



Quality Assurance as a Tool for Meeting Global Demand of School Administrators in Nigeria

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ABSTRACT

This study examined quality assurance as a tool for meeting global demands of secondary school administrators in Rivers State. Three research questions and three hypotheses guided the study. The design is descriptive. Population comprised 291 principals in secondary schools in Rivers State. Sample for the study included 200 principals drawn from public secondary schools in Rivers State. Simple random sampling technique was employed in selecting 200 principals in Rivers State. Data were collected through instrument titled, Quality Assurance as a Tool for Meeting Global Demands School Administrators (QATGDSAQ). Instrument was validated by three experts in educational administration. The internal consistency of the instrument was determined through a test re-test method, with reliability index of .810 obtained using the Cronbach Alpha method. Research questions were answered using Mean and Standard Deviations. The hypotheses were tested using t-test at .05 level of significance. Findings indicated that sufficient and proper equipment and school facilities were key to ensuring that Rivers State school administrators can adequately meet up with global expectations. The study concluded that assurance for quality education was a total holistic process concerned with ensuring integrity of outcomes. Recommendations were proffered.

Keywords: Quality, Quality Assurance, Administration, School Administrators.

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INTRODUCTION

The power of education to transform a culture and develop a country cannot be overstated. Education is a key factor in determining the calibre of a population, and hence, the rate at which that population's natural resources may be developed (Alumodi, 2005). All aspects of a person abilities, talents, intelligence, outlook, and set of skills benefit from receiving an education.

The term "quality" may have a wide range of connotations. Quality refers to the characteristics of goods and services that are highly priced by buyers. Usefulness, customer happiness, doing it right the first time, and defect-free work are all ways to describe it. The level of excellence is another way of defining quality. To analyse, anticipate, and satisfy both explicit and implicit requirements is a continual part of providing quality service. The philosophical goals of quality assurance are reflected in the selection of a training curriculum designed to produce experts in a certain facet of industrial production. The goals of which are issue avoidance, system reinforcement, and the steady enhancement of performance. That schools can produce graduates with the right set of skills in proportion to their requirement for human resources is what we mean when we talk about quality assurance in education. Because of this, the quality of an educational course is of interest to everyone.

In light of the many ongoing educational changes across the globe, quality assurance is increasingly being employed as a means to improve educational quality. However, there is no universal agreement on what constitutes excellent education or how that quality can be assured. Conformity to standards established by quality assurance agencies or other competent academic or professional committees is one definition of quality assurance (Hayward, 2006).

Therefore, quality assurance in Nigeria's educational system and Rivers State in particular means that its many branches (higher schools) can provide the level of expertise expected by employers. According to the Federal Ministry of Education (2009), quality standards in education are a set of aspirational benchmarks that all stakeholders in the educational system should strive to meet. Therefore, quality assurance in the education system is a multi-faceted notion that encompasses the many facets of the system itself. Teaching, research, personnel, students, infrastructure (including buildings, facilities, and equipment), outreach (including service to the community and academic environment), and so on all fall under this category. In this context, quality assurance in education refers to the degree to which scholastic standards, particularly those associated with higher learning, are met. Therefore, there has to be a generally accepted norm to direct academic concerns. Isaac (2023) listed many criteria that should be met in order to ensure excellent education: a diverse and well-trained faculty, sufficient financing, well-maintained buildings, and a well-stocked library. Quality assurance in education, according to Ofojebe and Ezeugo (2010), also included the quality of the teaching staff, the quality of the available instructional/teaching materials, equipment and facilities, the quality of the school environment, and the quality of the students.

In the past, quality control measures were often tied to third-party organisations. That which is planned and systematic, in order to provide adequate confidence that a product or service will satisfy given requirements for quality is what is meant by "quality assurance" in this context (Isaac, 2023). This places a heavy burden on educators to show they can be trusted with public funding (whether for wages or classroom supplies) and to provide measurable outcomes for their students (Jackson, 2008). According to Isaac (2023), the quality 'A's—accountability, audit, and assessment focus on the people in charge of quality control and the quality itself. The specific procedures for assurance, such as accreditation, external examiners, and quality audits, are often enforced by external authorities, such as university administration (McKay & Kember,

2009). As a consequence, when using quality assurance as a tool for management, attention is directed primarily towards the degree to which institutions or programmes adhere to the processes and circumstances thought to produce the desired outcomes (Jackson, 2008).

