Proceedings on Engineering Sciences

MANAGING QUALITY ASSURANCE PROCESS FOR THE ATTAINMENT OF EDUCATIONAL OBJECTIVES IN SECONDARY SCHOOLS IN NIGERIA

Abdullahi Nimota Jibola Kadir[1]
Abdulganiyu Adebayo Tijani
Rabiat Musa Mafara

A B S T R A C T

This study investigated managing quality assurance process for the attainment of educational objectives in secondary schools in Nigeria. The objectives of this study are to examine the relationship between adequate funding, teacher training, quality control and attainment of educational objectives in Kwara State, Nigeria. Quantitative research design was used for the study. A self-designed questionnaire titled "Quality Assurance Process and Attainment of Educational Objectives Questionnaire" (QAPAEOQ) was used to collect information for the study. The population of this study comprised all 310 principals and 6,894 teachers in public senior secondary schools in Kwara State, Nigeria. Sample of 175 principals and 364 teachers were selected across the three senatorial districts with the use of Research Advisor (2006) table of determine sample size of a known population, proportional sampling technique was used to select 175 principals and 364 teachers. Stratified random sampling technique was used to select principals and teachers from the sample schools. This was to ensure that all categories of principals and teachers were given equal chance of being selected. The data collected were analyzed using t-test statistical analysis. All hypotheses were tested at 0.05 level of significance. The result revealed that there was no significant difference between adequate funding, teacher training, quality control and attainment of educational objectives in Nigeria.

1. INTRODUCTION

The ways and manners in which the input are processed from the beginning to the attainment of educational objectives and the quality of assessment of the entire teaching and learning activities constitute important parts of education. Managing quality assurance process deals with proactive means of ensuring quality inputs (proper funding), teaching and learning process (teacher training and quality control) towards the attainment of educational objectives which is quality output in terms personal development, good citizenship and national

---
[1] Corresponding author: Abdullahi Nimota Jibola Kadir
Email: abdullahi.njk@unilorin.edu.ng

unity. Managing quality assurance process is an optimal utilization of available resources in a systematic manner in order to enable the school as an organisation to provide appropriate quantity and quality of product within the stipulated time frame for the attainment of educational objectives. Quality assurance process is an act of managing and utilization of human and material resources towards the realization of stated educational objectives (Ayeni, 2012).

Secondary education is described as the education children received after basic education and before tertiary education. It is at this stage of education that learners are prepared for tertiary institution such as colleges of education, polytechnics and universities. According to the framework of secondary schools according to National Policy on Education is that it shall last for six years and broken into two distinct parts that are perfectly related (junior and senior secondary education).

 Several studies have been carried out on quality assurance in education. Gbemi (2014) conducted effects of school variables on the assurance of quality learning outcomes in school. Nwite and Nkiru (2017) investigated assessment of quality assurance practices in secondary schools in Enugu State, Nigeria. Sample of 291 principals of public secondary school and 92 school evaluators in the ministry of education were selected. Questionnaire titled "Quality Assurance Practice in Secondary Schools Questionnaire" (QAPSSQ) was used for data collection. The data collected were analyzed using t-test statistic. The findings revealed that provision of infrastructures facilities, recruitment of qualified teachers, effective leadership management improve quality assurance practices in secondary schools in Enugu State. Rouhollah et al. (2017) carried out quality improvement in virtual higher education: A grounded theory approach. Total of 16 interviews were conducted with experts and key actors in Iranian virtual higher education. Constant comparative analysis was adopted to construct a grounded theory model. This findings shows that quality of learning was core phenomenous in quality of virtual higher education institution. Victor (2012) investigated quality control measures and sustainable development in higher education system in Cross River State, Nigeria. Sample of 402 academic and non-academic staff were selected for the study. Analysis of variance (ANOVA) was used to test the hypotheses. The findings showed that quality of human resources available significantly influenced sustainable development. Ayeni (2014) conducted principals and parents partnership for sustainable quality assurance in Nigeria secondary schools. Sample of 150 participants comprised of 30 principals and 120 key members of Parent-Teacher Association (PTA) were selected in 30 public secondary schools using multi-stage sampling technique. Pearson product correlation statistic was used to test the hypotheses. The result showed that the relationship between principals and parents roles was relatively low in quality assurance. There are several areas on quality assurance in education that are yet to be covered by these scholars. These areas include managing quality assurance process for the attainment of educational objectives in secondary education in Nigeria. Also, to the researchers' knowledge, there have been no researches in Nigeria so far that looked at adequate funding, teacher training and quality control as critical variables to measure quality assurance process for the attainment of secondary school educational objectives. Therefore, this study endeavour to fill the gaps left by the previous scholars. The following objectives have been formulated to:

a) determine the relationship between adequate funding and attainment of educational objectives.
b) examine the relationship between teacher training and attainment of educational objectives.
c) investigate the relationship between quality control and attainment of educational objectives.

