

**QUALITY ASSURANCE STANDARDS AND THEIR ENFORCEMENT IN PRIVATE  
NURSERY AND PRIMARY SCHOOLS IN SOKOTO METROPOLIS**

**BY**

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## CERTIFICATION

This Project has met the requirements of the Faculty of Education and Extension Services  
Usmanu Danfodiyo University Sokoto and approved for its contribution to knowledge.

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## **DEDICATION**

This project is dedicated to our parents for their moral and financial support, the staff and intellectual students of the Faculty of Education and Extension Services, Usmanu Danfodiyo University Sokoto.

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All praise and sincere gratitude to Almighty Allah the Lord of the world, the omnipotent king, the majesty for sustaining our life's and making the period of our study a successful one. May His blessings be upon our noble prophet Muhammad (S.A.W), his family, the rightly guided companions and those that follow in their footsteps till Day of Judgment, Ameen.

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## **ABSTRACT**

The core function of Quality Assurance Standard is to ensure compliance of private and public schools to the standard requirements of educational system in Nigeria, the research project investigated compliance in Quality Assurance Standards and how they are enforced in private nursery and primary schools in Sokoto metropolis. The research project has addressed four research questions. The population of the research consisted of all the teachers and head teachers in private nursery and primary schools in Sokoto metropolis. The total number of these schools is 169, the sample is made up of 100 teachers and 20 head teachers, selected from the total number of private nursery and primary schools in Sokoto metropolis. Questionnaires were used in data collection. The instruments were administered by the researchers to the respondent who were guided on how to complete the questionnaire items. The Data were analysed using simple percentages and the results were displayed using frequency tables. The research found that most private schools in Sokoto metropolis comply with the standards regulating the establishment and management of private schools as contained in the quality assurance standards and enforcement guidelines. From the findings of the study, it is recommended that there is the need to address issues of insufficient materials and rare visitation by Quality Assurance Standard Staff. The study also recommended that more school inspectors and evaluators should be employed by the Inspectoral Service Division of the State Ministry of Education.



# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 BACKGROUND OF THE STUDY**

Education is a mechanism which influences the nation's ability to produce the much needed positive outcomes in all aspects of life. Social change, national integration and development in every country, depend solely on the structure and dynamisms of the country's educational system. As the nation's future is built around the four corners of a classroom it is pertinent to ensure quality in material and infrastructural facilities of the school (FME, 2013). It is the responsibility of the educational system to produce the changes and the needs of the society.

Education quality assurance ensures that school processes and practices are carried out according to set standards that bring about improvement in teaching and learning. In practical terms, quality assurance sets the rule, regulation, policies and requirements of infrastructural material, facilities and procedures which are to be adhered to by all schools. It also involves the processes of monitoring, assessing and evaluating according to agreed standards, and communicating judgment obtained to all concerned, in order to ensure quality with integrity, public accountability and consistent improvement in education processes and activities(FME 2010).

The overall goal of quality assurance standards and their enforcement is to sanitize the educational system of the nation from proliferation of substandard institutions particularly at basic education sector of Nigeria. As a result of vast population and limited resources, government alone cannot cater for the educational needs of its citizens without venturing into public private partnership.

Private institutions are undoubtedly providing huge contribution towards improving access and quality in the educational sector. In addition private nursery and primary schools in Nigeria have restructured, advanced, developed, and sustained the educational structure across the nation. Also, privately owned schools across the nation have come up to age in sustainability of educational deliverance with its standards, in compliance with the national standards, such as providing conducive reading and learning environment with laboratories and welfare package of it teachers. The contributions of private owned and established schools cannot be over emphasized.

Although private schools deliver qualitative education, they charge huge and exorbitant fees. However, the standards and quality of these private nursery and primary schools should be checked and monitored by government, or those agencies which control and regulate activities of educational institutions in the nation. The persistent proliferation of private nursery and primary school should be checked to prevent substandard private schools. Every policy which is not regulated is prone to abuse. In recent years, the need to control, monitor and enforce the rules and regulation guiding the public private partnership in ensuring sufficiency in education has been stressed. In addition, agitation has been made for the relevance of addressing issues of quality assurance standards in nursery and primary schools.

Taking into account the persistent proliferation of unequipped private nursery and primary schools across the nation, there is the need to sensitize the public on the Federal Ministry of Education (FME) requirements for quality assurance standards in educational institutions. The FME set rules and regulation, requirement and policy as well as enforce them to ensure compliance, through the office of the Federal Inspectorate Service (FIS). The FIS conduct physical evaluation to ascertain compliance with stated rules and regulation. The FME oversees

its activities of enforcement through its various agencies of the State Ministry of Education (SME) and State Inspectorate Service (SIS). The SIS conducts routine check of already established private schools to inspect teaching and learning facilities, as well as give pass marks to complying private schools and sanction defaulting schools. Before any private educational institution is established, permission must be given by the SME to proprietor along with stated provisions and regulations to be complied with by the private school. The efforts of the Joint Association of Proprietors of Private Schools (JAPPS) has also been recommended by Government, they encourage cooperation through its annual meetings were they converge to share educational experience and contribute to national sustainable education for all. Government has shown concern when the former Minister of Education Professor Rukayyatu Ahmed Rufa'I was quoted in a media interview (NTA the front line) saying that “sustainable education is not the business of the government alone, public private partnership is needed to develop grassroots basic education, while Government serve as a watch dog”. Also the permanent secretary of FME, Professor Afolabi, took it upon himself to conduct regular visit to private schools across the nation to assess competence of teachers.

The quality assurance standards are established by the FME through the FIS. The FIS is an arm of the FME, which serves as a machinery through which government policies are executed. It oversees the improvement, monitoring and development of educational institutions through regular supervision. They ensure effective implementation and execution of government policy through inspection and supervising of private schools in the nation. Before a private institution of learning is set up or established, the school management has to submit a proposal to the SME for approval. The SME processes the proposal by supervising the educational institution's structure, if it meets the requirement of quality assurance standard as stated in the

requirement compendium of (FME, 2005). It is only when this is done, the educational institution is allowed to operate subject to regular supervision to ensure compliance.

The FME enforces the quality assurance standard through its inspectorate services. The private nursery and primary schools are established based on the result of the external supervisors, who conduct physical inspection for compliance with quality requirement. If the schools default in delivering quality educational requirements, they could be shut down and charged to court for breach of quality educational deliverance.

Having examined the processes and procedures of quality assurance standards, and their enforcement in private nursery and primary schools, it could be seen that all the efforts is in view of improving and providing efficiency in educational institutions, especially basic education institutions that are responsible for laying the foundation of a solid education.

## **1.2 STATEMENT OF PROBLEM**

Education is an important agent of national development, and the private sectors makes vital contributions in providing access to it and improving its quality. However, in recent times, there has been public outcry regarding the standard of schools operated by the private sector. This raises a question concerning how standard are enforced in these schools. Therefore, this study will examine quality assurance standards and how they are enforced in private nursery and primary schools in Sokoto metropolis.