The quality of Nigeria's education system may be ensured in part by inspiring the country's educators to do their best work. According to Oduwaiye (2000), an employee is prompted to work hard because of the monetary and nonmonetary compensation he receives in exchange for his efforts. When people believe that the actions they do will be rewarded, they are driven to take those actions. The degree of incentives offered to employees, by extension, is a major determinant of their dedication and productivity. Teachers in schools should be adequately motivated since they are tasked with making theoretical concepts tangible for their students. When educators aren't inspired to do their best work, student learning suffers and school objectives aren't met. Payment of salary, promotions, leave allowances, staff development, etc., are all ways that schools inspire their teachers. Quality is the result of increased productivity and satisfaction from work. There is a need to incentivize current educators and entice prospective candidates with better working circumstances.

Administration is the process of achieving formal goals through group efforts. It is the harnessing of various activities of a group into an entity, to the actualization of the common goal of the organization. Administration involves coordinating human, money and material resources for actualization of pre-determined objectives of the institution. It is aimed at doing things right in order to avoid wastage (Okoroma, 2007). It means implementation of policies and decisions so as to achieve organizational goals. This means that administration is concerned with adhering and performing directives from the executives. That is done by coordinating the daily activities in the school. Igwe (2006) defined administration as a careful systematic arrangement of resources (human, money and material) for the realization of the objectives of a given organization. Enaohwo and Eferekeya (1989) in Kalagbor (2017) specified Enaohwo and Eferekeya's definition into four points as:

- A process- This demands manipulation of certain operatives.
- Goal oriented- Its purpose is to get result or achieve a pre-determined goal. This makes commitment very necessary to actualizing set goal.
- A collective and cooperative effort of everyone in the organization is seen as very important.
- Development of appropriate environment to enable performance.

Many perspectives have been taken on the topic of educational administration. According to Isaac (2023) and Nwankwo (1982) defined educational administration as the careful and systematic use of available human and material resources and programmes to achieve educational objectives. Isaac (2023) noted that there are four main concerns and duties shared by all school administrations, regardless of their degree of operation. The establishment and upkeep of positive public relations, as well as the hiring, induction, ongoing professional development, evaluation, and compensation of qualified staff, are essential to the smooth functioning of any educational institution.

Educators may use many strategies to enhance their quality assurance performance. The following are examples of available approaches:

- **Total quality management:** Total excellent Management (TQM) models, as proposed by Lankard (2013), might be used by faculty at universities to guarantee excellent education.

- **Strategic implementation framework:** For quality assurance to be effective, a strategic implementation framework is also required.
- **Quality assurance agency:** teachers can set up a quality assurance agency.
- **Peer review:** They may set benchmarks for internal quality assurance in programme design, approval, and review processes via peer review.
- **Students support services:** Teachers should know the school's standards on grading, plagiarism, and assignment returns, as well as how to make the most of e-mail and online learning management systems.
- **Good conduct evaluation:** Exams must be scheduled, notified, administered, and held under appropriate circumstances, with protocols in place to safeguard the honesty of grading.
- **Effective monitoring of students' progress:** instructors are responsible for determining what rates of student development and retention are considered to be satisfactory.

Administrators in the field of education focus mostly on managerial tasks. Administrators at educational institutions need to think carefully about how they are keeping their schools and their pupils under control with the funds allotted to them. The following are responsibilities outlined by Arikewuyo (2004) for education managers to provide a high-quality learning environment. All educational activities can be energised by new research and development, guidance and counselling, efficient management of all resources, as well as the following: measurement and standardisation of academic attainments; evaluation of quality of work during supervision; use of competent teachers and administrative/supervisory personnel; dissemination of information to teachers and students; use of educational technologies with a view to increasing the efficiency of teaching; use of educational technologies to increase the efficiency of teaching.

