate facilities in many schools in the zone which has characterized poor quality education in public primary schools. Schools cannot boast to have enough classrooms, laboratory equipment. These have contributed to students' poor performance in the internal and external examination. Based on the foregoing, the researcher was interested in investigating quality control and quality assurance as tools for quality education in public primary schools in Nsukka education zone.

primary schools occupy a strategic position in every educational system since they provide a vital link between primary and tertiary institutions. According to the Federal Republic of Nigeria (2004), primary schools are where children receive education after pre primary education and before entering into secondary and tertiary level of education.

Lippit (2007) conceptualized primary schools as educational institutions designed for the provision of full-time education to students who are within the age range of 11 to 18. According to Eubanks and Eubanks (2000), the average age of entrance into the secondary school is 10–11 year and expected year of graduation is 17–19 years. In this study, secondary schools are considered as educational institutions which aim at inculcating worthwhile knowledge, skills, attitudes, competencies and values to students. The broad goal of secondary school education in Nigeria is to prepare the individual for useful living within the society and for transition into tertiary education. To ensure that the role of education of its different levels are realized, it is necessary to engage in regular assessment of educational processes and practices. Assessment is the process of measuring the level of performance of an individual or an organization in a particular area or field of endeavour (Edikpa, 2008).

This definition as it relates to this study, implies that assessment involves measuring the level of performance of secondary schools in the implementation of quality assurance practices. According to Mistra (2006), assessment is the action of evaluating, appraising, estimating, and/or calculating the value or worth of an event, activities or programme. Paulk (2011) conceptualized it as any activity that involve the use of empirical data to refine programmes and improve their performance. Thus, assessment is operationally defined in this study as the process of determining the extent to which secondary schools

carry out their quality assurance practices in conformity with the established guidelines for their implementation.

Statement of the Problem

The effectiveness of the school, and the level of students' performance in both internal and external examinations, which is hinged among other things on the quality of teachers inputs need to be enhanced. Contrary, the students in the public primary schools in Oredo Local Government Area of Edo State of Nigeria are not doing well in their exams and cannot compete with their private school counterparts. This is as a result of unqualified teachers, incompetence among school administrators in leadership and inadequate facilities which culminated to low quality output. The complexities in educational system in the use of modern techniques in the teaching and learning have made it imperative for teachers to attend workshops, seminars to improve their teaching method. This is the fact that students in public primary schools in Oredo Local Government Area of Edo State are not performing well due to low quality inputs from their teachers. Quality assurance and quality control which are tools of ensuring the employment of qualified teacher and the availability of facilities that are needed in ensuring quality education in Oredo Local Government Area of Edo State have not yet be put in place.

The low quality output has constituted a problem for the fact that students are no more finding it easy to cope with their private school counterparts, and choose to transfer from public to private schools where qualified teachers, adequate facilities and proper management have been guaranteed.

Objectives of the Study

The study sought to assess the extent of adherence to quality assurance practices in public secondary schools in North Central State of Nigeria. Specifically, the study sought to;

1. Examine the contribution of quality assurance practices to school leadership in ensuring quality education in public primary schools.
2. Ascertain the extent to which quality assurance practices raise the standard of facilities in public secondary schools.
3. Ascertain the extent to which quality assurance practices raise the standard of learning environment in public secondary schools.

Research Questions

1. What are the contributions of quality assurance practices to school leadership in ensuring quality education in public primary schools in Oredo Local Government Area of Edo State?

2. To what extent do quality assurance practices raise the standard of facilities in public primary schools in Oredo Local Government Area of Edo State ?
3. To what extent does quality assurance practice raise the standard of learning environment in public primary schools in Oredo Local Government Area of Edo State Oredo Local Government Area of Edo State?

Significance of the Study

In the practical significance, this study will be beneficial to students, teachers and principals of the schools. The finding of the study will also guide the students to be comfortable with adequate classrooms and modern equipment and facilities. The findings will boost the students' morally and academically and stand to compete with their private counterparts in both internal and external examinations.

The finding of the study will guide the teachers who have been employed with low qualifications to upgrade their certificates. It will also enable them to embark on workshops, seminars and conferences where they will be upgraded to new techniques of teaching the students.

The findings will guide the principals in using modern techniques and equipment in planning and organizing school activities. Quality assurance was made for

standardization; therefore, the necessary facilities that are needed will be put in place to ensure effective administration of schools.

This study will also be of immense benefit to other researchers who intend to know more on this study and can also be used by non-researchers to build more on their research work. This study contributes to knowledge and could serve as a guide for other study.

