



## **Assessment of Quality Control Mechanisms in Secondary Schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas, Rivers State**

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### **ABSTRACT**

The purpose of this study was to assess quality control mechanisms in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas, Rivers State. Descriptive survey design was adopted for the study. The study population is one thousand two hundred and ninety two (1,292) Principals, Vice Principals and teachers from thirty six (36) secondary schools in both Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State, which consist of one hundred and twenty eight (128) Principals and Vice Principals, and one thousand one hundred and sixty four (1,164) teachers. The stratified random sampling technique was used to draw a sample size of three hundred and five (305) from the study population using the Taro-Yamane formula. An instrument titled “Assessment of Quality Control Mechanisms in Secondary Schools Questionnaire” was used for data collection. The findings of this study showed that Principals and Vice Principals monitor the work and behaviours of teachers, lesson notes and making sure that teachers use appropriate teaching methods and instructional aids, in addition to monitoring teachers’ punctuality to school, and supervises teachers’ evaluation of students and conduct of extracurricular activities. It was also found that teachers in both local government areas have the minimum requirement for teaching in secondary schools in Nigeria. Therefore, the researcher recommended that there should be regular visitation by the secondary schools board and ministry of education to secondary schools. Also, government should ensure retraining of teachers as this study has shown that teachers in both Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas do not go for retraining. Finally, government should improve on the provision of school plant facilities especially in Ogba/ Egbema/Ndoni Local Government Area as most of the schools visited are dilapidated and need turnaround maintenance.

**Keywords:** Assessment, Quality Control, Mechanisms, Secondary Schools, Ogba/Egbema/Ndoni, Port Harcourt City.

### **INTRODUCTION**

Education is an important aspect of national development, particularly in a populous country like Nigeria where youths below 24 years of age constitute majority of the population. The challenges of education in Nigeria have been reported to be both quantitative and qualitative (Onifade, 2016). The educational policies and priorities of the federal government of Nigeria have evolved in response to changing economic condition and political atmosphere. As far back as the early 60s, free education was in place in the then Western Region of Nigeria (Peter, 2017). Over the years, Nigeria has expressed firm commitment to education, in the belief that overcoming illiteracy and ignorance will form a basis for much needed accelerated national development. However, regardless of the incontrovertible evidence that education is very crucial to the development of the nation, there remain inequalities in access to education across the nation. The priority after Nigeria’s independence was to give access to education to the masses, while

producing high level and medium level manpower, much needed for the country's infrastructural and human development. Priority was also given to the training of technical manpower. This has translated into the establishment of Federal Colleges in all the six regions, more federal Universities and Polytechnics, as well as technical colleges across the country. Of particular interest to this study are the secondary schools which are mostly owned by private individuals, missions, states or federal government. Although in 2001 the federal government began encouraging the return of former church mission schools. The federal government promised to continue paying teacher salaries. Generally, the federal government funds and manages two federal government colleges (secondary schools) in each state. In addition, each state owns and operates secondary schools. In 2016, there were 7,104 secondary schools with 4,448,981 students (Federal Ministry of Education, 2017).

In Rivers state, there have been increased in the number of primary, secondary and tertiary institutions from when it was created in 1967 till date. In considering the development of secondary schools in the state, many have been established either by the political party in power in collaboration with communities or by the voluntary agencies such as the Missionaries and private individuals and this has brought secondary education nearer to the people. However, the situation has given rise to variations in academic standards of the schools because most of the secondary schools are ill-equipped and ultimately the cause of poor students performance in external examinations (Oboada & Osilem, 2017). In view of the forgoing, the concerns of Nigerians have been the issue of the standard and quality of the educational system. The development of any nation depends on the quality of its education hence conscious efforts are usually made to ensure educational quality at all levels. This explains why uniform educational standard in the Federal Republic of Nigeria (2004) was established and the various measures being taken by the federal government to ensure quality in the educational system (Ejionueme & Oyoyo, 2015). According to Ejionueme and Oyoyo (2015), the establishment of specific bodies to control quality in the various levels of education is a clear indication of the commitment of the federal government to assure quality. Some of these bodies include: The National Primary Education Commission (NPEC), the National Board for Technical Education (NBTE), the National Commission for Colleges of Education (NCCE) and the National Universities Commission (NUC). Ejionueme and Oyoyo (2015) further opined that effective achievement of the quality standard being envisaged is possible if Total Quality Management (TQM) is applied, especially in the administration of secondary schools.

TQM in this case refers to a system of running the affairs of the secondary schools in such that all aspects of the institution and appropriate resources are provided and utilized towards actualizing the goals of the institution (Mohanty & Lakhe, 2003). It is a management technique that adopts a holistic approach in the work process (Bua & Nike, 2013). TQM equally entails quest for quality at all times (Bua & Nike, 2013). In this case, it emphasizes teacher competence, creativity, commitment and how educational managers organize and lead in order to realize the full potentials of all personnel in the school (Okorie & Uche, 2004). Quality control (QC) which is an aspect of TQM is a mechanism for ensuring that an output (product or service) conforms to a predetermined specification. Quality Control includes all activities that are designed to determine the level of quality of the delivered solutions. In an educational institution like the secondary school, the main instrument of measuring quality education is supervision and inspection. According Toisa and Jailani (2014) quality control can be carried out at two levels; (a) internal QC, which is expected to be carried out by Sectional Heads, Principals/Vice-Principals. All these are expected to offer academic leadership within the school and (b) external QC, which is carried out by Staff of the Local Government Education Authority designated as monitoring officers and inspectors from the post primary schools board.

Szanto (2003) stated that QC examines the compliance of the operation of the secondary school with the prevailing provisions of laws and the curriculum from legal, economic and educational - professional points of view. This can be said to be the method in which a school determines how its management of teaching-learning and assessment activities is working as planned and intended, to ascertain that such activities are carried out satisfactorily according to the stipulated standards. Quality control according to Kisuniene (2014) is teachers' responsibility relating to curricula, standards, values and organisation. In another view, Campbell and Rozsnyai (2015) sees quality control as aggregate of measures taken

regularly to assure quality of a unit, but the emphasis is on assuring that a prescribed threshold of quality is met.

The task of assuring quality in secondary schools rests greatly on the principals and teachers who are important stakeholders. In view of its utmost importance, the Federal Ministry of Education through the Federal Inspectorate Service outlined the objectives of quality control in basic and secondary education as follows: ensuring that quality teaching and learning take place in schools and centres, create a valid and reliable data base that can support or inform policies and decisions aimed at improving the overall effectiveness of schools and centres, monitor the level of learning achievement as well as other educational performance indicators in schools and centres, set and maintain uniform standard nationwide. Also, ascertaining that the approved curriculum is operational in schools and centres and that stated objectives are being achieved, provide regular report on the state of education in Nigeria, advise on the provision of proper and adequate physical facilities in educational institutions, provide professional support to teachers in the area of pedagogy and classroom management as well as to school administrators in the area of school management.

