

IMPACT OF QUALITY ASSURANCE ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN KWARA STATE, NIGERIA

BY

Ibrahim-Olojoku Aminat Toyin & Yusuf Suleiman

Department of Educational Guidance and Counselling, Al-Hikmah University, Ilorin, Nigeria

Email: aminatibrahimolajoku@gmail.com

Abstract

This study investigated the impact of quality assurance on students' academic performance in public senior secondary schools in Kwara State, Nigeria. To determine the impact of quality assurance on students' academic performance, six (6) research questions and four (4) research hypotheses were developed and put to the test. This study employed a descriptive survey as its research design. The population comprised all the teachers in public senior secondary schools in Kwara State. The sample comprised of 220 respondents who were selected using multistage sampling technique. One researcher-constructed instrument was used to gather data. This was "Quality Assurance Strategies Questionnaire" (QASQ). Data collected were analyzed using frequency, percentage, mean, standard deviation and Pearson Product Moment Correlation statistical method to ascertain the objectives of the study. The results showed that public senior secondary schools in Kwara State maintain standards and quality through effective monitoring, supervision and evaluation process. The results also indicated that supervisors inspect public senior secondary schools in Kwara State thrice within a session (57%). The result further proved that there is a significant relationship between quality assurance and students' academic performance in Kwara State public senior secondary schools ($r_{cal} = 0.681 > r_{tab} = 0.195$). The results showed a significant relationship between quality assurance and instruction in Kwara State public senior secondary schools ($r_{cal} = 0.530 > r_{tab} = 0.195$). The study concluded that quality assurance has positive influence on students' academic performance in public senior secondary schools in Kwara State. The study suggested that in order to attain quality standards in the educational system, the government should further enhance quality assurance in Kwara State senior public senior secondary schools. This would significantly raise the caliber, norm, and performance of students in both internal and external examinations.

Keywords: Quality assurance, impact, academic, performance, senior secondary schools

Introduction

Education can be defined as a way of imparting or acquiring general knowledge, developing the powers of reasoning and judgement, and generally way of preparing oneself or others intellectually for mature life (Adegbola, 2022). Education referred to as the socially structured and controlled process of continuously passing down socially relevant experiences from one generation to the next by enrolling in a training programme offered by educational institutions. Education is the greatest force that can be used to bring change into a society for social and economic development (Hastrup, Ahimie & Adeniyi, 2022). However, about twenty years ago, it became clear that such interpretation of education has significant defects (Aslanbek, 2017). Quality assurance (QA) refers to as an established procedure that support and ensure effective delivery of educational services (Kontio, 2012). From a conceptual standpoint, QA refers to performance measures created by the authorities for evaluating the performance of educational institutions with the aim of ensuring that the learning outcomes meet the needs of each society (Igborgbor, 2012; Onyesom & Ashibogwu, 2013). Quality assurance involves the systematic review of educational provision to maintain and improve its quality, equity and efficiency. It encompasses school self-evaluation, external evaluation (including inspection), the evaluation of teachers and school leaders, and student assessments. The essence of QA is to enhance the effectiveness of education system towards achieving set standards (Onyesom & Ashibogwu, 2013).

An effective quality assurance system in educational institutions will benefit students both directly and indirectly (Khatri et al., 2024). The quality assurance system, which is often executed through a rigorous auditing procedure, has both direct and indirect consequences. Transparency, effective learning, status enhancement, and social integration of institutions are examples of direct benefits while impacts, such as motivation and excellent connections among organizations, are example of indirect consequences (Oktarina et al., 2023). Furthermore, QA is a powerful instrument in policy circles that helps decision-makers identify the needs of the country's education system, evaluate innovative methods to problem-solving, and gauge how well policies and initiatives are working. Establishing excellent standards for secondary education is the State's top objective for quality assurance. These objectives can only be met if the educational system is supported by high-quality instructors and students, as well as by government policies, school curriculum, and infrastructure. In the educational system, high-quality students translate into good results. A quality teacher is one who monitors pupils' performance in relation to curriculum standards and ensures formative assessment. Important components of quality assurance in secondary schools also include the way these inputs are handled from the start of an educational programme to its conclusion and the caliber of evaluation of all teaching-learning activities. Despite the fact that more pupils are attending secondary schools, secondary education clearly seems to be a weak link in many countries' educational chains (Aslanbek, 2017).