## **1.3 OBJECTIVES OF THE STUDY**

The objectives of this study are to;

1. identify the various quality assurance standards for the establishment and management of private schools in Sokoto State.

2. find out the mechanisms for the enforcement of these standards in private schools in Sokoto metropolis.
3. identify the various agencies of the government responsible for enforcement of this standards.
4. find out the problems and challenges of compliance to the stated quality assurance standards and enforcement faced by private schools in Sokoto State.

#### **1.4 RESEARCH QUESTIONS**

The following are the questions this research answered:

1. What are the quality assurance standards governing the establishment and management of private schools?
2. To what extent are these quality assurance standards being implemented in private schools in Sokoto metropolis?
3. What are the enforcement mechanisms of quality assurance standards in private school in Sokoto metropolis?
4. Which agencies are responsible for enforcement of such quality assurance standards?

#### **1.5 SIGNIFICANCE OF THE STUDY**

The research will be of great importance to various stakeholders in educational sector. Its findings will portray what, how, why, and when quality assurance standards and enforcement procedures are compelled, to be adhered to by private school within Sokoto metropolis, in ensuring standard and qualitative education at basic levels nursery and primary education.

Specifically, knowledge and information gathered by the research will help the ministry of education in policy formulation and implementation for better quality education. The research

will also help the State universal Basic Education Board (SUBEB) in evaluating the performance of state private schools, and making adjustment where necessary.

The study will also be important to the private schools in Sokoto state. The information and knowledge on the standards and quality of their educational processes are analyzed, these will contribute in bringing sustainable education for better quality education.

Finally the research will contribute to the literature on quality assurance standards and their enforcement on educational sectors.

## **1.6 SCOPE OF THE STUDY**

This project is limited to investigate quality assurance standards and their enforcement in private nursery and primary schools in Sokoto metropolis.

## **1.7 DEFINITION OF TERMS**

The following terms are defined:

- i. Quality Assurance: This refers to requirements provided by the Federal Ministry of Education FME through the Federal Inspectorate Service FIS in satisfying the rules, regulations before establishments of a private nursery and primary schools.
- ii. Private school: Private schools also known as independent schools or non-state schools that are not administered or controlled by government.
- iii. Enforcement: This refers to the conscious attempt by the FME through FIS to ensure implementation and execution of the national educational plans for achieving sustainability in educational sector.
- iv. Standards: These requirements provided by FME which should be attained by every private school.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 INTRODUCTION**

The literature review examines previous works on the concept and function quality assurance standards, standards regulating the establishment and management of private schools in Nigeria, agencies of government responsible for educational quality assurance, approaches and mechanism/methods of assurance in educational sector, challenges of enforcing and compliance with quality assurance standards in Nigeria school system.

## **2.2 THE CONCEPT AND FUNCTIONS OF QUALITY ASSURANCE**

Educational quality assurance refers to the process of monitoring, assessing and evaluating as objectively as possible, all aspects of school life and communicating the outcome to all concerned with a view to improving standards (FME 2010). Quality assurance is the systematic review of educational programs to ensure that acceptable standards of educational scholarships and infrastructure are being maintained. It is also a holistic method of identifying and resolving problems within educational systems in order to ensure continuous quality improvement.

According to Bateman (2006) quality assurance includes defined standards of achievement, documented procedures for all identified processes, and established ways of responding to issues on clear accountability for outcomes. According to Duff (2000) quality assurance is a process through which an education institution guarantees to itself and its stakeholders; constantly reach a standard of excellence.

Alele-Williams (2004) define quality assurance in any educational institute as that which indicates the pre-eminence and special feature that make the institution distinct from other form of institution. In a similar definition, Bolman and Deal (1984) indicate that educational reforms aimed at providing better quality education worldwide and based on this, there must be reorganization in order to achieve goal. Ndili (1988) and Tovey (1994) describe the quality of education as dealing with issues of relevance, validity, functionalism and efficiency of educational system in the achievement of national goals and objective. According to Gaskell (1995) the heart of education is quality. According to Adedoja (2004), education quality assurance, refers to the modalities for evolving monitoring and reappraising indices, benchmark and good practices within an education system.



One of the functions is consistency and continuous checking of quality assurance in private nursery and primary schools. Some of these functions associated with enforcement of quality assurance and standards are as follows. The overall functions of quality assurance is to sanitize the educational system of the nation from proliferation of sub standards institutions particularly at basic educational sectors of Nigeria, which is done through ensuring school processes and practices are carried out according to set standards that brings about improvement in teaching and learning (FME 2010).

Quality assurance can be seen as an instrument for assessing the overall effectiveness of all schools in the Nation. Quality assurance as an instrument devotes itself to the dissemination of best practice in the management and improvement in education at all levels. This is used as a document through which issues related to ensuring and enforcing the compliance of the private schools to the agreed national minimum standards are critically examined to ensure provision of better education at both Federal and State level(FME 2010).

The essence of quality assurance is not only enforcement to ensure compliance of private and public schools to the standards but also provision of better and highly standardized education for basic or early child education (nursery and primary education). According to Rado (2009) the function of quality assurance standards in basic education is setting goals, evaluating performance, communicating and reporting resource allocation, autonomy support intervention and accountability.

Quality assurance has a very important function through the use of evaluation (internal and external) to ensure the compliance of school proprietors to the agreed national minimum standards, that tends to bring about high, qualitative educational facilities and infrastructural materials that are towards developing educational systems, which will ensure the harmonization

of quality education across the nation. As part of the key function of quality assurance to enforce and ensure the improvement in quality educational provision and outcomes for peoples in all schools at the basic levels by monitoring quality assurance and developing a system to ensure deliverance of quality education service in the schools across the federation and state (FME 2010).

### **2.3 STANDARDS REGULATING THE ESTABLISHMENT**

#### **AND MANAGEMENT OF PRIVATE SCHOOLS IN NIGERIA**

Guidelines on minimum standard for the establishment of private primary schools in Nigeria have been documented by the FME and distributed throughout the SME by the FIS. In the light of these documented guidelines, it becomes imperative to monitor and regulate the compliance of school proprietors while establishment of a newly private school in Nigeria, to ensure standards are been observed in the schools. The following are stated conditions for the establishment of private schools;

- i. Compliance with national language policy at lower levels of basic education which state that at lower level of basic education i.e from nursery to primary 1-3 the medium of instruction should be local language of immediate environment.
- ii. Moral instruction should be taught at all levels in the schools.
- iii. In order to actualize school concept, school should be circular in their operations to ensure access and quality to each and every one.
- iv. One of the purposes of a school is to inculcate good values/norms of the society in the people thus; the dress code of the Muslim pupils should in accordance with Islamic values. However, the colour of the school uniform should be maintained.