2. RESEARCH HYPOTHESES

The following hypotheses were formulated and answered:

1) There is no significant difference between the mean scores of principals and teachers on adequate funding and attainment of educational objectives. .
2) There is no significant difference between the mean scores of principals and teachers on teacher training and attainment of educational objectives.
3) There is no significant difference between the mean scores of principals and teachers on quality control and attainment of educational objectives.

3. LITERATURE REVIEW

3.1 Quality Assurance Process

Quality assurance is a set of activities deliberately setting up to ensure that an entity meets all the quality needed by adopting a standard act of process and techniques like adequate funding, training and quality control (MacDonald, 2011). Quality assurance embraces the quality of teaching staff, instructional materials, school environment and facility and equipment as well as quality education delivery (Ayodele, 2007). It also referred to the process of overseeing schools by the inspectors or supervisors of education to enforce compliance with government policies in terms of staffing, infrastructure, curriculum delivery, library services and the likes (Isa & Jailani, 2014). Quality assurance process in this study refers to an act of providing adequate funding, teacher training and quality control for the attainment of educational objectives.

According to Nwafor et al. (2015) funding is the provision of financial support needed to meet a need and facilitated programme. It is a process of allocating capital to meet the requirement of programme as well as achievement of stated objectives. In a school system, funds serve as a crucial resource that is needed to manage the affaire of the organisation. Adegbesan (2011) posit that proper funding is very important on the issue of quality assurance. The reason is that other quality factors such as supervision, staff development, and inspection greatly depends on funds to be carried out appropriately and efficiently. Funds is necessary to recruit quality and competent teachers, provide quality learning environment and resources as to achieve the predetermined educational goals and objectives.

Teacher training is one of the process of quality assurance system in enhance the attainment of educational objectives. Teacher training influence the quality of educational outcome and delivery. It designed for the continuing education of the school personnel to improve the effectiveness and efficiency of their performance in teaching and learning process (Ofojebe & Ezugoh, 2010). Training is a system of using variety strategies to modify attitudes, behaviour, skill or knowledge in order to achieve effective development of individual ability (Harris & Sass, 2011). This means, training is a process that develop the potentialities of human beings in order to become a propelling practitioner.

Quality control is an important element in education setting to ensure high quality product are produced so as to meet customer need and satisfaction. In order to avoid defected output shipped into the society, effective supervision has to be carried out during the process. The quality assurance process is necessary to maintain customer requirement and satisfaction (Sandra, Brian & Anand, 2001). The essence of quality control is to supervise, assess and evaluate the educational programmes to determine whether the demanded qualities are being achieved or not (Khasawneh et al., 2013).

3.2 Attainment of Secondary Education Objectives

In this study, the unit of analysis is employees of The importance of secondary school in education system cannot be overemphasized. The broad aim and objectives of secondary education in Nigeria according to National Policy on Education (FRN, 2013) are; raising generation of people who can think for themselves, respect the view and dignity of others and live as good citizen; provision for the useful living within the society (self-development); fostering national unity with an emphasis on the common ties that unite peoples in diversity; developing and promoting Nigeria languages, arts and culture; prepare people for higher education and providing technical knowledge and vocational skills necessary for economic development. The attainment of

secondary education objectives rest on a good quality assurance process which involves adequate funding for infrastructures, teacher training and quality control.