The most striking measures of a nation's educational standing are its literacy rate and the caliber of its school graduates. Despite the proliferation of schools and the public's ongoing awareness of the value of education spending, schools today continue to have deficiencies in the quality of instruction, which has a significant negative impact on students' academic performance. However, to tackle the unimpressive performance of students, effective quality implementation of assurance strategies is perhaps a means of assessing and ensuring the needed improvements expected in public secondary schools. For this reason, monitoring, supervision and evaluation is perceived as veritable measures used to determine whether the process or product meets the desired goals in terms of students' academic performance and quality teachers (Yusuf, 2016). Also, it is imperative to note that quality assurance is central towards achieving the desired goals and objectives of any given educational organization. Therefore, this study was carried out to investigate the impact of quality assurance on students' academic performance in public senior secondary school in Kwara State, Nigeria.

Purpose of the study

The purposes of this study were to:

1. Identify the quality assurance indicators in public senior secondary schools in Kwara State
2. Investigate the relationship between curriculum of instruction and students' academic performance in public secondary school in Kwara State
3. Assess the impact of teachers' quality and students' academic performance in public senior secondary schools in Kwara State
4. Examine the relationship between infrastructural facilities and students' academic performance in public senior secondary schools in Kwara State

Research Questions

The following questions were answered in this study:

1. What is quality assurance in public senior secondary schools in Kwara State?
2. How many times do supervisors inspect public senior secondary schools in Kwara State within a session?
3. What is the impact of curriculum on students' academic performance in public senior secondary schools in Kwara State?
4. What is the impact of instruction on students' academic performance in public senior secondary schools in Kwara State?

5. What is the relationship between teachers' quality and students' academic performance in public senior secondary schools in Kwara State?
6. What is the relationship between infrastructural facilities and students' academic performance in public senior secondary schools in Kwara State?

Research Hypotheses

The following research hypotheses were formulated to guide this study:

Main hypothesis

Ho: There is no significant relationship between quality assurance and students' academic performance in Kwara State public senior secondary schools.

Operational Hypotheses:

Ho₁: There is no significant relationship between curriculum of instruction and students' academic performance in public senior secondary schools in Kwara State.

Ho₂: There is no significant relationship between teachers' quality and students' academic performance in Kwara State public senior secondary schools.

Ho₃: There is no significant relationship between infrastructural facilities and students' academic performance in Kwara State public senior secondary schools.

Methodology

The research design adopted for the study was descriptive survey method. The population for the study comprised of 1159 teachers including principals of 39 public senior secondary schools in Ilorin West Local Government Area of Kwara State, Nigeria. The samples of the study comprised of respondents with 220 teachers in 20 public secondary schools in Kwara State. Twenty (20 public senior secondary schools with 11 teachers were selected from each using simple random sampling technique for both. This was done through dip-hat method. Thus, making selection where every member had equal chance of being selected. One principal in each of the schools was included in the sample, while 10 teachers were selected from each school using simple random sampling technique. In all, the total number of respondents used were 220.

The research instrument used was questionnaire. One researcher-constructed instrument was used to gather data. This is 'Quality Assurance Strategies Questionnaire' (QASQ). The QASQ was based on 33-item questions with various strategies employed for quality assurance in the school system, The QASQ was divided into two sections; "A" and "B". Section A contained the socio-demographic information of the respondents while section B contained items designed various strategies employed for quality assurance as well as how the strategies have impact on students' academic performance in public senior secondary schools in the State. A four-points Likert type of techniques was used as options for the questionnaire ranging from Strongly Agree, Agree, Strongly Disagree to Disagree to collect data. The scoring range started from 4 points for strongly agree (SA), 3 points for Agree (A), 2 points for strongly disagree (SD), and 1 point for Disagree (D) respectively.

The validity of the instrument was carried out by researchers of the study and experts in the Department of Educational Management, Al-hikmah University, Ilorin for both face and content validation. Their observations, comments and recommendations were effected which improved the focus of the research instruments. The reliability of the instruments was determined using test-retest method. The researchers administered the questionnaires to a group of respondents that are not part of the target public senior secondary schools in Kwara State. The two scores

obtained in the two administrations were subjected to Pearson Product Moment Correlation Coefficient and reliability coefficient was established.

For effective and efficient data collection of the instruments, the researchers visited the selected schools for the study and they sought for permission from the appropriate authorities. The questionnaires were administered personally by the researchers and two trained research assistants. The researchers retrieved the questionnaires immediately after completion to avoid bias. A number of statistical tools such as frequency, mean, percentage scores, standard deviation were used to analysed the research questions raised and Pearson Product Moment Correlation Coefficient was used in testing the formulated hypotheses at 0.05 level of significance.

