IMPACT OF QUALITY ASSURANCE ACTIVITIES ON THE MANAGEMENT OF SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

BY

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DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
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AUGUST, 2018

DECLARATION

I hereby declare that this dissertation "IMPACT OF QUALITY ASSURANCE ACTIVITIES ON THE MANAGEMENT OF SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA" is as a result of my personal research work. It has never been presented anywhere for the purpose of the award of a Higher Degree. All qualitative and source of information are either indented or acknowledged by means of references.

_____ _____

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CERTIFICATION

This dissertation entitled "IMPACT OF ACTIVITIES OF QUALITY ASSURANCE ON THE MANAGEMENT OF SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA (2016 – 2017)" by Lawal MAGAJI, meets the regulations governing the award of the Master's Degree in Education (Educational Administration and Planning) of Ahmadu Bello University Zaria, Nigeria is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I dedicate this work to my Father, Alhaji Magaji Sambo and my Mother, Hajiya Amina Abubakar Dembo.

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ABBREVIATIONS

ANOVA - Analysis of Variance

WAEC - West African Examination Council

UBE - Universal Basic Education

FMOE – Federal Ministry of Education

FIS – Federal Inspectorate Service

SMOE – State Ministry of Education

KADSEQAS – Kaduna State Education Quality Assurance

SUBEB – State Universal Basic Education Board

LGEA – Local Government Education Authority

ICT – Information and Communication Technology

JSS - Junior Secondary School

SSS - Senior Secondary School

SPSS - Statistical Package for Social Sciences

UNESCO - United Nations Educational, Scientific and Cultural Organization

OPERATIONAL DEFINITION OF TERMS

Quality Assurance is the management of goods, service and activities from the input stage, through the processes of output stage of production**.**

Management: is defined as the organization and coordination of the activities of a business in order to achieve defined objectives.

Leadership Style: means is the manner and approach of providing direction, implementing plans, and motivating people..

Decision Making: refers to as the process of generating and evaluating alternative ideas or solutions to problems and making choices among them.

Infrastructural Facilities: defined as the stock of basic facilities and installations that help a government or community run, including schools, phone lines, sewage treatment plants and power generation.

Instructional Materials refer to the human and non-human materials and facilities that can be used to ease, encourage, improved and promote teaching and learning activities..

Discipline: is the readiness or ability of individuals to respect authority and to observe and obey the rules and regulations laid down for the orderly existence of the society or any human organization..

Interpersonal Relationship defined as an act of existence between any two or more physical or emotional needs.

Records keeping: is the activity of organizing and storing all the documents, files, invoices, etc relating to a company or organizations activities.

Curriculum is defined as a prescribed body of knowledge and methods by which it can be communicated.

Staff Development; define as an ongoing process that promotes professional growth rather than remediation.

ABSTRACT

This study investigated the "Impact of Quality Assurance Activities on the Management of Secondary Schools in Kaduna State, Nigeria". Eight objectives were formulated some of which are to assess the impact of quality assurance on leadership styles, determine the impact of quality assurance on decision making and ascertain the impact of quality assurance on provision of infrastructural facilities. Eight research questions were posed some of which are what is the impact of quality assurance on leadership styles in secondary schools, in what way does quality assurance impact on decision making and how does quality assurance impact on provision of infrastructural facilities. Eight null hypotheses were postulated some of which are there is no significant difference in the opinions of respondents on the impact of quality assurance activities on leadership styles, infrastructural facilities, instructional materials and curriculum contents..Descriptive research design was adapted for the study. The review of related literature is in line with the objectives the research was on opinion of sampling. The study populations were the principals, quality assurance evaluators and teachers of secondary schools. The total population was 12,934. 4740 respondents were sample. a self develop questioner was used as an instrument for data collection. The questioner was design with five point likert type rating scale and the instrument was validated, reliability tested through pilot test and found valid of data collection. One way analysis of variance (ANOVA) statistical tool was used to analyze the eight formulated null hypotheses. the findings of this research discovered that must of the principals of secondary schools in kaduna state demonstrated good quality leadership in their schools, the study also revealed that decision making process in secondary schools has been a collective decision and not a one man show affairs, it has also been confirmed that provision of infrastructural facilities in secondary schools in kaduna state needs to be improved. The finding of this research recommended that principals should demonstrated quality leadership in their schools, decision making should not be a one man show affairs and provision of infrastructural facilities needs to be improved. .

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Nigeria like any other states world wide, has realized the potentials of education as an instrument for nation building. This is apparently well indicated in the various Nigerian Government's educational development policies, programmers and huge financial expenditure in education over the years. National policy on education stated emphatically that education will be geared towards the realization of national goals through inculcating better human relationship, effective citizenship, national consciousness, national unity towards social, cultural progress of the nation (FRC, 2004)

Consequently, quality assurance managers play a crucial role in business by ensuring that products meet certain thresholds of acceptability. They plan, direct or coordinate quality assurances programs and formulate quality control policies. They also work to improve an organizations efficiency and profitability by reducing waste, according to Ehusani (2002) the process of educating is to develop the cognitive, affective and psychomotor facilities of individuals and groups in order to equip them with knowledge and skills necessary to survive and make society progress. Aghenta, as cite by ijaiya (2009), agrees that training or educated human resources constitute man power and personnel that bring about national development. This is simply saying that the amount of educated citizen is equal to the amount of available quality work force that will contribute to a nation's development. Meanwhile, quality of the workforce in the school system presupposes the quality of the school output that is the human resource that will be available for the nation.

In the school system, some determinants of high quality education include goals of education, quality of the input as well as a well organized school system that ensures the

articulation and effective co - ordination of all aspects of school life (ochuba, 2009) also states that if the education industry would want to carry out its function of development of quality human capital, there would be need for cheeks and balance through regular and effective supervision and inspection. This in essence, is to ensure and maintain quality of output by the teachers. This situation is what warranted the adaption of quality assurance system by the Kaduna state ministry of education to bring about quality in the teaching and despite all odds.

This process and experiences have culminated in a model of quality assurance that will be responsive to the education system in Kaduna state, Nigeria and reposition the inspectorate to meet the challenges of the present system. The new quality assurance is hinged on the whole school evaluation model which is a holistic, dynamic, vibrant, impartial and objective. External evaluation process managed by professional, experienced, efficient and dedicated staff that will guarantee quality education delivery through improved teaching and learning in primary and secondary schools.

This process shall replace the former inspectorate system previously managed independently by ministry of education (MOE), State Universal Basic Education Board (SUBEB) commercial and technical schools management board, private schools board, Agency for Mass literacy and the local government education authority (LGEAs) into a unified, integrated and harmonized body under the ministry of education (MOE)

Quality assurance is a veritable improvement mechanism that points out the extent of attainment of the goals of programmers. The process of quality assurance activities includes; the whole school evaluation, special evaluation, Accreditation/Recognition, internal or school evaluation, external evaluation and follow up visits.

Attention of the external evaluators is focused on aspects such as the quality of teaching and learning and the levels and standards achieved by learners. They also check the number and quality of staff, library facilities, area of syllabus covered, standard or observed instruction, types of textbooks used, departmental records, accommodation and other facilities among others.

1. 2 Statement of the Problem

Careful observation of current trends in Nigeria in term of teaching and learning issues in schools shows that there is need for this research in order to study whether school monitoring and evaluation has impact on quality assurance activities on the management of secondary schools. it appears that secondary schools are facing a lot of problems which cause the backwardness in educational sector. there is need for this research so as to find out if lack of proper monitoring and evaluation is one factor among others which cause the problems as a result of inadequate and improper monitoring and evaluation, education lacks its quality, rather schools are graduating half baked graduates, because there were inadequate provision of infrastructural facilities, inadequate provision of instructional materials for teaching and learning, non involvement of teachers in decision making, poor maintenance culture on the part of schools management, improper records keeping. And also instructional works were not given maximum attention. That is why monitoring and evaluation must be proper and constant in secondary schools in Kaduna state; so that it can help in fixing all the problems provide ways and means to tackle the problems. Researchers had fund out that increasing number of teachers and their salary will not automatically improve productivity unless there is appropriate monitoring and evaluation.

However Hanushek (2001), observed that the major percentage of our population live blow poverty level. Although secondary schools are open to all rich and poor students, but if there is no proper monitoring and evaluation in secondary schools in Kaduna state and Nigeria at large aims and objectives will never be achieved. In another study conducted in zamfara state, Hassan (2009) fund that out of forty (40) secondary schools surveyed, only seven (7) were within the proceeding five years and one the proceeding two years; the rest had no records of inspectional visitors. All this problems rose because of the exceeding student's population. And also the new introduced quality assurance system does not function effectively. In order to attain the educational aims and objectives, Schools monitoring and evaluation must be given more attention on the aspect of instructional work because it is the heart of the school. Teacher's activities and class activities will be assess to find out the teachers level of skills, knowledge and ideas. And also to observe the learner's capacity on learning activities and to realize whether the instruments provided by the government were adequate and effectively utilized by both the learners and the teachers. instructional work includes mastering of subjects matter, curriculum content coverage, text books, lesson plan, lesson presentation, instructional materials usage, time and management, teaching method, usage of chalk board and communication skills.

Another area in which school quality assurance must give maximum attention is the area of staff development because if there is no qualitative, professional and motivated teachers the aims and objectives of education will not be achieved. This problems and much more motivated the researcher to embank on this research. The concerned of this study therefore is to assess the impact of quality assurance activities on the management of

secondary schools in Kaduna state, Nigeria and why they are not being tackled and the way forward.

1.3 Objectives of the Study

The following objectives were formulated to:

1. assess the impact of quality assurance on leadership styles in secondary schools in Kaduna State, Nigeria;
2. determine the impact of quality assurance on decision making in secondary schools in Kaduna State, Nigeria;
3. ascertain the impact of quality assurance on provision of infrastructural facilities in secondary school in Kaduna State, Nigeria;
4. examine the impact of quality assurance on provision of instructional materials in secondary schools in Kaduna State, Nigeria;
5. determine the impact of quality assurance on discipline in secondary schools in Kaduna State, Nigeria;
6. examine the impact of quality assurance on records keeping in secondary schools in Kaduna State, Nigeria;
7. find out the impact of quality assurance on curriculum content coverage in secondary schools in Kaduna State, Nigeria and
8. ascertain the impact of quality assurance on staff development in secondary schools in Kaduna State, Nigeria

1.4 **Research Questions**

The following research questions were administered in this study.

1. What is the impact of quality assurance on leadership styles in secondary schools in Kaduna State, Nigeria?
2. In what way does quality assurance impact on decision making in secondary schools in Kaduna State, Nigeria?
3. How does quality assurance impact on infrastructural facilities in secondary schools in Kaduna State, Nigeria?
4. What is the impact of quality assurance on provision of instructional materials for teaching and learning in secondary schools in Kaduna State, Nigeria?
5. How does quality assurance impact on discipline in secondary schools in Kaduna State, Nigeria?
6. In what way does quality assurance impact on records keeping in secondary schools in Kaduna State, Nigeria?
7. What is the impact of quality assurance on curriculum content coverage in secondary schools in Kaduna State, Nigeria?
8. How does quality assurance impact on staff development in the secondary schools in Kaduna State, Nigeria?

1.5 Research Hypotheses

The following null hypotheses were postulated

1. There is no significant difference in the opinions of principals, evaluators and teachers on the impact of quality assurance activities on leadership styles in secondary schools in Kaduna State, Nigeria;

2. There is no significant difference in the opinions of respondents on the impact of quality assurance on decision making in secondary schools in Kaduna State, Nigeria;
3. There is no significant difference in the opinions of respondents on the impact of quality assurance on provision of infrastructural facilities in secondary schools in Kaduna State, Nigeria;
4. There is no significant difference in the opinions of respondents on the impact of quality assurance on provision of instructional materials in secondary schools in Kaduna State, Nigeria;
5. There is no significant difference in the opinions of respondents on the impact of quality assurance on discipline in secondary schools in Kaduna State, Nigeria;
6. There is no significant difference in the opinions of respondents on the impact of quality assurance on records keeping in secondary schools in Kaduna State, Nigeria;
7. There is no significant difference in the opinions of respondents on the impact of quality assurance on curriculum content coverage in secondary schools in Kaduna State, Nigeria; and
8. There is no significant difference in the opinions of respondents on the impact of quality assurance on staff development in secondary schools in Kaduna State, Nigeria.

1.6 Basic Assumptions

The following assumptions were made based on the research:

1. Whenever there is effective quality assurance activities in schools there will be improvement on leadership styles in the secondary schools in Kaduna State, Nigeria;
2. Whenever there is effective quality assurance activities in schools, there will be good decision making in secondary schools in Kaduna State, Nigeria;

3. Whenever there is effective quality assurance activities in schools there will be improvement on provision of infrastructural facilities in secondary schools in Kaduna State, Nigeria;
4. Whenever there is effective quality assurance activities in schools, there will be adequate provision of instructional materials for teaching and learning in secondary schools in Kaduna State, Nigeria;
5. Whenever there is effective quality assurance activities in schools there will be good discipline in secondary schools in Kaduna State, Nigeria;
6. Whenever there is effective quality assurance activities in schools there will be proper records keeping in secondary schools in Kaduna State, Nigeria;
7. Whenever there is effective quality assurance activities in schools there will be proper coverage of curriculum content in secondary schools in Kaduna State, Nigeria; and
8. Whenever there is effective quality assurance activities in schools there will be positive improvement on staff development in secondary schools in Kaduna State, Nigeria.

1.7 Significance of the Study

The study is of significance to many category of people which include; the principals, quality assurance evaluators, teachers, parents, learners, government and interest group;. This study will therefore serve as a reference document for efficient and effective decision making tool when allocating and distribution of educational resources by the government. principals and teachers will be equipped on how best to manage quality education in order to carry them along to achieve a better standard of academic excellence also parents will be better informed on the performance and progress of their childreen.The study will also

expose how effectively leaders and managers at all levels clearly direct improvement and set clear priorities and targets in a school development plan.

1.8 Scope of the Study

The study is only concerned with impact of quality assurance activities on the management of secondary schools in Kaduna state, Nigeria. The research is therefore limited to the sample population from principals, evaluators and teachers of secondary schools in Kaduna state. Four local government were sample, these include one from each senatorial zone in the state..

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter reviewed literatures related to the topic and the variables identified within the topic of research. Concepts, views, opinions and documents were discussed within the context and other writing pertaining the research topic. Some of the reviewed literature in this chapter includes the conceptual framework, impact, quality assurance, management, leadership styles, decision making, infrastructural facilities, provision of instructional materials for teaching and learning, discipline, curriculum content coverage, staff development among others,

2.2 Conceptual Framework

The study focused on the impact of quality assurance activities on the management of secondary schools in Kaduna state, Nigeria. In order to guide the study the following concepts should be defined.

2.2.1 Concepts of Impact in Educational Management

Impact could be referred to as a systematic determination of a subjects merit, worth and significance, using criteria governed by a set of standards. While the primary purpose of impact, in addition to gaining insight into prior or existing initiatives, is to enable reflection and assist in the identification of future change. And also impact is a term use so often in so many different contexts; it lost its meaning and is still useful. According to oxford dictionary impact is refer to as the action of one object coming forcibly into contact with another and a market effect or influence. Culling (2016) defined impact as the impression made by an idea, cultural movement and social group. Simon (2006) impact can refer to a physical force

(like a collision) an influence. Therefore, Educational management is a complex human enterprise in which different resources are brought together and made available to achieve and accomplish a desire and expected goals or objectives.

2.2.2 Concept of Quality Assurance in Educational Management

.Quality assurance refers to established procedures, process and standard systems that support and ensure effective delivery of educational services. (Kontio, 2012).quality assurance also refers to performance measures designed by the authorities for assessing the performance of educational institutions with a view to ensuring that the learning out comes meet the needs of each society (igborgbon, 2012). Encyclopedia define quality assurance as a systematic monitoring and evaluation of the various aspects of a product, service or facility to maximize the probability that minimum standards of quality are being attained by the production process. Quality assurance involves all the processes that contribute to the success of the end products (the learners) in terms of their learning outcomes. According to Mustapha (2005) conceive quality assurance as fitness of purpose that entails the ability of an educational programme to fulfill its purpose..

2.2.3 Management

Looking at management from the views point of educational management according to Ngu (2008) stated that the ability to have full control of human and material resource in specific organization within a period of time. Ngu (2008) identified management as the process of plan and innovate, coordinate, administer, control and supervise. This implies that management is a hierarchy of persons, ranging from the chairman/person of the board and various staff especially first level officers.

In line with this, Ngu (2008) opened that management referred to the six elements of management function such as planning, organizing, coordinating, directing, controlling and staffing that are combined to build the organization.

In this regard, organization can not function without the use of any element stated in achieving the goals and objectives of the organizational structure. Harold koontz (2004) stressed that although management is the art of getting things done through others and with formally organized group. According to peter Drucker (2005) refers management is a multipurpose organ that manages a business and managers, workers and work.

2.2.4 Leadership Style

Leadership is both a research area and practical skill encompassing the ability of an individual or organization to 'lead' or guide other individuals teams, or entire organization. The term leadership can bring to mind a variety of images, for example. A political leader pursuing a passionate personal cause, and also leadership themselves and others to do the right things they set direction build on inspiring vision, and create something new. Leadership is about mopping out where you need to go to 'win' as a team or on organization and it is dynamic exciting and inspiring.

Leadership is lifting a person's vision to high sights, rising of a person's performance to a higher standard, the building of a personality beyond its normal limitations Peter Drucker (2005). Leadership is a process by which a person influences others to accomplish objectives and directs the organization in a way that makes it more cohesive and coherent Kenneth (2007.also leadership is a process of social influence which maximizes the efforts towards the achievement of goals. Zeitchik (2012)

2.2.5 Decision Making

Decision making is the action or process of making important decisions and it's regarded as the cognitive process resulting in the selection of a belief or a course of action among several alternative or possibilities. There are many alternatives found in the organization and departments. According to James stoner (2011) decision making is the process of identifying and selecting a course of action to solve a specific problem. Decision making involves the selection of a curse of action from among two or more possible alternatives in order to arrive at a selection for a given problem (Newport, 2012). While in any organization decision has to be made because problems are natural where more than two people exist. Maina (2008) said that decision making simply means solution to a problem.

2.6 Infrastructural Facilities

Infrastructural facilities refer to the physical and spatial enablers and enhancers of teaching and learning. In the context of quality assurance programme, it includes classrooms, libraries, farms or gardens, laboratories, workshops, offices, toilets, stores, staff quarters, play field and indeed the entire school plant. Infrastructural facilities include permanent, semi permanent, and temporary, immobile, collapsible, boat schools and even under tree shade classroom structures. Gidado (2008)

However, the permanent structure, as the commonest but as the national economy declines and people earring power dwindles, temporary and semi permanent structures are predominating in the school system. In addition as the social demand of education increases and authority, mobility to match such demands with available resources increase many classrooms variants will no doubt introduced. The under tree shade classroom structures has been on the educational sconce the colonial period and its number is increasing in an alarming rate.

Obateru (2007) refers Infrastructural facilities as "synonymous with public utilities, community facilities and services" infrastructural facilities as the stock of basic facilities and capital equipment needed for the functioning of a country or area the industrial base (Farlex clipart, 2012).

2.2.7 Instructional Materials

Instructional materials, these are facilities that meant for direct teaching and learning. The term is seen defending on the position one sees it also wants to use it. Shocker (1999) implies that Instructional materials can be defined as systematic way of designing, carrying out, and evaluating the total process of teaching and learning. According to Ikerioku (2000) refers to instructional materials as objects or devices which help the teacher to make learning meaningful to learners. Ezegbe (2004) defined instructional materials as visual and non reading materials and audio visual materials comprising electrically operated and none electrically operated materials.

2.2.8 Discipline

Discipline is action or inaction that is regulated to be in accordance with a system of governance. Discipline is commonly applied to regulating human and animal's behavior, and furthermore, it is applied. There is no consensus as to what is discipline, it definition can be tackled from different perspectives. Discipline means orderliness, which essential for good teaching and learning in school Musazi, 2002). Also discipline as a training of mind and character to produce self control, habit of obedience (Hornby, 2005). Discipline as 'the extent to which children are self controlled and willingly apply themselves to the tasks given to them by their teacher (Farrrant, 2007).

2.2.9 Records keeping

Records keeping as any written document or proof of transaction where the activities of the schools or organizations are written and varieties of definitions have been offered as follows. According to Mifflin Harcourt (2011) records keeping as an account in permanent form especially in writing, preserving knowledge or information about facts or events. Houghton (2012) records keeping is a written account of some transaction that serves as legal evidence of the transaction. UNESCO (1991) "Records keeping "is a documented proof of a transaction, it can refer to any activity.

2.2.10 Curriculum

Curriculum is a course, specifically, a regular course of study or training in the school. Attempts to define curriculum tend to be prescriptive, descriptive or a combination of the two. Prescriptive definitions explain what ought to happen, and they often take the form of a plan, an intended programme, or some kind of expert opinion about what needs to take place in the course of study. Curriculum is a plan for a school to follow in order to bring a change in a learner with the teacher being the director of all the activities (Adeniyi, 2001). Curriculum as a prescribed body of knowledge and methods by which it can be communicated (Black, 2008) curriculum as the planned and unplanned educational experiences in which both students and teachers all work for the attainment of educational goals (Akpale, 2010)

2.2 11 Staff Development

Staff development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers and other educators improve their effectiveness when the term is used in education contexts without qualification, specific examples or additional explanation, however the

main reason for developing staff is to help the school achieve its mission and objectives better. Staff development therefore helps the teachers to develop the skills, knowledge and attitudes they need to perform efficiently. Staff development means a comprehensive, substantiated, and intensive approach to improving teachers and principal's effectiveness in raising student's achievement No child left behind Act of (2001). Staff development to in service education as those activities directed toward remediating. (Lassa, 2001) staff development as "an ongoing process that promotes professional growth rather than remediation (Playko, 2005)

2.3 Theoretical Framework

The theoretical framework of this study was based on management theory of Joseph juran's (1904 -2008) of quality assurance which revolved round regulatory process that involved provision of necessary input such as human and materials capitals that would ensure that secondary school as an industry meet up with its vision and mission. It is systematic in nature since effective management of educational organization require multi dimensional approach which make the process too complex in the sense that the absent of quality assurance on different aspects of ensuring the needed guidance and support to improve human dealings and extensive contribution to quality assurance. His general theory of quality assurance central to this was the idea of an improvement breakthrough as a change a dynamic decisive movement to new higher levels of performance. Breakthrough and control are seen as part of a continuing cycle of events juran's highlighted the importance of managers/administrators understanding used to achieve breakthrough and of how they differ from those used to achieve control of planning and organization managerial responsibility for quality assurance and the improvement.