The turnaround strategies or practices for achieving standards and quality control as stated by the Federal Ministry of Education FME, (2010), include: adequate infrastructure, provision of qualified teachers and their professional development, enrichment of curriculum to the needs and aspiration of the learner, development of incentive structures to attract, motivate and retain high quality teachers, adequate care, guidance and support of the learners, quality leadership and management and periodic whole school evaluation. Looking at the quality control strategies or practices for secondary education outlined above, one can say that quality control practices are indeed major means of achieving the aims and objectives of secondary education in Nigeria. The objectives of quality control for secondary education as stated above for the purpose of ensuring quality implies that quality control is needed in the educational system if high academic standard must be attained in Rivers State and indeed in Nigeria. Little wonder, the emphasis is now laid on quality control in secondary schools. It is on the basis these that this particular study has become imperative to assess the extent of implementation of quality control measures in secondary schools in Rivers State using Ogba/Egbema/Ndoni and Port Harcourt City Local Government council as case study.

### **Statement of the Problem**

Quality control has been one of the major concerns in education for decades. In education, quality emphasizes teachers' competence, creativity and commitment, and how educational administrators organize school activities in order to realize the full potentials of all personnel in educational institutions. It is the appropriateness and relevance of resources available for the achievement of educational goals and priorities, hence quality in education whether primary school, secondary school, or tertiary institutions require adequate inputs and output (Onyedini, 2011). To ensure standards in these areas, academic institutions require qualified teachers who are well motivated. They also require quality students, conducive physical environment, well-equipped laboratories, workshops, libraries, instructional materials in the ideal quality and quality as well as funds for research and community service (Wokocha, 2009). In a deliberate effort to ensure quality in Nigerian educational system, the Federal Government established institutions to monitor the quality of education at various levels.

In considering the development of secondary schools in Rivers state, many have been established either by the political party in power in collaboration with communities or by voluntary agencies such as the Missionaries and private individuals and this has brought secondary education nearer to the people. However, Oboada and Osilem (2017) observed that the situation has given rise to variations in academic standards of the schools because most of these secondary schools are ill-equipped and ultimately the cause of poor students performance in external examinations. This has necessitated the need for proper assessment of the academic standards in secondary schools in terms of quality in order to ascertain the level compliance and implementation of the standards enshrined in the curriculum and laws establishing these schools, which is what informed this present study designed to assess the quality control mechanisms in secondary schools using Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas, Rivers State as case study.

### **Purpose of the Study**

The general purpose of this study is to assess the quality control mechanisms in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt city local government areas of Rivers State.

The specific objectives of the study are:

- i. Examine the internal monitoring process by Principals and Vice Principals in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government areas of Rivers State.
- ii. Evaluate the quality of teachers and teaching in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.
- iii. Examine the inspection process by secondary schools board in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.
- iv. Examine the auditing process in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.
- v. Examine the provision of adequate school plant facilities in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.

### **Research Questions**

1. How do Principals/Vice Principals carry out internal monitoring in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government areas of Rivers State?
2. What is the quality of teachers and teaching in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State?
3. How is the inspection process by secondary schools board in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State?
4. What is the auditing process in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State?
5. What is the provision of school plant facilities in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State?

### **Hypotheses**

The following null hypotheses were formulated to guide the study, and were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of Principals, Vice Principals and Teachers on internal monitoring processes in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.
2. There is no significant difference in the mean ratings of Principals, Vice Principals and Teachers on the quality of teachers and teaching in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.
3. There is no significant difference in the mean ratings of Principals, Vice Principals and Teachers on the effectiveness of inspection process by secondary schools board in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.
4. There is no significant difference in the mean ratings of Principals, Vice Principals and Teachers on the level of compliance to auditing process in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.
5. There is no significant difference in the mean ratings of Principals, Vice Principals and Teachers on provision of school plant facilities in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.

### **REVIEW OF RELATED LITERATURE**

This session reviews related literature on assessment of quality control in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State under the following subheadings: Conceptual Framework, Concept of Secondary Education, Concept of Quality, Roles of Teachers in Quality Education, Role of Students in Quality Education, Role of School Plant Facilities in Quality Education, Concept of Quality Control, Quality Control in Secondary Schools

### **Concept of Secondary Education**

Secondary education is the form of education children receive after primary education and before the tertiary stage. According to the Federal Ministry of Education (2014), the broad aims of secondary education within Nigeria's overall national objectives are preparation of students for useful living within the society and for higher education. Government plans that secondary education should be of six year duration and be given in two stages, the junior secondary school (JSS) and the senior secondary school (SSS), each stage being of three year duration (FMoE, 2014).

The junior secondary school is both pre-vocational and academic. It is tuition free in some states of the federation and the basic subjects are taught to enable pupils acquire further knowledge and develop skills. Student who leave school at the junior high school stage may then go on to an apprenticeship system or some other scheme for out-of-school vocational training. The senior secondary school is for those able and willing to have a complete six-year secondary education. It is comprehensive but has a core curriculum designed to broaden pupil's knowledge and outlook. According to the Federal Ministry of Education (2014), the core curriculum is the group of subjects which every pupil must take in addition to his or her specialities. They are: English Language, Mathematics, one Nigerian Language, one of the following alternative subjects: Physics, Chemistry and Biology, one of the Literature in English, History and Geography, Agricultural Science or a vocational subject. The core subjects are basic subjects which will enable a student to offer arts or science in higher education.

According to the Federal Ministry of Education (2014), government has established a unity school in each of the states of the federation except the new ones. There are currently 63 such schools in the country. Government believes that education should help develop in the youths a sense of unity, patriotism and love of our country. It is essential that everything possible should be done to foster in them a sense of national belonging. Every secondary school should therefore function as a unity school by enrolling students belonging to other areas or states. To this end, the Federal Government has set an example by a programme of Federal Government Colleges which admit students on quota basis from all the states. In this way, young pupils in their formative and impressionable years from all parts of the federation, with different languages, ethnic and cultural backgrounds have opportunity to work, play, live and grow together, to learn to understand and tolerate one another, and thereby, to learn to understand and tolerate one another, and thereby develop a horizon of a truly united Nigeria (FMoE, 2014).

### **Concept of Quality**

Quality is the totality of features and characters of a product or service that bears on its ability to satisfy stated implied needs. Quality is also seen as what makes a thing what it should be in nature, character and grade of goodness (Chamber, 1999). The quality of education is the evaluation of educational level and effect. The achievements in the quality of education will definitely come from the quality of the persons who are educated and there are two aims counting in the quality of education. One is the aim of education which is to train the persons to possess the basic qualities, while the other one is the training aimed at all kinds of schools at all levels, which is for the educated to possess specific qualities and to check whether they are qualified (Su & Na, 2010).

According to Asim and Okon, (2005), quality in education is subjective and variable while Okebukola (2005) maintained that quality education is fitness of purpose and Fadipe and Opoola (2005) viewed quality as appropriateness of resources available to education. However, Akpan and Esirah (2005) maintained that the concept of quality varies from that of providing special services to conforming to standards or fitness for purpose. Quality is the base line standard in education which can be measured on a scale of reference. It is an expression of standard or the means by which a certain set standard in education can be achieved. The concept of quality in education is multidimensional and embraces all functions and activities in the academic sphere (Maduewesi, 2005). It involves quality of students, instructors/facilitators, instruction, facilities and equipment, academic programmes, curricula and assessment of students' performance. Quality according to Cavanaugh (2002) may include quantitative elements such as completion rates, student performance, and student evaluations of the learning experience or outcome product.