Statement of the Problem

Achieving educational goals has emerged as a pressing issue for policymakers and practitioners in the field of education in recent years. It has been noted, however, that educational achievement is on the decrease, and this is especially true in the Nigerian school system. Attainment of educational objectives is still debatable due to a number of circumstances. Some instructors' actions for instance, violate standards of professional conduct for educators. Their approach towards work is really casual. Obviously, educational administrators are desirous of meeting global demands on quality education through quality assurance, but have been hampered by a lot of factors, including those stated above. This trend has been continuous and worries the researcher. Thus the need for this study.

Purpose of the Study

The purpose of the study was to examine quality assurance as a strategy for Nigerian school administrators to meet international needs:

- Determine the extent teachers' quality influence global demands of school administrators in Nigeria.
- Analyze the extent staff motivation influence global demands of school administrators in Nigeria.

- Examine the extent equipment and school facilities influence global demands of school administrators in Nigeria.

Research Questions

Three research questions guided in the study:

- To what extent does teachers' quality influence global demands of school administrators in Nigeria?
- To what extent does staff motivation influence global demands of school administrators in Nigeria?
- To what extent does equipment and school facilities influence global demands of school administrators in Nigeria?

Hypotheses

Three hypotheses further guided this study:

- There is no significant difference between teachers' quality and global demands of school administrators in Nigeria.
- There is no significant difference between staff motivation and global demands of school administrators in Nigeria.
- There is no significant difference between equipment and school facilities and global demands of school administrators in Nigeria.

METHODS

The descriptive method was used for this investigation. Using the 291 public secondary school principals as its population. Simple random sampling method to choose 200 principals as its sample. Quality Assurance as Tools for meeting Global Demands of School Administrators Questionnaire (QATGDSAQ) was used to collect data. Two doctors and a professor validated the instrument. Its internal consistency was established through a test re-test method. Cronbach Alpha statistics was used to determine the reliability index of .810. Mean and standard deviations were used to analyse the data and answer the research questions, while t-test was employed to test the null hypotheses at the .05 level of significance.

RESULT AND DISCUSSION

Table 1: Socio-Demographic Data

S/N	Variable	Option	Frequency	Percent
1	Gender	Male	91	45.5
		Female	109	54.5
		Total	200	100.0
2	Age	20-30 yrs.	14	7.0
		31-40 yrs.	57	28.5
		41-50 yrs.	45	22.5
		51-60 yrs.	84	42.0

3	Marital Status	Total	200	100.0
		Married	126	63.0
		Single	60	30.0
		Divorced	6	3.0
		Widowed	8	4.0
4	Education	Total	200	100.0
		NCE	30	15.0
		B.Sc./HND	123	61.5
		M.Sc./M.Ed.	31	15.5
		PhD	16	8.0
5	Year(s) in Service	Total	200	100.0
		0-10 yrs.	65	32.5
		11-20 yrs.	67	33.5
		21-30 yrs.	42	21.0
		31-35 yrs.	26	13.0
Total		200	100.0	

The gender of the respondents is such that 45.5% were male while 54.5% were female. The age distribution of the respondents was such that 20-30 years were 7%, 31-40 were 28.5%, 41-50 years were 22.5% while those who were 51-60 years were 42%. The majority of the respondents 63% were married, followed by 30% who were single, 4% widowed while only 3% were divorcees. The data also show that 15% of the respondents were holders of NCE, 61.5% were B.Sc/HND holders, 15.5% were M.Sc/M.Ed holders while 8% were PhD holders. Finally, the analysis revealed that 32.5% have worked for 0-10 years, 33.5% have worked for 11-20 years, 21% have worked for 21-30 years while 13% have worked for 31-35 years in the teaching service.

Research Question 1: To what extent does teachers' quality influence global demands of school administrators in Nigeria?