The juran's trilogy and quality planning road - map message on quality assurance covers a number of different aspects. He focused on the wider issues of planning and organization managerial responsibility for quality assurance and the improvement of his belief that quality assurance does not happen by accident and needs to be planned The process of quality improvement is best summarized in his trilogy concept based on the three financial management process planning, financial control and financial interpretations of the trilogy have been identify and the following represents one version.

Quality planning translate those needs into our language optimize the product features so as to meet our needs and customer needs, quality assurance develop a process which is able to produce the product optimize the process and quality improvement proves that the process can produce the product under operating conditions transfer the process to operations. However Joseph Juran's road-map provides a more detailed approach to the steps within the quality planning element of the trilogy. It is made up a sense of actions with corresponding outputs and emphasizes the need for measurement throughout.

Juran's describes six activities in the establish quality goals: identify the customer, determine customer needs, develop product features, develop process features, establish process control and transfer to operations. Juran's viewed formula for success as; establish specific goals to be reached, establish plans for reaching those goals, assign clear responsibility for meeting the goals and base the reward on the results achieved. Generally juran's had a varied career in management and while his fame centered upon his influence in the field of management. He played a number of rotes to writer, teacher, trainer supervisor and consultant and contributed a great deal, over many years to the field of management.

He emphasized on a feedback or self regulatory process by which the standards in a state of dynamic equilibrium to satisfy its customers, learners, teachers supervisors, parents, the country, the society, the economy of education design and delivery. This theory imply that quality assurance process examines the effectiveness and efficient of the input process and out put elements of teaching and learning, adequacy of the facilities and materials needed for effective teaching and learning, While the input includes the learners, teachers, curriculum, and facilities.

The theory recommended the systematic reviewed of educational programme to ensure that acceptable standards of education scholarship and infrastructure are being maintained. The foregoing shows that the theory is appropriate and applicable to this research work. And it is the believe of this research that in moving the teachers to perform his duties diligently, there is need for close and proper monitoring, evaluation, control and management on the aspects of quality assurance activities.

2.4. Role of Kaduna State Quality Assurance in Zonal Office on Leadership Styles in Secondary Schools in Kaduna State, Nigeria.

Quality assurance involves the processes of monitoring, assessing and evaluating according to agreed standards, and communicating judgments obtained to all concerned in order to ensure quality with integrity, public accountability and consistent improvement. Ubani (2012) stated that quality assurance is a very nebulous topic when discussed as an aspect of the teaching and learning must discuss what it is, and more importantly, what it is not both as it is perceived by these in the industry who practice it, and those who provide funding and support for its practice. The planned and systematic activities implemented in a quality assurance system so that quality requirements for a product or service will be

fulfilled. These different perspectives can be diametrically opposed, and as a result the field of quality assurance within the data processing community can appear, on the surface to be very confused and disorganized. The conclusion must be that the confusion will only be reduced through an alignment of the theory and practice of quality assurance. What quality assurance is expected to-do must be better coordinated with what it is typically asked to do until this is done even the best quality assurance organizations will struggle with inefficiencies and lack of true direction.

2.4.1 Factors Militating Against the Activities of Kaduna State Quality Assurance:

The factors militating against the activities of Kaduna state quality assurance include:

1. **Inadequate Funding:** fund allotted for quality assurance programmers are not adequate in must cases. Fund meant for quality assurance are diverted to other sectors. This is a factor militating against the smooth running of quality assurance programmers.
2. **Shortages of skilled personnel:** for example inadequate professionally trained personnel in quality assurance unit of the ministry of education which constitutes a serious problem to effective quality assurance activities.
3. **Inadequate facilities:** materials for effective quality assurance activities are not adequate. This is an impingement to ensuring effective quality assurance programmers.
4. **Inadequate monitoring and evaluation:** is one factor among others which curse the problem of smooth running of quality assurance activities.
5. **Inconsistent data collection**: the process of quality Assurance is impeded by the critical problem of inconsistent data collection as well as inadequate up to date mechanism for data analysis etc.

2.4.2 Differences between Quality Assurance and Supervision

Quality Assurance is a two way system that is, it involves the whole school on the one hand and quality assurer (the evaluator) on the other, the both work together to achieve a continuous improvement in standard and not minimum standard as intended by evaluation system. in quality assurance all stakeholders are involved and carried along that is learners, teaching staff, non teaching staff, parents government and the community, here the community involved the opinion leaders, traditional and religious leaders as well as the cooperate bodies. Quality assurance looks at education improvement from the holistic approach though the learners are target everything in the learning environment is involved in the process of achieving higher standard,

Today the world over this modern evolution system plays a much wider and more substantial role in the development of schools. This is real quality assurance. This actually involves the school dealing what to teach, how the content would be thought and what parent roles should be as well as what they should be told about their children's performance and progress. Hence, the training of evaluators in quality assurance system to be able to work with schools to achieve the expected standard by so doing evaluators work with the schools in the following areas; achievement and standard, learners personnel skill and their participation, quality of provision teaching and learning, quality of curriculum and other related activities, care guidance and support, learning environment, leadership and management, overall effectiveness, what the school does well and what the school should do to improve further.

Supervision on the other hand is an age long known system of enforcing quality in teaching but has lately been seen as defective because it enforces quality and not assure quality. Supervision is much about employees and their compliance to lay down rules and regulations. Also Supervision is a one way assessment system where much concentration is on the teacher, therefore making teaching a teacher centered activity. It carried out to ensure minimum standard of output from teachers. One major flow of supervision is that it is a one day affair and done unannounced. teachers to be supervised were pounced on without notice, all in the name of ensuring that teachers are attuned to putting in their best always in anticipation of the coming of supervisors anytime.

2.4.3 Qualities of Good Supervisors:

The following are some of the qualities of good supervisors

1. Good supervisors now what is going on in their organization? They have knowledge of about objectives and plans, their product, organizational hierarchy.

2. Emotional balance: the supervisor's works in situation which involve authority, leadership, meeting targets and deadline, has to be able to maintained emotional balance and self control so that they may face various situations confidently and successfully.

3. Being proactive: the supervisors have some objective. They cannot plan everything in advance several times they have to respond to the needs of the situation which has arisen suddenly. The supervisors must also be able to have qualities such as being committed, having a missionary zeal, taking responsibility instead of passing blame to others.

4. Creativity it means that the supervisor must have the ability to come up with new responses to situations. They must have new ideas and be able to recognize a good idea when it comes from another source.

5. Mental ability the supervisors must have the ability to grasp problems quickly, to think of several thing at the some time, and assess the whole situation quickly. In the busy modern world of business this is necessary for success.

2.4.4 Role of Quality Assurance Activities in Secondary Schools

Quality assurance is an umbrella concept for a host of activities in secondary schools that are designed to improve the quality inputs, process and output of secondary school system. Quality assurance has components internal and external to the school. Internal quality assurance includes the internal examiner system and internal academic and management audit. Quality assurance engages in these activities to assure itself that it is on Corse to fulfilling its vision and mission in terms of quality of input, process of output. The key activities are accreditation, periodic monitoring and evaluation.

Agomoh (2015) imply that quality assurance process examines the effectiveness and efficiency of the input process and output elements of the teaching and learning, adequacy of the facilities and materials needed for effective teaching and learning. While the input segment includes learners, teachers, curriculum and facilities, emphasis is on outcomes for learner's achievement and standards, learner's personal skills and their participation, quality of provision teaching and learning, curriculum and other related activities, care guidance and support, learning environment and the impact of leadership and management.

2.4.5 Role of Quality Assurance Activities on Leadership Styles

Modibbo (2012) explained that effective management of any organization can only be realized through good leadership. Therefore, schools as require sound instructional leadership in order to accomplish its intended goals and objectives.

2.4.5.1 Types of Leadership Styles

The following are the types of leadership styles;

2.4.5.2 Democratic Leadership Style: in this leadership style, subordinates are involved in making decisions. Unlike autocratic, this leadership is centered on subordinate's contributions. The democratic leader holds final responsibility, but he or she is known to delegate authority to other people. Who determine work projects? The most unique feature of this leadership is that communication is active up ward and down ward, with respect to statistics, democratic leadership is one of the most preferred leadership and entails the following: fairness, competence, creativity, courage, intelligence and honesty.

Democratic type of leadership style as which members of the group take a more participative role in the decision making process

Newstrom (2003) refers everyone is given the opportunity to participate. Ideas are exchange freely, and discussion is encouraged, while democratic process tends to focus on group equality and the free flow of ideas, the lead of the group is still there to offer guidance and control. The democratic leader is charged with deciding who is in the group and who gets to contribute to the decisions that are made. Also the democratic types of leadership style is one of the most effective and lead to higher productivity, better contributions from group members, and increased group morale.

2.4.5.3 Autocratic Leadership Styles is centered on the boss. In the leadership the leader holds all authority and responsibility in this leadership, leaders make decisions, on their own without consulting, subordinates. They reach decisions communicate them to subordinates and expect prompt implementation, autocratic work environment does normally have little or no flexibility. In this kind of leadership, guidelines, procedures and policies are all natural leaders make decisions without consulting their team members even if their input would be useful. This can be appropriate when you need to make decisions quickly. When there's no need for team input, and when team agreement isn't necessary for a successful outcome. However, this style can be demoralizing and it can lead to high levels of absenteeism and turn over.

2.4.5.4 Laissez Faire Leadership Styles: this type of leadership, also known as delegative leadership, is a type of leadership style in which leaders are hands off and allow group members to make the decisions. This kind of leadership found that this is generally the leadership style that leads to the lowest productivity among group members. Also Leaders give their team members a lot of freedom in how they do their work, and how the set their deadlines. They provide support with resources and advice if needed, but otherwise they don't get involved, this autonomy can lead to high job satisfaction, but it can be damaging if team members don't have the knowledge, skills, or self motivation to do their work effectively, laissez faire leadership can also occur when managers don't have control over their work and their people.

2.4.5.5 Strategic leadership style: strategic leadership style is one that involves a leader who is essentially the head of an organization. The strategic leader is not limited to those at the top of the organization. It is geared to wider audience at all levels who want to create a

high performance life, team or organization. The strategic leader fills the gap between the need for new possibility and the need for practicality by providing a prescriptive set of habits. An effective strategic leadership delivers the goods in terms of what an organization naturally expects from its leadership in times of change. However 55% of this style of leadership normally involves strategic thinking.

2.4.5.6 Transformational leadership style: transformational leadership unlike other leadership styles, transformational leadership is all about initiating change in organizations, groups, oneself and others. Transformational leader motivate others to do more than they originally indented and often even more than they thought possible. They set more challenging expectation and typically achieve higher performance.

2.4.5.7 Team leadership style: team leadership involves the creation of a vivid picture of its future, where it is heading and what it will stand for. The vision inspires and provides a strong sense of purpose and direction. Team leadership is about working with the hearts and minds of all those involved. It also recognizes that team work may not always involve trusting cooperative relationship. The most challenging aspect of this leadership is whether or not it will succeed. Team leadership may fail because of poor leadership qualities.

2.4.5.8 Cross cultural leadership style: this form of leadership normally exists where there are various cultures in the society. This kind of leadership has also industrialized as a way to recognize front runners who work in the contemporary globalized market. Organization particularly international ones required leaders who can effectively adjust their leadership to work in different environs. Most of the leaderships observed in the United States are cross cultural because of different cultures that live and work there.

2.4.5.9 Facilitative leadership style: this type of leadership is too dependent on measurements and outcomes not a skill; although it takes much skill to master the effectiveness of a group is directly related to the efficacy of its process. If the group is high functioning, the facilitative leader uses a light hand on the other hand, if the group is how functioning, the facilitative leader will be more directives in helping the group run its process. An effective facilitative leadership involves monitoring of group dynamics, offering process suggestion and interventions to help the group stay on work.

2.4.5.10 Transactional leadership style: this is a leadership that maintains or continues the status quo it is also the leadership that involves on exchange process, whereby followers get immediate tangible rewards for carrying out the leaders orders. Transactional leadership can sound rather basic, with its focus on exchange. Being clear, focusing on expectations, giving feedback are all important leadership skills. Transactional leadership behaviours can include: clarifying what is expected of followers performance, explaining how to meet such expectations, and allocating rewards that are contingent on meeting objectives.

2.4.5.11 Coaching leadership style: involves teaching and supervising followers. a caching leaders highly operational in setting where results / performance require improvement, basically, this kind of leadership followers are helped to improve their skills coaching leadership does the following motivates followers. Inspires followers and encourages followers.

2.4.5.12 charismatic leadership style: in this leadership, the charismatic leader manifests his or her revolutionary power. Charisma does not sheer behavioural change. It actually involves a transformation of follower's values and beliefs. Therefore this distinguishes a charismatic leader from a simply populist leader who may affect attitudes towards specific

objects, but who is not prepared as the charismatic leader is to, transform the under lying normative orientation that structures specific attitudes.

2.4.5.13 Visionary leadership style: this form of leadership involves leaders who recognize that the methods steps and processes of leadership are all obtained with and through people. Most great and successful leaders have the aspects of vision in them. However, those who are highly visionary are the ones considered to be exhibiting visionary leadership outstanding leaders will always transform their visions into realities.

2.4.6 Approaches to Leadership Styles

The following are the approaches to leadership styles

Trait Approach: the first major approach to leadership styles is commonly referred to as the trait approach to leadership because the approach looks for series of physical, mental or personally trait that effective leaders possess that neither non in effective leaders possess, this approach to leadership predominantly because it's the oldest of the major approaches to leadership and is an approach to leadership that is still very much in existence to day.

Situational Approaches: as trait approaches become more passé new approaches to leadership began emerging that theorized that leadership was contingent on a variety of situational factors {e.g. task to de completed leader follower relationship/interactions, follower motivation/commitment} there new theories of leadership are commonly referred to as the situational approaches.

2.4.7 Characteristics of Good Leadership

The following are the characteristics of good leadership

Self Awareness: you have an intimate knowledge of your inner emotional state. You know your strengths and your weakness, you know when you're working in flow and you know

when you're over worked. You know yourself, including your capabilities and your limitations, which allow you to push your self to your maximum potentials.

Self Direction: you're able to direct yourself effecting and powerfully. You know how to get things done, how to organize tasks on how to avoid procrastination. You know how to generate energy for projects, to calm yourself when angered. You can make decisions quickly when necessary, but can also slow to consider all the options on the table.

Vision: you're working towards a goal that greater than yourself. It could be something small. Like the success of a team or a larger vision like world peace, working towards personal gain.

Ability to Motivate: leaders don't lead by telling people what they have to do. Instead, leaders cause people to want to help them. A key part of this is cultivating your own desire to help others, when others sense that you want to help them, in turn want to help you.

Social Awareness: understanding social networks and key influences in that social network are another key part of leadership. Who in organization has the most clout, both officially and unofficially who moves the hearts of the group? These are some of the most important characteristics of good leaders.

2.4.8 Leadership in Secondary Schools

The administrative styles of principal are a well established position that provides instructional leadership by coordinating curricula and co-curricular programmers and is responsible for the general administration of the school. The principals being leader are at vantage positions to supervise, monitor, assess, evaluate, and disseminate current information on educational issues and modern teaching techniques to teachers in order to

stimulate them for scholarship and best practices in curriculum delivery. Mustapha (2005) conceive that quality assurance is achieved in schools that have strong principals who devote considerable time to coordinating and managing instruction such as principals are highly visible in the school and stay close to the instructional process in many instances, effective principal adapt continuous and consistent classroom visits to ensure adequate teaching and learning processes. Peters (1999) at the some time instructional leadership is in many ways a shared responsibility, it engenders a common senses of commitment and collegiality among the staff. Effective school principals establish clearly defined goals for academic and administrative work.

Resources and their operations on attaining them, provide adequate time table for teaching routine check of lesson plans and observation of classroom instruction, cautiously monitor students progress to determine weather their instructional goals are being meet, provide feed back on student's performance motivation of teachers for improved performance. Reinforcement of student's physical facilities enforcement of discipline to ensure peaceful atmosphere capacity building of teachers for effective service delivery and provision of instructional facilities materials to enhance quality teaching-learning process, In furtherance of quality assurance, it is necessary for an ideal school principal to set reasonable expectation for work and achievement. The concept of the school as the students and a commitment to learning is expected in every classroom.

Expectations of the society are manifested in the performance task of the principal is how to organize the school to meet the various challenges facing school administration so that the education aims and objectives the principal must make it possible for staff to have access to suitable facilities of all kinds in order to discharge fully their responsibilities in

achieving the educational objectives. The teachers must be well supervised and motivated in order to sustain their interest and make them dedicated, committed, willing, enthusiastic and inspiring teachers. The quality of the supervision of teachers instructional tasks by the principal is an index of effective school management of all major tasks of a school principal none is as sensitive and as challenging as the one relating to the supervisory and it is expected to be given the deserved attentions in the scheme of things instructional supervision is an internal mechanism adopted by principals for school self.

Melross (2005) imply that Evaluation is geared towards helping teachers and students to improve on their teaching and learning activities for the purpose of achieving educational objective.

The principals ensures effective supervision by interacting academically and socially at a regular basis with teachers and students within and outside the classroom the primary aims is to monitor the implementation of curricular and ensure desirable . Increase in teachers capabilities up grade. Their conceptual knowledge and teaching skills give them support in their work to facilitate better performance in teacher's pedagogical practices and students learning outcomes in the school settings.

2.5 Role of Quality Assurance Activities on Decision making in Secondary Schools in Kaduna State.

Decision making a psychological analysis of conflict, choice, and commitment. Bazerman (2008) on the opinion that decision making can be made through either an intuitive or reasoned process, or a combination of the two intuitions – intuition is using your "get feeling" about possible curses of action although people talk about it as if it was a magical "sense" intuition is actually a combination of past experience and your personal

values. It is worth taking your intuition into account because it reflects your learning about life. It is however, not always based on perceptions.

2.5.1 Stages in Decision Making

Bazerman (2008) identify the following stages in decision making

1. Quality of a decision is influenced the steps taken before making it
2. Consider maturing and experience of staff to be involved as representatives of the larger group.
3. If teachers par take in decision making implementation or execution become simple.
4. Adopt democratization in decision making process
5. Choose the best time and for decision making.

2.5.2 Approaches to Decision Making

Simon (2008) suggested the following approaches to decision making

Identify the decision to be made: you realize that a decision must be made. You then go through an internal process of trying to define clearly the nature of the decision you must make. This first step is very important one.

Gather Relevant Information: most decisions require collecting pertinent information the real trick in the step is to know what information is needed, the best sources of this information and how to go about getting it. Some information must be sought from within yourself through a process of self assessment, other information must be sought from out side yourself from books, people and a variety of other sources. This step, therefore involves both internal and external "work"

Identifying Alternatives: through the process of collecting information you will probably identify several possible paths of actions or alternative you may also use your imagination and information to construct new alternatives. In this step of the decision making process. You will list all possible and desirable alternatives.

Weigh Evidence: In this step, you draw on your information and emotions to imagine what it would be like if you carried out each of the alternatives to end. You must evaluate whether the need identified in step. I would be helped or solved through the use of each alternative, in going through this difficult internal process; you begin to favor certain alternatives which appear to have higher potential for reaching your goal. Eventually you are able to place the alternatives in priority order. Based upon your own value system

Choose Among Alternatives: once you have weighed all the evidence you, are ready to select the alternatives which seems to be best suited to you. You may even choose a combination of alternatives. Your choice in step 5 may very likely be the same or similar to the alternative. You placed at the top of your list at the end of step 4.

Take Action: you now take some positive action which begins to implement the alternative you chose in step 5.

Review Decision and Consequences: in the last step you experience the results of your decision and evaluate whether or not it has "solved" the need you identified in step 1.if it has. You may stay with this decision for some period of time. If the decision has not resolved the identified need, you may repeat certain steps of the process in order to make a new decision. You may. For example, gather more detailed or some different information or discover additional alternatives on which to base your decision.

2.5.3 Process of Effective Decision Making

The purpose of decision is to achieve positive results. To be effective, Thompson (2003) and Simon (2006) in their studies on decision making suggested the following:

I - Prepare the mind of the implementers to accept and support what is agreed during decision process.

II - Their understanding would influence their support, within the organization.

This implies that if there were no problem, there would be no need for decisions. Decision means solving a problem in this sense can be regarded as an undesirable situation which requires actions to change it. These studies by Simon (2006) and Thompson (2003) on decision making had inspired the research to ask the following questions:

I - Are problems actually solved in real life?

II - Are problems actually resolved?

III - Are problem dissolving?

IV - Are problems absolving

Thompson (2003) explained that a solution is regarded as the optimum answer, the best available choice or, alternative, and rational decision making. A resolution on the other hand can be regarded as a satisfactory answer or choice that is not necessarily the best available, but one which is contingent upon circumstances such as time limitation, lack of complete information or lack of awareness of the real significance of the problems.

2.5.4 Factors Affecting Decision Making

The following are the factors affecting decision making;

Perception Issues: perception issues can be described as the way in which individuals interpret their environment. An individual's perception can influence how they make decisions and solve problems. For example, when information about a problem needs to be gathered the individual's perception will Impact on where the information is sought and the types of information regarded as relevant. Perception can be influenced by the following;

The Perceiver: the perceiver, the individual perceiving the object, will be heavily influenced by their personal characteristics. The types of personal characteristics that can affect an individual's perception include; background and experience, personal values, personal expectations and personal interests.

The Object: The object, which refers to any person, item or event, can have an impact on the way it is perception, when a leader receives a number of reports to read he may be more inclined to read the one with the most colorful cover as this one stands out.

The Situation: the time location and other situational factors can influence our perception of an object. For example, a team leader may notice team members who work late on the same evenings as the team leader. However, team member who work late on other evenings may not be noticed by the team leader.

Organizational Issues: issues within the organization, a number of organizational issues can impact on the decision making process. These issues include; policies procedures, organizational hierarchy and organizational politics.