Scope/Limitations of the Study

This study focused on the assessment of internal quality assurance practices in selected primary school in Oredo local government area of Edo state. The geographical location of this study is in Oredo local government area of Edo state. Teachers and Head Teacher in Local Government will be used for This study

Limitations of study

- 1. Financial constraint:** Insufficient fund tends to impede the efficiency of the researcher in sourcing for the relevant materials, literature or information and in the process of data collection (internet, questionnaire and interview).
- 2. Time constraint:** The researcher will simultaneously engage in this study with other academic work. This consequently will cut down on the time devoted for the research work.

Definition of Terms

Quality: it's the standard of something as measured against other things of a similar kind; the degree of excellence of something.

Practices: it is the actual application or use of an idea, belief, or method, as opposed to theories relating to it.

Quality Assurance: Quality Assurance in Education (EQA) is a process of monitoring, assessing, evaluating and reporting objectively based on agreed quality standards, all aspects of school life to ensure that acceptable standards are attained, maintained and improved upon continually.

Public primary School: Middle schools, or junior high schools, are schools that span grades 7, 8, and sometimes 5, 6 and 9, which straddle primary and secondary education. Upon arrival in middle school or junior high school, students begin to enroll in class schedules where they take classes from several teachers in a given day.

Assessment: In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related and relevant literature. The review of the literature is conducted under the following sub-headings.

- ❖ **Theoretical Framework**
- ❖ Concept of Quality Assurance
- ❖ Quality assurance approaches
- ❖ The Role of Internal Quality Assurance In Primary Education
- ❖ Challenges of Internal Quality Assurance in Schools
- ❖ Summary of the Review

Theoretical Framework

Quality assurance in higher education of Bangladesh. Major factors that determine the quality of higher education include teaching performance and teachers' development, academic policy environment, students' development and evaluation processes and adjustability of the institutions with changes. Each of the factors is again influenced by some other sub-factors which keep special importance. The framework in the present study suggests to make integration among all the factors and sub-factors for smooth

functioning of education systems and to attain quality for which the application of coherent operations between tripartite institutions at the macro and international level and individual academic institution at the micro level is required. The notable tripartite institutions are apex government institutions as facilitating and controlling agent like Ministry of Education and University Grants Commission of Bangladesh, Accreditation Council-to be formed by the government-as an independent body or autonomous professional institution at the national and regional levels like AMDIB and AMDISA and finally self regulatory agency comprising of vice chancellors from different public and private universities of Bangladesh. However, to solve the problems arise in applying the suggested framework to attain the quality assurance objectives cooperative and congenial interactions among the institutions at all levels might be suggested for long run survival and attainment of competitive advantage by the institutions.

Quality Assurance in Nigeria is a paradigm shift from the former practices of school inspection to a monitoring and evaluating process that provide a new operative mode of evaluation. It ensures that evaluation processes and practice are carried out according to set standards that bring about improvement in outcomes for learners. Education quality assurance involves a systematic monitoring, evaluating, regulating and reporting of educational programmes and practices to ensure that

acceptable standards are attained and maintained. It is a dynamic process that provides the needed guidance and support to schools for improved learning outcomes for learners. The process is open as the same quality standard and indicators are used for external and internal evaluations and are made known to all stakeholders.

Quality assurance involves the systematic review of educational programmes and processes to maintain and improve their quality, equity and efficiency. While the design of quality assurance mechanism (tools, processes and actors) varies across national contexts, their common objectives is to improve teaching and learning with the ultimate goal to support the best outcomes for learners.

Quality Assurance Approaches

Quality assurance approaches can include the mechanisms that are external and internal to schools. External mechanisms may include national or regional school evaluations and, or large-scale student assessment. Internal mechanisms may include school self-evaluation, staff appraisal and classroom-based student assessment. These mechanisms have different but complementary purposes. Ideally, they are part of a coherent, integrated system, with the different mechanisms supporting and reinforcing each other. This kind of productive synergy can ensure a clear focus on school development,

providing data on aspects such as school climate and well-being of all members of the school community, effective teaching and learning and the impact of innovations.

External quality assurance is the process of ensuring that assessment and process of Internal Quality Assurance activities have been conducted in a consistent, safe and fair manner. External Quality Assurance is carried out by the Quality Assurer of the awarding body. The External Quality Assurance process guarantees that the learners who have been registered with that awarding body are currently receiving or had received a quality service.

Quality Assurance is very important for accountability as well as to support on-going development of schools and of teaching and learning. Well-functioning systems have mechanism to support and balance vertical and horizontal internal and external accountability, Quality assurance that is focused on development, support school to adopt changing needs of the learners.