Table 2: The extent to which teachers' quality influence global demands of school administrators in Nigeria

S/N	Item	Mean	SD.	Decision Rule
1	Professionalism	2.93	0.91	High Extent
2	Expertise	3.04	0.82	High Extent
3	Leadership	3.47	0.63	High Extent
4	Communication Skills	3.28	0.73	High Extent
5	Innovation	2.86	0.53	High Extent
6	Adaptability	2.94	0.52	High Extent
7	Collaboration	3.35	0.59	High Extent
8	Technological Proficiency	2.41	0.95	High Extent
9	Problem-solving skills	3.20	0.73	High Extent
10	Responsibility	2.82	0.97	High Extent
11	Integrity	3.04	0.85	High Extent
12	Work Ethic	2.85	1.01	High Extent
13	Understanding of student diversity	3.26	0.75	High Extent
14	Commitment to student success	2.91	0.78	High Extent
15	Interdependence	3.29	0.72	High Extent
16	Creativity	2.89	0.88	High Extent
17	Cultural Competence	2.90	0.85	High Extent
18	Contribution to school improvement	3.26	0.61	High Extent
19	Teaching Strategies	2.35	1.06	High Extent
20	Enthusiasm	3.03	0.81	High Extent
Grand Total		3.00	0.78	High Extent

Table 2 was used to examine the extent to which teachers' quality influence global demands of school administrators in Nigeria. The mean total of 3.00 and corresponding standard deviation of 0.78 revealed that there is quality of the teachers in sample schools. The implication is that most of the teachers have the qualities of professionalism, expertise, leadership, communication skill, innovation, adaptability, collaboration, problem-solving skills among others.

Research Question 2: To what extent does staff motivation influence global demands of school administrators in Nigeria?

Table 3: The extent to which staff motivation influence global demands of school administrators in Nigeria

S/N	Item	Mean	SD.	Decision Rule
21	Offer competitive salaries	2.01	0.97	Low Extent
22	Give employees autonomy	1.98	0.95	Low Extent
23	Offer professional development Opportunities	2.15	1.01	Low Extent
24	Encourage collaboration	3.22	0.72	High Extent
25	Celebrate achievements	2.04	1.08	Low Extent
26	Provide flexible working arrangements	3.16	0.59	High Extent
27	Introduce wellness programs	1.98	0.96	Low Extent
28	Introduce job rotations	1.80	0.80	Low Extent
29	Give recognition and rewards	1.81	0.82	Low Extent
30	Allow for career pathways	1.89	0.89	Low Extent
Grand Total		2.20	0.87	Low Extent

Table 3 was used to examine the extent to which staff motivation influence global demands of school administrators in Nigeria. The analysis revealed that since the mean total of 2.20 and corresponding standard deviation of 0.87 is lower than the criterion of 2.50, the study discovered that the staff were poorly motivated and could be inimical to the attainment of global demands from school administrators in Nigeria. The implication is that the salaries of the staff were not competitive, the employees had no autonomy to do their job, professional development were not done to boost the morale of the workers and many other factors that were not implemented to increase the performance of the staff towards the attainment of global demands from school administrators in Rivers State.

Research Question 3: To what extent does equipment and school facilities influence global demands of school administrators in Nigeria?

Table 4: The extent to which equipment and school facilities influence global demands of school administrators in Nigeria

S/N	Item	Mean	SD.	Decision Rule
31	Computers and technology such as desktops, laptops, tablets, projectors, printers, software, audio-visual equipment, servers, networks, virtual private networks.	2.20	1.03	Low Extent
32	Infrastructure such as classrooms, libraries, and laboratories	3.23	0.76	High Extent
33	Educational supplies such as books, learning materials, paper, textbooks, reference materials, scientific	3.12	0.82	High Extent

	instruments.			
34	Equipment and gadgets such as chalkboards, boards, charts, mathematical tools, educational toys, globes, cameras.	3.25	0.68	High Extent
35	Security such as surveillance systems, security guards, access control systems.	1.97	1.00	Low Extent
36	Playgrounds	3.24	0.85	High Extent
37	Medical facilities	1.95	0.94	Low Extent
38	Transportation services	1.91	0.95	Low Extent
39	Cafeteria	1.95	0.92	Low Extent
Grand Total		2.53	0.88	High Extent

Table 4 presents the result of the views of the respondents on the extent to which equipment and school facilities influence global demands of school administrators in Nigeria. The mean total of 2.53 and corresponding standard deviation of 0.88 indicated that there is high extent to which the rate of equipment and school facilities in the study area influences global demands of school administrators in Nigeria. The implication is that the infrastructures, educational supplies, equipment and the provision of playground has contributed to the attainment of global demands for school administrators.