Policies and procedures: many organizations have formalized policies and procedures which have been developed to resolve common problems and to guide leaders when making decisions, for example. Many organizations have documented disciplinary procedures which guide leaders through a process of resolving issues with staff members.

Organizational Hierarchy: organizational hierarchy refers to the management structure of the organization. Most organizations have different levels of management which carry with them different degrees of authority. The degrees of authority directly impacts on the nature of the decisions an individual can make.

Organizational politics: this refers to behaviour displayed by individuals and groups which is designed to influence others. Individuals and teams will often use politics to; advance their careers, advance their interests and ideas and increase their rewards.

Environmental Issues: environmental issues are the external factors that affect the organization. The types of external factors that can have an effect on decision making include; the school in which the organization operates, the economy, the government legislation, and as well as the learners reaction

Common Decision Making Mistakes: many of the factors which affect the decision making process can lead to mistakes being made. By being aware of the types of mistakes that can be made and by understanding the reasons for the mistakes a team leader is in a better position to avoid making them.

2.5.5 Decision Making in Secondary Schools

David (2007) imply decision making in secondary schools the act of choosing between possible solutions to a problem, the staff is involved in decision making and matters which affect teachers, non teaching staff and students in the school directly. The more the staff becomes involved, the more they will have a sense of ownership in decisions and be promoted to help in achieving the objectives. Involving the staff in decision making does not alter the fact that the school leadership remains accountable for taking the final decision and for their results. Maina (2008) said that decision simply means solution to a problem. In any organization decision has to be made because problems are natural where more than two people exist. However the principal is the driver of the school organization, his action must be based on ethical foundation leading to effective decision.

2.6 Role of Quality Assurance Activities on Infrastructural Facilities in Secondary Schools in Kaduna State, Nigeria.

Obateru (2003) refer Infrastructural facilities to the physical and spatial enables and enhancers of teaching and learning. In the context of quality assurance, it includes classrooms, libraries, farms or gardens, laboratories, workshops, offices, toilets, stores, staff quarters, play field and include the entire school infrastructural facilities.

However, the permanent structure, as the commonest but as the national economy declines and people earring power dwindles, temporary and semi permanent structures are pre dominating in the school system. In addition as the social demand for basic education increases and authority, mobility to mach such demands with available resources increases many classrooms variants will no doubt introduced. The under shade classroom structures has been on the educational scene since the colonial period and it number is increasing in an

alarming rate. The mobile collapsible and boat school structures are peculiar to nomadic primary school and primary schools for migrant fisherman**.**

2.6.1 Types of Infrastructural Facilities

I. Building Infrastructural facilities Includes:

a. Classroom: is a learning space, a room in which classes are held. A classroom should also contain certain basic equipments. This includes desk or chairs, a chalkboard, pictures, wall-map, tables, and cupboard.

b. Offices: Is generally a room or other area where administrative work is done, but may also denote a position within an organization with specific duties attached to it.

c. Hostels: should be properly built with good sanitary arrangement the hostel should be considered in the school compound and be in a quiet corner, away from the road.

d. Staff quarters: the teacher's quarters should be considered in an integral part of the school plant. Minimally of three roomed quarters with open space should be provided to every teacher on the campus.

II. Furniture Includes

a -Seats: is a place to sit, referring to the area sat upon as opposed to other elements like armrests, a seat is also a bench, a chair a chaise longue and chesterfield.

b - Desks: Is a piece of furniture for working on.

c - Chairs: Is a seat for one person, with a back and four legs.

d - Tables: are the pieces of furniture with a flat top supported by legs.

III. Health/water and sanitation facilities Include

1. First aid boxes or kit is a collection of supplies and equipment that is used to give medical treatment, and can be put together for the purpose by an individual or organization or purchased complete.
2. School clinic there is room for medical check- up in schools which it should be equipped with running water and electric power outlet. School clinic also is a place where patients get medical help.
3. Boreholes in planning of any school water are the most important requirement therefore a borehole has to be constructed at side of the school premise.
4. Protected wells are an excavation or structure created in the ground by digging, or drilling to access ground water in underground aquifers.
5. Water closets is a flush toilet disposes of human excreta (urine and feces) by using water to flush it through a drainpipe to another location for disposal.
6. VIP/Traditional pit latrines are a type of toilet that collects human feces in a hole in the ground.
7. Wash hand basins is a bathroom sink that is permanently installed and connected and to a water supply and drainpipe, where you can wash your hands and face.

IV. Electronic facilities Include:

1. PHCN connections the power Holding company of Nigeria PLC electricity connections
2. Generating sets is a subset such that every element of the group can be expressed as the combination (under the group operation) of finitely many elements of the subset and their inverses.

3. Solar equipment is a solar energy is radiant light and heat from the sun that is harnessed using a range of ever-evolving technologies such as solar heating, photovoltaic and solar thermal energy.

V. Recreational facilities Include:

1. Play grounds are play structures that link many different pieces of equipment.

2. School hall is a building belonging to a school, college, or university that provides classroom, dormitory, or dining facilities.

3. Table tennis facility include table tennis rocket, bats, peddles, ball, table net etc

4. Cricket fields consist of a large grassy ground on which the game of cricket is played.

5. Basket ball court is the playing surface, consisting of a rectangular floor with tiles at either end.

6. Badminton court is the court on which badminton is played.

VI. School Records Include:

1. Admission Register: this is a register of admission, progress and withdrawal of student. It includes vital particulars of every bona-fide students of the school. It remains a permanent reference document long after the student's lifetime at school.
2. Attendance Register: this register is maintained on class by class basis. The names of the students in full, surname first in block letters in blue or black; in alphabetical order, the boys first before the girls in the some order in red ink and it must be marked by the class teacher in the classroom and not in the staff room. It should be kept in the school.
3. Syllabuses/ plant of work: this is the whole work to be covered for the term while scheme of work breaks into weekly.

4. Log Book: this is a record provided by the school authority and kept by the principal. It was meant to record staff transfer or staffing absent without permission or any negligence of duty by staffs or any reports of evaluators on the school or the staff. The dates which exams or holidays started, or any important activities hold in the school was all recorded.
5. Visitor's Book: this is purposely meant to record all the visitors come to the school as the name indicated. It contains space for name, address and purpose of the visits, Signed with green pen normally.
6. Financial Instructions or Record Book; this book contain all the financial report of the school both the income and the expenditure of the school are recorded in this book to enhance transparency and accountability in financial dealings of the school.
7. Inspection Reports file: this is a file where all the reports got from the school inspectors, who at one time or the other, visited the school are kept. Most reports of inspectors are advisory in nature. As such, information from these file can be used as guidelines to improve the admission of school.

VII .Teaching Aids Include:

1. Chalk Board: A smooth hard panel, usually green or black, for writing on with chalk and generally made of porcelain enamel on a steel base.
2. Slide: this is a piece of glass on which an object is placed for viewing under a microscope.
3. Audio Media Audio Media (sound only) is broadcast by radio can distribute massages to large numbers of learners over wide areas.
4. Pictures are images, news photos, event galleries and more.

5. Charts is a graph, is a graphical representation of data, in which the data is represented by symbols such as bars in a bar chart, line in a line chart, or slices in a pie chart.
6. Audio Tapes Audio tapes/cassettes or the compact cassette (MC) also commonly called cassette tape, audio cassette, or simply tape or cassette is a magnetic tape recording format for audio recording and playback.
7. Compound Disks (CD) Compound disks (CD) are a digital optical disc data storage format.
8. Flash Cards are a free, easy to use studying application with material for any class or standardized test

2.6.2 Infrastructural Facilities in Secondary Schools

Infrastructural facilities in secondary schools is the sum total of building equipment, textbooks including where teaching and learning takes place. The infrastructural facilities in secondary schools include all permanent and semi permanent structures in the school. Such as school site, offices, toilets, stores, assembly hall, classrooms, auditorium, workshops, gymnasium, library, art room, computer room, home economics room, multi purpose room/ hall, music area, hostels, staff residential areas, play ground. School area also consist the dispensary or sickbay, stores administrative block. The school area is where the actual teaching and learning takes place and where the day to day running of school takes place. Open space in the school area is made up playground, sport field and parking lots. While the housing area on the other hand cost of the areas where accommodation is provided for both students and staff members

2.7 Role of Quality Assurance Activities on Instructional Materials for Teaching and Learning in Secondary Schools in Kaduna State, Nigeria.

Okwudiba (2001) refers Instructional materials for teaching and learning as all the resources teachers uses to help him/her explain or elucidate the topic/contain/subject to the learner so that he/she is able to fully comprehend the topic and it is necessary to consider some basic terms as follow;

Media: This term refers to any item that carries information between a source and receiver examples of media of communication include film, television, radio, audio (sound) recordings, photographs, printed materials, projected visual etc.

Format: This is the physical form in which a medium is displayed. Cassette type is a form of audio (sound) format.

Material: This is an item of a medium format or of several media format often used in a general sense.

2.7.1 Types of Instructional Materials

Types of instructional materials for teaching and learning which generally make the teaching-learning processes easier which includes:

Print Materials: are fiction and non such as books, newspapers, journals, magazines, pamphlets, handout work of visual art as well as photography and sheet music are consider as printed materials.

Visual Materials: are two dimensional materials designed to communicate a message to students they usually include verbal elements as well as graphic elements this are Charts, realia (real objects), photographs, slides and it help to enhance learning.

Audio Visual Materials: are instructional materials such as Slides, tape, filmstrips, television, video, audio cassettes, records/compact discs, laser discs and other multi media types.

Static/Display: this are materials static is a flat panel displays rely on materials whose color state Chalkboard, felt board, flannel graph, flip charts, magnet board etc.

Electronic: Is the science of controlling electrical energy electrically, in which the electrons have fundamental role Electronic materials include Radio, computers, e mail, multi media et

2.7.2 Importance of Instructional Materials

The following are the importance of instructional materials;

1. Instructional material allow the instructor to engage learners by supporting concepts through the use of multi media, including sound clips, video images, hands on experience and interactive games.
2. Instructional materials offer learners the opportunity to practice concepts and develop a product that demonstrates their level of understanding.
3. Instructional material allows the instructor to support learners with varying levels of ability and fundamental skills by providing additional support.
4. Instructional materials support learning content, allow students to engage in the application of concepts and provide an opportunity for evaluation.

Instructional materials help to arouse and sustain learners interest and it give students in a class the opportunity to share experiences necessary for new learning and improve students acquire a deeper understanding and mastery of learning. (Robert Heinch 2010)

2.7.3 Instructional Materials for Teaching and Learning

These are some of instructional materials for teaching and learning.

Chalk Board: A smooth hard panel, usually green or black, for writing on with chalk.

Books and other print Materials: a written or printed work consisting of pages bound in a cover.

Graphics: A graphic is an image or visual representation of objects.

Real Objects: worthy of the description of objects.

Models: include all types of materials for manipulation made from various materials clay, plastics paper etc and used for demonstration and discovery of concepts or properties of objects.

Overhead projector: an overhead projector is a variant of slide projector that is used to display images to an audience._Okwudiba Nnoli (2010)

2.7.4 Classification of Instructional Materials

Instructional materials are classified thus;

a. Instructional materials can be classified according to the levels of technology of the materials, low technology or high technology.
b. Classified according to the senses they stimulate visual media (when they stimulate the eyes) audio media (when they stimulate both the eyes and ears) and audio visual media (when the stimulate both the eyes and ears)
c. Classified as project media (e.g. slides, filmstrips, video, opaque projector etc) and non projected media (e.g. still pictures graphics, models realia etc)

   Classified as print and non print media e.g. Books, newspaper, journals, magazines, pamphlets, handout etc Romiszwski (2012).

2.7.5 **Audio Visual Materials**

Audio visual materials are made of the following:

1. **Print Media (visual)**

a. Text books is a printed artifact for each year or course of study, they contain facts and ideas around a certain subject.

b. Magazines are publications, usually periodical publications that are printed or electronically published sometimes referred to as online magazines they are generally published on a regular schedule and contain a variety of contain.

c. Newspapers are a serial publication containing news other informative articles. Which to inform, to interpret the news, to provide a service to readers, and to entertain.

Work books are a student's book containing instruction and exercises relating to a particular subject. Waptac (2013)

1 Audio Media (sound only)

a. Audio tapes/ cassettes or the compact cassette (mc) also commonly called cassette tape, audio cassette, or simply tape or cassette is a magnetic tape recording format for audio recording and playback.

b. Compound disks (CD) are a digital optical disc data storage format.

c. Radio broadcast is a unidirectional wireless transmission over radio waves intended to reach a wide audience stations can be linked in radio networks to broadcast a common radio format either in broadcast syndication or simulcast or both.

1. **Display Media (still visual only)**
    a. Chalk board is a reusable writing surface on which text or drawings green, chalk boards, generally made of porcelain enamel on a steel base.
    b. Pictures are images, news photos, event galleries and more.
    c. Flash cards are a free, easy to use studying application with material for any class or standardized test.
    d. Charts is a graph, is a graphical representation of data, in which the data is represented by symbols such as bars in a bar chart, line in a line chart, or slices in a pie chart.
    e. Flannel board is a storytelling system that uses a board covered with flannel fabric, usually resting on an easel. It is very similar to fuzzy felt, although its primary use is as a storytelling medium, rather than as a toy.
    f. Maps this is a diagram of an area showing physical features, cities, roads etc.
    g. Slides this is a piece of glass on which an object is placed for viewing under a microscope.
2. **Motion Pictures:**

a. Films are thin, flexible strip of light sensitive materials for photographs or motion pictures.
b. Video this is a system of recording moving images on magnetic tape.
c. Television broadcast are encoding or forming standards for the transmission and reception of signals.
d. Animation is the technique of filming a sequence of drawings to give the appearance of movement.

3. **Audio Visual Combinations:** this are the daily conversation, although heavily dependent on speech and auditory perception, is actually dependent on information from multiple sensory modalities.

a. Tape/slide presentations is an audiovisual work consisting of a slide show using a filmstrip machine with synchronized accompanying audio traditionally these have frequently been used for education and for tourism, but also include artistic uses.
b. Tape/ flip charts this are refer to contents, recording media, adhesive tape
c. Tape/ pictures this are refer to contents, recording media, adhesive tape while Pictures are images, news photos, event galleries and more.
d. Tape/ overhead transparencies pictures this are refer to contents, recording media, adhesive tape while an overhead projector is a variant of slide projector that is used to display images to an audience.

Model: Include all types of materials for manipulation made from various materials such as clay, plastics, papers etc and used for demonstration and discovery of concepts or properties of objects.(Ibrahim Suleiman (2001);

2.7.6 Instructional Materials in Secondary Schools

Some instructional materials available in secondary schools;

Instructional materials in secondary schools are the resources use to help the teacher to make the teaching and learning process easier. Instructional materials includes both visuals and audio visuals such as still, programmed instructional, film strips, pictures, flash cards, posters, maps, charts, graphs, tape recorder, radio, video, television, computers, slide projectors, projector, over head projectors among others and It was concluded that instructional materials in secondary schools ensure more effective learning since the learner

not only hear but also sees and does while the knowledge of a wide variety of instructional materials and the specific functions they can perform is a value added advantage for the teacher. The teachers should Endeavour to use as many instructional materials as possible.

2.8. Role of Quality Assurance Activities on Impact of Discipline of Teachers and Students are Enhanced by Quality Assurance in Secondary Schools in Kaduna State, Nigeria.

It would appear that discipline is a manifestation of the things such as level of internalization of culturally acceptable behavior or an attitude of mind due to one's perception of life. In secondary school, discipline is the hand tool for controlling staff and students. Misconduct by members of the school is punishable according to schools rules and regulations. Though they do not carry equal punishment, others attract suspension or expulsion.

Odo (2005), stated "when for instance, students riot or are violent, they are expressing anger, frustration, indignation and contempt at the policies or otherwise of the school. The school administration should regard this as symptom and endeavor to find the causes and treat it to ensure lasting solutions. Much of student's misdemeanors are a reflection of the society's problem, some are generated internally by aggrieved staff and at other times externally induced.

Hence effective management of conflict is the hallmark of the experienced school principal. The strategies for handling of discipline problems are not stereotyped. It is one area that is determined by environment and circumstances rather than automated machine. A discipline person is orderly, responsible, delightful, sympathetic, cooperative, honest and considerate and always tries to do what is right and good.

In the word of Gnagey (2007): perhaps the most modern view of discipline recognize that the schools have the responsibility for teaching good citizenship behaviours as well as good academic behaviours and that the teachers must set up classroom experiences to encourage both. He explained that for disciplinary rules to be deemed worthy of obedience by members of the setting concerned, such rules must be relevant to their situation and must be designed for the purpose of attaining the objectives of the setting.

2.8.1 Types of Discipline

Discipline is a manifestation of the things such as level of internalization of culturally acceptable behavior or an attitude of mind due to one's perception of life. The types of discipline include

2.8.2 Preventive Method of Discipline: is a measure taken to preempt misbehavior by keeping students engaged. According to Charles (2010) means planning in such a way as to avoid the rise of behaviour problems.

2.8.3 Supportive Method of Discipline: supportive measure of discipline is learning, even in the narrow sense of classroom conduct and general self control so it is necessary to motivate the learners to be of good behaviour and good citizen. Also supportive is a measure taken to assist students with self control by helping them get back on task.

2.8.4 Corrective Measure of Discipline: measure taken when students are not following classroom or school rules

2.8.5 Approaches to Discipline

Approaches to discipline include;

2.8.6 The Simple Authority Statement: with a simple authority statement, teachers can exercise authority with minimum distress and emotion. By employing this strategy, you also show students how a person can use authority respectfully and reasonably. The strategy calls for the teacher to voice disapproval authoritatively, promptly, and as unemotionally as possible.

2.8.7 Re-direct Student Energy: by re-directing student energy, a teacher can end misbehavior without creating negative feelings. Instead of focusing on the misbehavior, this strategy calls on the teacher to turn student attention to something else preferably something worth attending to. This is a useful approach when direct confrontation is either unnecessary or imprudent.

2.8.8 The Calm Reminder: a calm reminder can help students understand what they are supposed to do in a way that does not communicate negative emotions.

2.8.9 Next Time Message: a next time message can correct students behaviour without making them feel discouraged, the strategy calls for the teacher to tell students what to do next time. Without focusing on what was done this time.

2.8.10 The check yourself Message: A check yourself message can remind students to manage themselves responsibility. The strategy involves the teacher telling students to check what they have done, implying that when they do so, they will see what corrections are necessary. This strategy can be used whenever students become careless.

2.8.11 The silent Response: A silent response strategy gives student's room to solve their own problems, this strategy also provides away of avoiding hasty, inappropriate responses.

Teacher using this strategy reacts to an act of misbehavior by making a mental note only and considering later what, if any, action is appropriate.

2.8.12 Clock focus: A clock focus strategy can settle students restlessness and increase students powers of concentration, the strategy calls for the teacher to announce 'clock focus' a cue to students to stand and watch the second hand of a clock make full circles, as many rotations as they choose and then to sit and resume their individual work, the strategy can be used whenever students need to be settled down, particularly young students working at individual tasks.

2.8.13 The visitor's chair: by using the visitors chair strategy, a teacher can position a student's close by without communicating disapproval. The teacher using this strategy asks students to sit in a "visitor's chair" close to where the teacher is setting or standing students know they can return to their own seats whenever they feel ready for responsible self management.

2.8.14 Honest "I' statements: Honest I statements can help teachers communicate honestly without generating defensiveness or guilt. Honest "I" statements also help teachers model a valuable interpersonal skill. The strategy calls for the teacher to talk honestly about personal needs and feelings making statements avoiding comments about "what" "you" did or "you" said. This approach is especially useful when up setting feelings emerge.

2.8.15 the undone work Response: An undone work Response is a useful approach for reacting when students fail to do required work. A teacher using this strategy avoids a blaming response and instead aims to crate a growth producing response. This approach can be used whenever a student has not completed work on time.

Importance of Discipline

The following are the importance of discipline According to Charles (2010);

1- Discipline brings order

Ii- Discipline allows one to act according to thoughts feelings

Iii- Discipline allows one to sacrifice instant gratification in favor of long term goals

Iv- Discipline is necessary to balance work and play

v- Discipline create self confidence and self esteem

Vi- Discipline helps one overcome addictions negative habits, laziness and procrastination.

Discipline in Secondary Schools

Discipline in secondary schools is the hand tools for controlling staff and student's misconduct by members of the school is punishable according to school rules and regulations. The school leadership should regard, symptom and endeavor to find the courses and treat it to ensure lasting solutions.

Much of learners misdemeanors are a reflection of the societal problems According to Charles (2010), some are generated internally by aggrieved staff and at other times externally induced. Discipline is essential for good teaching and learning in schools. Schools have the responsibility for teaching good citizenship behaviours as well as good academic behaviours and that the teachers must set up classroom experiences to encourage both and must ensure that he/she applies the law whenever an offence is committed.

Despite these students agree that discipline is needed in schools sherry (2015) stated that if there were no discipline the school would not be distinguished from the street, if so everyone agrees that discipline is key to safety in school

2.9 Role of Quality Assurance Activities on Records keeping in secondary schools in Kaduna state, Nigeria

Harcourt (2011) refer School records are the report kept in schools for historical as well as contemporary information. The record written and kept safely provides information of what happened previously and what is happening now, this will enable the organization to ensure its continuity. According to Ukeje (2012) explained that records may assume the form

i. Memorandum, directive, work sheet, and reports of work in progress
ii. Official reports and
iii. Formal and permanent records. He said there should be a written descriptive of the records system as individual reports should be numbered named and dated records forms should be designed in accordance with accepted criteria.

2.9.1 Criteria for Keeping Records

American National Education Association Committee (2012) suggested the following criteria for records to be;

i. Cumulative in nature
ii. Uniform when used for comparing data between individual schools
iii. should be made of durable materials
iv. Free from duplicate entries
v. organized systematically
vi. Adequate in scope to serve the purpose indented
vii. Available for use by the proper school officials
viii. filed so that frequently used materials can be located and inspected quickly
ix. Maintained separately for primary and secondary where necessary for effective use.

According to Otu (1999) school records are account of facts, events and activities write down in the book of reference or pressured from further use. A record is a book of information on different aspect of school. It shows the occurrences of past events activities in the school with their dates. Record serves as a good source of information and historical facts, for researchers and historians. They are also vital sources of information about the school which assist the principal and other staff to asses the progress made in the school.