Quality of education is often considered an indefinable construct that is nebulous and at best abstract. Adegbesan (2011) points out that product in education is different from product in industry since the later is “a definable and tangible item (output) manufactured according to specification”. However,, the fact that even the uneducated lament the poor quality of education is an indication that there must be something tangible with which to

assess the quality of education. Therefore, quality education, according to Mosha (1986) is measured by the extent to which the training received from an institution enables the recipient to think clearly, independently and analytically to solve relevant societal problems in any given environment.

As part and parcel of school plant administration, previous researchers stated that maintenance of facilities as among quality assurance practices is directed towards enhancing effective teaching and learning for the attainment of educational goals.

Internal school quality assurance practices in this context entails effective organization and control of academic programmes or school activities and administration provision, utilization, maintenance and replacement of school physical facilities in accordance with minimum national standard of Benchmark Minimum Academic Standards (BMAS). Internal school quality assurance practices are directed to meet the global best practices as well as achieving the goal of the primary education, internal school quality assurance practices remain crucial in the management of primary school to promote student attitude toward academic activities and for the achievement of educational goals in general, among others the effectiveness in primary system reflects in the student positive attitudes towards academic activities.

In this study, the researcher is of the opinion that internal quality assurance practices may have a relationship with student attitude toward academic activities since quality assurance is directed at developing and sustaining standards and educational goals achievement in which all the student teaching and non-teaching staff and those at the administrative positions in the school aspire to achieve. The Federal Republic of Nigeria (FRN 2008) emphasized that infrastructural decayed, obsolete facilities, poor teaching quality curriculum implementation, examination malpractice and maladministration are indication of poor state of education in Nigeria. The same source stated that the strategies proposed for quality assurance are centered on five critical education issues which include policy, coordination, educational input (infrastructural facilities, instructional materials, ICT etc.), process issues arising from implementation of educational programmes and services benchmark and setting of educational standards as well as assessment, monitoring and evaluation issues. Where these education issues are not fully in place, the situation culminated in poor quality of primary school graduates. Therefore, the present study addresses internal school quality assurance practices in terms of maintenance of facilities, curriculum implementation and examination administration. Maintenance of facilities in keeping of school facilities in state of readiness to be put in to use at all times by both staff and students to promote teaching and learning. As the name implies, curriculum implementation has to do with interpreting and explaining the

contents of a curriculum in such a way that it brings about changes in behaviour of the students, curriculum implementation as internal quality assurance practices is part of administrative responsibilities. Asuqua and Edet (2019), emphasized that overtime curriculum implementation performs different and commentary function. Asuquo, Ekoph & Eton (2018); Urick (2011) as cited in Zainuddin and Subri (2017) asserted that maintenance of facilities is crucial in keeping student and teachers comfortable as well as facilitating effective teaching and learning processes Ohakamike – Obeka (2016) noted that poor condition of school facilities make students to generate a negative attitude with respect to academic performance. The author recommended that school building should be renovated to enhance student positive attitude for better performance. Ramli & zain (2018) found that teaching aids, library facilities, sport facilities and other infrastructure significantly impacted positively in student academic achievement. The result of study by Fadahunsi et al. (2019) showed that proactive maintenance, improvement in health and safety, conducive academic environment and quality services were the benefits of adopting facilities management practices in schools.

The boundaries of instructional programmes and activities and how they should be implemented are stipulated in the curriculum (Gorur & Babadogan 2021). Curriculum is an embodiment of all educational programmes/activities consciously designed and directed towards enabling learners to acquire base skills knowledge, competence and to

be self-reliance in order to be able to function effectively and contribute meaning fully to society (Mkpa & Asuquo 2019), Esu, Erukana and Umosen (1998) describe curriculum implementation as the execution of putting in effect of curriculum plan or programme. According to Bicknell (2009), a curriculum taught by a well-trained teaching staff and supported by a meaningful assessment program is likely to yield result, curriculum implementation are step taken to determine how best its content could be put into practice by way of teaching and learning at all levels of achieving educational set goals and objectives.

In this study, the last aspect of internal school quality assurance practice is examination administration Omore and Asuquo (2017) opined that in order to keep pace with standard in education institution managing examination administration becomes inevitable. The author further asserted than examination administration is the purposeful application of quality management technique such as quality control and quality assurance by managers of primary schools to ensure effectiveness and efficiency before, during and after examination, this must be done with purposeful application of quality management techniques to deem necessary by the management before during and after examination.

The literature reviewed in this work expose the researchers to thorough grasp of variables that correlate with students and performance. However, in the course of literature

reviewed the researchers were able to identify a gap. For instance, previous studies reviewed examined quality assurance practices with relation to attainment of school goals and academic performance. For these reasons, present study on internal school quality assurance practices maintenance of facilities, curriculum implementation and examination administration and students' attitude towards academic activities is justified to fill the gap in the literature.