Total quality is also defined by Chamber (1999) as a work ethos according to which continuous efforts are made to perform all aspects to one's work better. Total quality is an apparent that no single individual in an organization can attain it. It involves everybody in the organization (top officials, junior staff, clerks, gate keepers, etc. in education institution, total quality involves both teaching and nonteaching staff, the principal, vice-principal and students; it requires total commitment and uncompromising pursuit of excellence, performance, continuous improvement and quality (Adenaike & Olaniyi, 2010). In the education system, practitioners do not wait till the end of production before remedial measures are taken. Hence, the importance of periodic assessment and evaluations dialy, weekly, monthly, termly and seasonally. It must be pointed out at this junction that quality control is predicted on the maintenance of minimum standards as regards the provision of school building, other infrastructures, equipment, curriculum, class-size, student-teachers ratio, quality and quantity of teachers etc. Arnold and Holler (2006); Ross and Joel(2007) have opined that quality is the entirety of facial appearance and distinctiveness of creation or service that bears a capability to congregate an acknowledged or implied want. According to Juran (1988) it is fitness for use and according to Crosby (2009) it is conformance to requirement.

The concept of quality according to Sallis (2007) is usually considered in two ways: Procedural concept of quality and Transformational concept of quality. Procedural concept is concerned with measuring up and ensuring conformity to a predetermined specification. The question that is asked is does this good or service do what is asked or expected from it? This is fitness for purpose. Transformational concept of quality viewed quality as a complex process with a wider canvas. It focuses on the softer and more intangible aspects of quality. It has less to do with systems and procedures and more to do with continuous improvement and organizational transformation. These softer concepts are care, services and social assistance being provided. This type of quality can be achieved through exercise of leadership, which establishes vision that translates into clientage services. This approach is about improving the system. It is about "doing things right, not just doing the right things. This concept of quality aims for excellence and is satisfied with fitness for purpose. Excellence is an aspiration and striving for the best. Creating quality awareness among the staff members of an educational institution is very important in the quest to achieve quality. It is a sharing process and does not involve manipulating people. This is an important step. It may be the most important step of all. Service and administrative people should be included just like everybody else. The real benefit of communication is that it gets supervisors and employees in the habit of talking positively about quality. Higher authorities should be persuaded from the need of quality and it must be communicated to whole organization in written form. Developing a policy for quality which states expectations from the individuals to perform exactly like the requirements of the students. Quality enhancement is a practical way to profit improvement.

According to Crosby (2009), there should be a team comprising of organizational heads to look after the affairs related to quality issues in the establishment as a whole. Representatives from all the departments should be the members of the quality improvement team. These should be people who can speak for their departments to commit operations to actions. Preferably, the department heads should participate at least on the first go around. Crosby suggested that members of team be provided orientation of the content and purpose of the program. Their roles should be explained, which are to cause the necessary actions to take place in their departments and the company. All the tools necessary to do the job will be together in one team. It works well to appoint one of the members as the chair of the team for this phase.

### **Roles of Teachers in Quality Education**

Isa and Jailani (2014) stated that no education system may rise above the quality of its teachers' incidentally, many teachers are lacking in good quality which can enhance meaningful teaching. As teachers to be quality they most purposes the Quality of teaching to be given by this category of teachers is likely to be low, and this will have adverse effects on the learners. Conversely, teachers of high quality could impart right and good skills, knowledge and attitude. Teachers are therefore, constitute a major factor of quality education in teaching and learning aspect.

According to Adegoke (2003), in curriculum planning and implementation, attention is expected to be paid to the four pillars of learning which were advocated that learning to know, learning to do, learning to

be, and learning to live together. When these aspect are adequately considered in the curriculum, the educational system will be functional and its recipient will be self-reliant. Even students ‘with poor skill and knowledge acquisition the four areas, there is virtually no subject on the secondary school curriculum where there are no topics which teachers find difficulty to teach (Okebukola, 2005). Though, this problem may be due to poor teacher preparation or poor teaching-learning environment, the problem may be inherent in the curriculum itself but also teachers are to be considered while planning a school curriculum contents for the students.

### **Role of Students in Quality Education**

In the educational system, students play a vital r ole into the education system. Without them, all other activities/ objectives cannot be achieved (Isa &Jailani, 2014). At the entry point of the educational system, the students are expected to be of high quality in terms of moral. That is, they should meet the expected standard of the level or class in which they are to be enrolled for an academic purpose. Incidentally, students of poor ability have been admitted or promoted into higher classes in our educational institutions. Ezezobor (2008), wondered if products of such free primary and secondary education were going to be enrolled for General Certificate of Education. They were not seriously groomed for that type of examination, he concluded Quality education demands that students should be of required standard before they are admitted into schools and also demands that they should not be promoted if they are of low standard. According to Ebenebe (2013), opined that admission of children with very poor academic standards into secondary schools, as a way of laying the foundation for indiscipline and violated the ethics of education.

### **Role of School Plant Facilities in Quality Education**

School plant have been described by Amanchukwu and Ololube (2015) to mean the site, building, equipment and all the facilities within the school which enhance the teaching and learning activities and at the same time protects the physical well-being of the teachers and the learners. School plant according to Olagboye (1998) comprises of the basic system and structures which a viable school or institution need in order to function effectively and to fulfil the purpose for which it was established. The scholar went further to submit that school plant should include the following:

- i. building: classroom blocks, libraries, laboratories, workshops, hostels, staff quarters, assembly halls, administrative /office blocks etc ;
- ii. equipment: laboratory/workshop equipments, sporting kits, teaching aids etc.
- iii. machinery: workshop machines/tools, secretarial machine e.g. computer etc.
- iv. vehicles
- v. furniture: classroom/ office, hostels/staff furniture etc.
- vi. books: text books, stationary/library books
- vii. electrical infrastructure: electrical fittings, fans, air conditioner, overhead electrical conductor lines, generator etc.
- viii. water supply infrastructure: pipe born water, borehole, deep well water; tanks, etc.

The school plant represents the aesthetic picture of the school portrayed by the position of structures in relation to one another (Bosah, 1997). It also represents the empirical relevance of the whole environment for the realization of the school goals and objectives. The school plant, particularly building, protects pupils, students and teachers and other users from the sun, rain, heat, cold, violent storm, insects, reptiles and other dangerous animals. It represents a learning environment which has a tremendous positive impact on the comfort, safety and academic performance of the school child and other users.

Facilities in schools enhance teaching and learning thereby making the process and progress meaningful and purposeful (Asiyai, 2012). Facilities in schools can be defined as the entire school plant which school administrators, teachers and students harness, allocate and utilize for the smooth learning and efficient management of any educational institution, for the main objective of bringing about effective and purposeful teaching and learning experiences (Asiyai, 2012).According to Emetarom (2004), facilities in schools are the physical and spatial enablers of teaching and learning which will increase the production of results. School facilities serve as pillars of support for effective teaching and learning.

They constitute vital inputs which are capable of achieving good results when combined with other resources in adequate quality and quantity. Teaching facilities include all of the infrastructure and material resources that are used to support the delivery of quality education. Infrastructure refers to basic physical and organizational structures needed for the successful running of the institution (Bakare, 2009). Studies have also shown that the condition of facilities in schools have a strong effect on quality academic performance of students. Asiyai (2012) found that students who were taught in modernized buildings scored consistently higher across a range of standardized tests. Jaiyeoba and Atanda(2005) reported that schools with well-coordinated plant planning and quality control, maintenance practices recorded better students' result performance. Quality and conducive school with physically decorated environment will enhance students' school attendance, involvement in academic activities and academic performance will yield positively. However, poor supply, maintenance and management will yield poor quality of teaching and learning in all schools facilities, sadly this is the situation in most public secondary schools in Nigeria. This will not encourage a conducive environment for knowledge and skill acquisition.