Data Analysis and Results

Research Question 1: What is quality assurance in public senior secondary schools in Kwara State?

Table 1 revealed that 42% of the respondents agreed that quality assurance in public senior secondary schools in Kwara State is based on students' academic performance, 25% of the respondents agreed on curriculum, 20% of the respondents agreed on teachers' quality and 13% agreed on infrastructural facilities.

Table 1: Percentage Distribution of quality assurance in public senior secondary schools in Kwara State

Variables	Frequency	Percentage 100%
Students'academic performance	93	42
Curriculum of instruction	54	25
Teachers' quality	44	20
Infrastructural facilities	29	13
Total	220	100

Research Question 2: How many times do supervisors inspect public senior secondary schools in Kwara State within a session?

Table 2 indicated the number of times supervisors inspect secondary schools within a session in Kwara State public senior secondary schools. A total of 30 respondents representing 14% agreed that supervisors inspect their school once a session, 48 (22%) agreed on twice a session, 126 (57%) agreed on thrice a session and 16 (7%) indicated not at all. The implication of this is that supervisors inspect secondary schools within a session frequently in Kwara State public secondary schools.

Table 2: Percentage Distribution of times supervisors inspect public senior secondary schools in Kwara State

Responses	Frequency	Percentage %
Once	30	14
Twice	48	22
Thrice	126	57
Not at all	16	7
Total	220	100

Research Question 3: What is the impact of curriculum on students' academic performance in public senior secondary schools in Kwara State?

Table 3 revealed information on impact of curriculum on students' academic performance in public senior secondary schools in Kwara State. The analysis indicated that 166 (75%) of the respondents agreed that curriculum has impact

on students' academic performance in senior secondary schools in Kwara State, while 54 (25%) of the respondents disagreed. This implies that curriculum has impact on students' academic performance.

Table 3: Percentage Distribution of curriculum impact on students' academic performance in public senior secondary schools in Kwara State

Responses	Frequency	Percentage %
Agree	166	75
Disagree	54	25
Total	220	100

Research Question 4: What is the impact of instruction on students' academic performance in public senior secondary schools in Kwara State?

Table 4 showed that 152 (60%) of the respondents agreed that instruction has impact on students' academic performance in public senior secondary schools in Kwara State, while 88 (40%) of the respondent disagreed. Therefore, instruction has positive impact on students' academic performance in public senior secondary school in Kwara State

Table 4: Percentage Distribution on quality of instruction in public senior secondary schools in Kwara State

Responses	Frequency	Percentage %
Agree	132	60
Disagree	88	40
Total	220	100

Research Question 5: What is the relationship between teachers' quality and students' academic performance in public senior secondary schools in Kwara State?

Table 5 revealed information on relationship between teachers' quality and students' academic performance in public senior secondary schools in Kwara State. The analysis showed that 138 (63%) of the respondents agreed that teachers' quality has impact on students' academic performance while 83 (37%) of the respondents disagreed. This implies that teachers' quality has impact on students' academic performance in public senior secondary schools in Kwara State.

Table 5: Percentage Distribution of teachers' quality in public senior secondary schools in Kwara State

Responses	Frequency	Percentage %
Agree	138	63
Disagree	82	37
Total	220	100

Research Question 6: What is the relationship between infrastructural facilities and students' academic performance in public senior secondary schools in Kwara State?

Table 6 showed that 128 (58%) of the respondents agreed that infrastructural facilities have impact on students' academic performance in public senior secondary schools in Kwara State, while 92 (42%) of the respondents disagreed that quality assurance have impact on facilities. The results showed that infrastructural facilities have impact on students' academic performance.

Table 6: Percentage Distribution on relationship between infrastructural facilities and students' academic performance in public senior secondary schools in Kwara State.

Responses	Frequency	Percentage %
Agree	128	58
Disagree	92	42
Total	220	100

Hypotheses Testing

H₀: There is no significant relationship between quality assurance and students' academic performance in Kwara State public senior secondary schools.

The results on relationship between quality assurance and students' academic performance in Kwara State public secondary schools is presented in Table 7. The results showed that computed r-value is higher than the critical t-value ($r_{cal.} = 0.681 > t_{tab.} = 0.195$) and therefore, the hypothesis is rejected. This however, signifies that there is a significant relationship between quality assurance and students' academic performance at 0.05 alpha level of significance. The implication of this is that quality assurance has positive influence on students' academic performance in Kwara State public secondary schools.