Records can be use for planning and financing education. These records can be kept in form of facts or figures (Data). Records can be easily supply data that can be used for planning.

2.9.2 School Vital Records

According to NTI (2008) the school records are characterized by inbuilt measures for the realization of intended educational goals and objectives and that the school provides convenient a venue for self and instructional evaluation through their established rewards on

i. Curricular and co curricular activities
ii. Academic programme strength and weakness
iii. Staff performance strength and weakness
iv. Pupils/ students cumulative records
v. Examination
vi. Administration
vii. Types and nature of activities
viii. Interviews
ix. Discussions

2.9.3 Statutory Records

These are compulsory records, which are mandatory by law to be kept in each school in Nigeria are as follows;

2.9.3.1 Log Book**:** this is a record provided by the school authority and kept by the principal. It was meant to record staff transfer or staffing absent without permission or any negligence of duty by staffs or any reports of evaluators on the school or the staff. The dates which exams or holidays started, or any important activities hold in the school was all recorded.

2.9.3.2 Admission Register and Withdrawal**:** this is purposely kept accordingly as the school admitted, withdraws or transfers any student. The schools head will fill the record and kept with him for future reference and to enable him know the number of student in the school.

2.9.3.3 Class Attendances Register: This contained all the students' name, age, address and his day to day class attendance.

2.9.3.4 Diaries and Records of Work Book: this is the book which contains the weekly lessons carried out by the teacher and the activities or assignment given by the teacher.

2.9.3.5 Visitor's Book: this is purposely meant to record all the visitors come to the school as the name indicated. It contains space for name, address and purpose of the visits. Signed with green pen normally

2.9.3.6 School leaving certificates: this is the certificate issued to learners upon completion of curse; it must be properly documented including the unclaimed.

2.9.3.7 Transfer Certificate Booklet: issued to students/learners who have cause to leave the school before getting to the terminal class. The stamp of the certificates must be kept by the head teacher.

2.9.3.8 Punishment and Reward Book: this is the proper records of punishment including names of offenders, dates; nature of offence must be kept. Some goes for merit awards as applicable.

2.9.3.9 Education law and National Policy on Education: it is compulsory to keep a copy of each of these two documents in every school.

2.9.3.10 Store Record Book: this book was meant to record all the equipment and facilities bought or given to the school and whenever the school makes use of them it will be recorded and the name of teacher, class and number and amount used.

2.9.3.11 Civil service rules: this is the book which contains rules and regulation governing the activities and guidelines.

2.9.4 Non Statutory Records

These records are kept for the day to day administration of the school and use occasion demands. They can be referred to as non statutory. Instructions from the Board of governors/Advisory

2.9.4.1 Ministry circular files: this are the files which contains ministry circulars issued to the school

2.9.4.2 Staff meeting minute Book: this book purposely meant to record the date time and important issues discoursed in meeting held by the school.

2.9.4.3 Continuous Assessment Dossier/Report sheets/ personal files: these are confidential documents kept in the head teacher office which are compulsory for every student in the school.

2.9.4.4 Inspection Reports file: this is a file where all the reports got from the school inspectors, who at one time or the other, visited the school are kept. Most reports of inspectors are advisory in nature. As such, information from these file can be used as guidelines to improve the admission of school.

2.9.4.5 Master Time Table and Analysis: Exhibited in each classroom, it should show the daily activities class by class, analysis should indicate the curriculum, number of periods per subject per teacher per week.

2.9.4.6 Staff Movement Book: the school should keep a record of the movement of each staff. These are columns for date, name of staff, date of leaving, purpose for leaving, destination, time due to report for work and officer to deputize or charge during his absence.

2.9.4.7 Principal Annual Report: this is a file or book where all the reports made by the principal at the end of each year are recorded such records acts as guide or evidences for the principal or any other principal who may later take over from him. The principal should keep record of his annual report in a file, such reports made up of all that happened in the school during the year including the problems facing the school and future plans.

2.9.4.8 School cash Account Book: the principal handle a lot of money in the school hence the need to keep an accurate cash account book so as to be able to account for it all. The receipt of all items or expenditure include the school fees, craft sales and so on should be accurately recorded.

2.9.4.9 Staff Notice Book: all information, instruction, directives and circular coming from the principal office to his staff are written in this column, each staff could sign as having got such information.

2.9.4.10 Duty Masters Report Book: one teaching staff should be on duty daily. He is to look after the affairs of the school for that day. He should keep accurate reports of all that happened when he was on duty and submit to the head teacher or his assistant the next morning.

2.9.4.11 Teacher's Lesson Notes Books: this is the daily class activities and lesson plans by the teacher.

2.9.4.12 Staff Record Book: this contains a list of the teachers in the school, their registration numbers, qualification, when they join the staff or leave the school, ate and reason for leaving. If possible the new address, if and well know. The subject and class address taught by the teachers should also be recorded. Such a record, if well kept is very useful to the principal in planning the teaching programme.

2.9.4.13 Mark Book: the mark book is like a progress report book where all the marks scored in every examination by each student in the class are recorded.

2.9.4.14 Syllabus/Scheme of work: syllabus is the whole work to be covered for the term. While scheme was the term work breaks into weekly.

2.9.4.15 School Album: the school should keep photographs of events in the school such as picture are dated and captioned. Such pictures may include those taken by transferred

teachers, principals or those of visitors to the school, prefects, graduating students, member of the parents/ teachers advisory boards etc

NTI Hand book explain records keeping that it is mandatory for the school to keep vital records to its existence and for the benefit of learners. Records are meant to be used as occasion demand and are equally meant to assist the teacher to perform his duties efficiently.

2.9.5 Purpose of Records Keeping in School

Some of the purpose of records keeping in schools according to NTI (2008)

a. It ensures that the principal keeps strictly to the education regulation as directed by the state government
b. Be provided necessary information for the educational development in school
c. It provides means of assessing progress in education
d. It provides useful information about the students and staff
e. It can be used as history if properly documented

It is responsibility of the supervisors to insist on the proper keeping of these vital records lack of record keeping in a school affects the school administration. We should not mind the time it costs, inspector has to explain the penalties attached to non- keeping records in the school to the teachers.

2.9.6 Importance of Record Keeping:

Records are kept in schools for various purposes; some of these are described below:

a. To provide necessary information for decision- making by relevant stake- holders I. e. The school, government, researchers, employers of labour

b. To give necessary information that aids the teacher in guiding the students morally, socially and academically.

c. To save the school from unnecessary embarrassments and legal tussles.

d. To give direction to the overall development of the students.

e. To measure the progress of individual student in the literacy, numeracy and life skills and to provide further assistance to the learner.

f. To facilitate the movement of students from one school to the other.

g. To comply with the requirement of law.

h. for financial accountability.

2.9.7 Records keeping in Secondary Schools:

Records keeping in secondary schools, schools are charged with the responsibilities of teaching and providing the necessary conducive environment for learning.

A record is therefore any written document where the activities of the schools are written the arrangements of these records, the careful recording of the necessary information in these records and their retrieval when needed for administrative purpose is the management/ keeping of records. The record written and kept safely provides information of what happened previously and what is happening now, this will enable the organization to ensure it continuity.

While records keeping in secondary school shows the occurrences of past events activities in school with their dates. Teachers within the school system interact with different types of

records. They interact with records that are required by law in the school and those that are not required by law. Those records that are required to be kept under the law are called statutory, mandatory, or obligatory records while those that are kept in school for effective and efficient operation of the school system are called non statutory, non mandatory and non obligatory records. School records serve as a good source of information, historical facts, for researches and historical purpose; records kept by teachers serve as a weapon of defiance.

2.10 Role of Quality Assurance Activities on Curriculum Content Coverage in Secondary Schools in Kaduna State, Nigeria.

Adeinoye (2007) explained that efforts have been made by scholars to conceptualize curriculum. Consequently there are many thoughts about the curriculum, paving way for wide verity of definitions. The original meaning of curriculum is derived from Latin root "curare" which meant a "race" a specified distance to be run. In education, where the word curriculum has been imported, like in a race, there are starting point's purpose destinations/ targets and specifications of routes. Simply curriculum can be considered as the list of topics thought in the school or in an institution in wider view it encompasses all the experiences that the student undergoes though while being part of that institution.

2.10.1 Types of Curriculum Design

The following are the different types of curriculum design identified and used over time

2.10.2 The subject Centered Curriculum; this is oldest, and widely used curriculum strategy. It has to do with the organization of the content of education on subject basis. In this approach, activities are developed, but content is selected and ordered in such a way as to discipline the learners in the classification and arrangement of ideas peculiar to that discipline subject curriculum emphasizes mastery of subject.

2.10.3 The learner centered curriculum; this design is also known as activity or experience curriculum design. It is patterned to take care of the immediate interest of the learners. Learning is based on the expressive impulses of the learners. Which can be displayed at anytime in the course of learning?

2.10.4 The Core Curriculum Design; this is a modification of the subject curriculum. It is an attempt to unify related subject matters so as to enrich the content of learning. There is a horizontal integration of subject matter boundaries here. Activities in care curriculum are cooperatively planned by both teachers and learners. Based on the needs/interests of the group

2.10.5 The Broad field Curriculum Design; this is an attempt to remove sharp boundaries that exist in the subject approach. It represents integration of subject matter of closely related disciplines of the school curriculum.

2.10.6 The Integration Curriculum Design; this is also referred to as cross- sectional approach. In this design, common centers of interest cut across each other.

2.10.7 The Task or job Analysis Curriculum Design; this approach deals with organizing for task related learning which involves skills, knowledge and attitude that are needed for a particular task.

2.10.8 The modular curriculum Design; this is a unit curriculum based on the development of entry level competencies and the occupational goals of the learners. In this approach, the total curriculum of a particular field of learners is divided into units known as models. In this approach each module is organized and developed around the knowledge, skills and attitudes leaner needs. Each module is readily usable by teachers in planning and

implementing instructional content, teaching methods learner's activities, resources, materials and evaluation procedures.

2.10.2 Classification of Curriculum

The classifications of curriculum include;

2.10.2.1 Curriculum as a Subject Matter: the curriculum should consist of permanent studies, the rules of grammar, reading, rhetoric, logic and mathematics at the secondary school level, the greatest book of western world. The curriculum must consist essentially of disciplined study in five areas, command of mother tongue and systematic study of grammar, literature, and writing, mathematics, the sciences, history and language.

2.10.2.2 Curriculum as a plan; the curriculum is a planned programme of learning opportunities to achieve broad educational goals and related objectives. The curriculum is all the learning of students that is planned by and directed by the school to attain its educational goals.

2.10.2.3 Curriculum as an Experience; Curriculum is those experience set up by the school for the purpose of disciplining students and shaping their ways of thinking and acting. Curriculum is generally considered to be all of the experiences that learners have under the auspices of the school.

2.10.2.4 Curriculum as an Outcome; the curriculum is a planned learning outcome for which the school is responsible. The curriculum is a structured set of learning outcomes (objectives) resulting from instruction. Curriculum is concerned not with what students will

do in learning situation, but with what the will learn as a consequences of what they do. And also curriculum is concerned with results.

2.10.2.5 Curriculum perspectives; Curriculum perspectives are theories of knowledge which are important sources of curriculum decisions. Zewil (2000) cited in Gatawa (2004; 21) states that what goes into the curriculum depends heavily on these perspectives. There are a number of curriculum perspectives that one needs to be familiar with. They include; rationalist, empiricist, pragmatist, and existentialist.

2.10.2.6 Quality of an Effective Curriculum;

1. It must contain the needs of the individual students and the society in which it operates
2. It must make provision for constant evaluation due to the dynamic nature of the society
3. It must provide for the use of different instructional methods and aids (apparatus/ materials)
4. It must provide for in service training for teachers to ensure competence
5. All aspects of learning and activities must be equally represented according to needs
6. It must allow for flexibility.

2.10.2.7 Curriculum in Secondary Schools;

Curriculum in secondary schools level of education must be considered in planning and developing relevant curriculum. The level of maturity of the learners, period of schooling and other psychological and social factors must also be duly considered.

For any level the nation's educational objectives for that level must be analyzed and relevant. And appropriate content and experiences provided. The mode of evaluation of student's achievement and of the curriculum must be determined. Planning and developing curriculum at these levels is usually carried out by different bodies such as ministry of education in conjunction with appropriate examination bodies formulated the curriculum.

2.11 Role of Quality Assurance Activities on Staff Development in Secondary Schools in Kaduna State Nigeria.

Staff development is an ingredient in enhancing the performance of any organization, training and development are the process of behaviour modification or molding of workers in order to integrate organization needs .Ngu (2009) Both training and development are purposefully geared towards improvement on skills and performance. Both involve molding or re molding of workers characteristics for the purpose of effective performance. The both training and development have different meaning but are used synonymously by some writers.

However, the two terms are different on the basis of the subject matter involved or the level of the participants drawn from the organization. While training usually implies specific factual and narrow range content, development refers to a focus on general decision making and human skills. In both training and staff development the aim is to improve skills and performance of the subordinates. This applies education in improving quality education in improving or remolding teachers. From the above distinction therefore, staff development is itself a training process and best viewed in tow dimensions. The first but being an in-service training programme where individuals in an organization are given opportunities to further

their education to enable them to prepare for future position the second type of training is aimed to prepare individual to be able to handle new job assignments.

According to Shema (2005) staff development is aimed at the following

(a) To improve the current level of performance of incumbents in their present job.

(b) To equip men with potential for higher level responsibilities.

The former represent the immediate pre-occupation or objective of staff development concerned with consideration currently relevant, whereas the latter involves long range considerations and planning. Both aims submitted by Shema apply to the objectives of staff development in quality assurance activities. Although Harris (2000) viewed staff development as that aspect in administration, which implies the training of an individual in organization, to enhance his performance

Ngu (2009) viewed it as the process of behavioral modification or molding of workers in order to integrate organizational needs with their characteristics. This view is in consonance, with the new, expressed in Novit (2009) when he noted that staff development is the training of personnel in an organization toward motivating them to become competent and work hard in achieving goals to the organization.

Thus from the above definitions it become clear that staff development connotes the organizations effort in its programme to provide the need – based training and education to workers to enable them become competent in handling their present or future assigned tasks, however, the scope of staff development scheme in terms of its coverage varies from one

organization to another from one organization to another. The varieties may arise due to the resources organization may decide to our mark for the purpose within its reach.

According to Nfu (2006) staff development is so important that it is not only imperative but so important that no organization can dispense with it as a programme and as a process this means, however, no matter the cost organizations have to train their at least to enable them handle the task. This is concurred and elaborated Roscoe and freak (2012) when they noted that organization has to give this minimum training to its employees to make them at least become acquainted with the objective, policies, rules, standards and procedures peculiar to the organization and the particular job. At the other extreme, staff development can include a long programme leading to key position some organization have development programmers for supervisors and executive enabling them in handle their job and preparing them for greater responsibilities.

2.11.1 Quality of Teachers as an Ingredient for Staff Development

Quality is a means of providing staff development in educational organization the teachers deserve to be more qualitative.

Lassa, (2001) stated a report that teachers are the determinant of quality in education, if they are apathetic uncarpeted of quality, committed, immoral, and antisocial, the whole nation will be doomed. If they are grant in their discipline and gives wrong information, they are not only useless but dangerous in the society. “the kind of teachers trained determines what the next generation will be’’ this views directly stated that the kind of teachers we have is the kind of people we are to have in the next generation’’ what students learn is directly

supported to what and how teachers teach, how and what teachers teach depends on the knowledge, skills and commitments they bring in their teaching.

This brought the idea that quality of teachers depends on the training institutes and colleges where the quality of impute dictated the quality of output. Lassa (2001) identify three factors that determine standards in teacher's education as;

(1)Selection of entrants (2) programmers of study (3) factors related to the teacher preparation in institutions. He is assuring that were the minimum acceptable standards related to these factors are reasonably high and the degree of conformity with standard is satisfactory, people predict the products of qualitative and competed teachers which could be well developed in terms of teaching profession.

1- Selection of Entrants: Watts (2009) identified four points that could be serve as criteria for selecting entrants into teachers colleges which areas

a – Oriental and proneness to change

b – Knowledge and ethnic values (content and methods)

c- Communication; inter personal relationship and professional report and language skills

d – Decision making in the class room in the school system and in the community.

2- Teacher Preparation programme; Balogun (2011) also outline these variables which he said influences leering in formed education contract. These are;

a – The environmental variable (physical and infrastructural facilities, social system needs and values priorities) as they affect curricular activities.

This is taking about staffing which is employing the quality and dedicated ones and see who are abiding the condition of service. The facilities are expected to be provided, equate utilization and maintenance where all necessary, then administrative in terms of discipline leadership and good communication network must be maintained among students and teachers. In school quality assurance the evaluators try to identify the quality of teachers through an assessment sheet, which is provided in form of a questioner. It is expected to be completed by the evaluators in the school the result will determine the quality of the teachers or principals, and a report will be provided to the zonal offices by the supervisors which will show the level of each staff development. Some of the component of these assessment sheets includes:

1 Readiness for responsibility of a teacher was it good, fear or poor.

2 Maturity, knowledge and expertise in education were also identifies and many more. The complete examples of this assessment sheet can be found in the appendix section.

A teacher that is qualitative was expected to carry his assessment perfectly with logic and styles which were always going along with the global change and the societal needs of the students, school supervision is the engine of transforming new trends and issues in teachers in other to acquire the contemporary ideas and knowledge skills that will suit the students contemporary world. A qualitative teacher must serve as a guidance, counselor and supervisor in school, as well as a tutor with the ability of transforming knowledge also a manger with the skills of managing human and non human resources effectively

2.11. 2 Motivation as a Way of Enhancing Staff Development

The school supervisor/evaluator try as much as possible to evaluate the various ways to motivate the teacher and also identify some various ways which the school authority will motivate the teachers as well. A teachers needs to be less stressful ideally is expected to be

happy in other to make others happy among which his students were included. Motivation is the process of arousing action and interest of teachers in other to perform their duty very well. It is a process of making the teachers realize that the made a job well done or thanking them. The evaluator employs some various ways of motivating the teachers in other to make them perform their duty effectively and efficiently.

2.11. 3 Training and Retraining as a Tool for Staff Development

Staff training often appointment or within performance of the job is very necessary for both the organization and the staff. In education teachers need to be train before and after their appointment and some coaching from time.

There are many ways of grooming the staff in order to make the staff more competent and development so that they will be able to put more of their best with new skills gained and they will feel happy with their organization, evaluators try to find out if the teachers were having training the way they suppose to have and also find those that suppose to go for training after the evaluation some of the ways to train and retrain in school education includes.

2.11.4 Types of Training in Staff Development

Staff training often appointment or within performance of the job is very necessary for both the organization and staff. In education teachers need to be train before and after their appointment and some coaching from time to time.

There are many ways of grooming the staff in order to make the staff more competent and development so that they will be able to put more of their best with new skills gained and they will feel happy with their organization. Supervisors try to find out if the teachers

were having training the way they suppose to have and also find those that suppose to go for training after the supervision some of the ways to train and retrain in school education includes:

2.12.5 Orientation: this is a very necessary part after the recruitment exercise. Once a teacher has appointed it is expected to be practically and positively oriented in other to be aware on how the vision and aspiration of the school is basically affected to his job and also a fresh intake or new teacher will be able to understand the rules and principals existed in his new school, orientation is normally taken place within the school.

2.11.6 In House Training: this is the areas in which the teachers impact various skills within the school organization towards up dating the workers which involves formal strategy on job training such as seminars and workshops

2.11.7 In-Service Training: involve training teachers outside the working place (school) in some higher institutions of learning or vocational centre under the sponsorship of the educational organization or traveling outside the country to other university or educational institutions in other to pursue education under the sponsorship of your employee (educational organization)

2.11.7 committee/work Group Strategy: this is another means of development to staff teacher where they can be involve in school meeting, group discussion, presentation of papers in a group committee or carrying out assignment as a teacher or group of teachers for the purpose of research and acquire more ideas on issues related to the school, teachers and students in other hand is to enhance the knowledge and ideas between themselves and solve

any related problem mostly this method of training was carried out by the principal of the school units

2.11.8 Vestibule Training Strategy: this kind of training method was carried out purposely to enable perfection among the school teachers. It is where by the science teachers practice their skills with their practical's equipment, to bring out something new for the benefit of the entire educational teachers (science teachers}

2.11.9 Apprenticeship Strategy: Now that there are no grade II colleges you can find out that teacher was appointed without educational methods and skills, it is therefore very necessary for the new appointed teacher to go urgently for educational training in colleges of education that PGDE (post graduate diploma in education) this will enable the new teacher to be professional in teaching his field. This method of training is usually carried out immediately after recruitment.

2.11.10 Conference Seminar and Workshop: this is a form of training that prepared by the educational organization for all teachers within the territory. They are allowed to attend, to be part of the scholars, papers are presented by experts, discussions and they will be examined and the participants will be encouraged, ask questions and express their views for the improvement of staff and teachers.

2.11.11 Assisting: this kind of training was gained by the principal where by vice principals were assigned for them to be exposing in different management functions. They learn the procedure through the principal.

2.11.12 Sensitivity Training: Sensitivity training as the name implies; it is used for development of awareness to behavioral pattern of itself and other colleagues, it is used to in

change mutual understanding among working groups. It is a sort of human relation approach to management aimed at enhancing openness to other greater concern for others and tolerance for individual differences. Edwin flip (1970) give a good account of this type of training to him'' it involves face to face learning about ongoing behaviours with a small group that means continually for periods as long as 1 or 2 weeks it is highly recommendable for leadership training and executive development

2.11.13 Supplementary Training: many organizations utilize quite a good number of training methods; it may still be inevitable for them to seek supplementary training methods from independent institutions. At most all organizations, both public or private, use the supplementary training method by sponsoring their employees, to different institutions of learning's some institutions may provide training in space used areas basically needed by employers while others may provide training rather broad in nature in other brooded the horizons of the trainees. With the help of staff development the objectives of quality assurance activities can be achieved in Kaduna state and Nigeria in general.

2.11.14 Process of Staff Development

Before the training commence the training objectives must have been identified the participant or trainee selected, qualified instructors also selected and the training facilities adequately provided.