### **Concept of Quality Control**

Quality control in the context of educational institution refers to a system under which the out-put in an educational programme can be examined with respect to a set of standards. Quality control in education in Nigeria is as old as the introduction of formal education in the country by church missionary bodies (Adenaike & Olaniyi, 2010). The 1882 and 1887 education ordinances made provision for ensuring quality and quality control in education. These ordinances governed the establishment of schools, organization, financial administration, staffing, discipline, provision of physical infrastructure and examination as well as frequent inspection of schools by school managers and supervisors. These made it possible for attainment of standard and maintenance of quality standards in education. The factors responsible for the falling standard in education with many other cogent factors are inadequate finance, inadequate time for planning, student population, explain, shortage of qualified teachers, paper qualification emphasis, consumer mentality, strikes and political instability. According to Adenaike and Olaniyi (2010), quality control is not teacher centred, but it involves the totality of teaching-learning environment and processes. Quality control is one tool that can be used to assist in this effort.

The approach outlined below according to William (2011) can help improve quality control in schools:

- i. Commitment to implementation and use results of the quality control mechanism.
- ii. Allocation of resources to accommodate the development and subsequent implementation of the quality control mechanism.
- iii. Delineate goals and intended outcomes of the educational programme(s).
- iv. Identify and delineate criteria and standards for various programme aspects.
- v. Examine internal and external standards to consolidate and identify uniqueness to assist in reduction of duplication of efforts.
- vi. Develop a quality control mechanism through the involvement of all levels of programme participants, including administrators, staff, students, and other groups having vested interest.
- vii. Decide which aspects of the programme to examine, when to conduct such inquiry, who will conduct the inquiry, and how it will be conducted.
- viii. Identify key indicators of quality, the means to efficiently obtain information about the indicator, and the timing and persons responsible for collection of information.
- ix. Develop and/or obtain necessary instrumentation to collect information.
- x. Establish a workable plan to implement quality control, being sure to include timelines, responsibilities, and alternative courses of action.
- xi. Establish clear working agreements among potentially affected parties, before implementation, of data collection for the quality control effort.
- xii. Maintain rationality relative to the level of effort, speed of implementation, and use of information resulting from quality control activities.
- xiii. Implement with appropriate timelines, personnel responsibilities, and accompanying guidelines.

Ojedele (2007) stated that quality control should be the concern of the country in its drive towards technological and scientific development.

### **Quality Control in Secondary Schools**

Quality control in secondary schools in Nigeria engages number of major internal and external educational stakeholders and other government agencies in the process of achieving quality education. These include staff of higher education institutions, internal quality control units, governmental agencies (ministerial and administrative officers), local education authority, regional and state supervisory bodies, quality control agencies (autonomous or semi-autonomous), professional associations, faculty, students, alumni, employers of labour, funding organizations (Hilliges & Kettis, 2014). Despite wide consensus on recognizing the importance of involving stakeholders in the practices of quality, Kis (2005) however indicates that there is existence of confusion regarding the optimal nature and active level of involvement by stakeholders in the practice of quality in Nigerian secondary schools.

Quality control practices is an effort put forward which strives to maintain quality in Nigerian secondary schools' education through approaches such as inspection, evaluation and audit. These approaches are widely practiced to measure quality and ensure whether these practices conform to standards. They are also different and convergent processes at the same time. The various quality control measures commonly used to asses quality as pointed out by Markus and Philipp (2018) are inspection, evaluation and audit.

#### **Inspection**

One of the cornerstones to achieving continuous improvement in any system is the quality inspection process. Criteria based inspection plans are created to meet specific regulatory requirements and workflows, depending upon where the product is in the manufacturing lifecycle. School inspection plays a significant role in ensuring the quality of education, as it is almost the sole method by which governments can ensure and evaluate the quality of education (Mohamad, 2016). Moreover, governments are unable to implement the national policies and goals without school inspection. Nevertheless, by running school inspection, governments can meet the challenges of globalization by creating a competitive workforce (Wilcox, 2000).

Abebe, (2014) observes that inspection is a supervision process which indicates whether schools or programmes meet certain level of standards and are eligible for formal operation. This external review process can be conducted for a specific facility or entire school against a set of standards. According to Chemay(1992), inspection helps to assure stakeholders that the school: Has clearly defined and educationally appropriate objectives, maintains conditions under which their achievement can reasonably be expected, is in fact accomplishing them substantially and can be expected to continue to do so. Mohamad (2016) opined that within the regular supervision all schools of the municipality inspectors are to interviews with principals, leaders, teachers, students, nurses and other stakeholders in the school. In addition, observation of school environments, classrooms and activities that students are involved in should be conducted. Moreover, how closely school activities are in accordance to the regulations is also observed. The scholar outlined some of the duties of the Quality Control Inspectors from either the zonal education office or Ministry of Education to include the following:

- i. Inspect the school plant to ensure consistency and integrity
- ii. Maintain, test and troubleshoot all instrumentation devices in the school
- iii. Test a certain percentage of the students based on the curriculum standards
- iv. Report problems or concerns to higher authority immediately
- v. Interface with quality assurance division and ensure that all employees meet their required quotas
- vi. Provide training and support to the quality assurance mechanism of the school Principal.

Ehren and Honingh (2012) summarized that the purpose of school inspection is to guarantee that schools meet the legal requirements of the state to ensure the legitimacy of the received financial support. Secondly, school inspection has to encourage schools to provide students with a satisfactory level of education, and to increase their capability for student achievement.

#### **Evaluation**

Evaluation is the process of carefully appraising the individual from a variety of information giving device. Besides testing and other tools of measurement, evaluation seeks additional evidences from various sources of information supplementing each other: like interviews, questionnaires, anecdotal records, cumulative records, case conferences, mechanical or electronic recorders, case studies or

projective techniques, etc. and the selection, through careful analysis of data, most pertinent to a wise just and comprehensive interpretation in other to make value judgment of the individual, or group under study (Umar, 2013).

Education is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and the like. Evaluation helps to build an educational programme, assess its achievements and improve upon its effectiveness. It serves as an in-built monitor within the programme to review the progress in learning from time to time. It also provides valuable feedback on the design and the implementation of the programme. Thus, evaluation plays a significant role in any educational programmed (Mark & Jones, 2000).

Educational evaluation according to Pratt and Katzev (2000), is the continuous inspection of all available information concerning the student, teacher, educational programme and the teaching-learning process to ascertain the degree of change in students and form valid judgment about the students and the effectiveness of the programme. According to Fetterman (2001), the purpose of evaluation of a process is to determine the extent to which the set objectives are achieved. It is also concerned not only with the appraisal of achievement, but also with its improvement. Evaluation is a continuous and a dynamic process which helps in forming the following decisions:

- i. Instructional
- ii. Curricular
- iii. Selection
- iv. Placement or Classification
- v. Personal.

In education how much a child has succeeded in his/her aims, can only be determined through evaluation. Thus there is a close relationship between evaluation and aims. Quality evaluation in schools, as part of quality control practice focuses on assessment of fulfilling quality requirements expectation that is stated, generally implied or obligatory. What is mainly assessed is the output of a school and the result of a quality assessment is more than an inspection in that it produces quantitative evaluation and grades (Kis, 2005).