The developmental history of quality assurance in primary education in Nigeria began in 1842 when the Wesleyan Methodist society opened up a Christian mission station at Badagry in Lagos state. The Christian missionaries pioneered the provision of primary and indeed formal education in Nigeria. In fact, these missionaries built, equipped and managed schools and colleges single-hariedly for over two decades (Ejiogu, 1986). The colonial government was definitely indifferent. Taiwo (1982) noted that during this period of Christian mission monopoly of educational organization and management, there was no distinction between a school teacher and a church catechist, for the teachers, was basically an evangelist more than anything else.

The government made its first formal entry into the educational sector in 1882 when it came up with an ordinance regulating education in the Gold Coast colony which Lagos is part of. This was followed by a number of other ordinances and education codes,

particularly those of 1887, 1903, 1916 and 1926. The 1926 education code created a register for teachers in Nigeria so that only those who were properly registered would be allowed to teach at all. The office of voluntary agency school inspectors was also to ensure that monitor quality by this code. It also awakened teachers to a realization that theirs was a secular job and not essentially religious and consequently to look up to the government for needed assistance rather than heaven only (Ejiogu 1886).

Primary education was popularized in 1948 when the United Nations General Assembly made a “Universal Declaration of Human Rights which stated that “Primary education shall compulsory and free”. Thus, Universal Primary education became a Nigerian phenomenon like the rest of the world. Shortly before independence, the western and eastern regions respectively embarked on programmes to make primary education free and by 1970s, the wind of U.P.E blew across the length and breadth of Nigerian (Fafunwa, 2003). primary school environment in the west had risen appreciably. While yje pursuit of quality was the goal of the scheme, the extent to which this goal was attained failed to fully meet expectations. The preponderance of untrained and uncommitted teachers, too large classes, unsatisfactory syllabus and inadequate supervision of schools constituted the bane in the system.

The Role of Internal Quality Assurance In Primary Education

Quality assurance is an umbrella concept for host activities that are designed to improve the quality of the primary education system. It embraces all the functions of the school including such activities as teaching, caring, staffing pupils, building, facilities and child development concern for quality assurance.

Primary education is most desirable for the fact that it serve as foundation for all other levels of education, if the foundation is destroyed what can the builders do? Ijaya [2010] opined that an educational system's worthiness lies in its capability to continuously serve its customers, [pupils/students, parents, employers the society] better and remain relevant. While quantity in primary education is concerned with getting as many children of school age to school in large number within the shortest time allowed, quality answers the questions: What manner of education? How good or bad are the product?

The utility value of quality assurance can be seen through the provision of information to the public and other interested parties about the worth of the primary education delivery system. It equally ensures accountability in respect of the investment of public funds (Okebu Kola et al, 2007). Quality assurance is about ensuring that the school is performing the best that it can. It is not about compliance with regulations or counting textbooks but about quality of the work of a school and its implication on pupils.

Okebukola (2010) proposed a system approach to quality assurance. This demands that dimensions of input, process and output should be the focus. The input segment includes pupils, teaches curriculum and facilities. On the process side, emphasis is on efficiency, evaluation procedure and management practices. The output includes the quality of primary school leavers as well as the system's external efficiency.

Challenges of Internal Quality Assurance in Schools

Observation shows that head teachers who are the internal supervisors appear not to be bothered about ways and manners in which teachers discharge their duties, most especially those schools that are located in rural areas. Probable reason for this might be due to the exposure to seminars, workshops and conferences on modern supervisory techniques that headmasters in school located in urban centers have over their counterparts in the rural area or because their activities are closely monitored by the primary school supervising agencies than those in the rural areas.

The head teachers appear not to supervise their teachers job performance in relation to the contents and methods used in implanting the curriculum and this could be inimical to the attainment of educational goals. Curriculum is a powerful tool used by the school to actualize the educational objectives of a nation. Thorng'' [2013] affirmed that it is through curriculum that ideas concepts and theories are translated into practice, into the

teaching, learning and assessment programmes that form the day- to-day experience for educators at all levels. It could be inferred from Thorng's assertion that effective curriculum implementational is one of the important functions of a head teacher if the goals for which the school stands are to be achieved. Although it is the teachers that would implement the curriculum, but it is imperative that head teachers should supervise the How, when, where and why of the implementation process in order to ensure a positive teaching- learning processes because, it is generally believed that effective curriculum implementation cannot take place in a school where the head teacher does not accord importance to instructional supervision.

The quality of teachers preparation for his/her lesson is crucial to helping pupils reach high academic to standards, yet some enter classrooms unprepared. Some teachers appear to shirk their responsibilities by not writing scheme of work, lesson notes, diaries among others as and when due, lesson note which serves as a blueprint containing what to be taught objectives to be achieved steps to be involved as well as essential note to be made available and consulted during teaching, but some teachers appear not to bother about going to class with well prepared lesson note.