- v. A proprietor school manager should acquire at least 10 years cognate experience in school administration.
- vi. Though education is a commodity, the quality of education provided should be commensurate with fees charged. All fees to be charged should be moderate and subject to ministry's approval.
- vii. All schools operating in the state should use the state academic calendar to ensure uniformity and proper monitoring.
- viii. On no account should start operating without proper provisional approval from the ministry.
- ix. Staffing requirement, the minimum staff requirement must be strictly adhered to. All proprietors must produce certificate of occupancy (C of O) and site plan for their permanent site in respect of the land on which the school were build.
- x. All applicants are required to appear before ministerial screening committee.
- xi. All schools must liaise with the state ministry of education to obtain approved national curriculum and implements same in their school. (SME 2010)

## **2.4 AGENCIES OF GOVERNMENT RESPONSIBLE FOR EDUCATIONAL QUALITY ASSURANCE**

To ensure effective implementation and provision of high quality education across the nation Government establish various agencies that regulate evaluate supervised and enforce the compliance of school proprietors and management in the provision of education that conform the agreed national minimum standards. These Government agencies are responsible for educational quality assurance at federal, state and local levels. These agencies are mentioned as follows?

- i. Federal ministry of education (FME).
- ii. State ministry of education (FME).
- iii. Federal inspectorate service (FIS).
- iv. State inspectorate services (SIS).
- v. Local Government educational agency (LGEA).
- vi. State universal basic education board (SUBEB).
- vii. School base management committee (SBMC).
- viii. Nigerian educational research and development council (NERDC)

#### **2.4.1 Federal Ministry of Education**

The FME is the grand custodian for every educational policies and requirements, the FME sends its proposal to the Federal executive council by the consultative board of educationalist. After the Federal executive council endorses and signs the proposal it becomes a policy in education. The FME monitors quality assurance and their enforcement at Federal level through the department of FIS. Among the functions of FME is that of working with the state to schedule all quality assurance external evaluation of public and private schools over agreed circle. FME also support state in coordinating, structuring and developing terms of quality assurance evaluators to carry out external evaluations. FME support state in coordinating logistic issues such as transportation and accommodation for quality assurance evaluators where such is needed. FME also to coordinate with the state the number of state evaluations' that will involve national quality assurance agents each year (FME 2010).

#### **2.4.2 State Ministry of Education**

The SME supports the improvement of educational provision and outcomes, through coordinating logistical issues by formulating, maintaining and disseminating all necessary

quality assurance evaluation processes relating to the documentation of schools at the state levels. The SME ensures effective implementation of national minimum standards at the state levels for quality educational provision in the state through the body of SIS. SME functions, to work with the national agency for quality assurance to, schedule all quality assurance external evaluation of public and private schools over agreed circle. SME also coordinates structures and develops terms of quality assurance evaluators to carry out external evaluations. Coordinating logistic issues such as transportation and accommodation for quality assurance evaluators where such is needed. Finally, coordinates with the state the number of state evaluations' that will involve national quality assurance agents each year (FME 2010).

### **2.4.3 Federal Inspectorate Service**

The FIS was established in 1973 in recognition of the need for the FME to continue to provide to provide leadership for the purpose of planning quality assurance nationwide. FIS are institutions which are parts of FME, they conduct routine evaluation and inspection of private in the jurisdictions. FIS are term of competent educational supervisors who control the quality of education in the country through the supervisory role of the inspectorate services department within the ministry. The FIS is charged the responsibility of harmonizing educational policies and procedures of all the states of the federation through the instrumentality of the national council on education. The FIS serves as a medium through which the FME issues copies of approved policies and requirements to the SME for implementation at the state level. The FIS is a body of FME which evaluates, regulates, protect and ensures compliance of all schools to the educational policies and requirements at the Federal level (FME 2010).

### **2.4.4 State Inspectorate Service**

The SIS is a department at SME which ensures the enforcement and compliance of schools in the state through evaluation (external and internal) to the agreed educational standards of the state. A dynamic and responsive change agent fully committed to instilling quality in the state education development and delivery mechanisms and cultivating excellences in the products for the system to ensure their quality contribution to national development. The SIS is institutions which are part of SME; they also conduct routine evaluation and inspection of private schools in the state metropolis State Education Inspectorate Management Unit (SEIMU 2014).

#### **2.4.5 Local Government Education Authority**

The LGEA regulates educational activities at the local government levels to ensure achievement of quality in education. The LGEAS are institutions that coordinate policies and requirements of the FME through various local government areas of the states which are categorized into zones and local government areas. The LGEA are set up by the FME to ensure coordination and organization in accreditation, evaluation and supervision of private schools in every local government area. The LGEA conduct routine supervision of all the private schools situated in the zones and local government areas.

#### **2.4.6 State Universal Basic Education Board**

These are institutions that ensure compliance with provisions of the UBE programme. The universal UBE education programmer is a nine year basic education programme which was launched and executed by the government and people of the FRN to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national integration. Former President Olusegun Obasanjo flagged off UBE on 30 September 1999 in Sokoto State. The UBE program

is Nigeria's strategy for the achievement of education for all and the education related Millennium Development Goals (MDG'S) (UBEC 1999).

#### **2.4.7 School Based Management Committee**

The SBMC is a form of community involvement in school governance, based on regulation with elected but voluntary membership. Certainly the intention behind school committee is to implement participatory decision making and improve school standards. Undoubtedly, the SBMC is relevant at this time of Nigerian educational development. Its function goes beyond resource management and its utilization as some observers view it, but also SBMC contribute in record checking and evaluation of activities within the school. They serve as a bridge between schools and communities and they also contribute to the school development (Summer 2009).

### **2.5 APPROACHES AND MECHANISM METHODS OF QUALITY**

#### **ASSURANCE IN THE EDUCATION SECTOR**

The ways and procedures that are adopted in the achievement of quality education in Nigeria, is observed through evaluation and certain standards and requirement by the FIS and SIS which include physical inspection and accreditation of private nursery and primary schools across the country. The practical methods used in educational sectors are as follows;

1. External evaluation.
2. Accreditation/recognition inspections.
3. Whole school evaluation.

#### **2.5.1 External Evaluation**

This is evaluation carried out by accredited external evaluators or inspectors that focuses on quality. The aspiration is to carry out external evaluation of schools on a three years cycle

every school formal and non-formal education center should have the experience of external evaluation, at least once in five years. With about 90,000 primary schools and 15,000 secondary schools; within a three year cycle, there will be about 36,000 schools per year to externally evaluate during the first year of the first cycle (FIS/FMB, 2007). There will be constraints and the number of evaluation that can take place as assessment, training and accreditation will be needed to build capacity. The process will require a productive and symbiotic relationship between the new national quality assurance body and state educational quality assurance bodies.

Throughout the evaluation process, all members of the team will act with integrity and courtesy at all times. Recognizing that school external evaluation can be stressful, they will do all they can to reduce stress to a minimum. Their approach to the task should instill confidence, minimize disruption and ensure co-operation of staff and learners. They will treat all those involved with the school with respect while schools own self-evaluation will be used as a focus for the evaluation. Schools will supply the evaluation team with the school self-evaluation form, the last external evaluation report and the school development plan for examination, normally two days before the external evaluation. External evaluators will judge the quality of schools through evaluating the following component:

1. Overall effectiveness of the schools
2. Achievement and standards
3. Learner's personal skills and participation.
4. The quality of teaching and learning
5. How well the curriculum meets.