4. THEORETICAL FRAMEWORK

The theoretical framework of this study is based on system theory of management. The system theory was postulated by Parson (1977) as cited in Abdullahi (2019). System theory was viewed as a set of interrelated part arranged in a way that produces a unified whole. This theory comprises of input, process and output. This theory can be applied in the school system in that, a school as a system also has various inputs that are processed to produce outputs with feedback. A system has various inputs such as recruited teacher technologies, processes (by providing adequate fund for the necessary teachers training, instructional materials and infrastructures that will assist the school in performing its functions), outputs (good citizen, self-development and national unity, satisfaction, services) and provide feedback to society. Feedback is what allows a system to attain its objectives. There are two types of feedback. The first is negative feedback in which information on which the system reacts after the error have occurred. The second is called positive feedback. It is anticipatory in nature.

Every school system requires input such as people (student, teachers and non-teaching staff), money, technology and other resources. The input are process by principals and teachers by transforming the available resource, most especially students for future services or become self-develop, good citizens, which is the output of the school. Feedback is concerned with the information from the public about the output of the school to bring about national unity. This study is anchored on the system theory because effective attainment of educational objectives depend largely on the quality assurance process in terms of adequate funding, teacher training as well as quality control of education system.

5. METHODOLOGY

5.1 Research Design

The quantitative research design was used in this study. The design was considered suitable because it will assist the researcher to determine the interaction that exist between quality assurance process and attainment of educational objectives. Also the chance to get opinion of the sample population, analyze the data collected with the use of appropriate data analysis technique and reach a reasonable conclusion about the population from the findings of the study (Creswell & Creswell, 2017).

5.2 Population and Sampling

This study focused on public secondary school in Kwara State, Nigeria. There are 310 public senior secondary schools in Kwara State. The target population of this study comprised of 310 principals and 6,894 teachers in public senior secondary schools in Kwara State. Sample of 175 principals and 364 teachers were selected with the use of Research Advisor (2006) table of determining sample size of a known population.

Proportional sampling technique was used to select sample of 175 principals and 364 teachers across the three senatorial districts, this involves obtaining the population of principals and teachers in each selected secondary schools in the three senatorial districts in Kwara State and selecting the sample proportionally from these population as shown in table 1. Stratified random sampling technique was used to select principals and teachers from the sample schools in order to ensure that all categories of principals and teachers were given equal chance of being selected.

Table 1. Population Sample

S/N	Senatorial Districts	Total number of principals	Sample principals	Total number of teachers	Sample of teachers selected
1	Kwara Central	82	46	1023	54
2	Kwara North	108	61	2307	122
3	Kwara South	120	68	3564	188
	Total	310	175	6894	364

5.3 Instrumentation

The research instrument for the present study comprised of self-constructed questionnaire titled "Quality Assurance Process and Attainment of Educational Objectives Questionnaire" (QAPAEOQ) and adapted questionnaire. A total number of 17 items were used to measure quality assurance process with three subscales: adequate funding (5 items), teacher training (5 items) and quality control (7 items). The items of questionnaire regarding attainment of educational objectives was concluded from Geert et al. (2011) on good citizenship with (5 items, self-development (10 items) and national unity (6items). Participants responded to four-point Likert scale (4= strongly agree; 3 = agree; 2 disagree; 1 = strongly disagree). The criterion mean is given thus: 4 + 3 + 2 + 1 / 4 = 2.50. The criterion mean depicts that any item that is above or equal to the criterion mean value of 2.50 is agreed while the one below the criterion mean value is disagreed by the respondent.

5.4 Validity and Reliability

To ensure the content validity of the instrument, draft copies of the instruments were given to two experts in educational management and two experts in measurement and evaluation. Relevant corrections and adjustment were made based on their observations and recommendations. Also 30 corrected copies were further administered to principals and teachers who are part of the sampled to examine their clarity of the items of the wording, instructions and understandability of the scales and questions in order to discover if there is any problems that may arise in filling the questionnaire. Therefore, some suggestion made were effected appropriately before sending out final copies. To test the reliability of the items, Cronbach's alpha test was used. As shown in Table 2 and 3, the value for Cronbach's alpha for this study was proven to be acceptable.

Table 2. Reliability Test for Quality Assurance Process

Variables	N	Cronbach's Alpha	Decision
Adequate funding	5	0.80	All items are acceptable
Teacher training	5	0.82	All items are acceptable
Quality control	7	0.84	All items are acceptable

Table 2 shows that there are 5 items under adequate funding of quality assurance process. The value of the Cronbach's Alpha for the 5 items under adequate funding is 0.80. It further shows that there are 5 items under teacher training with Cronbach's Alpha of 0.82 and 7 items under quality control with Cronbach's Alpha of 0.84. According to Brannen (2017), values above .7 are considered reliable and values above .8 are preferable and represent a good reliability. Therefore, the Cronbach's Alpha value for all the 3 indicators of quality assurance process were around 0.82. Therefore, the values shows very good internal consistency reliability for scale and all the 17 items in the questionnaire are found to be acceptable.