Hypothesis 1: There is no significant difference between teachers' quality and the global demands of school administrators in Nigeria.

Table 5: T-Test analysis of the significant difference between teachers' quality and the global demands of school administrators in Nigeria

Variable	Mean	P-value	Sig.
Teachers' quality	60.08	1.960	0.05
Global demands school administrators in Nigeria	24.35		

The analysis in Table 5 revealed that $t(1) = 1.960$, $p > 0.005$, with the difference between the means being 1.960. This suggests that there is no statistically significant difference between the mean total of teachers' quality and the mean total of global demands of school administrators in Nigeria.

Hypothesis 2: There is no significant difference between staff motivation and the global demands of school administrators in Nigeria.

Table 6: T-Test analysis of the significant difference between staff motivation and the global demands of school administrators in Nigeria

Variable	Mean	t-value	Sig.
Staff motivation	22.04	-2.05	0.05
Global demands school administrators in Nigeria	24.35		

With a two-tailed test, at a level of significance of 0.05, the critical value of t is 2.262. The t -value of -2.05 is lower than the critical value of 0.05. Therefore, we can reject the null hypothesis and conclude that there is a significant difference in the mean total of staff motivation and global demands of school administrators in Nigeria.

Hypothesis 3: There is no significant difference between equipment and school facilities the global demands of school administrators in Nigeria.

Table 7: T-Test analysis of the significant difference between equipment and school facilities the global demands of school administrators in Nigeria

Variable	Mean	t-value	Sig.
Equipment and school facilities	22.82	1.8155	0.05
Global demands school administrators in Nigeria	24.35		

The p-value for the t-value (1.8155) is greater than the significance level of 0.05. Therefore, we do not have enough evidence to reject the null hypothesis and we conclude that the mean difference between school facilities and global demands of school administrators in Nigeria is not significantly different from zero.

DISCUSSION OF FINDINGS

The Impact of Teachers' Quality on Global Demands of School Administrators in Nigeria

The objective one aim to determine the extent quality of teachers influence global demands of school administrators in Nigeria. The analysis revealed that the mean total of 3.00 and corresponding standard deviation 0.78 revealed that there is quality of the teachers in sample schools. The implication is that most of the teachers have the qualities of professionalism, expertise, leadership, communication skill, innovation, adaptability, collaboration, problem-solving skills among others. The tested hypothesis one revealed that since the t-test value of 1.960, $p > 0.005$, with the difference between the means being 1.960. This suggests that there is no statistically significant difference between the mean total of teachers' quality and the mean total of global demands of school administrators in Nigeria.

Studies have shown that the teachers' quality affects the demand of school administrators around the world, including in Nigeria (Augustine & Asuquo, 2018). In their empirical study, Augustine and Asuquo (2018) found that teachers in Nigeria and other parts of the world must have quality and be abreast of global trends in order to meet global demands and school administrator expectations. In particular, they argued that school administrators in Nigeria require teachers to have higher qualifications and be motivated to provide quality education to students. A recent review of educational policy interventions in Nigeria by Nsikak and Duru (2018) reconfirmed that adequate teacher training and providing relevant professional development initiatives enhance the potential of teachers to meet rising global demands and school administrative expectations. What is more, their study further revealed that adequate teacher training can lead to improved teaching practices, enhanced intercultural understanding, and better student engagement and learning outcomes.

In addition, Heimig et al. (2020) found that teacher quality is closely related to student performance. Their study takes a different approach as it explicitly relates teachers' well-being, pedagogical practices, and emotional quotient to the quality of teaching and student achievement in Nigeria. The research study concluded that teacher quality has a significant reason school administrators' demand for higher performance. It is also worth noting that Heimig et al. (2020) found that school administrators rely on teacher quality to shape their expectations regarding teacher performance and student learning outcomes.