### **2.5.2. Accreditation/Recognition Inspection**



Accreditation are conducted with the primary purpose of approving subjects for external examinations such as Senior Secondary Certificate Examination (SSCE) conducted by the West Africa Examination Council (WAEC) or National Examination Council (NECO) or Junior Secondary Certificate Examination (JSCE) conducted by NECO and the state. This inspection is conducted at the request of the head of the school when a newly introduced subject has been taught in the schools up to the senior secondary levels, or when a new school is registering candidates for external examinations for the first time. Attention of the external evaluators is focused on aspect such as the quality of the teaching and learning and the levels and standards achieved by learners. They also check the number and quality of staff, library facilities areas of the schools to see if it has rich standards and also observe instruction types of textbooks used and departmental records facilities. Based on a report arising from this visit approval is either given in full provisionally or denied. However there are five key point about self-evaluation that schools should keep in mind.

1. Research shows that rigorous self evaluation helps school improve. The most effective process of self evaluation is one that is simple to use and is integrated in to the schools routine management systems.
2. School must listen to and consider the views of their stakeholders for example, teachers, learners, parents SBMCs and for other community groups.
3. The outcome of the schools self-evaluation process (using the national self-evaluation form) should be up dated at least every school year and includes information about the impact of the schools actions on learners.
4. Assertions and list of initiative are unhelpful.

How well are we doing? And can we do better?

To offer the best possible education, staff and SBMC should know how well their school provides for learners. The impact of this provision and how it can be improved through self-evaluation provides the best means to identify strengths and weakness, from these answer the key priorities for improvement of self-evaluation is only effective if its is based on openness, honesty and trust self-evaluation is most effective when it identifies any obstacles to learning and seeks to tackle these to achieve the highest possible standards and progress.

### **2.5.3 Whole School Evaluation**

Whole school evaluation is the cornerstone of the quality assurance strategies; it is one of the emergent frameworks for educational quality assurance globally. The process is a more interactive procedure which includes both school self-evaluations and external evaluation schools represented by school heads teachers, school management teams, teachers PTA governing bodies' local communities as well as individual parents contribute information using national schools self-evaluation forms or tools for determining how well a school is doing whole. School evaluation also helps schools to constantly or internally improve the quality of their performance this is achieved by self-evaluation leading to a high quality development planning's self-evaluation is validated and enhanced through external evaluation carried out by trained and accredited teams of evaluators who experienced educational professionals.

The inclusiveness of whole school evaluation and its pursuit of improvement reduce the opportunity for schools to blame someone o something else for negative judgments as they often did following traditional inspections. This ensures that the focus of everyone is on quality of education.

## **2.6 CHALLENGES OF ENFORCING AND COMPLIANCE WITH QUALITY**

### **ASSURANCE STANDARDS IN NIGERIA SCHOOL SYSTEM**

Perfection is an attribute of God alone every policy has its hitches and obstacles which it encounters. Quality assurance standards are not an exception to these obstacles. However below are some the challengers encountered by quality assurance inspectors?

Firstly, inadequate motivation of the inspectors' quality assurance standards has continued to be a primary challenge for effectiveness in performance of the inspectors when enforcing and ensuring the compliance of private school to the agreed national standards in establishment of schools. When inspectors are not adequately reinforced they tend to fall for the temptation of corruption and bribery offered by the school administration and proprietors at the point evaluation and supervision of the schools.

Secondly, inadequacy of necessary educational materials to inspectors of quality assurance and standard for proper enforcement of quality assurance standard in Nigerian school system. This inadequacy of educational materials serve as a setback to the inspectors, while enforcing and ensuring the compliance of school administrators to the agreed national minimum standards for establishment of private schools in Nigeria and Sokoto metropolis in particular.

Thirdly, lack of proper training and re-training of quality assurance and standards inspectors through seminars and workshops. The world is dynamic quality assurance standard inspectors need to be exposed to regular training to meet up with the global best practices.

Fourthly, the need of honest and efficient administrators: a strong, efficient and honest administration is the major key for ensuring compliance with quality assurance standards in

Nigerian educational sector. Both unfortunately this is what the educational sector lacks the most. As a result, the mission and vision of educational quality assurance standards cannot be properly achieved (Ijeoma and Osagie 2005, Nwuke 2005, Uvah, 2005 FME 2004 and Efanga 2005).

Fifthly, irregular schools assessment and inadequate follow of assessment visit to schools and services. Assessment has at times, been marked by impromptu, irregular visits by inspectors aimed at ‘catching’ the teacher doing wrong, (Maranga 1981). Maranga (1981) also mentioned lack of commitment and positive approach as a challenge. He argue that training and quality personnel do not guarantee improved supervisory practices unless such as accompanied by total commitment, dedication and change of attitude by inspectors and teachers toward each other.

The challenges of enforcing and compliance with quality assurance standards in Nigeria educational system mentioned above are among the few challenges encountered by quality assurance inspectors during the process of enforcing and compliance with quality assurance standards in Nigerian school system.

## **2.7 SUMMARY OF THE REVIEWED LITERATURE**

The reviewed literature of quality assurance standards and their enforcement addresses key issues in ensuring better, qualitative educational materials and infrastructural facility for the children basic educational system.

The concept of quality assurance has been defined from different points of view, but for the purpose of this research project quality assurance refers to the process of monitoring, assessing and evaluating as objectively as possible, all aspect of school life and communicating the outcome to all concerned with a view to improving standards. Quality assurance is the systematic review of educational programs to ensure that acceptable standards of educational

scholarships and infrastructure are being maintained. It is also a holistic method of identifying and resolving problems within educational systems in order to ensure continuous quality improvement.

As part of the overall functions of quality assurance is to sanitize the educational system of the nation from proliferation of substandard institutions particularly at basic educational sectors of Nigeria, which is done through ensuring school processes and practices are carried out according to set standards that bring about improvement in teaching and learning. Quality assurance can be seen as an instrument for assessing the overall effectiveness of all schools in the Nation. Quality assurance as an instrument devotes itself to the dissemination of best practice in the management and improvement in education at all levels. This is used as a document through which issues related to ensuring and enforcing the compliance of the private schools to the agreed national minimum standards critically examined to ensure provision of better education at both Federal and State levels.

The process of establishment and management of private schools in Nigeria and Sokoto state in particular requires the proprietors of schools to follow given procedures which guide towards achieving and ensuring better educational standards and quality at basic levels of education. These guidelines and minimum standards for the establishment of private nursery and primary school in Nigeria are being documented by the FME and distributed to the SME by the FME.

Quality assurance standards are enforced at all levels of educational sectors by various Government agencies such as FIS, SIS,LGEA,SME and FME which regulate, evaluate, protect and ensure the compliance of all schools to the agreed minimum national standards. The

development of agency begins from the national educational mission and vision, plans, and aspirations for better educational provision for a citizen at all levels of education.