External evaluation is carried out by external bodies to secondary schools which enable the performance assessment of the school carried out internally to be externally scrutinized. This paves the way for discussion and experience sharing between internal and external stakeholders on school quality control practices. In the case of external evaluation, non-academic public members such as representatives of employers, practitioners and other accredited staff of higher institutions may participate in the review panels (Singh, 2010). Employment and professional-linked evaluation bodies and government or state agencies may take the responsibility of undertaking the evaluation. Literature also suggests that there has been a considerable rise in the practice of external quality control as a result of sporadic establishment of schools, globalization and growing demand for ensuring accountability (Woodhouse, 1999).

### **Audit**

Auditing is an independent examination and expression of opinion on the financial statement of an enterprise, by an appointed auditor in pursuance of that appointment and in compliance with any relevant statutory obligation (Ezeani, 2012). On the other hand, performance audit is defined as an objective and systematic examination of evidence for the purpose of providing independent assessments for the public sector organizations, programme, projects and service delivery. Auditing is the process of examining evidence regarding a report, statement, information, or other assertion to determine its agreement with established criteria (Anichebe, 2010). Moreover, Auditing can be defined as a systematic process of objectively obtaining and evaluating evidence regarding assertions about economic actions and events to ascertain the degree of correspondence between those assertions and established criteria and communicating the results to interested users.

Anichebe (2010) reported that auditing in the Nigerian educational system is relevant hence effective financial management in any school leads to the success and growth of the school. Auditing as a tool for accountability for efficient and effective school administration is a clear term which will provide insight on the importance of school audit and how it will affect the child if mismanagement of funds eventually

occurs. Parents and guidance who send their wards to school will be rest assured that with the help of school audit the money they pay for the education is not wasted (Ezeani, 2012). According to Ezeani (2012), the objectives of audit in Schools are to ensure effectiveness in a good attainment and efficiency in resource allocation and utilization. Towards this, the following specific objectives are addressed by auditors:

- i. Ensure the continued maintenance of soundly based system of controls within each area of responsibility which in this case is the schools.
- ii. Evaluate the use of resources in the pursuit of defined objectives of the school.
- iii. Assess adherence to budgetary provisions/operational guidelines.
- iv. Review compliance with statutory and regulatory procedures.
- v. Ensure continuous examination of accounting books, store and personnel records with a view to detecting frauds, errors and mistakes for corrective actions.
- vi. To vouch the integrity of the key operator through periodic surprise cash surveys, checks on revenue collections, cashbooks, banking documents and asset registers.
- vii. Ensure that every transaction especially of financial nature is duly approved and appropriately authorized before execution.
- viii. Ensure that the due process is adequately and consistently observed in the award of contracts of works, supplies and job orders.
- ix. Ascertain the adequacy of effort to implement previous audit recommendations.
- x. Ensure the existence and adequacy of vital records.
- xi. Evaluate the adequacy of and security of documents and records.
- xii. Ascertain and ensure that the school conforms to statutory and professional requirements.
- xiii. Advice on financial matter for efficient decision making by the school management.

The scholar further stated that all these among others are meant to engender accountability of stewardship by extension of effective performance.

Like quality assessment, quality audit also focuses on reviewing outputs of schools. Frazer (1992) reports that auditing secondary school involves a “scrutiny by a group of external evaluators to the school to check whether the quality control and quality control process are appropriate and working properly”. Audit is concerned with the review of the evaluation instruments, procedures of evaluation and results to make improvements for future use. Woodhouse (1990) pointed three aspects of the audit process which includes checking the sustainability, conformation and effectiveness of actual and planned quality procedures against set of specified objectives.

The most common methods of assessing quality control practices checks include self-evaluation which is often followed by peer evaluation and external evaluation (Abebe, 2014). In self-evaluation, secondary schools in Nigeria examine their own performance against their own mission and objectives especially during external examinations like West African Senior School Certificate Examination (WASSCE), National Examination Council (NECO) and Universities and Tertiary Unified Matriculation Examination (UTUME). They collect, analyze and interpret data to ascertain how far they progressed towards meeting academic standards. Stakeholders therefore gain access of the information on schools’ quality of educational provision. Such reviews, according to Quality control Agency QAA, (2006), “encourage secondary school authorities to be self-evaluative which eventually creates opportunities for devising future enhancement plans”.

Peer evaluation, on the other hand, consists of a review process carried out by secondary school principals, teachers, academicians, researchers, practitioners, parents and even the students. Peer evaluation in secondary school is primarily based on the school’s self-evaluation document or report. What peer evaluators in most secondary schools do afterwards is to examine what they hear and see against the self-evaluation report. They look for any discrepancy between the two. Harvey and Green (2003) submitted that the training, previous experience, preconceptions and prejudice and intuitive capacities affect peer review results. They make judgments and offer advice. Abebe (2014) opines that “the task of conducting quality control requires collecting crucial information through self-review documents, site visits, surveys (national, institutional, programme, or modular) and statistical or

performance indicators". As stated above, self-review documents are foundations to which peer review and external reviews are conducted. Besides this document, panel of peer and external reviewers also visit the school in person to ascertain whether the information on the self-review report matches the practical reality. The roles of the reviewers in secondary schools are mainly to observe the staff practices, document and facilities at their disposal and ask questions. This is to say that quality control bodies can also conduct surveys using questionnaires (for instance, students filling teachers' performance evaluation questionnaire) and interviews although not widely common. In addition, Quality control Agency (2006) added that information on quality can be obtained from a variety of statistics and performance indicators. Furthermore, Abebe (2014) pointed out that the use of this type of information has been politically appealing even though a daunting skepticism on whether quantitative performance indicators can be a valid and reliable for operationalization of quality control practices in secondary schools. The findings of quality control evaluations are sometimes published into reports as public documents. Despite this, Harvey and Green (2003) cautions on intentional withholding of detailed information in some occasions by the schools. However, reports and follow up procedures come after real review activities are culminated. The type of report sometimes generated in this kind of exercise may include websites and short summaries, press releases, list of publications and emails or newsletters. Still, disclosures of external review reporting sometimes vary with cultural context. Globally, the results of quality control practices have strong and useful implications for school reputation, funding and other financial assistances, public image, stakeholder trust, link with industry and labour market.

## **METHODOLOGY**

### **Design of the Study**

The research design adopted in this study is descriptive survey. This type of research design was adopted because it help provide answers to the questions of who, what, when, where, and how associated with a particular research problem; a descriptive study cannot conclusively ascertain answers to why. Descriptive research is used to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions in a situation. Ahiakwo (1998) submitted that in descriptive survey, the researcher is interested in drawing current sample, which is representative of the population, collecting current data and primarily emphasizing the descriptive of current patterns of behaviour of variables concerned in the study that allow some degree of generalization to the population.

### **Population of the Study**

The population for the study comprises of one thousand two hundred and ninety two(1,292) Principals/Vice Principals and teachers from 36secondary schools in both Ogba/Egbema/Ndoni, and Port Harcourt City Local Government Areas of Rivers State, which consist of one hundred and twenty eight (128) Principals/Vice Principals and one thousand one hundred and sixtyfour (1,164) teachers.