The Impact of Staff Motivation on Global Demands of School Administrators in Nigeria

The Table 3 above was used to analyse the extent staff motivation influence the global demands of school administrators in Nigeria. The analysis revealed that since the mean total of 2.20 and corresponding standard deviation of 0.87 is lower than the criterion of 2.50, the study discovered that the staff were poorly motivated and could be inimical to the attainment of global demands from school administrators in Nigeria. When comparing the mean total of staff motivation and global demands of school administrators in Nigeria, the analysis of Hypothesis 2 revealed that there is a statistically significant difference, rejecting the null hypothesis with a t-value of -2.05 as the critical value.

Research conducted by Ikhide et al. (2008) suggested that staff motivation has a significant influence on global demands made of school administrators in Nigeria. They surveyed the opinions of teachers and administrators from four states within Nigeria in order to understand the effects of motivation on job performance. Their research found that when staff were adequately motivated they displayed a greater sense of commitment to their job and a higher level of job satisfaction. This, in turn, resulted in an increase in the quality of their work versus when staff motivation was low. Furthermore, the participants of the study noted that when staff were adequately motivated global demands made of school administrators were more met in comparison to when staff were undermotivated.

Ikhide et al. (2008) results are consistent with those of Adeyemi et al. (2010). Researchers in Nigeria looked at the connection between happy workers and higher productivity in the public sector. Employee motivation was shown to be associated with higher levels of productivity. Furthermore, the participants indicated that motivated staff are more inclined to put in extra effort to achieve organizational objectives. This additional effort assists in mitigating global demands from school administrators.

The Impact of Equipment and School Facilities on Global Demands of School Administrators in Nigeria

Table 4 above was used to examine the extent equipment and school facilities influence the global demands of school administrators in Nigeria. School administrators in Nigeria are heavily influenced by the rate of equipment and school facilities in the research region, as demonstrated by the mean total of 2.53 and the corresponding standard deviation of 0.88. The t-test p-value was found to be more than the threshold of 0.05. Since we lack sufficient data to reject the null hypothesis, we conclude that the difference between Nigeria's educational infrastructure and international educators' needs is not substantially different from zero.

Empirical research conducted on The Impact of Equipment and School Facilities on Global Demands of School Administrators in Nigeria suggests that there are various factors that influence the extent to which school administrators comply with global demands, including the availability of adequate equipment and school facilities. For example, a study conducted by Isaac (2023) found that administrators from under-resourced schools in Nigeria experienced greater difficulty in meeting external demands compared to those in well-resourced facilities. The authors explain that the reduced resources and facilities lead to fewer opportunities for administrators to improve the schools' infrastructure and amenities, which in turn impacts their ability to effectively address global pressures. Another study conducted by Issac (2023) showed that even though access to external sources of funding and other necessary resources were

available, those circulated to rural and under-resourced administrators were not adequate to meet global requirements. These reports indicate that sufficient and proper equipment and school facilities are key to ensuring that Nigerian administrators can adequately meet global expectations.

CONCLUSION

Integrity of results is at the heart of the Assurance for excellent education, which is why it takes a comprehensive approach. As a result, educators have a duty to ensure their students get a quality education by modelling behaviour according with school norms. The quality of our educational system relies heavily on the faculty's readiness and skill to take the path towards enhanced student achievement. The educational system in Nigeria needs to regain its former glory. Students, educators, and administration all have quality assurance in the educational system as a shared objective. If quality assurance is to be thought of and pursued as a collective objective in the Nigerian educational system, then these separate entities must fulfil their respective roles.

Recommendations

- Nigeria must place a premium on the quality of its instructors if it wants to satisfy the expectations of international school administrators and fulfil the country's expanding educational requirements.
- School administrators should prioritize staff well-being. Promoting a healthy and safe working environment is central to ensuring a productive and motivated staff.
- Schools must ensure that sufficient and up-to-date facilities are available for effective teaching and learning. Equipment and facilities should provide an environment conducive to productive and meaningful teaching and learning.

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