The ways and procedures that are adopted in the achievement of quality education in Nigeria, is observed through evaluation and certain standards and requirement by the FIS and SIS which include physical inspection and accreditation of private nursery and primary schools across the country. The practical method used in educational sectors is as follows; external evaluation, accreditation/recognition inspections and whole school evaluation.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter is organized under the following sub sections, the research design, population, sample size and sampling techniques, research instruments and their validity, reliability, and method of data analysis.

### **3.2 RESEARCH DESIGN**

This study used a survey design. A survey research design investigates, assesses and appraises the opinions and thoughts of the respondents on Quality Assurance Standard and their Enforcement in private nursery and primary schools in Sokoto metropolis.

### **3.3 POPULATION OF THE STUDY**

The population of this research consists of all the teachers and head teachers in private nursery and primary schools in Sokoto metropolis. Presently there are 169 private nursery and primary schools in Sokoto metropolis. The Head Teachers 169, with an estimated number of 3865 teachers, the study find it difficult to arrive at the exact number due to the inadequacy of data from the state ministry of education (MOE 2014).

### **3.4 SAMPLE AND SAMPLING TECHNIQUES**

Convenient sampling technique was used in selecting schools out of the 169. The sample was made up of 100 teachers and 20 head teachers from selected schools. Simple random sampling was used to select these respondents. The selected schools are;

**Table 1: List of Selected Private Schools**

<b>S/N</b>	<b>Nam of School</b>	<b>Teachers Population</b>	<b>Teachers</b>
1	Crescent Nursery and primary school	27	5

2	Mabera Style Nursery and primary school	23	5
3	Tarbiyya Nursery and primary school	30	5
4	Unity comprehensive Nursery and primary school	27	5
5	Brilliant foot steps Nursery and primary school	22	5
6	Access international Nursery and primary school	23	5
7	ST. Paul Nursery and primary school	27	5
8	ST. James Nursery and primary school	25	5
9	ST. Dominic Nursery and primary school	27	5
10	Al Ihsan Nursery and primary school	24	5
11	Nady Academy Nursery and primary school	30	5
12	Global kids Academy Nursery and primary school	31	5
13	Marshal Academy Nursery and primary school	22	5
14	Cement primary school	27	5
15	Sahaba Academy Nursery and primary school	25	5
16	Holy Family Catholical Nursery and primary school	30	5
17	Mutasib Nursery and primary school	27	5
18	Jedo Nursery and primary school	31	5
19	Al Hilal Nursery and primary school	25	5
20	Nasarawa Academy Nursery and primary school	27	5

### 3.5 DATA COLLECTION INSTRUMENTS

Questionnaires were used in collecting data for the study. Two sets of questionnaires were designed for teachers and head teachers. The questionnaires for head teachers contains five section that is section A,B,C,D and E with a total of 30 items. While the teachers



questionnaires contains five sections; A,B,C,D and E and a total of 33 items. Respondents were required to answer all items which covered almost all the objectives of the research work, the questionnaires contains closed ended questions.

### **3.6 VALIDITY OF INSTRUMENTS**

Validity of the questionnaires was obtained by presenting it to at least two professional people, including the researcher supervisor because according to (Xiang, P. Lee, A.M & Williamson, L. (2001) content and construct validity is determined by expert judgment.

### **3.7 RELIABILITY OF INSTRUMENTS**

Reliability of the instruments was obtained by using the test-retest reliability. Frankeal and Wallen (1996) argue that for most educational research, stability of scores over a period of two weeks is usually viewed as sufficient evidence of test-retest reliability. Therefore the researchers tested the instruments on a small number of students who are not part of the research in an interval of two weeks.

### **3.8 ADMINISTRATION OF THE INSTRUMENTS**

The instruments were administered by the researchers to the respondent who were guided on how to complete the questionnaire items. All copies of the questionnaires administered to the teachers were retrieved by the researchers at the end of the completion on the same day.

### **3.9 METHOD OF DATA ANALYSIS**

Data collected from the questionnaires were analyzed using simple percentages. Results were displayed using frequency tables and graphs for easy understanding.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1 INTRODUCTION**

This chapter presents analysis of data and discussion of the findings. Specifically, the study analysed the views of head teacher and teacher in Sokoto metropolis on various quality

assurance standards for the establishment and management of private schools, various government agencies responsible for enforcement of quality assurance, mechanisms for enforcement of quality assurance and challenges while complying with the stated quality assurance standards.

## 4.2 BACKGROUND INFORMATION OF THE RESPONDENTS

Respondents general information was worth establishment since it give the study an insight of the information expected since embedded in their background.

### 4.2.1 Gender of the Respondent

The respondents who participated in the study were required to state their gender. The results are represented in table 2.

**Table 2: Distribution of Respondents Gender**

	Head Teacher		Teacher	
	F	%	F	%
Male	18	90	80	84.2
Female	2	10	15	15.8
<b>Total</b>	<b>20</b>	<b>100</b>	<b>95</b>	<b>100</b>

From the finding 90% of the head teachers respondents were male while 10% were female, and 84.2% of the teacher respondents are male while 15.8% were female.

### 4.2.2 Respondent Experience

The respondents were asked to indicate their length of service. The results are presented in table 3.

**Table 3: Distribution of Respondent by Experience**

Length of the respondent	Teacher		Head teacher	
	F	%	F	%
1 to 5	4	4.2	0	0
6 to 10	12	12.6	7	35
11 to 15	20	21.1	8	40
16 above	59	62.1	5	25
<b>Total</b>	<b>95</b>	<b>100</b>	<b>20</b>	<b>100</b>

Table 3 indicates that majority of teacher respondent were in the service for 16 years and above representing 62.1% while some are in the service 11 to 15 representing 21.1%, also some are in the services for 6 to 10 represent 12.6% and rest are in service for 1 to 5 representing 4.2%. In respect of the Head teacher, the table indicates that majority of the head teachers respondent were in the service for 11 to 15 years representing 40% while some are in the service 6 to 10 representing 35%, also some are in the service for 16 and above representing 25% and 0% for 1 to 5.

#### **4.2.1 Research Question One:** Compliance with the standards regulating the establishment and management of private school.

The first research question is to identify the various quality assurance standards for the establishment and management of private schools in Sokoto state. In which two questionnaires were administer to the teacher and head teacher containing 14 item, for head teacher questionnaire contain 8 items and teacher questionnaire contain 6 items. As we will see in table 3 and 4 below.

**Table 4: Head Teacher View on Compliance**

S/No	Standard requirement for establishment of a school	Always		Some time		Never		total	
		F	%	F	%	F	%		%
1.	For people of primary 1 to 3 the language used is mother tongue (Hausa)	2	20	14	70	2	10	20	100
2.	Moral instructions is taught at all levels in the school	12	60	8	40	0	0	20	100
3.	Basic education curriculum used to teach cover at all levels in the school	10	50	9	45	1	5	20	100
4.	The school complies with the minimum infrastructure requirement set by the government	8	40	10	50	2	10	20	100
5.	The number of people in the class is maintained at maximum of 40 per class	6	30	8	40	6	30	20	100
6.	The school employs teacher with minimum qualification of NCE	9	45	11	55	0	0	20	100
7.	The school is in compliance with the requirement and provisions of	4	20	14	70	2	10	20	100

	quality in delivering infrastructure								
8.	The school management is enforcing the quality requirement in every activity of the school	7	35	10	50	3	15	20	100

Table 4 above indicate that 20% of the respondents indicate that mother tongue is always used for people in primary 1 to 3 while 70% indicate sometime and 10% indicate never. 60% indicate that moral instructions are always used in teaching at all levels while 40% indicate sometime and 0% indicates never. 50% indicate that basic educational curriculum is always used in teaching while 45% indicate sometime and 5% indicate never.