In training method to be used by instructors will depend largely on training content and the extent of both physical and mental maturity of the trainees. Contain and the extent of both physical and mental maturity of the trainees. This should serve as a guiding principle to instructors throughout the training processes the instructors help to create stimuli or

motivation for learning by using certain exciting illustrations or by acting examples of problems in similar situations, both the preparation and the presentation of the lesson must be base on the level of qualification, skills or experience of the trainees. It is four this reason the one contended that serious discrepancies, in previous qualification and experience are inherent constraints to a good training programme.

There should be a system of training evaluation to enable the employers to determine the effects of training on both the training (employees) and the organization there are six major criteria for evaluating a tanning programme including participants reaction, changes in the trainee knowledge or skills changes on the trainees attitude, changes in job performance, and changes in the general organization performance.

South north (2004) it is their combined effect that really matter for example, talking about teacher in service training, monetary incentives, challenging conventional practices, identifying and valuing good teaching, increasing teacher reflective powers and expanding their teaching repertoire are treated as professional learning opportunities and process.

Many of these processes and important in making a positive impact to teachers job efficiency and quality of teaching and learning in class rooms ,these processes include:

i. Planning processes: for lesson, units of work individuals and groups of student, classes clear groups.

ii. Target sitting: for individuals and groups, classes.

iii. Communication systems: especially meetings.

iv. Monitoring systems: analyzing and using students learning data and observing class rooms and providing feed back.

v. Roles and responsibilities of leaders (including monitoring and coaching)

vi. Policies for teaching, learning, assessment and marking.

2.11.15 Staff Development in Secondary Schools

Staff development in secondary schools helps in the discovery on the level in which the teachers were developed and also identify the areas where the teachers where left behind in terms of the contemporary issues regarding the educational perspective. Secondary schools are the centre for ensuring the necessary framework condition for professional development of staff. The educational program is always changing with the needs of students and the conceptual technical and human skills of the teachers in other to be more professional. The school leadership helps to find out the staff defiance and the positive measures to enhance their development. The staff development in education is continuous and comprehensive process which utilizes human learning in service selecting additional staff members with appropriate competence, reassignment of staff members and replacement and many more.

2.12 Empirical Studies

The study focused on the impact of quality assurance activities on the management of secondary school in Kaduna state, Nigeria in the process of review of related literature, many researchers were hammering on the activities of quality assurance in secondary schools. For instance Hassan (2009) carried out a study entitled “an appraisal of the assessment of principals and teachers participation in quality assurance in secondary schools

in Zamfara state, Nigeria. The population for the study was 2281 public secondary schools and the sample for the study was 957 respondents from different designations. The researcher adapted survey design and collected the data for the study through the use of questionnaire. The reliability coefficient obtained was 0.77 while the hypotheses were tested at 0.05 significant levels. Analysis of variance was also used for statistical analysis. The variable includes leadership, decision making, and infrastructural facilities among others. And the findings showed that monitoring and evaluation had significant impact on the activities of quality assurance in secondary schools in Zamfara state, Nigeria. The study is related to the current research work on many aspect e.g. The variable used, the instrument adapted, the statistical tool and as well as the findings on the appraisal of the assessment of principals and teachers participation in quality assurance in secondary schools in Zamfara state, Nigeria. While the current research was on impact of quality assurance activities on the management of secondary school in Kaduna state, Nigeria.

A study was carried out by Adiotomre (2005) on teacher's participation in quality assurance in public and private secondary schools in Delta state, Nigeria. The researcher served 6,400 teachers and non teaching staff as population for the study. The sample for the study was 200 staff from various designations. The researcher also adopted survey research design and collected the data for the study through the use of questionnaire. The statistical tool used was T test to test the four null hypotheses. The study examined teacher's participation in quality assurance in public and private secondary schools in Delta state, Nigeria. The variable included discipline, monitoring and evaluation as well as teachers opinions on decision making among others.. And the findings showed there is good communication channel between the principals and staff both at vertical and horizontal

level. The study is similar to the current research work on the basis of quality assurance activities the variable used, the instrument adapted, the statistical tool and as well as the findings on teacher's participation in quality assurance in public and private secondary schools in Delta state, Nigeria. While the current research was on impact of quality assurance activities on the management of secondary school in Kaduna state, Nigeria.

Additionally, a study was carried out by Bello (2012) titled the impact of school supervision on the management of primary schools in northern Kaduna state, Nigeria. The research design used was descriptive survey. The population of the study was 3793. While the sample used 315 respondents. The instrument used to gather data for the study was questionnaire. The statistical tool used was T test. The six null hypotheses.. The study examined the impact of school supervision on the management of primary schools in northern Kaduna state Nigeria, such areas considered were the records keeping, curriculum relevance, discipline and staff development among others etc. and the findings showed that due to inadequate funding there was poor staff welfare services in primary schools in Kaduna state, Nigeria among others. The study is similar to the current research work which included the variable, instruments used, statistical tool, location as well as the findings on impact of school supervision on the management of primary schools in northern Kaduna state, Nigeria. While, the present research was on impact of quality assurance activities on the management of secondary schools in Kaduna state, Nigeria.

Another study was carried out by Oyetola (2012) title; quality assurance and effectiveness of junior secondary schools in Lagos state, Nigeria. The research design used was descriptive survey..The population for the study was 3793 respondents. The instrument used to gather data for the study was the questionnaire. The statistical tool used was t. tests

.7 null hypotheses were used. The study examined the quality assurance and effectiveness of junior secondary schools in Lagos state, Nigeria. The findings include; inadequate provision of instructional materials for teaching and learning, inadequate provision of curriculum, inadequate monitoring and evaluation, inadequate data for planning as well as inadequate funding among others. The study is similar to the current research work which included the category of the respondents, instruments used, statistical tool, as well as the findings on quality assurance and effectiveness of junior secondary schools in Lagos state, Nigeria. While, the current research was on impact of quality assurance activities on the management of secondary school in Kaduna state, Nigeria.

2.13 Summary

This chapter has reviewed some related work in the field of quality assurance and techniques of supervision of instruction in secondary schools. It also looked into effective organization and Administration in Nigeria, with particular reference to Kaduna state.

The reviewed revealed that the success of quality assurance activities in monitoring and evaluation in schools even though found to be important as an instrument of achieving the objective of secondary education in Nigeria and Kaduna state in particular. Its success depends largely on the quality of school administrators to adopt the principles of monitoring and evaluation in schools.

It further revealed that quality assurance activities involved multidimensional approach that required regulatory process centered on various inputs such as teachers, learners, facilities, infrastructures, and regular end users assessment.

Furthermore, an effective quality assurance activity on the management of secondary schools in Kaduna state, Nigeria was also reviewed. The review also identified the basic qualities of school leadership that involved planning, coordination, monitoring, evaluation and forming cordial relationship between the learners, teachers and evaluators, as well as the community and the various stakeholders.

In conclusion therefore, the role of principal, teachers and evaluators must be one that is aimed at generating good harmony and well being of the school as an organization. A bad school administrator is one who sees himself as an authority over other staff and views his ideas always as the best. Such attitudes would desert the principal, teachers and evaluators from active participation in the activities of quality assurance which the research intents to assess on the management of secondary schools in Kaduna state Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the procedures involved in analyzing data for this research. The chapter therefore, contains introduction, research design, population, sample and sampling, research instrument, pilot test, reliability and validity of the instrument, procedure for data collection and method of data analysis.

3.2 Research Design

Descriptive research design was adapted for this study. The research design is a sample survey because it involves collection of information about the entire population, and collection of data from representative sample drawn from the entire population. According to Nworgu (1991 pp 58-59), "descriptive survey aims at collecting data and describing it in a systematic manner, the characteristics, features or facts about a given population" Thus sample best suits the purpose of this study.

3.3 Population of the Study

The population of the study is made of 433 principals, 484 evaluators and 12017 teachers of secondary schools in Kaduna state, Nigeria respectively. It was out of this target population that a respective sample (accessible population) was drawn for this study.

Table 1: Population of the Study According to Education Zones and Local Government Areas

S/N	Educational Zones	LGA	Number of Schools	Population of Principals	Population of evaluators	Population of Teachers
1.	Anchau	Kubau	19	19	23	305
		Soba	15	15	17	203
		Ikara	16	16	17	295
2.	B/Gwari	B/Gwari	17	17	22	207
3.	Godogodo	Jaba	17	17	12	430
4.	Kachia	Kachia	34	34	33	689
		Kagarko	29	29	23	358
5.	Kaduna	Kaduna south	27	27	27	1302
		Kaduna north	23	23	17	869
6.	Kafanchan	Jama'a	30	30	20	726
		songa	17	17	21	335
7	R/chukun	Igabi	24	24	32	469
	Total		24	24	32	469
8.	Lere	Lere	34	34	22	512
		Kauru	25	25	22	288
9.	S/Tasha	Chukun	29	29	19	712
		Kajuru	19	19	17	353
10.	Zaria	Zaria	35	35	25	1020
		S/Gari	22	22	20	717
		Makarfi	12	12	18	230
11.	Giwa	Giwa	17	17	23	299
		Kudan	7	7	10	156
	Total		24	24	33	455
12.	Zankuwa	Z/kataf	54	54	32	986
		Kaura	16	16	12	556
	Grand total		**433**	**433**	**484**	**12017**

Source: Kaduna state Bureau of statistics annual school census report April, 2016

3.4 Sample and Sampling Technique

The sample size for the study was determined by taking 10% percent out of the entire population. This according to Nwanna (1981) if population is in a few thousands, 10% percent sample should be selected. The total population can serve to be acceptable sample size for any educational research.

Table 2: Sampling of the Study

Educational Zones	Number of Schools	Number of Principals	Number of Evaluators	Number of Teachers
Zaria	69	69	63	1967
Kaduna	50	50	44	869
Kachia	63	63	56	1047
Giwa	24	24	33	455
Total	**206**	**206**	**196**	**4338**

Table 3: Sample size Distribution of Schools in four of the Educational Zones

Zones	No of Principals	No of Evaluators	No of Teachers
Zaria	7	7	197
Kaduna	5	5	87
Kachia	7	7	105
Giwa	3	3	46
Total	**22**	**22**	**435**

3.5 Instrumentation

The instrument used for this research was Structured Questionnaire, which was designed by the researcher and the instrument was designed using 5 Likert scale of strongly agree, agree, undecided, disagree and strongly disagree. The questionnaires were divided into series of sections.

Section A: contains the respondents bio-data such as status, age, rank, year of teaching experience, qualification.

Section B: focuses on the impact of quality assurance on leadership styles in secondary schools.

Section C: focuses on the impact of quality assurance on decision making in secondary schools.

Section D: deals with impact of quality assurance on provision of infrastructural facilities in secondary schools.

Section E: has to do with impact of quality assurance on provision of instructional materials in secondary schools.

Section F: examines on the impact of quality assurance on discipline in secondary schools..

Section G: deal with impact of quality assurance on records keeping in secondary schools.

Section H: looks at on the impact of quality assurance on curriculum content coverage in secondary schools.

Section I: ascertain the quality assurance on staff development in secondary schools.

3.6 Validity of the Instrument

The questionnaire was validated on its contain and face validity by the research supervisors and educational administration and planning experts. Necessary corrections for the improvement of the instrument were made and effected.

3.7 Pilot Test

In order to establish the reliability of the instrument, pilot study was carried out in Anchau education zone of Ikara local government area of Kaduna state. A total of 40 copies of questionnaire were administered to principal, evaluators and teachers of secondary schools. However, 38 copies of questionnaire were filled and returned. The result of the pilot study assured that, the result was authentic at the end of the study.

3.8 Reliability of the Instrument

The data collected from the pilot study were statistically analyzed for the purpose of determining the reliability co-efficient of the instrument. This is the degree of consistency that the instrument of procedure demonstrates (Abbas, 2009). To ensure the reliability of the instrument. Pearson Product Moment Correlation coefficient (PPMC) was used during the pilot study. This yielded a reliability co-efficient of r= 0.79 and significant level of 0.05. The instrument was therefore reliable for use. This is in line with Abbas (2009) statement that a correlation that is close to one (1) is reliable.

3.9 Procedures for Data collection

The researcher made personal visits to the ministry of education and the sample schools in the respective zones. Consultations with Kaduna state ministry of education was made to assist with the following information, the actual number of the teachers available from each sample zone within the twelve zone of the state. The questionnaires were structured for data collection from principals, evaluators and teachers within Kaduna state ministry of education. And the items were drawn base on the hypotheses. The researcher assistant was employed and train on how to distribute and also make the collection of what he distributed.

3.10 Procedures for Data Analysis

After collecting and sorting out of the questionnaires. A coding scheme was developed and each questionnaire was reviewed and coded into a computerized database using Microsoft Excel spreadsheet. The data collected were computed and analyzed using the statistical package of social sciences (SPSS) version 22.0.The statistical analysis such as Descriptive statistics of frequency, percentages, means and standard deviation was used to assess the demographic variables and to answer the researcher questions. The inferential

statistics of ANOVA was used to determined differences between the opinions of principals. Evaluators and teachers on the evaluation of the activities of quality assurance in the management of secondary schools in Kaduna state Nigeria. Hence, to uphold or reject the hypotheses advanced for the study 0.05 level of significance was used.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the results and discussion of data collected for the study. on The impact of quality assurance activities on the management of secondary schools in kaduna state, Nigeria. in order to collect data for the study, out of the total instrument of 479 distributed, 466 were correctly filled and returned were analyzed for the purpose of this study and only 13 got missing. However, results were drowning to show the personal information of respondents. Data collected were analyzed and results were presented in two sections: section (A) consisted bio- data of respondents which were analyzed using simple percentages; while research questions were answered using (ANOVA) was used to test the five null hypotheses at 0.05 alpha level of significant. Others discussions were also made in this chapter.

4.2 Bio-Data of Respondents

This section gives information on Bio-Data of the respondents using frequency table, and sample percentage. It covers items 1-5 which include: status, gender, age, qualifications, and years of experience and location of respondents.

Table 4.2.1 Status of the Respondents

Category	frequency	percentage
Principals	22	4.8
Evaluators	22	4.8
Teachers	422	90.6
TOTAL	466	100%

Table: 4. shows that 22 representing (4.7%) were principals, 22 representing (4.7%) were evaluators, while 422 representing (90.6%) were teachers

Table 5; Gender of the Respondents

Table 4.2.2 Gender of the Respondents

Category	frequency	percentage
Male	286	61.3
Female	180	38.7
TOTAL	466	100%

On gender, the table showed that 286 Respondents, representing (61.3%) were male and 180 representing (38.7%) were females.

Table 4.2.3 Educational Qualification of the Respondents

Category	frequency	percentage
Ph.D	49	10.6
M.ED	65	13.9
B.Ed	144	34.9
NCE	181	38.9
HND	57	12.3
TOTAL	466	100%

The qualification of the respondents from the table shows that, 49 respondents representing (10.5%) have Ph.D, 65 people representing (13.8%) had M.Ed/Ma,114 (24.5%)

had B.Ed/B.sc,Ed, 57 representing (12.3%) HND while 181 people representing (38.8%) of the respondents had NCE.

Table 4.2.3 Working Experience of the Respondents

Category	frequency	percentage
5 - 10	93	19.9
11 – 15	73	15.7
16 – 20	85	18.3
21 – 25	96	20.7
26 – 30	87	18.6
31 and above	32	6.9
TOTAL	466	100%

The years of working experience of the respondents from the table showed that, 93 representing (19.9%) each had worked between 5-10 years, 73 (15.7%) had worked between 11-15 years, 85 (18.3%) had worked for 16-20 years, 96 people representing (20.7%) had worked for 21-25 years, 87 people representing (18.6%) had work for 26-30 years, while 29 people had 31 years and above working experience of 32 representing (6.8%) the location of the respondents showed that, 242 representing (51.9%) were urban area while, 224 representing (48.1%) were from rural area.

Table 4.2.5: Location of the Respondents

Category	frequency	percentage
Urban	242	51.9
Rural	224	48.1
TOTAL	466	100%

The location of the respondents showed that, 242 representing (51.9%) were urban area while, 224 representing (48.1%) were from rural area.

4 3 Answering of Research Questions

The researcher used 3.000 as the means otherwise known as decision mean since the instrument was structured along a modified five point likert scale structure to take decision on whether to accept or reject the research question after comparing it with the cumulative mean. Therefore, a mean score of 3.0 and above indicate positive response to the research question and accepted while a mean score below 3.0 indicate negative answer to the research question and rejected. This shown below:

4.3.1 Opinion of respondents on the impact of quality assurance activities on leadership styles on the management of secondary schools in Kaduna state, Nigeria.

This section covers items 1 to 10 in the questionnaire. It presents analysis of respondent's responses using simple percentage and frequency table. Item 1 attempts to find out whether quality Assurance is achieved in the principals devotes considerable time to coordinate things. Item 2 attempts to find out whether the principals adapt continuous and consistent classroom visits. Item 3 investigates if the schools principals establish clearly

define goals for academic and administrative work. Item 4 tries to investigate whether the principals set reasonable expectation for the schools. Item 5 investigates whether principals of the schools bring about suitable facilities for the teachers and students. Item 6 asked whether the principals of the schools show an exemplary character of honesty moral attitude and integrity. Item 7 attempts to find out whether the school principals of the schools have a cordial relationship with members of his staff.

However, item 8, investigates whether the school principals are mastering and practicing the art of delegating responsibilities to staff. Item 9, attempts to find out whether the principals of the schools are open minded and always keep their staff aware of any information. While item 10 investigates whether the schools principals neither use his position to further his political aspiration. Details of the responses of principals, teachers and evaluators. Were explained in 4.3.1

Table 5: Opinions of Respondents on the impact of Quality Assurance Activities on Leadership Styles on the Management of Secondary Schools in Kaduna State, Nigeria

S/N	Item Statement	Respondents	SA	A	UD	DA	SD	Mean	S.D
1	In this school quality assurance is achieved in that principal devotes considerable time to coordinate things.	Principals	9	10	2	-	**1**	4.35	1.089
		Teachers	228	155	10	16	13	4.43	.923
		Evaluators	11	7	1	1	2	4.42	.946
2	The principal adapt continues and consistent classroom visits	Principals	14	5	-	1	2	4.40	1.099
		Teachers	194	207	6	10	5	4.13	1.298
		Evaluators	10	7	1	1	3	3.96	1.344
3	Our school principal establishes clearly defined goals for academic and administrative work	Principals	14	4	2	1	1	4.45	1.099
		Teachers	185	179	14	28	16	4.36	1.115
		Evaluators	13	5	3	-	1	4.37	1.100
4	The principal set reasonable expectation for this school	Principals	8	7	2	1	3	3.60	1.353
		Teachers	174	181	12	39	16	3.40	1.434
		Evaluators	8	9	-	3	2	3.23	1.434
5	Principal of this school bring about suitable facilities for the teachers and students	Principals	11	6	1	2	2	3.60	1.099
		Teachers	180	172	19	28	23	4.36	1.115
		Evaluators	10	6	2	3	1	3.19	1.458
6	The Principal of this school shows an exemplary character of honesty, moral attitude and integrity	Principals	10	9	-	2	1	4.40	.745
		Teachers	218	155	20	16	13	4.46	.739
		Evaluators	11	8	-	2	1	4.45	.731
7	The Principal of this school have a cordial relationship with members of his staff	Principals	9	8	1	3	1	3.60	1.501
		Teachers	128	235	10	36	13	3.45	1.536
		Evaluators	6	12	-	3	1	3.40	1.552
8	Our school principal is Mastering and practicing the art of delegating responsibilities to staff	Principals	14	4	-	1	1	4.45	1.099
		Teachers	190	201	6	14	11	4.36	1.076
		Evaluators	13	7	-	1	1	4.38	1.065
9	The Principal of this school is opening minded and always keep his staff aware of any information	Principals	8	7	1	5	1	3.05	1.191
		Teachers	184	207	6	10	15	3.83	1.230
		Evaluators	6	13	-	1	2	3.76	1.242
10	In this school the principal neither use his position to further his political aspiration	Principals	12	8	-	-	2	4.70	1.081
		Teachers	188	175	11	28	20	3.26	1.20
		Evaluators	8	7	2	2	3	3.26	1.21

Table 5 reveals Respondents opinions on the evaluation of the activities of quality assurance on leadership styles in the management of secondary schools in Kaduna state, Nigeria. Item 1 shows that the school quality assurance was achieved in that principal devoted considerable time to coordinate things, this could be seen from the responses of the respondents where the decision mean of principals was 4.35, teacher was 4.43 and evaluators was 4.42, From item 2 the responses of the respondents agreed that principals

adapted continuous and consistent classroom visitation with the mean score of principals 4.40, teachers 4.13 evaluators is 3.96. In respect to item 3, it was also agreed by the respondents that the school principals established clearly defined goals for academic and administrative work with the mean score of principals 4.45, teachers 4.36 and 4.37 for evaluators.

Item 4, shows that principals set reasonable expectation for their schools with mean score of 3.60 for principals, 3.40 for teachers and 3.23 for evaluators. From item 5, the respondents agreed that principals of the schools brought suitable facilities for the teachers and students with mean score of 2.75, while both teachers and evaluators agreed with their decision mean of 3.26 and 3.19 respectively.

Item 6 shows that principal of the this school showed an exemplary character of honesty, moral attitude and integrity, this could be seen from the responses of the respondents where the mean score of principals was 4.40, while teachers mean score was 4.46 and evaluators was 4.45, from item 7, the responses of the respondents accepted that principal of this school had cordial relationship with members of his staff with their mean score of 3.60 of principals, 3.45 of teachers and 3.40 of evaluators.

In respect to item 8 and 9 were also agreed by the respondents that principals of this school was open minded and always keep his staff aware of any information. It was accepted from the responses of the respondents of item 10 that principals neither used their position to further his political aspiration, where the mean score of 4.45 representing the principals, 4.36 of teachers and 4.38 of evaluators.

4.3.1 Opinion of Respondents on the impact of Quality Assurance Activities on Decision Making on the Management of Secondary Schools in Kaduna State, Nigeria.

This section covers item 1 to 10 in the questionnaire. It presents analysis of the respondent's responses using simple percentage and frequency table. Item 1 endeavourers to find out whether in the schools the principals involve staff in the process of decision making. Item 2 asks whether the principals always through consensus chose the best alternative solution to solve each problem in the schools. Item 3, tried to investigates whether policies and procedures can impact on the decision making process. While item 4, attempts to find out whether the principals of our schools make almost all the decision alone.