Teachers' efficiency in relation to their punctuality and regularity in class is another variable that needs to be supervised by head teachers if the goals for which the school

stands are to be achieved. Okpilike in Buhari [2014] contented that teacher exhibit various forms of indiscipline such as lateness to school, lack of preparation for classwork, absenteeism among others and concluded that the shift in the value system has permeated the school system. Observation shows that some teachers especially those in rural areas appear not to be punctual in class, let alone being regular. Some teachers come to school and classes at their convenient time while some engage in their personal businesses, some even work in their farm at the expense of teaching the learners. All these and other irregularities among teachers are possible probably because of the low-quality assurance measures put in place in schools. Be it as it may, it is essential that adequate quality assurance measure be put in place to checkmate teachers' internal efficiency so that goals of the schools could be achieved.

Guiding principles of internal Quality Assurance in schools.

Quality assurance is important for accountability as well as to support ongoing development of schools and of teaching learning. Well-functioning system have mechanisms to support and balance vertical and horizontal, internal and external accountability. Quality assurance that is focused on development but also innovation, that is, the development or experimental testing of approaches in different context to support quality, equity and efficiency.

Summary of the Review

In this study, the researcher is of the opinion that internal quality assurance practices may have a relationship with student attitude toward academic activities since quality assurance is directed at developing and sustaining standards and educational goals achievement in which all the student teaching and non-teaching staff and those at the administrative positions in the school aspire to achieve. The Federal Republic of Nigeria (FRN 2008) emphasized that infrastructural decayed, obsolete facilities, poor teaching quality curriculum implementation, examination malpractice and maladministration are indication of poor state of education in Nigeria. The same source stated that the strategies proposed for quality assurance are centered on five critical education issues which include policy, coordination, educational input (infrastructural facilities, instructional materials, ICT etc.), process issues arising from implementation of educational programmes and services benchmark and setting of educational standards as well as assessment, monitoring and evaluation issues. Where these education issues are not fully in place, the situation culminated in poor quality of primary school graduates.

CHAPTER THREE

METHODOLOGY

This chapter discussed the various methods used in the study. It contained and explained the following:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design for this study was the descriptive survey research design. The descriptive survey is a survey method where data is collected using questionnaire or interviews, and the sample selected after being analyzed is generalized to represent the entire population. The design was deemed appropriate because it was used to collect accurate data from teachers perception of internal quality assurance in school and effect

on teaching and learning in selected primary school in Oredo Local government, Edo State.

Population of the Study

This study involves the assessment of internal quality assurance practices in school the population of the study was a total eight six (86) Primary school in the 3 zones in Oredo Local Government Area Edo State

Sample and Sampling Technique

The sample of this study comprised of one hundred (100) teachers drawn from five (5) Primary school from each of the 3 zone in Oredo LGA of the Benin metropolis, using the simple random sampling technique. All members were drawn randomly at the various zone where the respondents were approached for participation in the study.

Research Instrument

The instrument used in gathering data was a carefully crafted fixed-response questionnaire to elicit responses from the sampled teachers. The questionnaire contained well-structured questions to obtain the responses and views of the respondents on the subject matter.

The questionnaire was divided into two (2) sections. Section A was designed to obtain socio-demographic information on respondents. Section B contained twenty (20)

fixed-response questions for measuring the perception of teachers on the relevant issues which formed the objectives of this study. The respondents were therefore required to provide their response in line with the four-scale likert format adopted for the study, by simply ticking appropriately their responses to each item.

Validity of the Instrument

The questionnaire used for this study was thoroughly scrutinized by the project supervisor and two other experts for face and content validity. Their corrections were used for the final draft of the questionnaire.

Reliability of the Instrument

To ascertain the reliability of the research instrument, the instrument was administered to ten (10) teachers in Oredo not included in the study. Scores from administration were subjected to Cronbach Alpha reliability and a reliability coefficient of 0.64 was obtained.

Method of Data Collection

The questionnaires distributed were collected by the researcher on the same day of administration.

Method of Data Analysis

Frequency and percentages was adopted in the presentation and analysis of the data generated for the study. A computer statistical tool (SPSS) was used for analysis of the data gotten from the field and a Mean benchmark of ≥ 2.5 was used to items agreed to, while a Mean benchmark of < 2.5 indicated items not agreed to.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDING

In this chapter the data collected were analyzed using percentage and frequency count.