Furthermore in accordance with the views of the responders in table 4, 40% indicate that the schools always complies with minimum infrastructure requirement set by the government while 50% indicate sometime and 50% indicate never. 30% indicate that the number of people in the class is always maintain at maximum of 40 for class while 40% indicate sometime and 30% indicate never.

According to the views of the respondent in table 4 45% indicate that the school always employ teacher with minimum qualification of NCE while 55% indicate sometime and 0% indicate never. 20% indicate that the school is always in compliance with the requirement and provisions of quality in delivery infrastructure while 70% indicate sometime and 10% indicate never. 35% indicate that the school management is always enforcing the quality requirement in every activity of the school while 50% indicate sometime and 15% indicate never.

**Table 5: Responses of Teachers on Compliance**

S/No	Standard requirement for establishment of a school	Always		Some time		Never		total	
		F	%	F	%	F	%		%
1.	We use mother tongue in teaching pupils of primary 1 to 3	10	10.5	60	63.2	25	26.3	95	100
2.	We comply with moral instructions in teaching	50	52.6	40	42.1	5	5.3	95	100
3.	We adhere with the school circular for access and quality to each and everyone	60	63.3	35	36.8	0	0	95	100
4.	The norms and value of the society are being used in teaching.	50	52.6	30	31.6	15	15.8	95	100
5.	Appropriate educational materials are used in teaching	25	26.3	60	63.2	10	10.5	95	100
6.	The school operating in accordance with academic calendar at all time	70	73.7	20	21.1	5	5.3	95	100

According to the view of the respondent in table 5, 10.5% indicate that mother tongue is always used in teaching pupils of primary 1 to 3 while 63.3% indicate sometime and 26.3% indicate never. 52.6% of the respondent indicate that moral instruction are always comply in teaching while 42.1% indicate sometime and 5.3% indicate never.

Table 5 above show that, 63.2% of the respondents indicate that schools always adhere with the school circular for access and quality to each and everyone while 36.8% indicate sometime and 0% indicate never.

According to the respondent in table 5, 52.6% indicate the norms and value of the society are always used in teaching while 31.6% indicate sometime and 15.8% indicate never. It show that 26.3% of the respondents indicate that appropriate educational material are used in teaching students always while 63.2% indicate sometime and 10.5% indicate never. While 73.7% indicate that the schools are always operating in accordance with academic calendar at all time while 21.1% indicate sometime and 5.3% indicate never.

#### **4.2.2 Research Question Two: What are the mechanisms for the enforcement of quality assurance?**

The second research question is to find out the mechanisms for the enforcement of these standards in private schools in Sokoto state. Two questionnaires were administer to the teacher and head teacher containing 13 item, for head teacher questionnaire contain 4 items and teacher questionnaire contain 9 items, as we will see in table 6 and 7 below.

**Table 6: Head teacher response on Mechanisms for the enforcement of quality assurance**

S/No	Mechanism for enforcement of quality assurance	Regularly		Some time		Never		total	
		F	%	F	%	F	%		%
1.	Evaluation by external bodies	12	60	6	30	2	10	20	100
2.	Accreditation visit	10	50	10	50	0	0	20	100
3.	School inspection visit	8	40	8	40	4	20	20	100
4.	Whole school evaluation	7	35	8	40	5	25	20	100

Table 6 above show, that 60% of the respondent indicate that evaluation by external bodies in term of overall effectiveness of the school, achievement and standard, leaner personal



skill and participation, the quality of teaching and learning and how well the curriculum meet is regularly while 30% indicate sometime and 10% indicate never. The table also show that 50% of the respondent indicate that accreditation visit is regularly while 50% indicate that is sometime and 0% indicate that is never.

Further more in the table 6 it indicate that 40% of the respondent says school inspection visit is regularly while 40% indicate is sometime and 20% indicate is never. The table also shows that 35% whole school evaluation is regularly while 40% indicate sometime and 25% indicate never.

**Table 7: Teacher Response on Mechanism for the Enforcement of Quality**

**Assurance**

S/No	Mechanism for enforcement of quality assurance	Always		Some time		Never		total	
		F	%	F	%	F	%		%
1.	The school head or head department checks your instructional	70	73.7	25	26.3	0	0	95	100
2.	You receive inspection from outside	25	26.3	60	63.2	10	10.5	95	100
3.	Your supervisor make class visitation to obverse lessons	35	36.8	50	52.6	10	10.5	95	100
4.	You hold regular board meeting	80	84.2	15	15.8	0	0	95	100

	to review academic activities in the school								
5.	The school provide conducive leaning and reading environment	30	31.6	40	42.1	25	26.3	95	100
6.	The school provides infrastructural materials for leaning	20	21.1	50	52.6	25	26.6	95	100
7.	Your school provides laboratory facilities	20	21.1	60	63.2	15	15.8	95	100
8.	Your school provides required subjects	70	73.7	25	26.3	0	0	95	100
9.	Your school provide vocational education	25	26.6	65	68.4	5	5.3	95	100

Table 7 above it indicates that 73.7% of the respondents reputed that the school head or head of department always checks your instructional records used while 26.3% indicate sometime and 0% indicate never. The table also shows that 26.3% indicate that teachers always receive inspection from outside while 63.3% indicate sometime and 10.5% indicates never.

From the respondent view in table 7, 36.8% indicate that supervisors always make class visitation to observe lessons while 52.6% indicate sometime and 10.5% indicate never. Furthermore, in accordance with view of the despondence in the table, 84.2% indicate that the schools always hold regular board meeting to review academic activities while 15.8% indicate sometime and 0% indicate never.

From the response of the respondent in table 7 above, it shows that 31.6% indicate that schools always provide conducive learning and reading environment while 42.1% indicate





1.	Federal Ministry of Education	0	0	0	0	0	0	0	0
2.	State Ministry of Education	30	31.6	65	68.4	0	0	95	100
3.	Federal Inspectorate Service	0	0	0	0	0	0	0	0
4.	State Inspectorate Service	8	8.4	64	67.4	23	24.5	95	100
5.	Local Government Education Agencies	24	25.2	43	45.3	28	29.5	95	100
6.	State Universal Basic Education Board	8	8.4	64	67.4	23	24.5	95	100
7.	School Base Management Committee	25	26.3	45	47.4	25	26.3	95	100

Responses of the respondent in table 9, indicate that FME and FIS have 0% contribution to the enforcement of quality assurance standards in private schools in regard to record checking, evaluation activities and resource audit. 31.6% indicate SME contribution in record checking while 68.4% indicate in evaluation activities and 0% indicate its contribution in resource audit. 8.4% of the respondent indicate the SIS contribute in record checking while 67.4% indicate in evaluation activities and 24.5% indicate in resource audit. 25.2% of the respondents indicate LGEA contribute in record checking while 45.3% indicate in evaluation activity and 29.5% indicate resource audit. According to the views of the respondent in table 9, 8.4% indicate contribution of SUBEB in record checking while 67.4% indicate in evaluation activities and 24.5% indicate in resource audit. The table also shows that 26.3% of the respondents indicate the contribution of SBMC in record checking while 47.7% indicate evaluation activities and 26.3% indicate in resource audit.