### **Sample and Sampling Techniques**

The Taro-Yamane formula was used to derive a sample size of three hundred and five (355) Principals/Vice Principals and teachers. The stratified random sampling technique was adopted. The study population of one thousand two hundred and ninety two (1,292) Principals/Vice Principals and teachers from 36 secondary schools in both Ogba/Egbema/Ndoni, and Port Harcourt City Local Government Areas of Rivers State comprises of one hundred and twenty eight (128) Principals/Vice Principals and one thousand one hundred and sixty four (1,164) teachers.

### **Research Instrument**

The instruments for data collection in this study were questionnaires titled "Assessment Of Quality Control Mechanisms in Secondary Schools Questionnaire (AQMSSQ)" and personal interviews with the respondents. The questionnaire was designed using the multi-item, 4-point modified likert-type scale; strongly agree (4), agree (3), disagree (2) and strongly disagree (1) in which a respondent would be required to tick (✓) his/her choice in the space provided in the questionnaire. The questionnaires for the study were distributed to the respondents with an introductory letter which indicate the purpose of the research and appealing for their co-operation in answering the question correctly. After ascertaining that the entire questions have been answered by the respondent it was then retrieved.

### Data Analysis Technique

Descriptive statistical tools of mean and standard deviation were employed in the analyses of primary data using the statistical software SPSS (version 20.0 IBM, U.S.A). A cut off point of 2.50 was established. This was obtained by assigning normal values from 1 to 4 to the four scaling items which gave a mean of 2.50. Therefore a mean of 2.50 and above was adopted as the acceptance level for rating the responses to the research questions. This therefore implies that items with mean of 2.50 and above are considered as agreed while items with mean of less than 2.50 are considered disagreed. Testing of the five null hypotheses formulated for the study was done using the student's t-test at 0.05 level of significance.

### RESULTS

This is focused on presentation, analysis and discussion of findings of this study as they relate to the research questions and hypotheses.

#### Presentation of Results

**Research Question 1:** *How does Principals/Vice Principals carry out internal monitoring in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government areas of Rivers State?*

**Table 1: Mean Response on Internal Monitoring Processes by Principals and Vice Principals in Secondary Schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas, Rivers State**

S/N	Statement	Principals/Vice Principals ONELGA (N = 116)			Principals/Vice Principals PHALGA (N = 189)		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
1.	The Principal and Vice Principal monitor the work and behaviours of teachers.	2.54	0.72	A	2.83	0.53	A
2.	The Principal and Vice Principal monitor teachers lesson notes and making sure that teachers use appropriate teaching methods and instructional aids.	3.04	0.68	A	2.74	0.65	A
3.	The Principal and Vice Principal monitor teachers' punctuality to school.	3.25	0.70	A	2.50	0.54	A
4.	The Principal and Vice Principal supervise teachers' evaluation of students and conduct of extracurricular activities.	2.52	0.28	A	2.63	0.29	A
<b>Grand Mean/SD</b>		<b>2.84</b>	<b>0.60</b>		<b>2.68</b>	<b>0.50</b>	

Source: Field Survey, 2019

Table 1 above showed the mean responses on the internal monitoring processes by Principals/Vice Principals in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State. The Table revealed that majority of the respondents in both Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas agreed that Principals/Vice Principals monitor the work and behaviours of teachers, lesson notes and making sure that teachers use appropriate teaching methods and

instructional aids. The Table also showed that Principals/Vice Principals monitor teachers' punctuality to school, and supervises teachers' evaluation of students and conduct of extracurricular activities.

**Research Question 2:** *What is the quality of teachers and teaching in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State?*

**Table 2: Mean Response onthe Quality of Teachers and teaching in Secondary Schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State**

S/N	Statement	Principals/Vice Principals ONELGA (N = 116)			Principals/Vice Principals PHALGA (N = 189)		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
5.	Teachers in my school have the minimum requirement for teaching in secondary schools in Nigeria.	2.80	0.31	A	2.83	0.42	A
6.	Teachers in my school follow the curriculum for secondary schools in Rivers state.	2.51	0.44	A	2.79	0.40	A
7.	Teachers in my school go for regular retraining.	2.22	0.50	D	2.26	0.44	D
8.	Information concerning the teachers, teaching-learning process is continuously evaluated.	2.34	0.42	D	2.47	0.35	D
<b>Grand Mean/SD</b>		<b>2.47</b>	<b>0.42</b>		<b>2.59</b>	<b>0.40</b>	

Source: Field Survey, 2019

Table 2 above revealed that majority of respondents in both Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State agreed that teachers in both local governments areas have the minimum requirement for teaching in secondary schools in Nigeria, and they follow the curriculum for secondary schools in Rivers state. Table 4.2 also showed that majority of the respondents in both local governments disagreed with it em 7 and 8 that teachers go for regular retraining and available information concerning the teachers and teaching-learning process are continuously evaluated to ascertain the degree of change in students and form valid judgment about the students and the effectiveness of their programmed

**Research Question 3:** *How is the inspection process by secondary schools board in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State?*

**Table 3: Mean Response on the effectiveness of Inspection process by Secondary Schools Board in Secondary Schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas, Rivers State**

S/N	Statement	Principals/Vice Principals ONELGA (N = 116)			Principals/Vice Principals PHALGA (N = 189)		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
9.	Post primary schools board staff regularly visit my schools.	2.11	0.57	D	2.19	0.27	D
10.	School inspectors from secondary schools board inspect school environment, classrooms and activities that students are involved.	2.64	0.48	A	2.67	0.51	A
11.	School inspectors test a certain percentage of the students based on the curriculum standards.	2.76	0.42	A	2.92	0.38	A
12.	The inspection methods used by the inspectors are adequate and can ensure effective quality control in school if deployed regularly.	2.87	0.43	A	2.74	0.26	A
<b>Grand Mean/SD</b>		<b>2.60</b>	<b>0.48</b>		<b>2.63</b>	<b>0.36</b>	

Source: Field Survey, 2019

Table 3 above showed the responses on the effectiveness of inspection process by post primary schools board in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State. The Table revealed that majority of the respondents in both local governments disagreed with the statement that there is regular visit by secondary schools board staff for inspections. The Table also revealed that majority of the respondents in both local government areas agreed that school inspectors from post primary school board inspect school environment, classrooms and activities that students are involved. Respondents in both local governments agreed that schools inspectors test a certain percentage of the students based on the curriculum standards, and the inspection methods used by the inspectors are adequate and can ensure effective quality control in school if deployed regularly.

**Research Question 4:** *What is the auditing process in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State?*

**Table 4: Mean Response on the level of compliance in the Auditing process in Secondary Schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State**

S/N	Statement	Principals/Vice Principals ONELGA (N = 116)			Principals/Vice Principals PHALGA (N = 189)		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
13.	Resources are used for defined objectives in my school in compliance with government policy.	2.57	0.32	A	2.95	0.29	A
14.	My school is operating an appropriate segregation of duties policy for approving expenditure.	2.86	0.68	A	3.02	0.65	A
15.	Due process is consistently observed in the award of contracts of works, supplies and job orders in my school.	2.53	0.63	A	2.57	0.40	A
16.	Academic records of students and other vital documents are properly kept and adequately secured.	2.87	0.20	A	2.98	0.30	A
<b>Grand Mean/SD</b>		<b>2.71</b>	<b>0.46</b>		<b>2.88</b>	<b>0.41</b>	

Source: Field Survey, 2019

The responses on the level of compliance in the auditing process in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State is shown in Table 4 above. The Table revealed that respondents in both local government agreed that resources are used for defined objectives in their schools in compliance with government policy, and their schools are operating an appropriate segregation of duties policy for approving expenditure. The table also revealed that respondents in both local government agreed that due process is consistently observed in the award of contracts of works, supplies and job orders in their schools, and also academic records of students and other vital documents are properly kept and adequately secured.