Table 7: Analysis relationship between quality assurance and students' academic performance

Variables	N	Mean	SD	DF	r-calculated	r-tab	Significant
Quality assurance	220	24.81	4.9	218	0.681	0.195	0.000
Students' academic performance	220	34.81	9.1				

H₀₁: There is no significant relationship between curriculum of instruction and students' academic performance in public senior secondary schools in Kwara State.

Table 8 showed relationship between curriculum of instruction and students' academic performance. I-value is higher than the critical t-value ($r_{cal.} = 0.530 > t_{tab.} = 0.195$) and therefore, the computed hypothesis is rejected. This signifies that there is a significant relationship between curriculum and students' academic performance at 0.05 alpha level of significance. This proved that curriculum has positive influence on students' academic performance in Kwara State public senior secondary schools.

Table 8: Analysis of relationship between curriculum of instruction and students' academic performance

Variables	N	Mean	SD	DF	r-calculated	r-tab	Significant
Curriculum of instruction	220	3.11	4.26	218	0.530	0.195	0.000
Students' academic performance	220	34.3	6.17				

H₀₂: There is no significant relationship between teachers' quality and students' academic performance in Kwara State public senior secondary schools.

Results on relationship between teachers’ quality and students’ academic performance is presented in Table 9. I-value is higher than the critical t-value ($t_{real} = 0.520 > t_{tab} = 0.195$). The results indicated that computed hypothesis is rejected and this implies that there is a significant relationship between teachers’ quality and students’ academic performance at 0.05 alpha level of significance. The implication of this, is that teachers’ quality has positive influence on students’ academic performance in Kwara State public senior secondary schools.

Table 9: Analysis of relationship between teachers’ quality and students’ academic performance

Variables	N	Mean	SD	DF	r-calculated	r-tab	Significant
Teachers’ quality	220	3.11	4.26	218	0.530	0.195	0.000
Students’ academic performance	220	34.3	6.17				

H₀₃: There is no significant relationship between infrastructural facilities and students’ academic performance in Kwara State public senior secondary schools.

Table 10 showed relationship between infrastructural facilities and students’ academic performance in public senior secondary schools in Kwara State. The results showed that computed r-value is higher than the critical t-value ($r_{cal} = 0.671 > r_{tab} = 0.195$). Therefore, the hypothesis is rejected. This implies that there is significant relationship between infrastructural facilities and students’ academic performance at 0.05 alpha level of significance. Therefore, the infrastructural facilities have positive influence on students’ academic performance in public senior secondary schools in Kwara State

Table 10: Analysis of relationship between infrastructural facilities and students’ academic performance

Variables	N	Mean	SD	DF	r-calculated	r-tab	Significant
Infrastructural Facilities	220	24.71	4.8	218	0.671	0.195	0.000
Students’ Academic Performance	220	34.3	9.0				

Discussion of Findings

The findings from this study have revealed that there must be existence guide, standards and quality that public senior secondary schools in Kwara State should maintain through effective monitoring, supervision and evaluation process. The findings are in line with the work of Adebayo, Ogenike and Adesoji (2009) which showed that there must be existence of acceptable general standard to guide academic matters which include: quality of student ration, staff mix by rank, staff development, physical facilities, and funding adequate library facilities. The results showed that supervisors inspect senior secondary schools within a session frequently in Kwara State public senior secondary schools. Corroborating these findings, Akinwumiju and Agabi (2008) observed that, supervision/inspection is a collaborative effort involving a set of activities designed to improve teaching and learning process. This study showed a positive impact on quality assurance and instruction in Kwara State public senior secondary schools. This is in line with the findings of Adedeji and Owoye (2001) who described instruction as a means to help, guide, stimulate, and lead teachers through criticism, appraisal and practice in their education and procedures. The result showed that quality assurance has positive impact on curriculum in Kwara State public senior secondary schools as well as positive impact on teachers’ quality. The finding is in line with the findings by Ofojebe and Ezeugo (2010) that carried out a study on teachers’ motivation and its influence on quality assurance in the Nigerian education system. They observed that quality assurance in education influences the quality of teaching personnel, quality of available instructional/teaching materials, equipment and facilities school environment and pupils, including quality

of education delivery. The result showed that quality assurance has positive impact on facilities in Kwara State public senior secondary schools. Corroborating this, Owoeye (2000) have long identified the importance of school facilities in teaching and learning, but the inadequacy, deterioration and lack of maintenance of these facilities spell doom for the teachers and students in the teaching and learning activities.