Further more; item 5 investigates whether the principals always make rational decisions for both the staff and students. Item 6 asked whether in representing either the teachers or students the right people are always selected to be involved in the decision making process in the schools. Item 7 attempts to find out whether students are involved in decision making developing class rules (ground rules) to ensure ownership and easy adherence in the schools. Item 8 investigate whether Democratization is adapted in making decisions in the schools. Item 9 further attempts to find out if there were no problem; there would be no need for decisions. And item 10 investigates whether in the schools individuals contribute objectively to the decision made. Details of the responses of principals, teachers and Evaluators were explained in table 6.

Table 6: Opinions of Respondents on the impact of Quality Assurance Activities on Decision Making on the Management of Secondary Schools in Kaduna State, Nigeria

S/N	Item Statement	Respondents	SA	A	UD	DA	SD	Mean	S.D
11	In this school, the principal involves us in the process of decision making	Principals	9	10	-	1	2	4.35	1.089
		Teachers	158	228	14	18	4	4.43	.923
		Evaluators	15	4	1	1	1	4.42	.946
12	The principal of my school always choose the best alternative solution to solve each problem in the school	Principals	14	5	-	1	2	4.40	1.099
		Teachers	250	128	10	22	12	4.13	1.298
		Evaluators	13	5	1	2	1	3.96	1.344
13	Policies and procedures can impact on the decision making process	Principals	9	8	1	3	1	4.45	1.099
		Teachers	159	204	25	22	10	4.36	1.115
		Evaluators	13	5	-	3	1	4.37	1.100
14	The principal of my school makes almost all the decision alone	Principals	-	1	2	10	9	3.60	1.353
		Teachers	155	200	38	16	13	3.40	1.434
		Evaluators	11	8	-	2	1	3.23	1.434
15	The principal always make rational decisions for both the staff and students	Principals	9	8	1	3	1	3.60	1.099
		Teachers	128	235	10	36	13	4.36	1.115
		Evaluators	-	1	2	11	8	3.19	1.458
16	In representing either the teachers or students the right people are always selected to be involved in the decision making process in this school	Principals	14	4	-	1	1	4.40	.745
		Teachers	170	211	6	14	21	4.46	.739
		Evaluators	11	7	2	1	1	4.45	.731
17	Students are involved in decision making developing class rules (ground rules) to ensure ownership and easy adherence in this school	Principals	10	7	1	3	1	3.60	1.501
		Teachers	164	201	16	16	25	3.45	1.536
		Evaluators	6	13	-	1	2	3.40	1.552
18	Democratization is adapted in	Principals	12	8	-	-	-	4.45	1.099
		Teachers	180	155	19	38	30	4.36	1.076
	Making decisions in this school.	Evaluators	8	7	2	2	3	4.38	1.065
19	If there were no problem, there would be no need for decisions	Principals	-	1	4	9	8	3.05	1.191
		Teachers	25	19	25	150	214	3.83	1.230
		Evaluators	-	1	3	13	5	3.76	1.242
20	In this school individuals contribute objectively to the decisions made	Principals	10	7	1	2	2	3.70	1.081
		Teachers	184	207	6	10	18	4.26	1.20
		Evaluators	6	13	-	1	2	4.26	1.21

Item 1 shows that principals involved the teachers in the process of decision making, this could be seen from the responses of the respondents where the decision mean of principals was 4.35, teachers 4.42 and evaluators too were 4.43, from item 2, the responses of the respondents were all agreed that principals of my school always choose the best alternative solution to solve each problem in the schools with the mean score of principals

4.40 teachers 3.96 and evaluators 4.13. In respect to item 3, it was also agreed by the responses of the respondents that policies and procedures could impact on the decision making process with the mean score of principals 4.45, 4.37 for teachers and evaluators was 4.36. In item 4 the principals of our schools made almost all the decisions were accepted by the respondents with the mean score of 3.60 for principals, 3.40 for teachers and 3.23 for evaluators. From item 5, the respondent's principals always made rational decisions for both the staff and students with mean score of 2.75, while both evaluators and all the teachers agreed with their decision mean of 3.26 and 3.19 respectively. Item 6 shows that in representing either the teachers or student the right people were always selected to be involved in the decision making process in the schools this could be seen from the responses of the respondents where the mean score of principals was 4.40, teachers was 4.45 and evaluators was 4.46. From item 7, the responses of the respondents accepted that students were involved in decision making on developing class rules (ground rules) to ensure ownership and easy adherence in the schools with their mean score of 3.60 of principals, 3.40 of teachers and 3.45 of evaluators. In respect to item 8 and 9 were also accepted from the responses of the respondents. Item 10 shows whether individuals contributed objectively to the decisions made, the mean score of 4.45 for the principals 4.38 of teachers and 4.36 of evaluators respectively.

4.3.2 Opinions of the Respondents on the Impact of Quality Assurance Activities officials on the Provision and Maintenance of Infrastructural facilities on the Management of Secondary Schools in Kaduna State, Nigeria.

This section covers item 1 to 10 in the questionnaire. It presents analysis of the respondent's responses using simple percentage and frequency table. Item 1 asked if infrastructural facilities are well maintained by the principals of the schools. Item 2 attempts to find out whether library is well equipped with relevant books in every subject in our schools. Also item 3 tried to investigates whether in the schools laboratories are well equipped with facilities. Item 4 attempts to find out whether the ICT centre in the schools is well equipped with computers and utilized effectively.

Further more, item 5 investigates whether chairs, tables, for both teachers and learners are provided and maintained regularly in the schools. Hence, in item 6 opinions of respondents was asked on whether there are spacious staff room in our schools. Item 7 tries to confirm whether play ground and its facilities are provided and maintained regularly in our schools. Item 8 further investigates whether adequate toilets and urinary facilities are provided in our schools. Item 9 also attempts to find out whether recreational facilities are provided in our schools. And item 0 investigated whether classroom structures are up to standard in our schools.

Table 7: Opinions of Respondents on the impact of Quality Assurance Activities on Infrastructural Facilities on the Management of Secondary Schools in Kaduna State, Nigeria

S/N	Item Statement	Respondents	SA	A	UD	DA	SD	Mean	S.D
1	Infrastructural facilities are well maintained by the principal of this school	Principals	11	6	1	2	2	4.35	1.089
		Teachers	180	172	19	28	23	4.43	.923
		Evaluators	10	6	2	3	1	4.42	.946
2	Library is well equipped with relevant books in every subject in my school	Principals	10	9	-	2	1	4.40	1.099
		Teachers	218	155	20	16	13	4.13	1.298
		Evaluators	11	8	-	2	1	3.96	1.344
3	In this school laboratories are well equipped with facilities	Principals	9	8	1	3	1	4.45	1.099
		Teachers	128	235	10	36	13	4.36	1.115
		Evaluators	6	12	-	3	1	4.37	1.100
4	The ICT centre in this school is well equipped with computers and utilized effectively	Principals	14	4	-	1	3	3.60	1.353
		Teachers	190	201	6	14	11	3.40	1.434
		Evaluators	13	7	-	1	1	3.23	1.434
5	Chairs, tables for both teachers and learners are provided and maintained regularly in this school	Principals	8	7	1	5	1	3.60	1.099
		Teachers	184	207	6	10	15	4.36	1.115
		Evaluators	6	13	-	1	2	3.19	1.458
6	There is a spacious staff room in my school.	Principals	9	10	2	-	**1**	4.40	.745
		Teachers	228	155	10	16	13	4.46	.739
		Evaluators	11	7	1	1	2	4.45	.731
7	Play ground and its facilities are provided and maintained regularly in this school	Principals	14	5	-	1	2	3.60	1.501
		Teachers	194	207	6	10	5	3.45	1.536
		Evaluators	10	7	1	1	3	3.40	1.552
8	Adequate toilets and urinary facilities are provided in my school	Principals	14	4	2	1	1	4.45	1.099
		Teachers	185	179	14	28	16	4.36	1.076
		Evaluators	13	5	3	-	1	4.38	1.065
9	Recreational facilities are provided in this school.	Principals	8	7	2	1	3	3.05	1.191
		Teachers	174	181	12	39	16	2.83	1.230
		Evaluators	8	9	-	3	2	2.76	1.242
10	Classroom structures are up to standard in this school	Principals	15	4	1	1	1	2.70	1.081
		Teachers	184	191	16	20	11	3.26	1.20
		Evaluators	11	9	-	1	1	3.26	1.21

Item 1 shows that infrastructural facilities were well maintained by the principals of the selected schools and this could be seen from the responses of the respondents where the decision mean of principals was 4.35, teachers was 4.43 and evaluators was 4.42. from item 2, the responses of the respondents were all agreed that libraries were well equipped with relevant books in every subject in the schools with mean score of principals 4.40, teachers 4.13 and evaluators is 3.96. in respects to item 3. It was also agreed from the responses of

the respondents that schools laboratories were well equipped with facilities with the mean score of principals 4.45, teachers 4.36 and 4.37 for evaluators. in item 4, ICT centers in schools were also well equipped with computers and utilized effectively with the mean score of 3.60 for principals,3.40 for teachers and 3.23 for evaluators. From item 5 the principals felt that the schools were not well equipped with chairs, desks, tables and a lot were not well maintained from the principal's perception. With means score of 2.75 while both teachers and evaluators agreed with their decision mean of 3.26 and 3.19 respectively. Item 6 show that there was a spacious staff room in the schools where the mean score of principals was 4.40, teachers were 4.46 and evaluators were 4.45. From item 7, the responses of the respondents accepted that play ground and its facilities were provided and maintained regularly in the schools with their mean score 3.60 of principals, 3.45 of teachers and 3.40 of evaluators. In respects to item 8 and 9, the respondents also accepted to statement about the provisions of the play ground. While item 10, revealed whether classroom structure were up to standard in the schools the mean score of 4.45 representing the principals, 4.36 of teachers and 4.38 of evaluators.

4.3.4 Opinions of the respondents on the impact of Quality Assurance Activities onI instructional Materials on the Management of Secondary Schools in Kaduna State, Nigeria.

This section covers item 1 to 10 in the questionnaire. It presents analysis of the respondent's responses using simple percentage and frequency table. Item 1 Endeavour to find out whether instructional materials are all the resources a teacher uses to help learners to arouse his/her interest in the schools. Item 2 asked whether instructional materials are available and are utilize in the schools. However, item 3 tries to investigate whether instructional media and educational media virtually mean the same thing. Item 4 attempts to

discover if instructional materials promote the teaching learning process. Item 5 further investigates if instructional materials generally make the teaching learning process easier.

Likewise, item 6 asked the opinion of respondents whether instructional materials gain and hold the attention of the learner. On item 7 respondents were asked whether instructional materials provide visual aspects to a process or technique. Item 8 further investigated whether instructional materials focus attention on high light of the lesson. Item 9 asked the respondents if instructional materials facilitate the understanding of abstract concepts. Item 10 investigated whether instructional materials save time by limiting the use of worldly expectation. Details of the responses of both principals, teachers and evaluators were vividly, explained in table 8.

Table 8: Opinions of Respondents on the Impact of Quality Assurance Activities On Instructional Materials on the Management of Secondary Schools in Kaduna State, Nigeria.

S/N	Item Statement	Categories of Respondents	SA	A	UD	DA	SD	Mean	S.D
1	Instructional materials are all the resources a teacher uses to help him/her arose learners interest in this school	Principals	9	10	2	-	**1**	4.05	1.60
		Teachers	228	155	10	16	13	4.12	1.43
		Evaluators	11	7	1	1	2	4.17	1.37
2	Instructional materials are available and are utilize in this school	Principals	14	5	-	1	2	4.30	1.45
		Teachers	194	207	6	10	5	4.05	1.60
		Evaluators	10	7	1	1	3	4.05	1.60
3	Instructional media and educational media virtually mean the same thing	Principals	14	4	2	1	1	3.45	1.5
		Teachers	185	179	14	28	16	3.52	1.49
		Evaluators	13	5	3	-	1	3.38	1.231
4	Instructional materials promote the teaching learning process	Principals	8	7	2	1	3	4.40	1.23
		Teachers	174	181	12	39	16	4.44	1.128
		Evaluators	8	9	-	3	2	4.44	1.115
5	Instructional materials generally make the teaching learning process easier	Principals	11	6	1	2	2	3.45	1.467
		Teachers	180	172	19	28	23	4.44	1.128
		Evaluators	10	6	2	3	1	3.66	1.26
6	Instructional materials gain and hold the attention of the learner	Principals	10	9	-	2	1	4.05	1.60
		Teachers	218	155	20	16	13	4.12	1.43
		Evaluators	11	8	-	2	1	4.17	1.37
7	Instructional materials provide visual aspects to a process or technique.	Principals	9	8	1	3	1	3.90	1.65
		Teachers	128	235	10	36	13	4.05	1.60
		Evaluators	6	12	-	3	1	4.05	1.60
8	Instructional materials focus attention on high light of the lesson	Principals	14	4	-	1	3	2.30	1.08
		Teachers	190	201	6	14	11	2.79	1.39
		Evaluators	13	7	-	1	1	2.77	1.40
9	Instructional materials facilitate the understanding of abstract concepts	Principals	8	7	1	5	1	4.10	1.41
		Teachers	184	207	6	10	15	4.55	.890
		Evaluators	6	13	-	1	2	4.51	.901
10	Instructional materials save time by limiting the use of worldly expectation.	Principals	11	6	1	2	2	3.15	1.25
		Teachers	180	172	19	28	23	3.24	1.27
		Evaluators	10	6	2	3	1	3.27	1.21

Item 1 shows that instructional materials were all the resources teacher used to help themselves arouse learners interest in the schools, this could be seen from the responses of the respondents whether the mean of principals is 4.05, teachers was 4.12 and evaluators was 4.17. From item 2, the responses of respondents were all accepted that instructional materials were available and were utilized in the schools with the mean score representing the principals 4.30, teachers3.96 and evaluators is 3.16. In respect to item 3, was also accepted by the respondents that instructional media and educational media virtually mean the same thing, where the mean score were principals 3.45, teachers 3.52 and 3.32 for

evaluators item 4, shows weather the instructional materials promoted the teaching learning process with the mean score of 4.40 for principals, 4.44 for teachers and 4.44 for evaluators. From item 5, the respondents all agreed that instructional materials generally made the teaching learning process easier. With decision mean of 3.45 representing principals, 3.76 for teachers and 3.66 for evaluators. Item 6 shows that instructional materials gains and held the attention of the learners this could be seen from the responses of the respondents where the mean of principals was 4.20, teachers 4.45 and evaluators 4.44. For item 7, the respondent agreed that instructional materials provided visual aspects to a process of technique with their mean score 3.90 of principals, 4.09 of teachers and 4.06 of evaluators in respects to item 8 and 9 were also accepted from the response of the respondents. From item 40, the respondents all agreed that instructional materials saved time by limiting the use of worldly expectation with decision mean of 3.15 representing principals, 3.24 for teachers and 3.27 for evaluators.

4.3.5 Opinions of the Respondents on the impact of Quality Assurance Activities Officials on Discipline on the Management of Secondary Schools in Kaduna State, Nigeria.

This section contained item 1 to 10 in the questionnaire. It presents analysis of the respondent's responses using simple percentage and frequency table. Item 1 investigates whether teachers in schools are skilled to address any disciplinary challenges. Item 2 asked if our students are always coming to schools punctually. Item 3 tried to investigates whether our students are always obedient to rules and regulations. Whereas, item 4 attempts to find out if our students are humble and not brutal to each other. Item 5 further investigated whether our students participate effectively in extra and co- curricular activities in item 6, opinions of respondents were asked on whether quick interventions are taken to students that

violate school rules and regulation in the schools. Item 7 was to confirm whether students in the schools are involved in developing class rules to ensure ownership and essay adherence. Item 8 investigates whether the students obey teachers by doing their assignment and submit to time. Item 9 further asked if students keep both their classes and schools environment clean. Finally, item 10 investigated to ask if teachers work as a team in disciplinary issues in the schools. Details of the responses of principals, teachers and evaluators were vividly explained in table 9.

Table 9: Opinions of Respondents on the impact of Quality Assurance Activities on Discipline on the Management of Secondary Schools in Kaduna State, Nigeria

S/N	Item Statement	Respondents	SA	A	UU	DA	SD	Mean	S.D
1	Teachers in this school are skilled to address any disciplinary challenges	Principals	9	10	2	-	**1**	4.35	1.089
		Teachers	228	155	10	16	13	4.43	.923
		Evaluators	11	7	1	1	2	4.42	.946
2	Our students are always coming to school punctually.	Principals	14	5	-	1	2	4.40	1.099
		Teachers	194	207	6	10	5	4.13	1.298
		Evaluators	10	7	1	1	3	3.96	1.344
3	Our students are always obedient to rules and regulations	Principals	14	4	2	1	1	4.45	1.099
		Teachers	185	179	14	28	16	4.36	1.115
		Evaluators	13	5	3	-	1	4.37	1.100
4	Our students are, humble and not brutal to each other	Principals	8	7	2	1	3	3.60	1.353
		Teachers	174	181	12	39	16	3.40	1.434
		Evaluators	8	9	-	3	2	3.23	1.434
5	Our students participate effectively in extra and co-curricular activities	Principals	11	6	1	2	2	3.60	1.099
		Teachers	180	172	19	28	23	4.36	1.115
		Evaluators	10	6	2	3	1	3.19	1.458
6	Quick interventions are taken to students that violate school rules and regulation in this school	Principals	10	9	-	2	1	4.40	.745
		Teachers	218	155	20	16	13	4.46	.739
		Evaluators	11	8	-	2	1	4.45	.731
7	Students in this school are involved in developing class rules to ensure ownership and essay adherence	Principals	9	8	1	3	1	3.60	1.501
		Teachers	128	235	10	36	13	3.45	1.536
		Evaluators	6	12	-	3	1	3.40	1.552
8	The students obey their teachers by doing their assignment and submit to time	Principals	14	4	-	1	1	4.45	1.099
		Teachers	190	201	6	14	11	4.36	1.076
		Evaluators	13	7	-	1	1	4.38	1.065
9	Our students keep both their classes and school environment clean and	Principals	8	7	1	5	1	3.05	1.191
		Teachers	184	207	6	10	15	3.83	1.230
		Evaluators	6	13	-	1	2	3.76	1.242
10	Teachers work as a team in disciplinary issues in this school	Principals	12	8	-	-	2	4.70	1.081
		Teachers	188	175	11	28	20	3.26	1.20
		Evaluators	8	7	2	2	3	3.26	1.21

Item 1, shows that many teachers in the schools were skilled to address any disciplinary challenges, this could be seen from the responses of the respondents where the decision mean of principals was 4.35, teachers 4.43 and evaluators was 4.42. From item 2, the responses of the respondents agreed that students were always coming to school punctually with the mean score of principals 4.40, teachers 4.13 and evaluators is 3.96. In respect to item 3, it was also agreed from the responses of the respondents that students were always obedient to the rules and regulations with the mean score of principals 4.45, teachers 4.36

and 4.37 for evaluators. Item 4, shows that students were, humble and not brutal to each other as accept by the respondents with mean score of 3.60 for principals, 3.40 for teachers and 3.23 for evaluators in item 5, respondents except the principals agreed that students participate effectively in extra and co-curricular activities with mean score of 2.75.

While both teachers and evaluators were all agreed with their decision mean of 3.26 and 3.19 respectively. Item 6 shows that quick interventions were taken to students that violated school rules and regulations in the schools this could be seen from the responses of the respondents where the mean score of principals is 4.40, teachers is 4.46 and evaluators is 4.45. From item 7, the respondents agreed that students in the schools were involved in developing class rules to ensure ownership and easy adherence with their mean score 3.60 of principals, 3.45 of teachers and 3.40 of evaluators.

majority of the respondents agreed o the item 8 and 9 fact that students obeyed their teachers by doing their assignments and submitted to time, it was also agreed that the respondents of item 10 that teachers worked as a team in disciplinary issues in the schools where the mean score of 4.45 representing the principals, 4.36 of teachers and 4.38 of evaluators.

4.3.6 Opinions of the Respondents on the Impact of Quality Assurance Activities on Record keeping on the Management of Secondary Schools in Kaduna State, Nigeria.

This section contained item 1 to 10 in the questionnaire it presents analysis of the respondents responses using simple percentage and frequency table. Item 1 investigates whether the schools records are properly kept and well maintained. Item 2 asked if records are properly kept and well maintained in our schools. Item 3 tried to investigates whether

varieties of records are available in the schools. Item 4 attempts to find out if records keeping in the school shape the history of those that pass through its system.

Item 5 further investigates whether through the quality assurance programme records are properly kept in the schools. In the item 6, opinions of respondents were asked on whether in schools information from records keeping is useful for decision making about the schools. Item 7 tries to confirm whether staff and students have assessed to vital records in the schools. Item 8, investigates whether the responsibility of records keeping in the schools is that of both the principals and teachers. Item 9 further asked if examination results are properly recorded and kept safe in the schools. Item 10 asked if the schools all things happened are records. Details of the responses of principals, teachers and evaluators were vividly explained in table 10.

Table 10: Opinions of Respondents on the Impact of Quality Assurance Activities on Records Keeping on the Management of Secondary Schools in Kaduna State, Nigeria.