Table 3. Reliability Test for Attainment of Educational Objectives

Variables	N	Cronbach's Alpha	Decision
Self-development	10	0.82	All items are acceptable
Good citizenship	5	0.84	All items are acceptable
National unity	6	0.82	All items are acceptable

Table 3 shows the 3 main indicators of attainment of educational objectives. These are self-development, good citizenship and national unity. The cronbach's value for self-development is 0.82 covering up to 10 number of items. In addition, 5 items from good citizenship has

Cronbach's Alpha Value of 0.84 and 6 items from national unity has Cronbach's Alpha Value of 0.82. In summary, all instrument items for attainment of educational objectives used in this study are acceptable.

5.5 Data Collection Procedure

The researcher with the help of two research assistants personally administered the instruments to the principals and teachers of the sample senior secondary schools. The questionnaire was distributed to over 600 participants consisting of selected principals and teachers in public senior secondary schools. These participants were contacted in their respective offices to discuss the basis of the study before the distribution of the questionnaire. After 2 weeks, all the answered questionnaires were collected from the participants. However, a total of 540 questionnaires were returned and filled properly. Therefore, the returned number meet the suggestion of Research Advisor (2006) with a number of 539 participants sample in this study. Effective administration of questionnaires was also aided by cooperation of colleagues and friends in the sample schools. In the guideline provided by Stanley and Wise (2010), this study emphasized the ethical issues in assuring anonymity and confidentiality of their responses.

5.6 Data Analysis

The data collected for the study were analyzed using descriptive statistics like mean and standard deviation to determine the objectives of the study. Inferential statistics such as t-test for the hypotheses. The t-critical value was compared to the significance level of (0.5) to determine the rejection or acceptance of the hypotheses.

6. FINDINGS

This section discusses the result of the findings. The findings were organized based on research objectives.

6.1 Adequate funding

Objective 1: Determine the relationship between adequate funding and attainment of educational objectives.

Table 4 presents the mean and standard deviation of data collected from 175 principals and 364 teachers in public senior secondary schools in Kwara State, Nigeria. The analysis generated results as shown in Table 4.

Table 4. Adequate Funding

S/N	Adequate funding	Principals Responses Mean SD	Teachers Responses Mean SD	Decision
1	Adequate funding of education gives room for procurement of need materials and instructional resources.	2.90 0.959	2.95 0.916	Agreed
2	Adequate funding of education enhance training and retraining of teachers.	2.82 0.977	2.90 0.964	Agreed
3	Adequate funding improve regular maintenance of equipment for proper teaching and learning.	2.87 0.992	2.93 0.968	Agreed
4	Adequate funding facilitate appropriate provision of physical facility to ensure effective teaching and learning.	2.77 1.047	2.88 1.018	Agreed
5	Adequate funding enhance effective achievement of educational objectivs.	2.90 1.027	2.83 1.013	Agreed
	Grand Mean	2.85 1.004	2.89 0.976	

(Mean ≥ 2.50 Agree, Mean < 2.50 Disagree)

As shown in Table 4, the overall mean for principals and teachers' perception on adequate funding is 2.85 (SD = 1.004) and 2.89(SD = 0.976) respectively. This could be interpreted that participants agreed that adequate funding bring about effective attainment of educational objectives. The results of the analysis for each adequate funding indicated that three out of five adequate funding showed higher mean than the grand mean value. The items are adequate funding of education gives room for procurement of need materials and instructional resources (M = 2.90, SD = 0.959) and (M = 2.95, SD = 0.916), adequate funding improve regular maintenance of equipment for proper teaching and learning (M = 2.87, SD = 0.992) and (M = 293, SD = 0.968) and adequate funding enhance effective achievement of educational objectives (M = 2.90, SD = 1.027) and (M = 2.83, SD = 1.013).