#### **4.2.4 Research Question Four: The Challenges of Compliance with the Stated**

## **Quality Assurance Standards and Enforcement Faced by Private Schools in Sokoto State.**

The fourth research question is to find out the challenges of compliance with the stated quality assurance standards and enforcement faced by private schools in Sokoto state. Two questionnaires were administered to the teacher and head teacher containing 12 items in an open-ended form, for head questionnaire contain 6 items and teacher questionnaire contain 6 items, where the respondents are expected to write their view about the research question.

From the views of the respondents, the main challenges faced are as follows, inadequate motivation of the inspectors' of quality assurance standards, lack of proper training and re-training of quality assurance and standards inspectors, inadequacy of necessary educational materials to inspectors of quality assurance and standards, the need of incorrupt and efficient administrators, lack of commitment and positive approach, used of outdated materials in teaching, lack of conducive learning environment, poor remuneration of staff by school management, inability of the head teacher to check the activities of the school more effectively, lack of cooperation due to their early age of childhood.

### **4.3 Discussion of the Findings**

Discussion of the finding based on the research questions. On the compliance with the standards regulating the establishment and management of private school, findings revealed that both teacher and head teacher rarely comply in terms of mother tongue, moral instructions, basic educational curriculum, minimum infrastructure requirement set by the government, the number of people in the class maintain at maximum of 40 per class, the school employ teacher with minimum qualification of NCE, school is in compliance with the requirement and provisions of

quality in delivery infrastructure. The school management is enforcing the quality requirement in every activity of the school.

On various government agencies responsible for enforcement of Quality Assurance standards in private schools the findings reveals SBMC'S play the major role in terms of record checking, evaluation activities and resource audit. While the other agencies such as FME, FIS, SIS, and SUBEB play a lesser role in the enforcement of Quality Assurance standards in private schools which seems to be abnormal, because in a normal way it's the sole responsibilities of all the government agencies involve to ensure the enforcement of Quality Assurance in Educational system.

On the mechanisms for the enforcement of quality assurance standards in private schools, the study found that evaluation by external body is regularly in term of overall effectiveness, achievement and standards, how well the curriculum is met learner skill, and quality in teaching. On the teachers response, the findings revealed that the schools usually follow the mechanism for enforcement of quality assurance standards in private schools, in term of record checking by school head or head of department; inspection visit from outside, class visitation by the supervisors to observe lessons, holding regular board meeting by the school management to review academic activities, the schools provision of conducive learning and reading environment, the school provision of infrastructure material for learning, the school provision of laboratory facilities, the school compliance with required subjects and the school provision of vocational education needed.

On the problems and challenges of compliance with the stated quality assurance standards and enforcement faced by private schools, the findings revealed that the major

challenges and problems are inadequate motivation of the inspectors' of quality assurance standards, lack of proper training and re-training of quality assurance and standards inspectors, inadequacy of necessary educational materials to inspectors of quality assurance and standards, the need of incorrupt and efficient administrators, lack of commitment and positive approach, used of outdated materials in teaching, lack of conducive learning environment, poor remuneration of staff by school management, inability of the head teacher to check the activities of the school more effectively, lack of cooperation due to their early age of childhood.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

In this chapter, a summary of conclusions, recommendations and suggestions for further research based on the analysis of the data is presented. There are four sections that are presented in this chapter. The first section presents a summary, the second section deals with conclusion, the third section deals with recommendations and the fourth section deals with suggestions for further research.

#### **5.2 SUMMARY**

This research work has thrown light on issues related to Quality Assurance Standards and Enforcement in private nursery and primary school in Sokoto metropolis. The research project consists of five chapters and the chapter's area summarized as follows.

In chapter one the researchers shed light on the objectives of the study, research questions, scope and delimitation as well as the significance of the research work.

Chapter two explained the variables we have in our study i.e the reviewed related literature, in which the concept and functions of Quality Assurance standards and Enforcement in private Nursery and primary schools in Sokoto metropolis, standards regulating the establishment and management of private schools in Nigeria, Agencies of government

responsible for Educational Quality Assurance were functions of the agencies are listed, Approaches and mechanism of Quality Assurance in education sector, challenges of enforcing and compliance with Quality Assurance Standards in Nigeria.

In chapter three the researchers discussed about the research design, population sample and sampling techniques, instrumentation and the procedures used in administration of data the data analysis 100 questionnaires distributed in listed private schools were both teachers and head teachers responded to the administered questionnaires in the 20 sampled private schools.

In chapter four the data obtained from the respondents were presented, analysed, discussed and summarized from the major findings obtained from the analysis.

### **5.3 CONCLUSION**

The function of quality assurance standards and their enforcement in private nursery and primary school is ensuring quality by visiting schools regularly and assisting in organizing workshops on teaching methods, giving advice and ideas on ways of implementing the curriculum, overseeing that the curriculum was fully implemented, updating teachers on changes in the curriculum, preparation of schemes of work and checked children's work and collecting data on school and other professional staff available at all administrative levels. Quality assurance standards should act as administrative inspectors with the purpose of ensuring that the educational systems worked efficiently and the standards were maintained. They help to improve the performance of teachers by offering professional encouragement, guidance and counseling and by seeing to it that they got in service training they needed to do their jobs effectively.

Teacher benefit from quality assurance in development of schemes of work, lesson plans and records of work, ability to maintain quality instruction, ability to improve actual classroom instruction and ability to develop instructional materials. It was also found that quality assurance

standards help in ensuring quality in teaching and learning through proper selection of teaching and learning materials and resources, assessment of pupils work and progress and mobilizing other stakeholders for support towards education.

#### **5.4 RECOMMENDATIONS**

Based on the findings of study, there is need to address the issue of insufficient materials and rare visits by quality assurance standard staff by employing more officers. The government should motivate quality assurance standard staff through the use of incentive and other means of motivation.

They should be an effective administrative inspectors with the purpose of ensuring that the educational systems worked efficiently and the standards were maintained, improved the performance of teachers by offering professional encouragement, guidance and counseling and by seeing to it that they got in. service training they needed to do their jobs effectively.

Quality Assurance and Standards Officers should regularly monitor schools to find out whether activities are being implemented as planned and whether they are producing desired results and there is also need for sensitization of community members for increased participation in matters affecting quality assurance standards and their enforcement, through organized workshop.