The questionnaire on the Assessment of Internal Quality Assurance Practices In selected Primary School In Oredo Local Government Area of Edo State

PRESENTATION OF RESULTS

Demographic Data

Table1: Distribution of Respondents based on Sex

SEX	FREQUENCY	PERCENTAGE%
Male	45	35
Female	65	65
TOTAL	100	100

The above table shows that 35% of the respondents were male, while the remaining 65% were female. This implies that there were more females than males in the sampled respondents.

The higher percentage of females in primary secondary schools shows that parents now enroll their female children into Primary secondary schools unlike before when the secondary schools are largely populated by males.

Research Question1: What are the contributions of quality assurance practice s to school leadership in ensuing quality education in public primary school in Oredo LGA*

Table 2: To What are the contributions of quality assurance practice s to school leadership in ensuing quality education in public primary school in Oredo LGA*

S/N	Item	SA	A	SD	D	TOTAL
1	Ensure teachers punctuality to school.	32	50	3	15	100
2.	Ensure adequate number of qualified teachers in schools.	9	67	6	18	100
3.	Ensure adequate record keeping in schools.	15	55	10	20	100
4.	Facilitate the delivery of curriculum content.	4	74	5	17	100
5.	Ensuing the time allotted to activity is held to.	10	75	10	5	100
TOTAL		70	321	34	75	500

The item 1, in the table above shows that 32% of the respondents strongly agreed, 50% agreed while 3% strongly disagreed and 15% disagree that their school authority have invested much quality assurance practices in primary school leadership . This implies that most of the students agreed that their school authority have invested much into the teaching and learning in school leadership. In item 2, 9% of the respondents strongly agreed, 67% agree, while 6% strongly disagreed and 18% disagreed that the teaching of primary school is held in high esteem by their school. This means that most of the students agreed that teacher have a quality assurance is held in high esteem by their school.

In item 3, 15% of the respondents strongly agreed, 55% agreed, while 10% strongly disagreed and 20% disagreed that primary school has a subject is properly monitored by their school authority. This shows that the respondents are of the opinion that their school authority properly manage as a subject. In item 4, 4% of the respondents strongly agreed, 74% agreed, while 5% strongly disagreed and 17% disagreed that their school shows no concern as regards English Language as a subject. This implies that most of the respondents agreed that their school shows little or no concern as regards That school leadership in ensuing quality education in public primary school in Oredo Local Government Area of Edo State

Item5 of the table above shows that 10% of the respondents strongly agreed, 75% agreed while 10% strongly disagreed and 5% agreed that their school is keenly interested in the teaching of English Language. This implies that most of the respondents agreed that their school is keenly interested in the teaching and learning of English Language as a subject. It is therefore concluded that the school authority shows interest in the teaching and learning of English Language.

Research Question 2 : To what extent do quality assurance practice raise the standard of facilities in public pry school in Oredo LG

Table 4: To what extent do quality assurance practice raise the standard of facilities in public pry school in Oredo LG

S/N	Item	SA	A	SD	D	TOTAL
1.	Enhance teaching and learning by providing adequate facilities.	30	51	9	10	100
2.	Learning environment is conducive for learning.	19	17	12	52	100
3.	Maintenance of school facilities.	15	30	50	5	100
4.	provide supportive measures (availability of facilities) that will aid effective implementation of the curriculum.	16	54	8	22	100
5.	high maintenance cost , affect the available of school facilities.	26	30	40	4	100
TOTAL		106	182	119	93	500

The item 6 of the table above shows that 30% of the respondents strongly agreed, 51% agreed while 9% strongly disagreed and 10% disagree that the students poor attitude towards English Language affects their learning of the subject. This implies that most of the students agreed that their attitude towards English Language affects their learning of the subject. Item 7, shows that 19% of the respondents strongly agreed, 17% agreed, while 12% strongly disagreed and 52% disagreed that most students don't like to study English Language in their school. This shows that most students believes that most of their colleagues like to study English Language.

In item 8, 15% of the respondents strongly agreed, 30% agreed, while 50% strongly disagreed and 5% disagree that students can perform well despite their in different attitude towards English Language. This implies that most of the respondents disagreed that students can still perform well in their studies despite their in different attitude towards English Language. In item 9, 16% of the respondents strongly agreed, 54% agreed, while 8% strongly disagreed and 22% disagreed that there is strong enthusiasm for English Language among their colleagues. This implies that most of the respondents agreed that their colleagues have strong enthusiasm for English Language

Item 10 of the table above shows that 26% of the respondents strongly agreed, 30% agreed and 40% strongly disagreed while 4% disagreed that students love to learn English Language than any other subjects in their school. This implies that most of the

respondents agreed that students in their school love to learn English Language than any other subjects. It is therefore concluded that the students attitude towards English Language to Students with hearing impairment affects their learning of the subject.