However, the other two items – adequate funding of education enhance training and retraining of teachers (M = 2.82, SD = 0.977) and (M = 2.90, SD = 0.964), and adequate funding facilitate appropriate provision of physical facility to ensure effective teaching and learning (M = 2.77, SD = 1.047) and (M = 2.88, SD = 1.018)) showed lower mean than the grand mean of adequate funding. Meanwhile, all five items of adequate funding have mean values (2.85) and (2.89) that are interpreted as agreed. This revealed that participants agreed that adequate funding bring about effective attainment of educational objectives in Kwara State, Nigeria.

6.2 Teacher Training

The second research objective is about relationship between teacher training and attainment of educational objectives as shown in the following.

The second research objective is about teacher training as shown in Table 5, the grand mean for principals and teachers on teacher training is 2.88 (SD = 0.985) and 2.90 (SD = 0.974) respectively. This could be inferred that participants agreed that teacher training enhance the attainment of educational objectives. The analysis for each teacher training items indicated that three out of five teacher training showed higher mean than grand mean value. The items are training improve teacher skills of managing behavioural problems among learners (M = 2.94, SD = 0.963) and (M = 2.95, SD = 0.918), followed by training help teacher to understand alignment between effective classroom activities and attainment of educational goals (M = 2.93, SD = 0.983) and (M = 2.95, SD = 0.966), and training increases active engaged learning among students in the classroom (M = 2.98, SD = 0.971) and (M = 2.84, SD = 1.004).

Table 5. Teacher training as Responded by principals and Teachers

S/N	Teacher Training	Principals Responses Mean SD	Teachers Responses Mean SD	Decision
6	Training increases teacher knowledge of content area.	2.76 0.959	2.90 0.962	Agreed
7	Training improve teacher skills of managing behavioural problems among learners.	2.94 0.963	2.95 0.918	Agreed
8	Training help teacher to understand alignment between effective classroom activities and attainment of educational goals.	2.93 0.983	2.95 0.966	Agreed
9	Training improve teacher competence toward the realization of educational goals and objectives.	2.79 1.047	2.86 1.020	Agreed
10	Training increases active engaged learning among students in the classroom.	2.98 0.971	2.84 1.004	Agreed
	Grand Mean	2.88 0.985	2.90 0.974	

(Mean > 2.50 Agree, Mean <2.50 Disagree). Researcher field work

Meanwhile, the other two items – training increases teacher knowledge of content area (M = 2.76, SD = 0.959) and (M = 2.90, SD = 0.962) and training improve teacher competence toward the realization of educational goals and objectives (M = 2.79, SD = 1.047) and (M = 2.86, SD = 1.020) showed lower mean than the grand mean of teacher training. Therefore, all five items of teacher training have the mean values (2.88) and (2.90) that are higher than criterion mean of 2.50. This shows that the participants agreed that teacher training enhance effective attainment of educational objectives in Kwara State, Nigeria.

6.3 Quality control

The third research objective is about relationship between quality control and attainment of educational objectives as shown in the following.

Table 6. Quality Control as Responded by principals and Teachers

S/N	Quality Control	Principals Responses Mean SD	Teachers Responses Mean SD	Decision
11	Quality control help to obtain feedback on the effect of instruction on the learners.	2.93 0.961	2.88 0.940	Agreed
12	Quality control encourage goal-setting and monitoring achievement of goals.	2.98 0.921	3.02 0.886	Agreed
13	Quality control help school to increase effort and employ more effective strategies toward the attainment of educational goals.	3.03 0.931	2.95 0.965	Agreed
14	Quality control help to maintain quality and standards in education.	3.02 0.928	2.95 0.975	Agreed
15	Quality control help to ensure that schools are run according to national policy and objectives.	2.87 0.992	2.93 0.968	Agreed
16	Quality control offer professional assistance that help guide teacher on how to improve school activities.	2.90 0.959	2.95 0.916	Agreed
17	Grand Mean	2.97 0.942	2.95 0.947	

(Mean > 2.50 Agree, Mean <2.50 Disagree). Researcher field work

The third research objective is about quality control shown in Table 6, the grand mean for principals and teachers on quality control is 2.97 (SD = 0.942) and 2.95 (SD = 0.947) respectively. This could be inferred that participants agreed that quality control enhance effective attainment of educational objectives. The analysis for each quality control items indicated that four out of seven quality control showed higher mean than grand mean value. The items are quality control encourage goal-setting and monitoring achievement of goals (M = 2.98, SD = 0.921) and (M = 3.02, SD = 0.886), followed by control help school to increase effort and employ more effective strategies toward the attainment of educational goals (M = 3.03, SD = 0.931) and (M = 2.95, SD = 0.965), quality control help to maintain quality and standards in education (M = 3.02, SD = 0.928) and (M = 2.95, SD = 0.975) and control help to ensure that fund were being properly spent in the improvement of school (M = 3.05, SD = 0.905) and (M = 2.95, SD = 0.981).