**Research Question 5:** *What is the provision of school plant facilities in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State?*

**Table 5: Mean Response on the Level of Provision of School Plant Facilities in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas, Rivers State**

S/N	Statement	Principals/Vice Principals ONELGA (N = 116)			Principals/Vice Principals PHALGA (N = 189)		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
17.	School plant facilities in my school meet the minimum standard for a secondary school.	1.79	0.61	D	3.33	0.94	A
18.	The school plant in my school are dilapidated and need turnaround maintenance.	3.79	0.53	A	2.45	0.75	D
19.	The Principal in collaboration with teachers and students ensure that existing school plant in my school are properly utilized.	2.50	0.37	A	2.53	0.29	A
20.	There is regular budgetary provision by government for the maintenance of the school plant.	2.34	0.57	D	2.47	0.46	D
<b>Grand Mean/SD</b>		<b>2.64</b>	<b>0.51</b>		<b>2.76</b>	<b>0.61</b>	

Source: Field Survey, 2019

Table 5 above revealed that majority of the respondents in Ogba/Egbema/Ndoni Local Government Areas of Rivers State disagreed with item 17 that the school plant facilities in their school meet the minimum standard for a secondary school while respondents in Port Harcourt City Local Government agreed with the item. Table 4.5 also showed that majority of respondents in Ogba/Egbema/Ndoni agreed that the school plant in their schools are dilapidated and need turnaround maintenance while respondents in Port Harcourt City Local Government disagreed. The Table also revealed that majority of the respondents in both Ogba/Egbema/Ndoni and Port Harcourt City Local Government agreed with item 19 that the Principal in collaboration with teachers and students ensure that existing school plant in their school are properly utilized. Finally, the table revealed that majority of respondents in both local governments disagreed with item 20 that there is regular budgetary provision by government for the maintenance of the school plant.

**Hypotheses Test:**

1. There is no significance difference in means rating of Principals, Vice Principal and Teachers on internal monitoring processes by Principals and Vice Principals in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.

**Table 6: t-test analysis of significance difference in mean rating between Principals/Vice Principals in ONELGA and PHALGA**

LGA	Mean	SD	N	df	t-cal	t-tab	Level of sig.	Decision
Principals/Vice Principals ONELGA	2.84	0.60	116	303	2.81	1.96	0.05	H <sub>01</sub> rejected
Principals/Vice Principals PHALGA	2.68	0.50	189					

Table 6 above showed that t-calculated value (t-cal) of 2.81 is higher than the t-table value (t-tab) of 1.96 at 0.05 level of significance, therefore the null hypothesis 1 (H<sub>01</sub>) is rejected. This means that there is a significance difference in means rating on internal monitoring processes by Principals and Vice Principals in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.

2. There is no significance difference mean rating of Principals, Vice Principals and Teachers on the quality of teachers and teaching in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.

**Table 7: t-test analysis of significance difference in mean rating on the quality of teachers and teaching in secondary schools in ONELGA and PHALGA**

LGA	Mean	SD	N	df	t-cal	t-tab	Level of sig.	Decision
Principals/Vice Principals ONELGA	2.47	0.42	116	303	-3.01	1.96	0.05	H <sub>02</sub> rejected
Principals/Vice Principals PHALGA	2.59	0.40	189					

Table 7 showed that t-calculated value (t-cal) of -3.01 is less than the t-table value (t-tab) of 1.96 at 0.05 level of significance, therefore the null hypothesis 2 (H<sub>02</sub>) is rejected. This means that there is no significance difference mean rating on the quality of teachers and teaching in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State

3. There is no significance difference in mean rating of Principals, Vice Principals and Teachers on the inspection process by post primary schools board in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.

**Table 8: t-test analysis of significance difference in mean rating on the inspection process by post primary schools board in secondary schools in ONELGA and PHALGA**

LGA	Mean	SD	N	df	t-cal	t-tab	Level of sig.	Decision
Principals/Vice Principals ONELGA	2.60	0.48	116	303	-0.66	1.96	0.05	H <sub>03</sub> accepted
Principals/Vice Principals PHALGA	2.63	0.36	189					

Table 8 showed that t-calculated value (t-cal) of -0.66 is less than the t-table value (t-tab) of 1.96 at 0.05 level of significance, therefore the null hypothesis 3 ( $H_{O3}$ ) is accepted. This therefore means that there is no significance difference in mean rating on the effectiveness of inspection process by post primary schools board in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.

4. There is no significance difference in mean rating of Principals, Vice Principals and Teachers on the auditing process in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.

**Table 9: t-test analysis of significance difference in mean rating on the auditing process in secondary schools in ONELGA and PHALGA**

LGA	Mean	SD	N	df	t-cal	t-tab	Level of sig.	Decision
Principals/Vice Principals ONELGA	2.71	0.46	116	303	-3.90	1.96	0.05	$H_{O4}$ rejected
Principals/Vice Principals PHALGA	2.88	0.41	189					

Table 9 revealed that t-calculated value (t-cal) of -3.90 is less than the t-table value (t-tab) of 1.96 at 0.05 level of significance, therefore the null hypothesis 4 ( $H_{O4}$ ) is rejected. This therefore means that there is no significance difference in mean rating on the level of compliance to auditing process in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.

5. There is no significance difference in mean rating of Principals, Vice Principals and Teachers on provision of school plant facilities in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.

**Table 10: t-test analysis of significance difference in mean rating on provision of school plant facilities in secondary schools in ONELGA and PHALGA**

LGA	Mean	SD	N	df	t-cal	t-tab	Level of sig.	Decision
Principals/Vice Principals ONELGA	2.64	0.51	116	303	-2.43	1.96	0.05	$H_{O1}$ rejected
Principals/Vice Principals PHALGA	2.76	0.61	189					

Table 10 showed that t-calculated value (t-cal) of -2.43 is less than the t-table value (t-tab) of 1.96 at 0.05 level of significance; therefore the null hypothesis 5 ( $H_{O5}$ ) is rejected. This means that there is no significance difference in mean rating on provision of school plant facilities in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.

### DISCUSSION OF FINDINGS

In Nigeria, there has been serious concern on the standard and quality of the educational system. This is so because the development of any nation depends on the quality of its education hence conscious efforts are usually made to ensure educational quality at all levels. Over the years, the Federal Republic of Nigeria has established various measures to ensure quality in the educational system (Ejionueme & Oyoyo, 2015).

The quality of education in this perspective is the evaluation of educational standard and effect (Su & Na, 2010). The achievements in the quality of education will definitely come from the quality control

measures taken to ensure that the standard of education at any level is not compromised. Quality control which is an aspect of overall quality management, have been defined to be a mechanism for ensuring that an output (product or service) conforms to a predetermined specification. Quality control includes all activities that are designed to determine the level of quality of the delivered solutions. In an educational institution like the secondary school, the main instrument of measuring quality education is supervision and inspection. Quality control assessment in this regard according to Isa and Jailani (2014) can be carried out at two levels; internal and external.

In the light of the importance of quality control in any educational institution, this study was designed to assess quality control mechanisms in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers state.