Conclusion

Quality assurance (QA) established procedure that support effective delivery of educational services and evaluating the performance of educational institutions with the aim of ensuring that the learning outcomes meet the needs of the society. The study concluded that public senior secondary schools in Kwara State maintain standards and quality. Also, supervisors inspect schools frequently and there is a significant relationship between quality assurance and students' academic performance in public senior secondary schools in Kwara State.

Recommendations

Based on the findings of this study, the following recommendations were made;

1. Government should further strengthen quality assurance in Kwara State public senior secondary schools in order to achieve quality standard in the education system. This would go a long way in improving the quality, standard and the performance of students in internal and public examinations.
2. A remedial mechanism should be developed and built into the school system by the government, teachers, educational planners, policy makers, curriculum planners, parents and other stakeholders in education industry. Government should always be conscious of the implication of its policies and positions on schooling and the multiplier effect on academic performance of students and teachers' productivity.
3. Teachers in public senior secondary schools should be adequately motivated and encouraged to attend training workshops, seminars and in-services-training to improve their pedagogy. This will help them to be more committed and dedicated to their duties and achievement of students' academic performance in Kwara State public senior secondary schools.
4. There is an urgent need to upgrade the standard of the available blocks, classrooms to a minimal level which can significantly improve on science pupils' academic performances.
5. There is need to involve students in school debate in order to help them to appreciate their thinking thereby bringing about problem-solving and achieving the desired academic performance in Kwara State public senior secondary schools.
6. Furthermore, government should recruit more qualified and professional hands that would engage in teaching in order to avert the perennial dismal performance of students. Also, teachers' workload should be such that it allows for adequate content coverage, and thus minimizes teaching towards passing the examination by the students.

References

- Adebayo, O., Oyenike, A & Adesoji, O. (2009). Quality assurance and sustainable University education in Nigeria. Retrieved August 15, 2013 from http://aadcice.hiroshima-u.ac.jp/e/research/paper_no9_1.pdf
- Adedeji S.O. Olaniyan, O. & Owoeye, J. S. (2001). Managing school resources for better learning outcome in Osun State secondary schools. *African Journal of Educational Management*, 9, (1), 111.
- Adegbola, B.I. (2022). Impacts of western education on religious practices in Nigeria. *Al-hikmah Journal of Education*, 9(2), 93 – 111

- Akinwumiju, J.A. & Agabi, C.O. (2008). *Foundation of school management*. Port Harcourt: University of Port Harcourt Press.
- Aslanbek, N. (2017). What is education? International Conference: The Future of Education
- Haastrup, A.O., Ahimie, B., Adeniyi, S.O. (2022). Teachers' perception on the falling standard of education in Seme and Idiroko border towns of Nigeria: Implication for Counselling. *Al-hikmah Journal of Education*, 9(2), 68 - 79
- Igborgbor, G.C. (2012). Quality assurance for educational development in Africa. A keynote Address Presented at the International Conference of the Institute of Education, Delta State University, Abraka, Nigeria, June 12 – 15.
- Khatri, P., Duggal, H.K., Lim, W.M., Thomas, A. & Shiva, A. (2024). Student well-being in higher education: scale development and validation with implications for management education. *The International Journal of Management Education*, 22(1), 100933
- Kontio, J. (2012) Quality assurance at higher education institutes: The role of educational initiatives. Retrieved from: <http://iceechungary.net>, (Accessed: 19 September, 2015).
- Ofojebe W. N. & Ezugoh, T.C. (2010). Teachers' motivation its influence on quality assurance in the Nigeria education system. *An international multi-disciplinary Journal, Ethiopia*, 4, (2), 98-417
- Oktarina, N., Rusdarti, R., Yulianto, A. & Wahyuni, K. (2023). The role of quality assurance in improving the quality of education, 13(4), 264 - 275
- Onyesom, M. & Ashibogwu, N.K. (2013). Towards Quality Assurance in Business Education in Nigeria: Constraints and Control. *Asian Journal of Business Management*, 5(3),306 – 312
- Owoeye, J.S. (2000). The effect of interaction of location, facilities and class size on academic achievement of secondary school students in Ekiti State Nigeria. Unpublished Ph.D Thesis, University of Ibadan, Nigeria.