Research Question4: What are the attitude of English Language teachers towards students with hearing impairment

Table 6: What are the attitude of English Language teachers towards students with hearing impairment

S/N	Item	SA	A	SD	D	TOTAL
1.	Ensures the environment is conducive for teaching and learning.	6	11	50	33	100
2.	Clearing of school compound is down regularly.	14	24	42	20	100
3.	Daily sweeping and cleaning of classrooms.	20	20	38	22	100
4.	Provision of appropriate dumping site,	60	11	13	16	100
5.	ensure dumping of refuse indiscriminately	25	28	40	7	100
TOTAL		125	94	183	98	500

The item 16 on the table above shows that 6% of the respondents strongly agreed, 11% agreed while 50% strongly disagreed and 33% disagreed that English Language

teachers in their school are not qualified to teach the subject. This implies that most of the students disagreed that the English language teachers in their school are not qualified to teach the subject. In item 17, 14% of the respondents strongly agreed, 24% agreed, while 42% strongly disagreed and 20% disagreed that government don't make provision for qualified English Language. This means that most of the students disagree that government don't make provisions for qualified English Language teachers.

In item 18, 20% of the respondents strongly agreed, 20% agreed, while 38% strongly disagreed and 22% disagreed that there are no adequate teachers to teach English Language in their school. This shows that most of the respondents disagree that there are no adequate teachers to teach English Language in their school. In item 19, 60% of the respondents strongly agreed, 11% agreed, while 13% strongly disagreed and 16% disagreed that their school provides qualified English Language teachers for them. This implies that most of the respondents agreed that their school provides qualified English Language teachers for them.

Item 20 of the table above shows that, 25% of the respondents strongly agreed, 28% agreed, and 40% strongly disagreed while 7% disagreed that government always supply their school with adequate English Language teachers. This implies that most of the respondents agreed that government always supply their school with adequate English

Language teachers needed in each school. Therefore, it is concluded that government provides adequate English Language teachers in secondary schools.

Discussion of the Findings

The study revealed a significant relationship between quality assurance and teachers' internal efficiency. This implies that there is the likelihood of achieving success by headmasters who strive to monitor teachers' activities and as well ensuring that all activities are geared towards overall success of the school. Probable reason for this might be because of the general belief that instructional supervision which is perceived as a tool of quality control in the school needs to be used as and when due by headmasters in order to attain school goals. This finding is in congruence with Chika, Enueme and Ebele (2008) and Ekaette and Eno (2016) who all contended a positive connection between supervision and teachers' job performance. The study also revealed a significant difference in the quality assurance measures provided in rural and urban schools. This might be due to the general belief that schools located in urban centers have edge over those in the rural areas in terms of access to modern quality assurance measures such as attending and participating in workshops, seminars and conferences among others than their counterparts in the rural areas. The finding corroborates that of Bowman

(2002) who reported that schools in the inner part of the city are very different in many areas from those located in the suburb. The study equally revealed a significant difference between the internal efficiencies of teachers in rural and urban schools. This might be due to the fact that schools in the urban centers are regularly inspected by designated officers than their counterparts in the rural areas.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents a summary of the major findings, conclusion and recommendations of this study.

Summary

Based on the data analysis, the summary of major findings of the study are as follows. Principals in private secondary schools practice internal quality assurance with regards to quality care, guidance and safety to great extent while their public secondary school counterparts practice same to low extent. Principals in private secondary schools practice internal quality assurance with regards to effective school leadership to great extent while in public secondary schools practice same to low extent.

There is significant difference in the mean ratings of principals in public and private secondary schools on the extent they ensure that students are provided with quality care, guidance and safety. There is significant difference in the mean ratings of principals in public and private secondary schools on the extent they ensure that school leadership focus effectively on learners learning and achievement

Conclusion

The findings of this study have led to the conclusion that quality assurance is a critical variable of internal efficiency among primary school teachers. This is evidenced in the findings which revealed that headmasters that supervise their teachers' activities as and when due pave way for enhancing teachers' job performance. This could in turn boost students' academic performance and subsequently, attainment of school goals.

Recommendations

The following recommendations were made based on the findings:

1. Supervising agencies of primary education should closely monitor teachers' activities, especially those in the rural areas in order to boost their internal efficiency.
2. Induction courses, workshop and conferences should be organized on a regular basis by the government in general and the State Universal Basic Education in particular for primary school administrators, most especially those in the rural areas on the various ways through which their teachers' activities could be monitored in order to actualize school goals.