S/N	Item Statement	Categories of Respondents	SA	A	UD	DA	SD	Mean	S.D
1	In my school records are properly kept and well maintained.	Principals	10	7	2	2	**1**	4.35	1.089
		Teachers	218	165	10	16	13	4.43	.923
		Evaluators	11	7	-	1	3	4.42	.946
2	In my school records keeping is useful and necessary for smooth running of the school	Principals	15	5	1	1	2	4.40	1.099
		Teachers	184	217	6	10	5	4.13	1.298
		Evaluators	11	7	1	2	3	3.96	1.344
3	Verities of records are available in this school	Principals	14	4	2	1	1	4.45	1.099
		Teachers	185	179	14	28	16	4.36	1.115
		Evaluators	13	5	3	-	1	4.37	1.100
4	Records keeping in this school shape the history of those that pass through its system.	Principals	8	7	2	1	3	3.60	1.353
		Teachers	174	181	12	39	16	3.40	1.434
		Evaluators	8	9	-	3	2	3.23	1.434
5	Though the quality assurance programme records are properly kept in this school.	Principals	11	6	1	2	2	3.60	1.099
		Teachers	180	172	19	28	23	4.36	1.115
		Evaluators	10	6	2	3	1	3.19	1.458
6	In this school Information from records keeping is useful for decision making about the schools	Principals	10	9	-	2	1	4.40	.745
		Teachers	218	155	20	16	13	4.46	.739
		Evaluators	11	8	-	2	1	4.45	.731
7	Staff and students have assess to vital records in this school	Principals	9	8	1	3	1	3.60	1.501
		Teachers	138	225	10	36	13	3.45	1.536
		Evaluators	6	12	-	3	1	3.40	1.552
8	The responsibility of records keeping in this school is that of both the principal and teachers	Principals	11	4	3	1	3	3.45	1.099
		Teachers	198	201	6	6	11	4.36	1.076
		Evaluators	13	7	-	1	1	4.38	1.065
9	Examination results are properly recorded and kept safe in this school	Principals	8	7	1	5	1	3.05	1.191
		Teachers	184	207	6	10	15	4.83	1.230
		Evaluators	6	13	-	1	2	3.76	1.242
10	In this school all things happened are recorded	Principals	11	6	1	2	2	4.70	1.081
		Teachers	181	160	19	29	35	3.26	1.20
		Evaluators	10	6	2	3	1	3.26	1.21

In table 1-10 revealed respondents options on the evaluation of the activities of quality assurance on records keeping in the management of secondary schools in Kaduna state, Nigeria item 1 shows that school records were properly kept and well maintained, this could be seen from the responses of the respondents where the decision mean of principals was 4.35, teachers was 4.42 and evaluators was 4.43. From item 2, the respondents all agreed that school records keeping was useful and necessary for smooth running of the schools with the mean score of principals 4.40, teachers is 3.96 and evaluators 4.43. in respect to item 3,

it was also agreed by the respondents that verities of records were available in the schools with the means score of principals 4.45, 4.37 for teachers and evaluators 4.36 and in item 4 and 5, the respondents agreed that records keeping in the schools shaped the history of those that passed through the system. Item 6 also shows that information from records keeping was useful for decision making about the schools, this could be seen from the Reponses of the respondents where the mean score of principals was 4.40, teachers was 4.45 and evaluators was 4.46. From item 7, the responses of the respondents it could be accepted that staff and students had assess to vital records in the schools with their mean score 3.60 of principals, 3.40 of teachers and 3.45 of evaluators. In respect to item 8 and 9. Were also accepted from the responses of respondents. Item 10 show that all the things that happened in the schools were recorded. Where the mean score of 4.45 for the principals 4.38 for teachers and the mean score of 4.36 for evaluators

4.3.7 Opinions of the Respondents on the Impact of Quality Assurance Activities on Curriculum Contain Coverage in the Management of Secondary Schools in Kaduna State, Nigeria.

This sections contained item 1 to 10 in the questionnaire it presents analysis of the respondents, responses using simple percentage and frequency table. Item 1 investigates whether activities are specified and adhered to by teachers in our schools. Item 2 asked whether teachers are involved in the building up the curriculum for each subject in the schools. While item 3 tried to investigates whether the objectives is achieved in each curriculum are of the 3 domain of knowledge. Whereas, item 4 attempts to find out that curriculum are those experiences set up school for the purpose of disciplining students and shaping their ways of thinking and acting in the schools.

Item 5 further investigates whether curriculum is planned learning outcome for which the school is responsible. In item 6, opinions of respondents were asked on whether curriculum contents the needs of the individual students and society in which it operate in the schools. Item 7 tries to confirm whether curriculum make provision for constant evaluation.

Nevertheless, item 8 investigates whether curriculum provide for the use of different instructional methods. Item 9 further ask if curriculum provide for in- service training for teachers to ensure competence. Finally, item 10 intended to ask if curriculum implementation by teachers helps the evaluators to asses' teachers that need in service training in the schools. Details of responses of principals, teachers and evaluators were vividly explained in table 11.

Table 11: Opinions of Respondents on the Impact of Quality Assurance Activities On Curriculum Content Coverage on the Management of Secondary Schools in Kaduna State, Nigeria

S/N	Item Statement	Respondents	SA	A	UD	DA	SD	Mean	S.D
1	Activities are specified and adhered to by teachers in this school	Principals	11	10	-	1	-	4.35	1.089
		Teachers	152	223	20	18	9	4.43	.923
		Evaluators	13	4	1	3	1	4.42	.946
2	Teachers are involved in the building up of the curriculum for each subject in this school	Principals	14	5	-	1	2	4.40	1.099
		Teachers	250	128	101	22	12	4.13	1.298
		Evaluators	13	5	1	2		3.96	1.344
3	The objectives to be achieved in each curriculum are of the 3 domain of knowledge	Principals	9	8	1	3	1	4.45	1.099
		Teachers	159	204	25	22	10	4.36	1.115
		Evaluators	13	5	-	3	1	4.37	1.100
4	Curriculum are those experiences set up school for the purpose of disciplining students and shaping their ways of thinking and acting in this school	Principals	10	9	-	2	1	3.60	1.353
		Teachers	218	155	20	16	13	3.40	1.434
		Evaluators	11	8	-	2	1	3.23	1.434
5	Curriculum is planned learning outcome for which the school is responsible	Principals	9	8	1	3	1	3.60	1.099
		Teachers	128	235	10	36	13	4.36	1.115
		Evaluators	6	12	-	3	1	3.19	1.458
6	Curriculum contains the needs of the individual students and society in which it operate in this school	Principals	14	4	-	1	1	4.40	.745
		Teachers	170	211	6	14	21	4.46	.739
		Evaluators	11	7	2	1	1	4.45	.731
7	Curriculum must make provision for constant evaluation	Principals	10	7	1	3	1	3.60	1.501
		Teachers	164	201	16	16	25	3.45	1.536
		Evaluators	6	13	-	1	2	3.40	1.552
8	Curriculum must provide for the use of different instructional methods	Principals	12	8	-	-	2	4.45	1.099
		Teachers	180	155	19	38	30	4.36	1.076
		Evaluators	8	7	2	2	3	4.38	1.065
9	Curriculum provide for in service training for teachers to ensure competence	Principals	9	8	1	3	1	3.05	1.191
		Teachers	150	214	25	32	19	3.83	1.230
		Evaluators	13	5	-	3	1	3.76	1.242
10	Curriculum implementation by teachers helps the evaluators to asses' teachers that need in-service training in this school	Principals	10	7	1	2	2	3.70	1.081
		Teachers	184	207	6	10	18	4.26	1.20
		Evaluators	6	13	-	1	2	4.26	1.21

Item 1 shows that activities were specified and adhered to by teachers in the schools this could be seen from the responses of the respondents where the decision mean of principals was 4.35 teachers 4.42 and evaluators 4.43. From item 2, the responses of the respondents were all agreed that teachers were involved in the building up of the curriculum for each

subject in the schools with the mean score of principals 4.40 teachers 3.96 and evaluators 4.13. In respect to item 3.

It was also agreed from the responses of the respondents that objectives to be achieved in each curriculum were of the 3 domains of knowledge with the mean score of principals 4.45, 4.37 for teachers and evaluators 4.36. item 4 curriculum which means those experiences set up by the school for the purpose of disciplining students and shaping their ways of thinking and acting not only in the school. But even outside the school respondents with the mean score of 3.60 for principals 3.23 for teachers and 3.40 for evaluators agreed on this statement. From item 5, the respondents on curriculum as a planned learning outcome for which the school is responsible with mean score of 2.75, while both evaluators and teachers were all agreed with their decision mean of 3.26 and 3.19 respectively.

Item 6 shows that curriculum contains the needs of the individuals students and society in which it operated in the schools this could be seen from the responses of the respondents where the mean score of the principals was 4.40, teachers was 4.45 and evaluators was 4.46 from item 7, 8 and 9 responses of respondents were all accepted. Item 10 shows that curriculum implementation by teachers helps the evaluators to asses, teachers that need in-service training in this school where the mean score of 4.45 representing the principals 4.38 of teachers and 4.36 of evaluators.

4.3.8 Opinions of the Respondents on the Impact of Quality Assurance Activities on Staff Development on the Management of Secondary Schools in Kaduna state, Nigeria.

This section covers item 1 to 10 in the questionnaire. It presents analysis of the respondent's responses using simple percentage and frequency table. Item 1 asked if the activities of quality Assurance on staff development enhance the quality of teachers in the

schools. Item 2 attempts to find out whether teachers are motivated, to work hard and develop themselves through seminars and in-service training in this school. Also item 3 tried to investigates whether teachers are promoted regularly in the schools. Item 4, attempts to find out whether teachers are having the necessary training and re-training in secondary schools in Kaduna state.

Furthermore, item 5 investigates whether staff development in schools is based on favoritism. In item 6 opinions of respondents was asked on whether induction courses for new teachers improve do take place in the schools. Item 7 tries to confirm whether training and re-training of teachers empower the activities of quality assurance in these schools. Item 8 investigates whether teachers working conditions affect their ability to provide quality teaching learning process in the school. Item 9 attempts to find out whether government sponsored teachers for in-service training with their full salary in Kaduna state. While item 10 investigates whether developing the staff is to help the school achieves its mission and objective better. Details of the responses of principals, teachers and evaluators were vividly explained in table 12.

Table 12: Opinions of Respondents on the Impact of Quality Assurance Activities On Staff Development on the Management of Secondary Schools in Kaduna State, Nigeria

S/N	Item Statement	Respondents	SA	A	UD	DA	SD	Mean	S.D
1	The activities of quality assurance on staff development enhance the quality of teachers in this school.	Principals	9	10	2	-	**1**	4.35	1.089
		Teachers	228	155	10	16	13	4.43	.923
		Evaluators	11	7	1	1	2	4.42	.946
2	Teachers are motivated to ask hard and develop themselves through seminars and in service in this school	Principals	14	5	-	1	2	4.40	1.099
		Teachers	194	207	6	10	5	4.13	1.298
		Evaluators	10	7	1	1	3	3.96	1.344
3	Teachers are promoted regularly in this school.	Principals	14	4	2	1	1	4.45	1.099
		Teachers	185	179	14	28	16	4.36	1.115
		Evaluators	13	5	3	-	1	4.37	1.100
4	Teachers are having the necessary training and re training in this school	Principals	8	7	2	1	3	3.60	1.353
		Teachers	174	181	12	39	16	3.40	1.434
		Evaluators	8	9	-	3	2	3.23	1.434
5	Staff development in this school is based on favoritism	Principals	1	2	3	10	6	3.60	1.099
		Teachers	180	172	19	28	23	4.36	1.115
		Evaluators	10	6	2	3	1	3.19	1.458
6	Induction courses for new teachers do take place in this school	Principals	10	9	-	2	1	4.40	.745
		Teachers	218	155	20	16	13	4.46	.739
		Evaluators	11	8	-	2	1	4.45	.731
7	Training and re-training of teachers empower the activities of quality assurance in this school	Principals	9	8	1	3	1	3.60	1.501
		Teachers	128	235	10	36	13	3.45	1.536
		Evaluators	6	12	-	3	1	3.40	1.552
8	Teachers working conditions affect their ability to provide quality teaching- learning process in this school	Principals	14	4	-	1	1	4.45	1.099
		Teachers	190	201	6	14	11	4.36	1.076
		Evaluators	13	7	-	1	1	4.38	1.065
9	Government sponsored teachers for in service training with full salary in Kaduna state	Principals	8	7	1	5	1	3.05	1.191
		Teachers	184	207	6	10	15	3.83	1.230
		Evaluators	6	13	-	1	2	3.76	1.242
10	Developing the staff is to help the school achieve its mission and objectives better	Principals	12	8	-	-	2	4.70	1.081
		Teachers	188	175	11	28	20	3.26	1.20
		Evaluators	8	7	2	2	3	3.26	1.21

tem 1 shows that activities of quality assurance on staff development enhanced the quality of teachers in the schools this could be seen from the responses of the respondents where the decision mean of principals was 4.35, teachers 4.43 and evaluators was 4.42. from item 2 the responses of the respondents all agreed that teachers were motivated to work hard and developed themselves through seminars and in service training in their schools with the

mean score of principals 4.40, teachers 4.13 of evaluators is 3.96 in respect to item 3, it was also agreed in the responses of the respondents that teachers were promoted regularly in the schools with the mean score of principals 4.45 teachers 4.36 and 4.37 for evaluators. in item 4, shows that teachers were having the necessary training and re-training in the schools with the mean score of 3.60 for principals, 3.40 for teachers and 3.23 for evaluators. From item 5, the respondents agreed that staff development in the schools was bases on favoritism with mean score of 3.60 while both teachers and evaluators all agreed with their decision mean of 3.26 and 3.19 respectively. Item 6 shows that induction courses for new teachers improved did take place in the schools, this could be seen from the responses of the respondents where the means score of principals was 4.40, teachers was 4.46 and evaluators was 4.45.

From item 7 the responses of the respondents accepted that training and re-training of teachers empower the activities of quality assurance in the schools with their mean score 3.60 of principals, 3.45 of teachers and 3.40 of evaluators. In respect of item 8 and 9 also agreed by the respondents that government sponsored teachers for in-service training with full salary in Kaduna state, it was also accepted from the responses of the respondents of item 10 that developing the staff was to help the schools achieve its mission and objectives better, where the mean score of 4.45 representing the principals, 4.36 of teachers and 4.38 of evaluators.

4.4 Hypotheses Testing

All the eight null hypotheses formulated for this study were tested at 0.05 level of significance using the ANOVA.

Ho.1: There is no significant difference in the opinions of principal, teachers and evaluators on the evaluation of the activities of quality assurance on leadership styles in the management of secondary schools in Kaduna State, Nigeria.

To test this hypothesis, the response scores of the three groups were therefore subjected to ANOVA. was used to determine any significant difference in the opinions of respondents on the evaluation of the activities of quality assurance on leadership styles in the management of secondary schools in Kaduna State, Nigeria.

Table 13: Analysis of Variance (ANOVA) Summary on the Impact of Quality Assurance Activities on Leadership Styles on the Management of Secondary Schools in Kaduna State, Nigeria

Variations	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	69.186	2	13.092	1.875	3.12	.062
Within Groups	1701.976	463	8.207			
Total	**1777.912**	**465**				

Table 13 shows the f-ratio value 1.875 at 2 df 463 and at 0.05 level of significance. The critical value (3.12) is greater than f-ratio value 1.875. The probability level of significance P .062 is greater than 0.05. This means that there is no significant difference in the opinions of principal, teachers and evaluators on the evaluation of the activities of quality assurance on leadership styles in the management of secondary schools in Kaduna State, Nigeria. Therefore, the null hypothesis is retained.

Ho.2: There is no significant difference in the opinions of principal, teachers and evaluators on the evaluation of the activities of quality assurance on decision making in the management of secondary schools in Kaduna state, Nigeria.

To test this hypothesis, the response scores of the three groups were therefore subjected to ANOVA. This statistical tool was used in order to determine any significant difference in the opinions of respondents on the evaluation of the activities of quality assurance on decision making in the management of secondary schools in Kaduna state, Nigeria.

Table 14: Analysis of Variance (ANOVA) Summary on the Impact of Quality Assurance Activities on Decision Making on the Management of Secondary Schools in Kaduna State, Nigeria

Variations	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	235.984	2	35.128	2.160	3.12	.063
Within Groups	3480.776	463	29.105			
Total	**4616.061**	**465**				

Table 14 shows the f-ratio value 2.160 at 2 df 463 and at 0.05 level of significance. The critical value 3.12 is greater than f-ratio value 2.160. The probability level of significance P (.063) is greater than 0.05. This means that there is no significant difference in the opinions of principal, evaluators and teachers on the evaluation of the activities of quality assurance on decision making in the management of secondary schools in Kaduna State, Nigeria. Therefore, the null hypothesis is retained.

Ho.3: There is no significant difference in the opinions of the respondents on the evaluation of the activities of quality assurance on infrastructural facilities in the management of secondary schools in Kaduna State, Nigeria.

To test this hypothesis, the response scores of the three groups were therefore subjected to ANOVA. This statistical tool was used in order to determine any significant difference in the opinions of respondents on the evaluation of the activities of quality assurance on infrastructural facilities in the management of secondary schools in Kaduna State, Nigeria.

Table 15: Analysis of Variance (ANOVA) Summary on the Impact of Quality Assurance Activities on Infrastructural Facilities on the Management of Secondary Schools in Kaduna State, Nigeria

Variations	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	315.913	2	61.372	2.117	3.12	.096
Within Groups	6907.731	463	43.467			
Total	**8123.644**	**465**				

Table 15 shows the f-ratio value 2.117 at 2 df 304 and at 0.05 level of significance. The critical value 3.12 is greater than f-ratio value 2.117. The probability level of significance P (.096) is greater than 0.05. This means that there is no significant difference in the opinions of principal, evaluators and teachers on the evaluation of the activities of quality assurance on infrastructural facilities in the management of secondary schools in Kaduna State, Nigeria. Therefore, the null hypothesis is retained.

Ho.4: There is no significant difference in the opinions of the respondents on the evaluation of the activities of quality assurance on instructional materials in the management of secondary schools in Kaduna state, Nigeria.

To test this hypothesis, the response scores of the three groups were therefore subjected to ANOVA. This statistical tool was used in order to determine any significant difference in

the opinions of respondents on the evaluation of the activities of quality assurance on instructional materials in the management of secondary schools in Kaduna state, Nigeria.

Table 16: Analysis of Variance (ANOVA) Summary on the Impact of Quality Assurance Activities on Instructional Materials on the Management of Secondary Schools in Kaduna State, Nigeria

Variations	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	264.394	2	88.131	1.809	3.12	.802
Within Groups	4009.250	463	22.780			
Total	**4273.644**	**465**				

Table 16 shows the f-ratio value 1.809 at 2 df 463 and at 0.05 level of significance. The critical value 3.12 is greater than f-ratio value 1.809. The probability level of significance P .802 is greater than 0.05. This means that, there is a significant difference in the opinions of principal, evaluators and teachers on the evaluation of the activities of quality assurance on instructional materials in the management of secondary schools in Kaduna state, Nigeria. Therefore, the null hypothesis is retained.

Ho.5: There is no significant difference in the opinions of the respondents on the evaluation of the activities of quality assurance on discipline in the management of secondary schools in Kaduna State, Nigeria.

To test this hypothesis, the response scores of the three groups were therefore subjected to ANOVA. This statistical tool was used in order to determine any significant difference in the opinions of principal, teachers and evaluators on the evaluation of the activities of quality assurance on discipline in the management of secondary schools in Kaduna State, Nigeria.

Table17 Analysis of Variance (ANOVA) Summary on the Impact of Quality Assurance Activities on Discipline on the Management of Secondary Schools in Kaduna State, Nigeria.

Variations	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	377.413	2	125.804	1.072	3.12	.103
Within Groups	24997.981	463	85.216			
Total	**25375.394**	**465**				

Table 17 shows the f-ratio value 1.072 at 2 df 463 and at 0.05 level of significance. The critical value 3.12 is greater than f-ratio value 1.072. The probability level of significance P .103 is greater than 0.05. This means that, there is no significant difference in the opinions of principal, teachers and evaluators on the evaluation of the activities of quality assurance on discipline in the management of secondary schools in Kaduna State, Nigeria. Therefore, the null hypothesis is retained.

Ho.6: There is no significant difference in the opinions of the respondents on the evaluation of the activities of quality assurance on Records keeping in the management of secondary schools in Kaduna state, Nigeria.

To test this hypothesis, the response scores of the three groups were therefore subjected to ANOVA. This statistical tool was used in order to determine any significant difference in the opinions of principal, teachers and evaluators on the evaluation of the activities of quality assurance on Records keeping in the management of secondary schools in Kaduna state, Nigeria.

Table 18: Analysis of Variance (ANOVA) Summary on the impact of Quality Assurance activities on Records keeping on the Management of Secondary Schools in Kaduna State, Nigeria.

Status	Sum of Square	Df	Mean Square	F	F.critical	Prob.
Between groups	300.283	2	150.141	2.271	3.12	.371
Within groups	62333.564	463	268.679			
Total	**62633.847**	**465**				

Table 18 shows, f-ratio value 2.271 at 2 df 463 and at the level 0.05. The critical value (3.12) is greater than f.ratio values 1.751, the probability level of significance P 2.271 is greater than 0.05. This means that there is no significant difference in the opinions of principal, teachers and evaluators on the evaluation of the activities of quality assurance on Records keeping in the management of secondary schools in Kaduna state, Nigeria. Therefore, the null hypothesis was retained.

Ho.7: There is no significant difference in the opinions of the respondents on the evaluation of the activities of quality assurance on curriculum content coverage in the management of secondary schools in Kaduna State, Nigeria.

To test this hypothesis, the response scores of the three groups were therefore subjected to ANOVA. This statistical tool was used in order to determine any significant difference in the opinions of respondents on the evaluation of the activities of quality assurance on curriculum content coverage in the management of secondary schools in Kaduna State, Nigeria.

Table 19: Analysis of Variance (ANOVA) Summary on the impact of Quality Assurance activities on Curriculum Content Coverage on the Management of Secondary Schools in Kaduna State, Nigeria.

Variations	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	264.314	2	38.533	3.508	3.12	.031
Within Groups	3001.252	463	12.681			
Total	**3265.566**	**465**				

Table 19 shows the f-ratio value 3.508 at 2 df 463 and at 0.05 level of significance. The critical value (3.12) is less than f-ratio value 3.508. The probability level of significance P .031 is less than 0.05. This means that, there is a significant difference in the opinions of principal, teachers and evaluators on the impact of the activities of quality assurance on curriculum content coverage in the management of secondary schools in Kaduna State, Nigeria. Therefore, the null hypothesis is rejected.

Table 20: Summary of Scheffe's Multiple Comparison Test on the impact of Quality Assurance activities on Curriculum Content Coverage on the Management of Secondary Schools in Kaduna State, Nigeria.

Respondents	N	Mean
Principal	22	4.09987
Teachers	422	4.58085
Evaluators	22	1.18098

As indicated by Table 20, the mean score of principals 4.09987 was found to be closer to that of Teachers 4.58085, implying that the difference between the two respondents was not significant. However, the mean score of Evaluators 1.18098 was found to be lower than that

of principals and teachers. This implies that the evaluators differs significantly in their opinions regarding to the impact of the activities of quality assurance on the curriculum content coverage in the management of secondary schools in Kaduna State, Nigeria.

Ho.8: There is no significant difference in the opinions of the respondents on the evaluation of the activities of quality assurance on staff development in the management of secondary schools in Kaduna State, Nigeria.