In considering research question 1 which seeks to find out how Principals and Vice Principals carry out internal monitoring in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government areas of Rivers State. The study found that majority of the respondents in both Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas agreed that Principals/Vice Principals monitor the work and behaviours of teachers, lesson notes and making sure that teachers use appropriate teaching methods and instructional aids. This finding is in agreement with Isa and Jailani (2014) who stated that quality control can be carried out at two levels; internal and external, and that internal quality control is expected to be carried out by Sectional Heads, Principals Vice-Principals while external quality control should be carried out by Staff of the Local Government Education Authority designated as monitoring officers and inspectors from the zonal education offices.

The study also found that Principals/Vice Principals monitor teachers' punctuality to school, and supervises teachers' evaluation of students and conduct of extracurricular activities. These findings are in line with those of Isa and Jailani (2014). These findings are in tandem with Szanto (2003) who reported that quality control examines the compliance of the operation of the secondary school with the prevailing provisions of laws and the curriculum from legal, economic and educational-professional points of view.

As regard the quality of teachers and teaching in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State as contained in research question 2, the finding of this study revealed that majority of respondents in both local governments agreed that teachers in both local government areas have the minimum requirement for teaching in secondary schools in Nigeria. This finding is in line with Su and Na (2010) who opined that one of the aims of education is for the educated (in this case teachers) to possess specific qualities and to check whether they are qualified. The finding also indicates teachers follow the curriculum for secondary schools in Rivers state. This finding is corroborated by Adegoke (2003), who reported that in curriculum planning and implementation, attention is expected to be paid to the four pillars of learning which were advocated that learning to know, learning to do, learning to be, and learning to live together. When these aspects are adequately considered in the curriculum, the educational system will be functional and its recipient will be self-reliant. To further buttress on this point, Okebukola (2005) stated that even students with poor skill and knowledge acquisition, if the curriculum is properly implemented in the four areas, there is virtually no subject on the secondary school curriculum where there are no topics which teachers will find difficult to teach.

It was also found in this study that teachers do not go for regular retraining in both local governments. This is worrisome as Isa and Jailani (2014) stated that no education system may rise above the quality of its teachers' incidentally, many teachers are lacking in good quality which can enhance meaningful teaching, underscoring the need for regular organization of seminars and workshops for the purposes of updating teaching on the latest development in education. This study also revealed that respondents in both local governments disagreed with the statement that available information concerning the teachers and teaching-learning process are continuously evaluated to ascertain the degree of change in students and form valid judgment about the students and the effectiveness of their programmed. This revelation call for concern as Pratt and Katzev (2000) submitted that educational evaluation is the continuous inspection of all available information concerning the student, teacher, educational programme and the teaching-learning process to ascertain the degree of change in students and form valid judgment about the students and the effectiveness of the programme. To further emphasised the need for evaluation, Fetterman (2001),

opined that the purpose of evaluation is to determine the extent to which the set objectives are achieved. It is also concerned not only with the appraisal of achievement, but also with its improvement.

In considering research question 3 on the effectiveness in the inspection process by post primary schools board in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State, the study found there is no regular visitation by post primary schools board staff for inspections in schools. This finding is worrisome as Abebe, (2014) submitted that inspection is a supervision process which indicates whether schools or programmes meet certain level of standards and are eligible for formal operation. Also, Mohamad (2016) opined that within the regular supervision all schools of the municipality, inspectors are to interviews with principals, leaders, teachers, students, nurses and other stakeholders in the school.

The study also revealed that school inspectors from post primary school board when they visit the school, they inspect the school environment, classrooms and activities that students are involved. Also, the study showed that inspectors test a certain percentage of the students based on the curriculum standards, and the inspection methods used by the inspectors are adequate and can ensure effective quality control in school if deployed regularly.

On research question 4 which seeks to find out the level of compliance in the auditing process in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State, the study found that resources are used for defined objectives in their schools in compliance with government policy, and their schools are operating an appropriate segregation of duties policy for approving expenditure. These findings agree with Ezeani (2012) who stated that the objectives of audit in schools are to ensure effectiveness in a good attainment and efficiency in resource allocation and utilization. The study also revealed that due process is consistently observed in the award of contracts of works, supplies and job orders in their schools, and also academic records of students and other vital documents are properly kept and adequately secured. These findings are in conformity to Frazer (1992) report that auditing secondary school involves a scrutiny by a group of external evaluators to the school to check whether the quality control and processes are appropriate and working properly.

Finally on research question 5 which seeks to find out the level of provision of school plant facilities as a quality control measure in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State, the study found that respondents in Ogba/Egbema/Ndoni Local Government Areas of Rivers State disagreed with item 17 that the school plant facilities in their school meet the minimum standard for a secondary school while respondents in Port Harcourt City Local Government agreed with the item.

This study also found that majority of the respondents in Ogba/Egbema/Ndoni agreed that the school plant in their schools are dilapidated and need turnaround maintenance while their counterpart in Port Harcourt City Local Government disagreed. This is in conformity with Oboada and Osilem (2017) submission that most secondary schools in Nigeria are ill-equipped and ultimately the cause of poor students' performance in external examinations. This is worrisome as Asiyai, (2012) found that facilities in schools enhance teaching and learning thereby making the process and progress meaningful and purposeful. It was also found in this study that the Principal in collaboration with teachers and students ensure that existing school plant in their schools is properly utilized. According to Emetarom (2004), facilities in schools are the physical and spatial enablers of teaching and learning which will increase the production of results. School facilities serve as pillars of support for effective teaching and learning, therefore there is need for regular maintenance to ensure that these facilities are in good condition.

Conclusively, the findings of this study showed that there is no regular budgetary provision by government for the maintenance of the school plant. This is worrisome as Jaiyeoba and Atanda (2005) submitted that non maintenance and management of school plant will yield poor quality of teaching and learning in all schools facilities, sadly this is the situation in most public secondary schools in Nigeria. This will not encourage a conducive environment for knowledge and skill acquisition.

The testing of the five null hypotheses formulated for the study showed that there is a significance difference in means rating on internal monitoring processes by Principals and Vice Principals in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State. It was also found that there is no significance differences mean rating on the quality of teachers and

teaching, the effectiveness of inspection process by post primary schools board, the level of compliance to auditing process, and provision of school plant facilities in secondary schools in Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.

## **CONCLUSION**

From the findings of this study, it can be concluded that there urgent need for proper monitoring and supervision by Principals in other to ensure effective internal quality control in secondary schools, and regular external supervision by the secondary schools board and ministry of education inspectors if internal and external quality control must be achieve in both Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas of Rivers State.

## **RECOMMENDATIONS**

From the findings of this study, the following recommendations are made:

1. There should be regular visitation by the State Secondary Schools Board and Ministry of Education to secondary schools.
2. Government should provide in the yearly budget allocation for the maintenance of school plant.
3. Security should be given priority in Ogba/Egbema/Ndoni Local Government Areas as this study have shown that Principals posted there are not effectively monitoring and supervising the quality control measures put in place in the schools due to insecurity.
4. Government should ensure retraining of teachers as this study has shown that teachers in both Ogba/Egbema/Ndoni and Port Harcourt City Local Government Areas do not go for retraining.
5. Government should improve on the provision of school plant facilities especially in Ogba/Egbema/Ndoni Local Government Area as most of the schools visited have dilapidated facilities.

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