Meanwhile, the other three items – quality control help to obtain feedback on the effect of instruction on the learners (M = 2.93, SD = 0.961) and (M = 2.88, SD = 0.940), quality control help to ensure that schools are run according to national policy and objectives (M = 2.87, SD = 0.992) and (M = 2.93, SD = 0.968) and control offer professional assistance that help guide teacher on how to improve school activities (M = 2.90, SD = 0.959) and (M = 2.95, SD = 0.916) showed lower mean than the grand mean of quality control. Therefore, all seven items of quality control have the mean values (2.97) and (2.95) that are higher than criterion mean of 2.50. This shows that the participants agreed that quality control enhance effective attainment of educational objectives in Kwara State, Nigeria.

6.4 Hypotheses Testing

T-test statistical analysis was used in this study to test the set hypotheses as follow.

H_{01}: there is no significant difference between the mean scores of principals and teachers on adequate funding and attainment of educational objectives.

Table 7. Adequate Funding and Attainment of Educational Objectives

Variable	N	$\bar{x}$	SD	Df	Tcal	t-crit	Decision
Principals	175	2.85	1.004				
				537	0.81	1.96	Accepted
Teachers	364	2.89	0.976				

Table 7 indicates the t-test analysis between the mean scores of principals' and teachers' responses on adequate funding and attainment of educational objectives. The t-calculated value of 0.81 is less than t-critical value of 1.96. This means there is no significant difference between the responses of principals and teachers on adequate funding and attainment of educational objectiv**es**. Therefore, the hypothesis which states that there is no significant difference between adequate funding and attainment of educational objectives is accepted.

H_{02}: There is no significant difference between the mean scores of principals and teachers on teacher training and attainment of educational objectives.

Table 8. Teacher Training and Attainment of Educational Objectives

Variable	N	$\bar{x}$	SD	Df	Tcal	*t-crit*	Decision
Principals	175	2.88	0.985				
				537	0.81	1.96	Accepted
Teachers	364	2.90	0.974				

Table 8 indicates the t-test analysis between the mean scores of principals' and teachers' responses on teacher training and attainment of educational objectives. The t-calculated value of 0.81 is less than t-critical value 1.96. This means there is no significant difference between the responses of principals and teachers on teacher training and attainment of educational objectiv**es**. Therefore, the hypothesis which states that there is no significant difference between teacher training and attainment of educational objectives is accepted.

H_{03}: There is no significant difference between the mean scores of principals and teachers on quality control and attainment of educational objectives.

Table 9. Quality Control and Attainment of Educational Objectiv**es**

Variable	N	$\bar{x}$	SD	Df	Tcal	*t-crit*	Decision
Principals	175	2.97	0.942				
				537	1.29	1.96	Accepted
Teachers	364	2.95	0.947				

Table 9 indicates the t-test analysis between the mean scores of principals' and teachers' responses on quality control and attainment of educational objectives. The t-calculated value of 1.29 is less than t-critical value 1.96. This means there is no significant difference between the responses of principals and teachers on quality control and attainment of educational objectives. Therefore, the null hypothesis which states that there is no significant difference between quality control and attainment of educational objectives is accepted.

7. DISCUSSION

The result of question one analysis and findings in Table 4 shows that adequate funding enhance effective attainment of educational objectives in Kwara State, in such that it gives room for procurement of need materials and instructional resources, enhance training and retraining of teachers as well as improve regular maintenance of equipment for proper teaching and learning. Results from hypothesis one revealed that there is no significant difference between adequate funding and attainment of educational objectives in Kwara State, Nigeria. This findings agreed with Olatunji (2001) that poor funding of schools by government result to poor maintenance of infrastructural facilities which led to poor achievement of standard education. This findings also conformed to Keller (2012) who posit that insufficient fund to maintain school and pays teachers' salaries are the major factor that hinder the attainment of secondary school objectives. Thinking alike, Ogba and Igu (2014) that the extent to which effective educational programme are achieved depend largely on adequate provision of fund.