REFERENCES

- Adewumi, S.A. (2000). The Relationship between Supervisory Climate and Teacher-Student performance in Oyo state Secondary Schools. Unpublished Ph.D Thesis. University of Ibadan.
- Ajayi, T. & Adegbesan, S.O. (2007). Quality Assurance in Teaching Profession. Paper Presented at a Forum on Emerging Issues in Teaching Professionalism in Nigeria.
- Arogundade, B.B. (2009). Fundamentals of School Supervision. Ado-Ekiti: Greenline Publishers.
- Blumende, R.S. (2001). Making Schools Effective in Nigeria. *Journal of Education Research*, 5(1)
- Buhari, R.O. (2014). In Okpilike eds, Principals' Administrative Strategies and Teachers' Job Effectiveness as Correlates of Secondary School Students Academic Performance in South-western States of Nigeria. Unpublished Ph.D Thesis, Ekiti State University.
- Chika, P., Enueme & Ebele, J.E. (2008). Principals' Instructional Leadership Roles and Effect on Teachers' Job Performance. A Case Study of Secondary Schools in Asaba Metropolis, Delta State, Nigeria, 16(1), 15.
- Ekaette, E.I. & Eno, E. (2016). Principals' Instructional Supervision and Teachers' Effectiveness. *European Centre for Research Training and Development*, 4(7), 99.
- FRN, (2004). Nigeria Policy on Education. *Nigeria Education Resource and Development Council (NERDC)*, Lagos.
- Mkpandiok, A. (2007). Quality Assurance of Secondary Schools in Akwa-Ibom States, Uyo. University of Uyo Printing Press.
- Ocho, L.O. & Nwangwu, I.O. (2011). Fundamentals of Primary and Secondary School Personnel Administration. Enugu: New Generations Ventures Limited.

- Ogunsaju, S. (2004). *A Guide to School Effectiveness in Nigeria*. Ibadan: Laville Publications.
- Okeniyi, C.M. (1995). *Relationship between Leadership Problems and School Performance in Oyo State Secondary Schools*. Unpublished M.Ed Thesis, University of Ibadan.
- Olaniyan, A.O. (1999). *Principal Preparation, Selection and Leadership Roles: Teachers and Teaching in Nigeria*. Benin: Fiesta Press.
- Oyedeji, B. (1998). *Management in Education: Principles and Practice*, Lagos: ARAS Publishers.
- Oyewumi, C.F. & Fatoki, O.R. (2015). Quality Assurance in Teachers' Education in Kwara State: Challenges and the Way Forward. *Merit Research Journal of Education and Review*, 3(2), 121.
- Thorng, C. (2013). Ci6112 Week 8 – Curriculum Implementation. The *MERLOT Journal of Online Learning andn Teaching (JOLT)*, <http://jolt.merlot.org>

APPENDIX I
UNIVERSITY OF BENIN
FACULTY OF
EDUCATION

**DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL
TECHNOLOGY**

Dear Respondent,

The researcher is an undergraduate of the above-named institution and is currently researching

QUESTIONNAIRE ON Assessment of Internal Quality Assurance Practices In Selected Primary School In Oredo Local Government Area Of Edo State

This research is purely for academic purposes, as such providing genuine and honest responses by assisting to provide answers to the question below. The information obtained will be treated as confidential.

Thank you.

Section A (Demographics)

Please tick where appropriate.

1. Sex: Male [] Female []
2. Academic Qualifications TC2 () NCE () B.Ed ([) MSc
3. Age 20 - 26 () 26 - 30 - 40 () 40 and above ()

Section B

S/N	ITEMS	SA	A	D	SD
-----	-------	----	---	---	----

	What are the contributions of quality assurance practice s to school leadership in ensuing quality education in public primary school in Oredo LGA*				
1.	Ensure teachers punctuality to school.				
2.	Ensure adequate number of qualified teachers in schools.				
3.	Ensure adequate record keeping in schools.				
4.	Facilitate the delivery of curriculum content.				
5.	Ensuing the time allotted to activity is held to.				
	To what extent do quality assurance practice raise the standard of facilities in public primary school in Oredo LGA				
6	Enhance teaching and learning by providing adequate facilities.				
7	Learning environment is conducive for learning.				
8	Maintenance of school facilities.				
9	Provide supportive measures (availability of facilities) that will aid effective implementation of the curriculum.				
10	Learning environment s conducive for learning				
11	Availability of school facilities				
12	Availability of learning materials				

13	Inadequate maintenance of school facilities.				
14	Sanction students that destroy school facilities				
15	Facilitate break down of curriculum of the curriculum into simple form.				
	To What extent Does quality assurance practice raise the standard of learning Environment in public primary school in Oredo LGA				
16	Ensures the environment is conducive for teaching and learning.				
17	Clearing of school compound is down regularly.				
18	Daily sweeping and cleaning of classrooms.				
19	Provision of appropriate dumping site,				
20	Prevent dumping of refuse indiscriminately				