To test this hypothesis, the response scores of the three groups were therefore subjected to ANOVA. This statistical tool was used in order to determine any significant difference in the opinions of respondents on the evaluation of the activities of quality assurance on staff development in the management of secondary schools in Kaduna State, Nigeria.

Table 21: Analysis of Variance (ANOVA) Summary on the impact of Quality Assurance Activities on Staff Development on the Management of Secondary Schools in Kaduna State, Nigeria.

Variations	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	154.312	2	19.231	3.319	3.12	.021
Within Groups	2101.251	463	22.181			
Total	**2165.563**	**465**				

Table 21 shows the f-ratio value (3.319) at 2 df 463 and at 0.05 level of significance. The critical value (3.12) is less than f-ratio value (3.319). The probability level of significance P (.021) is less than 0.05. This means that, there is a significant difference in the opinions of principal, teachers and evaluators on the evaluation of the activities of quality assurance on staff development in the management of secondary schools in Kaduna State, Nigeria. Therefore, the null hypothesis is rejected.

Table 22: Summary of Scheffe's Multiple Comparison Test on the impact of Quality Assurance Activities on Staff Development on the Management of Secondary Schools in Kaduna State, Nigeria.

Respondents	N	Mean
Principal	22	3.17281
Teachers	422	1.62131
Evaluators	22	3.28065

As indicated by Table 22, the mean score of principals 3.17281was found to be closer to that of Evaluators 3.28065, implying that the difference between the two respondents was not significant. However, the mean score of Teachers 1.62131 was found to be lower than that of principals and evaluators. This implies that the teachers differs significantly in their opinions regarding on the evaluation of the activities of quality assurance on staff development in the management of secondary schools in Kaduna State, Nigeria.

Table 23: Summary of Similarities Hypotheses Tested

S/N	H_o Statement	Statistical Tool Used	Result	Level of Sig.	Decision
HO1	There is no significant difference in the opinions of respondents on the impact of quality assurance activities on leadership styles on the management of secondary schools in Kaduna state, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 1.875, while f-critical is 3.12 level of significance	0.05	retained.
HO2	There is no significant difference in the opinions of respondents on the impact of quality assurance activities on decision making on the management of secondary schools in Kaduna state, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 2.160, while f-critical is 3.12 level of significance	0.05	retained.
HO3	There is no significant difference in the opinions of respondents on the impact of quality assurance activities on infrastructural facilities on the management of secondary schools in Kaduna state, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 2.117, while f-critical is 3.12 level of significance	0.05	retained.
HO4	There is no significant difference in the opinions of respondents on the impact of quality assurance activities on instructional materials on the management of secondary schools in Kaduna state, Nigeria	Analysis of variance (ANOVA)	f-ratio is 1.809, while f-critical is 3.12 level of significance	0.05	retained.
HO5	There is no significant difference in the opinions of respondents on the impact of quality assurance activities on discipline on the management of secondary schools in Kaduna state, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 1.072, while f-critical is 3.12 level of significance	0.05	retained.
HO6	There is no significant difference in the opinions of respondents on the impact of quality assurance activities on Records keeping on the management of secondary schools on Kaduna state, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 2.271, while f-critical is 3.12 level of significance	0.05	retained.
HO7	There is no significant difference in the opinions of respondents on the impact of quality assurance activities on curriculum content coverage on the management of secondary schools in Kaduna state, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 3.508, while f-critical is 3.12 level of significance	0.05	rejected.
HO8	There is no significant difference in the opinions of respondents on the impact of quality assurance activities on staff development on the management of secondary schools in Kaduna state, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 3.319, while f-critical is 3.12 level of significance	0.05	rejected.

4.5 Summary of the Findings

Base on the respondent opinions on the study, the following findings were presented.

1. The study discovers that most of the principals of secondary schools in Kaduna state demonstrated good quality leadership in their schools.
2. The study also revealed that, decision making process in secondary schools has been a collective decision and not one man show affairs.
3. The study discovered that provision of Infrastructural facilities and their maintenance is highly encouraging.
4. from the study carried out it has been confirmed that provision of instructional materials for teaching and learning needs to be improved
5. sThe study reveled that, School inspectors/evaluators should ensure that principals does not undertake management of discipline alone
6. The study also reveled that, records were properly kept and maintained.
7. The study discovered that, teachers were not involved in the building up of curriculum.
8. it has been confirmed that there were regular conducts of workshops, seminars and other educational conference for teachers in secondary schools in Kaduna state.

4.6 Discussions of the Findings

The finding of the objective one reveled that there is impact of quality assurance on leadership in secondary schools in Kaduna state. The study discovered that most of the principals demonstrated good quality leadership in their schools. Because the ability of the leadership is to create conducive relationship between it and the work force is necessary to qualitative education. It is also the duty of the leadership to harness all influencing variables in the school system. According to ijaiya (2009) the worth of any management is based on its ability to identify and solve any problem that milted against quality delivery. Principal teachers relationship plus staff welfare all come together to assist the leadership in his quality attainment and it would also improve the efficiency of teachers and motivates them to perform their duty diligently..

The finding on objective two reveled that there is impact of quality assurance activities on decision making in secondary schools in Kaduna state. The study also reveled that decision making process in secondary schools has been a collective decision and not a one man show affairs. Thompson (2009) explained that a solution is regarded as optimum answer, the best available choice, alternative, and rational decision making. Generally decision making process help principal and other professionals solve problems by examining alternative choices and deciding on the bête route to take using a step by step approach is an efficient way to make thoughtful informed decisions that have a positive impact on school organization short and long term goals.

The finding on the objective three reveled that there is impact on quality assurance on infrastructural facilities on the management of secondary schools in Kaduna state. The study discovered that inadequate provision of infrastructural facilities was provided which were inefficiently and ineffectively managed in secondary schools in Kaduna state. the overall

problem regarding general inadequacy of infrastructural facilities, teaching materials and amenities in the Nigerian educational system is well captured by EZekwesili when she said, the physical infrastructure is below standard and gross insufficient, the basic amenities such as water and light are seriously lacking also according to Balkie (2000). The cost of providing essential educational facilities is about 300 million us dollars must of the existing structures are dilapidated and in a state of repairs, and most of the school libraries and laboratories, are ill equipped. also In conformity with Wasagu (2005) stressed that there are situations that you find about 120 students jam packed in a bare floor in some secondary schools , the classrooms are not even adequate and some are dilapidated. Adequate provision efficient and effective management of infrastructural facilities are paramount to the successful quality assurance activities.

The finding on objective four revealed that, inadequate provision of instructional materials and ineffective management of these materials will lead to failure of quality assurance activities in Kaduna state. Adequate instructional materials most be provided and facilities most be properly maintain for successful quality assurance activities in Kaduna state. Durosaro (2012) stated that owing to the present day inadequate provision of funds for the schools, two major factors had risen in connection with school facilities. the first is that here is insufficiency of funds to provide adequate materials for growing number of learners in secondary schools leading to the over usage of existing school facilities the second is that the existing school facilities cannot be adequately maintained due to lack of funds, instructional materials facilitate interest, the teachers effort is reduced and simplified on teaching and learning process

The finding on objective five revealed that there is impact of of quality assurance on discipline in secondary schools. Because it appears that discipline is a manifestation of the things such as level of internalization of culturally acceptable behaviour or an attitude of mind due to ones perception of life. The study also revealed that discipline in secondary schools is the hand tool for controlling staff and students; misconduct by members of the school is punishable according to school rules and regulations. Though they do not carry equal punishment. Odo (2005) stated that "when for instance, students riot or are violent, they are expressing their anger, frustration, indignation and contempt at the policies or otherwise of the school. it has also been observed that this situation is descried above poses a serious challenge to successful activities of quality assurance in kaduna state. in the ward of Gnagey (2007) perhaps the most modern view of discipline recognize that the school have the responsibility for teaching good citizenship behaviours as well as good academic behaviours and that the teachers must set up classroom experiences to encourage both. Despite these students agree that discipline is needed in schools sherry (2015) stated that if there were no discipline the school would not be distinguished from the street, if so everyone agrees that discipline is key to safety in school and it would also improve the efficiency of teachers and motivates them to discharger their duty efficiently.

The finding on objective six revealed that there is impact of quality assurance on records keeping in secondary schools. This could be as a result of the teachers within the school system interacts with different types of records. The study also revealed that records in secondary schools shows the occurrences of past events, activities and also serves as a good source of information as well as historical facts, for researchers and historians. The importance of records keeping in secondary schools is to save the school from unnecessary

embarrassment and legal tussles and also to measure the progress of individual student among others. Furthermore the mandatory records to be kept in school include statutory and non statutory

The finding on objective seven revealed that there is quality assurance on curriculum content coverage. The study also revealed that curriculum in secondary school level of education must be considered in planning and developing relevant curriculum i.e the level of maturity of the learners, period of schooling and other psychological and socials factors must also be duly considered. The study also discovered that curriculum as the totality of learning experiences provided to students so that they can attain general skill and knowledge of different verities. Teachers are therefore expected to cover the whole contains of the programme of the study within the stipulated period of time and it would improve the efficiency of teachers and motivates them.

The finding on objective eight revealed that there is impact of quality assurance on staff development in secondary schools in Kaduna state. staff development programme will improve the efficiency of teachers and motivates them to remain in the teaching profession therefore, constant training and re- training of teachers have to be done like seminar, workshops, conferences, and in – service training for teachers for quality assurance to achieve its objectives in kaduna state as supported by whawo (2003) explain that irrespective of method of training that staff engaged in the importance is to improve their teaching skills and use of teaching aids, evolve modern methods of evaluating students and above all, make them have a deeper knowledge of their teaching subjects. Equally important is the team work among staff development of self confidence equip the trainers to contribute more meaningfully to the relaxation of educational objectives in the school and in the

understanding of how the socio – economic and cultural value influence the activates of quality assurance. .

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

The chapter presents the summary of the study base on four chapters, conclusions were drown based on the findings of the research as well as recommendation for improvement on quality assurance activities in kaduna state, also in the chapter are suggestions for further study.

5.2 Summary

The study was on the impact of quality assurance activities on the management of secondary schools in Kaduna state, Nigeria. The issues raised in the objectives were. Copious related literature include books, journals, magazines, News papers, internets, etc. the review presented the conceptual framework which consisted the concept of impact, quality Assurance, management, leadership, decision making, infrastructural facilities, instructional materials, discipline, records keeping, curriculum and staff development in secondary schools in Kaduna state. Regarding the research methodology, the study presented research design, population of the study, sample and sampling techniques, instrumentation, validity of the adapted instrument, pilot study, and reliability of the instrument, method of collection and analysis of the collected data from the respondents. The also examined analysis and discussion of data collected from the respondents based on the topic under study through the use of frequency tables and percentages so as to measure the significant differences or relationship among the variables of the study.

However, the key variables were operationally defined to conclude the chapter, descriptive survey design was adapted for the study and data was collected using a research designed questionnaire. The total population of the study comprised of 206 principals, 196

evaluators and 4338 teachers making the total of 4740. A total of four hundred and sixty six (466) copies of questionnaire were administered correctly filled and returned. Out of which 22 principals 22 evaluators and 422 teachers. The data gathered were analyzed using Analysis of variance (ANOVA) and hypotheses were tested at 0.05% level of significance. Also the sample was drowning from the three senatorial zones of twelve educational zones of Kaduna state. The findings of the study reveal that quality assurance had impact on leadership styles on the management of secondary schools. because principals established clearly defined goals for academic and administrative work in the schools, quality assurance had impact on decision making on the management of secondary schools and it was also found that, principals always choose the best alternative solution to solve each problem in the school, infrastructural facilities such as library, laboratories, ICT, classrooms, chairs and tables are properly maintained by the principals of secondary schools, there were inadequate provision of instructional materials to helps teachers arose learners interest in the schools, quality assurance had impacted on the management of discipline in secondary schools as such that quick interventions are taken to students that violate school rules and regulation in secondary schools in Kaduna State, through the quality assurance programme, varieties of records were properly kept and maintained, through the quality assurance programmers, teachers were not involved in the building up of the curriculum for each subject in secondary schools in Kaduna State, Nigeria. Through quality assurance programme government sponsored teachers for in service training with full salary. Also, teachers are promoted regularly in secondary schools in Kaduna State, Nigeria.

5.3 Conclusions

The study focused on impact of quality assurance activities on the management of secondary of secondary schools in Kaduna state. In line with the objectives of the study eight questions were asked to guide the study: each question were broken in to ten items statement so as to ease understanding the questions to the respondents, the respondents unanimously agreed with most of the statement and disagreed with others. The Study discovered that most of the principals of secondary schools in Kaduna state demonstrated good quality leadership in their schools. The study also revealed that some responses support that decision making process in secondary schools has been a collective decision and not a one man show affairs. Although some responses support that provision of infrastructural facilities and their maintenance is highly encouraging. Despite the fact that still there are existing problem concerning the provision of such facilities in most secondary schools in Kaduna state.. However considering the findings of the study: it was concluded that there were inadequate provision of instructional materials for teaching and learning to arouse learner's interest in the lesson.. Some responses revealed that School inspectors/ evaluators should ensure that principals does not undertake management of discipline alone, other finding revealed that records were properly kept and maintained. Although some responses opposed the management of secondary schools: that teachers were not involved in the building up of the curriculum for each subject in schools..Despite there were some irregularities concerning staff development programme, thus conclusion were made that there were regular conducts of workshops, seminars, and other educational conference for teachers in secondary schools which empowered the activities of quality assurance in Kaduna state.

5.4 Recommendations

On the basis of the findings and conclusions the following recommendation were made:

1. Principals should demonstrate good quality leadership in their schools.
2. Decision making process in secondary schools should be a collective decision not a one man show affairs.
3. Infrastructural facilities in secondary schools in Kaduna state should be provided and maintained regularly.
4. Instructional materials such as textbooks, stationeries, computer/ internet, classrooms with chairs and table should be adequately provided and maintained regularly.
5. School inspectors/evaluators should ensure that principals does not undertake management of discipline alone
6. records should be properly kept and well maintained for the smooth running of the schools;
7. It was also recommended that teachers should always be involved in building up of the curriculum for each subject in the school.
8. Teachers should be motivated to work hard and develop themselves through seminars, workshops and in service training in secondary schools in Kaduna state,

5.5 Suggestions for Further Studies

On the basis of the findings, conclusions and recommendations, the following suggestion for further studies were made:

1. This research could be extended to cover other state of the federation.
2. A study could be furthered on this aspect of quality assurance, specifically an assessment of availability of infrastructural and instructional facilities in the primary schools in Kaduna state.
3. Another research should be conducted in the whole country in the some area.

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QUESTIONNAIRE ON IMPACT OF QUALITY ASSURANCE ACTIVITIES ON THE MANAGEMENT OF SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA (2016 – 2017)

Department of educational foundations
and curriculum,
Faculty of education,
Ahmadu Bello University, Zaria

Dear respondent,

REQUEST TO FILL A QUESTIONNAIRE

I am a post graduate student of the above named institution, undertaking a research on impact of quality assurance activities on the management of secondary schools in Kaduna state, Nigeria (2016 – 2017)

Your honest opinion will enhance the validity and reliability of this research in the fulfillment of the criteria for the award of a master degree in education (M.Ed) in Ahmadu Bello University, Zaria.

All information given will be treated with strict confidentiality.

Thank you in anticipation of positive co-operation.

Yours faithfully,

Lawal Magaji

SECTION A: BIO DATA

Instruction: please tick or fill the information you think is appropriate to your opinion

1. Name of school ----------
2. Gender: (a) male ( ) (b) female ( )
3. Marital status : (a) single ( ) (b) married ( ) (c) divorced ( ) (d) widow ( )
4. Age: (a) 18 -25 ( ) (b) 26 – 33 ( ) (c) 34 – 40 ( ) (d) above 40 ( )
5. Qualification : (a) OND ( ) (b) NCE ( ) (C) First degree ( )

   Other specify ----------
6. Rank status : (a) principal ( ) (b) evaluators ( ) (c) teacher ( )
7. School location : (a) urban ( ) (b) Rural ( )
8. Senatorial zone : (a) zone I ( ) (b) zone II ( ) (c) zone III ( )

Section B: Opinions of the respondents on the impact of quality assurance activities on leadership styles on the management of secondary schools in Kaduna state, Nigeria

S/N	Items Stated	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	In this school quality assurance is achieved in that principal devotes considerable time to coordinate things.					
2	The principal adapt continues and consistent classroom visits.					
3	Our school principal establishes clearly defined goals for academic and administrative work.					
4	The principal set reasonable expectation for this school.					
5	Principal of this school bring about suitable facilities for the teachers and students.					
6	The Principal of this school shows an exemplary character of honesty, moral attitude and integrity.					
7	The Principal of this school have a cordial relationship with members of his staff.					
8	Our school principal is Mastering and practicing the art of delegating responsibilities to staff.					
9	The Principal of this school is opening minded and always keep his staff aware of any information.					
10	In this school the principal neither uses his position to further his political aspiration.					

Section C: Opinions of the respondents on the impact of quality assurance activities on decision making on the management of secondary schools in Kaduna state, Nigeria

S/N	Items Stated	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	In this school, the principal involves us in the process of decision making.					
2	The principal of my school always choose the best alternative solution to solve each problem in this school.					
3	Policies and procedures can impact on the decision making process.					
4	The principal of my school makes almost all the decision alone.					
5	The principal always make rational decisions for both the staff and students.					
6	In representing either the teachers or students the right people are always selected to be involved in the decision making process in this school.					
7	Students are involved in decision making developing class rules (ground rules) to ensure ownership and easy adherence in this school.					
8	Democratization is adapted in making decisions in this school.					
9	If there were no problem, there would be no need for decisions.					
10	In this school individuals contribute objectively to the decisions made.					

Section D: Opinions of the respondents on the impact of quality assurance activities on infrastructural facilities on the management of secondary schools in Kaduna state, Nigeria

S/N	Items stated	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Infrastructural facilities are well maintained by the principal of this school.					
2	Library is well equipped with relevant books in every subject in my school.					
3	In this school laboratories are well equipped with facilities.					
4	The ICT centre in this school is well equipped with computers and utilized effectively.					
5	Chairs, tables for both teachers and learners are provided and maintained regularly in this school.					
6	There is a spacious staff room in my school.					
7	Play ground and its facilities are provided and maintained regularly in this school.					
8	Adequate toilets and urinary facilities are provided in my school.					
9	Recreational facilities are provided in this school.					
10	Classroom structures are up to standard in this school.					

Section E: Opinions of the respondents on the impact of quality assurance activities on instructional materials on the management of secondary schools in Kaduna state, Nigeria

S/N	Items stated	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Instructional materials are all the resources a teacher uses to help him/her Arose learners interest in this school.					
2	Instructional materials are inadequate and not effectively utilize in this school.					
3	Instructional media and educational media virtually mean the same thing.					
4	Instructional materials promote the teaching learning process.					
5	Instructional materials generally make the teaching learning process easier.					
6	Instructional materials gain and hold the attention of the learner.					
7	Instructional materials provide visual aspects to a process or technique.					
8	Instructional materials focus attention on high light of the lesson.					
9	Instructional materials facilitate the understanding of abstract concepts.					
10	Instructional materials save time by limiting the use of worldly expectation.					

Section F: Opinions of the respondents on the impact of quality assurance activities on discipline on the management of secondary schools in Kaduna state, Nigeria

S/N	Items stated	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Teachers in this school are skilled to address any disciplinary challenges.					
2	Our students are always coming to school punctually.					
3	Our students are always obedient to rules and regulations.					
4	Our students are, humble and not brutal to each other.					
5	Our students participate effectively in extra and co-curricular activities					
6	Quick interventions are taken to students that violate school rules and regulation in this school.					
7	Students in this school are involved in developing class rules to ensure ownership and essay adherence.					
8	The students obey their teachers by doing their assignment and submit to time					
9	Our students keep both their classes and school environment clean and.					
10	teachers work as a team in disciplinary issues in this school					

Section F: Opinions of the respondents on the impact of quality assurance activities on Records keeping on the management of secondary schools in Kaduna state, Nigeria

S/N	Items stated	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	In my school records are properly kept and well maintained.					
2	In my school records keeping is useful and necessary for smooth running of the school.					
3	Verities of records are available in this school					
4	Records keeping in this school shape the history of those that pass through its system.					
5	Though the quality assurance programme records are properly kept in this school.					
6	In this school Information from records keeping is useful for decision making about the schools					
7	Staff and students have assess to vital records in this school					
8	The responsibility of records keeping in this school is that of both the principal and teachers					
9	Examination results are properly recorded and kept safe in this school.					
10	In this school all things happened are recorded.					

Section G: Opinions of the respondents on the impact of quality assurance activities on curriculum content coverage on the management of secondary schools in Kaduna state, Nigeria

S/N	Items stated	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Activities are specified and adhered to by teachers in this school.					
2	Teachers are involved in the building up of the curriculum for each subject in this school.					
3	The objectives to be achieved in each curriculum are of the 3 domain of knowledge.					
4	Curriculum are those experiences set up school for the purpose of disciplining students and shaping their ways of thinking and acting in this school.					
5	Curriculum is planned learning outcome for which the school is responsible.					
6	Curriculum contains the needs of the individual students and society in which it operate in this school.					
7	Curriculum must make provision for constant evaluation.					
8	Curriculum must provide for the use of different instructional methods.					
9	Curriculum provide for in service training for teachers to ensure competence.					
10	Curriculum implementation by teachers helps the evaluators to asses' teachers that need in- service training in this school.					

Section H: Opinions of the respondents on the impact of quality assurance activities on staff development on the management of secondary schools in Kaduna state, Nigeria

S/N	Items stated	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	The activities of quality assurance on staff development enhance the quality of teachers In this school.					
2	Teachers are motivated to ask hard and develop themselves through seminars and in service in this school.					
3	Teachers are promoted regularly in this school.					
4	Teachers are having the necessary training and re training in this school.					
5	Staff development in this school is based on favoritism.					
6	Induction courses for new teachers improve do take place in this school.					
7	Training and re-training of teachers empower the activities of quality assurance in this school.					
8	Teachers working conditions affect their ability to provide quality teaching- learning process in this school.					
9	Government sponsored teachers for in service training with full salary in Kaduna state.					
10	Developing the staff is to help the school achieve its mission and objectives better.					