The findings in Table 5 show that teacher training bring about effective attainment of educational objectives in Kwara State, Nigeria. These are, teacher training increases teacher knowledge of content area, improve teacher skills of managing behavioural problems among learners, help teacher to understand alignment between effective classroom activities and attainment of educational goals, improve teacher competence toward the realization of educational goals and objectives as well as increases active engaged learning among students in the classroom. Result from hypothesis two analysis showed that there is no significant difference between teacher training and attainment of educational objectives. The findings of this conformed to Nwite and Nkiru (2017) that adequate provision of in-service training for teachers tend to improve their teaching performance which in turn lead to the attainment of educational goals and objectives. This study agreed with Ige (2012) that insufficient training of teacher in secondary schools in Nigeria will have a serious implication on the quality of education which students need to be acquired.

The findings in Table 6 show that quality control enhance attainment of educational objectives in Kwara State, Nigeria. These are, quality control help to obtain feedback on the effect of instruction on the learners, encourage goal-setting and monitoring achievement of goals, help school to increase effort and employ more effective strategies toward the attainment of educational goals, help to maintain quality and standards in education, help to ensure that fund were being properly spent in the improvement of school, help to ensure that schools are run according to national policy and objectives as well as offer professional assistance that help guide teacher on how to improve school activities. Result from hypothesis three analysis showed that there is no significant difference between quality control and attainment of educational objectives. The findings of this conformed to Sandra, Brian and Anand (2001) that quality control help to determine standard and quality of education.

8. IMPLICATIONS AND CONCLUTION

The findings of this study will be of great advantage to government and stakeholders in education. The findings of this study will help the government and stakeholders to understand the important of adequate funding, teacher training and quality control of educational programme so as to enhance the attainment of secondary school educational objectives. Also, this study would serve as a useful guide and reference point for further researchers in the field of education.

Quality assurance process is the crucial element in ensuring high quality product and produced. Based on the findings of this study, the researchers concluded that there were no significant differences between the three indicators of quality assurance process (adequate funding, teacher training and quality control and attainment of educational objectives as they were found to correlate one another.

9. RECOMMEDATIONS

There are several recommendations:
1) Government should provide adequate fund for the running of education system in that it gives room for procurement of need materials and instructional resources, enhance training and retraining of teachers as well as improve regular maintenance of equipment for proper teaching and learning.
2) Government should ensure appropriate training of teachers in order to increases teacher knowledge of content area, improve teacher skills of managing behavioural problems among learners, help teacher to understand alignment between effective classroom activities and attainment of educational goals, improve teacher competence toward the realization of educational goals and objectives as well as increases active engaged learning among students in the classroom.

3) Government should also ensure effective quality control of education system and see it as an important element in education setting so as to obtain feedback on the effect of instruction on the learners, encourage goal-setting and monitoring achievement of goals, increase effort and employ more effective strategies toward the attainment of educational goals, maintain quality and standards in education, ensure that fund were being properly spent in the improvement of school, ensure that schools are run according to national policy and objectives as well as offer professional assistance that help guide teacher on how to improve school activities.

References:

Abdullahi, N. J. K. (2019). Teachers, managerial function in repositioning education for good citizenship in Kwara State, Nigeria. *Nigerian Journal of Educational Foundations*, *18*(2), 329-344.

Adegbesan, S. O. (2011). *Establishing quality assurance in Nigeria education system: Implication for educational managers.* National Institute for educational Planning and Administration (NIEPA). Retrieved from http://www.academicjournal.org/ERR

Ayeni, A. J. (2014). Principals and parents partnership for sustainable quality assurance in Nigeria secondary schools. *4th International Conference on Education, Research and Innovation*, *8*(23), 140-155. IACSIT Press.

Ayeni, A. J. (2012). Improving school and community partnership for sustainable quality assurance in secondary schools in Nigeria. *International Journal of Research Studies in Education*, *1*(2), 75-102.