#### **5.5 RECOMMENDATIONS FOR FURTHER RESEARCH**

The study recommends that, a similar study could be carried out in other state. A study should be carried out to determine the importance of quality assurance standards in school curriculum and also a study should be undertaken on quality assurance standards and their enforcement in public primary schools.

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**Appendix 1**  
**Usmanu Danfodiyo University, Sokoto**  
**Faculty of Education and Extension Services**  
**Department of curriculum studies and Educational Technology**  
**(Head Teachers' Questionnaire)**

Dear respondent,

We are the students of Usmanu Danfodiyo University undertaking a research project on the topic “Quality assurance standard and their enforcement in private nursery and primary school in Sokoto metropolis” in partial fulfillment of the requirement, for the award of Bachelor of Science in Education Degree in Economics.

Please kindly assist, by responding to the questionnaire. Be assured that the information provided by you will be treated confidentially and will be used for the purpose of this research only.

Thank you.

**Section A: personal Details**

1. Sex of the respondent Male (  ) Female (  )
2. Age of the respondent below 20 years (  )
  - 21-30 (  )
  - 31-40 (  )
  - 41-50 (  )
  - 50 and above (  )

**SECTION B: Compliance with the standards regulating the establishment and management of private school?**

Please kindly assist in ticking the most appropriate column in the table below.

<b>S/N0</b>	<b>Standard requirement for establishment of a school</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
1	For pupils of primary 1 to 3 the language used is mother tongue (Hausa)	( )	( )	( )
2	Moral instruction is taught at all levels in the school	( )	( )	( )
3	Basic education curriculum is used to teach cover at all levels in the school	( )	( )	( )
4	The school complies with the minimum infrastructure requirement set by the government	( )	( )	( )
5	The number of people in the class is maintained at the maximum of 40 per class	( )	( )	( )
6	The school employs teacher with minimum qualification of NCE	( )	( )	( )
7	The school is in compliance with the requirement and provisions of quality in delivering infrastructure	( )	( )	( )
8	The school management is enforcing the quality requirement in every activity of the school.	( )	( )	( )

If there is any other agency not included above, please specify the agencies and its roles in quality assurance.

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**C. To what extent the following government agency contributes to the enforcement of quality assurance in the school.**

Please indicate in the space below the nature of your relationship with the following quality assurance agencies

<b>S/N0</b>	<b>Government Agencies</b>	<b>Record checking</b>	<b>Evaluation activity</b>	<b>Resources audit</b>
1	Federal Ministry of Education			
2	State Ministry of Education			
3	Federal Inspectorate Service			
4	State Inspectorate Service			
5	Local Government Educational Agencies			
6	State Universal Basic Education Board			
7	School Based Management Committee			

If there is any other agency not included above, please specify the agencies and its roles in quality assurance.



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**Mechanisms for the Enforcement of Quality Assurance.**

Please kindly assist in ticking the most appropriate column in the table below

<b>S/N0</b>	<b>Mechanism for enforcement of quality assurance</b>	<b>Regularly</b>	<b>Sometimes</b>	<b>Never</b>
1	Evaluation by external bodies			
2	Accreditation visits			
3	School inspection visits			
4	Whole school evaluation			

**D. How does this challenge affects your school while enforcing quality assurance standard?**

Please state the problems your school faces with regards to the implementation of quality assurance standards

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**Faculty of Education and Extension Services**  
**Department of Curriculum Studies and Educational Technology**  
**(Teachers' Questionnaire)**

Dear respondent,

We are the students of Usmanu Danfodiyo University undertaking a research project on the topic "Quality assurance standard and their enforcement in private nursery and primary school in Sokoto metropolis" in partial fulfillment of the requirement, for the award of Bachelor of Science in Education Degree in Economics.

Please kindly assist, by responding to the questionnaire. Be assured that the information provided by you will be treated confidentially and will be used for the purpose of this research only.

Thank you.

**Section A: Personal Details**

1. Sex of the respondent Male (  ) Female (  )
2. Age of the respondent below 20 years (  )
  - 21-30 (  )
  - 31-40 (  )
  - 41-50 (  )
  - 50 and above (  )
- Position of the respondent (  )
3. School of the respondent (  )
  - a. Crescent Nursery and primary school (  )
  - b. Mabera Style nursery and primary school (  )
  - c. Tarbiyya Nursery and primary school (  )

- d. Unity comprehensive nursery and primary school ( )
  - e. Brilliant foot step academy nursery and primary school( )
  - f. Access international
  - g. St. Paul ( )
  - h. St. James ( )
  - i. St. Dominic ( )
  - j. Alihsan ( )
  - k. Nady Academy ( )
  - l. Global kids academy ( )
  - m. Marshall academy ( )
4. Qualification of the respondents
- a. Degree ( )
  - b. NCE ( )
  - c. Diploma ( )
  - d. Others (specify).....
5. Years spent in teaching
- a. Below 5 years ( ) b. 6-10years ( ) c. 11-15 tears ( )
  - b. 16 years and above ( )

**SECTION B: To what extent does your school comply with the standard regulating the establishment and management of private school?**

Please kindly assist in ticking the most appropriate column in the table below

<b>S/N0</b>	<b>Standard requirement for establishment of a school.</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
1	We use mother tongue in teaching pupils of primary 1 to 3.			
2	We comply with moral instruction in teaching.			
3	Do we adhere with the school circular for access and quality to each and everyone.			
4	The norms and value of the society are being used in teaching.			
5	Are appropriate educational materials used in teaching students.			
6	The school is operating in accordance with academic calendar at all time.			

**C. To what extent the following government agency contributes to the enforcement of quality assurance in your school.**

<b>S/N0</b>	<b>Government Agencies</b>	<b>Record checking</b>	<b>Evaluation activity</b>	<b>Resources audit</b>
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1	Federal Ministry of Education			
2	State Ministry of Education			
3	Federal Inspectorate Service			
4	State Inspectorate Service			
5	Local Government Educational Agencies			
6	State Universal Basic Education Board			
7	School Based Management Committee			

Please indicate in the space below the nature of your relationship with the following quality assurance agencies.

If there is any other agency not included above, please specify the agencies and its roles in quality assurance.

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**D. To what extent does your school use the following mechanism for the enforcement of quality assurance?**

Please kindly assist in ticking the most appropriate column in the table below:

<b>S/N0</b>	<b>Mechanism for enforcement of quality assurance</b>	<b>Regularly</b>	<b>Sometimes</b>	<b>Never</b>
1	The school head or head of department checks your instructional records			
2	You receive inspection from outside			
3	Your supervisors make class visitation to observe lessons			
4	You hold regular board meeting to review academic activities in the school			
5	Your school provide conducive learning and reading environment			
6	Your school provides infrastructural materials for learning			
7	Your school provides laboratory facilities			
8	Your school provides required subjects			
9	Your school provides vocational education			

**E. How does this challenge affects your school while enforcing quality assurance standard?**

Please state the problems your school faces with regards to the implementation of quality assurance standards

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