Ayodele, J. B. (2007). *Private sector participation in basic education in Nigeria: Implication for access and quality assurance.* Retrieved on August 8, 2019, from www.medwell journals.com/fultex/pjss/2007/691-696pdf

Brannen, J. (2017). *Mixing methods: Qualitative and quantitative research.* Retrieved from https://www.taylorfrancis.com/books/9781351917186

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, and mixed methods approaches.* USA: Sage Publications.

Federal Republic of Nigeria. (FRN) (2013). *National policy on education: Federal Ministry of Education.* Yaba, Lagos – Nigeria.

Gbemi, P. M. (2014). Effects of school variables on the assurance of quality learning outcomes in school. *Journal of Learning, Teaching and Educational Research*, *9*(1), 117-131.

Geert, T. D., Femke, G., Rene, R., & Guuske, L. (2011). Measuring young people's citizenship competences. *European Journal of Education*, *46*(3), 1-19.

Harris, D. N., & Sass, T. R. (2014). Teacher training, teacher quality and student achievement. *Journal of Public Economics*, *95*(7), 798-812.

Ige, A. M. (2012). Myths and realities of failing standard of education in Nigeria: The way forward. *Nigerian Journal of Professional Teachers*, *2*, 36-48.

Isa, Y. K., & Jailani, M. Y. (2014). The impact of quality control in Nigeria secondary schools educational system. International Journal of Scientific and Research Publications, 4(6), 1-4.

Keller, B. Y. (2012). Factors associated with high school learners' performance: A spotlight on mathematics and social studies. *South African Journal of Education*, *27*(4), 233-242.

Khasawneh, M. T., Kaewkuekool, S., Bowling, S. R., Desai, R., Jiang, X., Dochowski, A. T., & Gramopadhye, A. K. (2013). *The effects of eye movement on visual inspection performance.* Proceedings of industrial engineering research conference, Oregon.

MacDonald, M. (2011). *Quality assurance and quality control for education.* Edinburgh: MacFeller Press.

Nwafor, E. N., Uchedu, E. E., & Akani, O. C. (2015). Need for adequate funding in the administration of secondary education in Nigeria. *Global Journal of Educational Research*, *14*, 119-124.

Nwite, O., & Nkiru, P. O. (2017) investigated assessment of quality assurance practices in secondary schools in Enugu State, Nigeria. *Middle-East Journal of Scientific Research*, *28*(8), 1695-1714. doi:10.5829/:dosi.mejsr.2017.1695.1714.

Ofojebe, W. N., & Ezugoh, T. C. (2010) Teachers' motivation and its influence on quality assurance in Nigeria educational system. *International Multi-Disciplinary Journal*, *Ethiopia*, *4*(2), 398-417.

Ogba, F. N., & Igu, N. C. N. (2014). Realizing quality education in Nigeria: The need to revitalize secondary education. *Journal of Educational Research*, *2*(3), 57-64.

Olatunji, O. (2001). Problem of poor funding of school and its effects on students' performance in secondary schools in Oyo State. *OECD Journal*, *1*, 37-48.

Research Advisor (2006). *Sample size table.* Retrieved from http://www.research-advisor.com

Rouhollah, M., Davoud, M., & Maghsoud, F. (2017). Quality improvement in virtual higher education: A grounded theory approach. *Turkish Online Journal of Distance Education*, *18*(1), 111-131.

Sandra, K. G., Brian, J. M., & Anand, K.G. (2001). The effect of Per-lot and Per-item pacing on inspection performance. *International of Industrial Ergonomics*, *27*, 291-302.

Stanley, L., & Wise, S. (2010). The ESRC's 2010 Framework for Research Ethics: fit for research purpose? *Sociological Research Online*, *15*(4), 12-13.

Victor, O. E. (2012). Quality control measures and sustainable development in higher education system in Cross River State, Nigeria. *Journal of Education and Practice, 3*(7), 81-95.

Abdullahi Nimota Jibola Kadir
Department of Educational Management, Faculty of Education.
University of Ilorin, Nigeria.
abdullahi.njk@unilorin.edu.ng

Abdulganiyu Adebayo Tijani
Department of Educational Management, Faculty of Education.
University of Ilorin, Nigeria
tijania.abdulganiy@gmail.com

Rabiat Musa Mafara
Department of Educational Foundation, Faculty of Education.
Federal University Gusau, Zamfara
Rabiatumafara@gmail.com