



## INFLUENCE OF QUALITY ASSURANCE TECHNIQUES ON TEACHING AND LEARNING IN SECONDARY SCHOOLS IN RIVERS STATE

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**Abstract:** *The study examined the influence of quality assurance technique on teaching and learning in secondary schools in Rivers State. The descriptive survey design was used for this study which underscored the investigation of the relationship between the variables of study. The population of the study is made up of 56 principals and 2634 teachers selected from 56 senior secondary school drawn from three (3) local government areas in Rivers State. Emohua Local Government area, Obio/Akpor Local Government area and Port Harcourt Local Government Area. The sample of this study is 348 drawn from 56 public senior secondary schools using the simple random sampling technique and Taro Yamene. The instrument used for this study was a questionnaire which was divided into two sections. The researcher used the test retest method to establish the reliability of the instrument. The data collected from the administration of the tables, mean scores were used to analyze the research question and hypotheses were analyzed using z-test. The summary of the finding were as follow; monitoring influences provision of appropriate and relevant knowledge, supervision technique contribute to teaching and learning in respect of checking of note lessons, professional development of teachers affect teaching and learning in terms of strengthen potentialities in covering course outline, completion of teaching-working-load before the end of the semester or session, factors that affect effective quality assurance are; administrative incompetence and inadequate supervision. Based on the finding of this study, the following recommendations are suggested; there should be adequate monitoring system in order to achieve the quality expected goals and objective in the educational sector, administrators and educational planners have to be trained persistently for the understanding of the strategies involves in quality assurance and workshops, seminars and conferences should be organized for teachers as a source of orientation*

**Keywords:** *Quality assurance, teaching, learning, secondary school*

### Introduction

Quality secondary education thrives where the school managers take cognizance of the fact that quality assurance does not occur in a vacuum except by their total dedication and commitment to the use of appropriate techniques that guarantee the high level of excellence of the teachers in the education system (Ogunsaju, 2008). As noted by Cheng (2003) the process model of quality

assurance assumes that to attain and achieve basic objectives of teaching and learning, there are certain characteristics such as: management process, teaching process and learning process that need to be set as structural framework. Thus, in Nigeria, certain educational agencies are statutorily set up for maintenance of quality as well as modeling the process of teaching and learning in secondary education among

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which are: the National Teachers Institute, the National Examinations Council of Nigeria, the National Curriculum Development Centre, the Teaching Service Commission, the Federal and state Inspectorate Services Departments, the Nigerian Educational Research and Development Council and the West African Examination Council etc.

In another development, quality in the secondary education refers to the value placed on the worth of the subject. Students also see immediate quality as the ability of the teacher to provide them with services such as: strategies for learning, the provision of teaching which ensures the acquisition of knowledge and skills, sufficient and helpful feedback on their assignments, and teachers being available for consultation on student problems.

As stated by T-TEL (Transforming Teachers Education and Learning, 2016), quality assurance is a continuous process of guaranteeing, maintaining and improvement regular evaluation (self-assessment) and monitoring technique. In other words, it reflects on the mechanisms that guarantee training of teachers and students with adequate knowledge, values and attitudes. Based on the above observation, the researcher hence conceived that quality control, audit, assessment, management, improvement and academic standards are some of the components embedded in quality assurance processes that contribute to the attainment of the expected standard in teaching and learning in the secondary education.

However, common experiences have revealed that some attributes of quality assurance in the process of teaching and learning revolves around: mode of preparation of lesson objectives, presentation and strategies utilized in teaching, mode of discussion and participation by the students, test, seminars, projects, examination, evaluation of the resources actually utilized for teaching and learning etc. These mechanisms also reflect on inputs, outputs and outcomes model.

Quality assurance techniques are tools which target effective management of the school system and the

actualization of the educational goals. These tools are used to perform some fundamental managerial roles. This role encompasses measurement and standardization of academic programme, evaluation of quality of teachers' work, use of competent teachers and administrative supervisory personnel, dissemination of information to teachers, new research and development to invigorate all educational activities, guidance and counseling, and efficient management of all education and teachers.

Besides, the school managers also engage in planning, organizing, staffing, motivating, evaluating as well as ensuring that the set goals and objectives are achieved through quality control system which includes: periodic operational audit of the system and periodic review of the school system to ensure adequate teaching and learning.

Teaching and learning are causally tightly bound activities (Tazi & Zorik 2008). Learning is the process by which behaviour in the broader sense originated or changes through practice or training. It is further concerned as the acquisition of habits, knowledge and attitude. In educational system, learning involves new ways of doing things and it operates in an individual's attempts to overcome obstacles or adjust to new situations. However it is commonly interpreted as a relatively permanent change in behaviour. Learning is the acquisition of new behaviours or the strengthening or weakening of old behaviour as a result of experience – Learning and teaching are the foundation of education and training hence they requires adequate supervision and planning for the realization of quality assurance emanated from it.

The importance of the appropriate techniques of quality assurance in the course of teaching and learning cannot be overemphasized. The benefits include the following; ensuring that teachers as resources in education are prudently and judiciously utilized, serving as indispensable component of quality control strategy in education, ensuring that high standard of education are maintained at all levels, determining the level of



adequacy of the facilities available for quality control, ensuring effectiveness and efficiency in educational system, among others.

The educational system comprises of three (3) levels namely The Primary, Secondary and Tertiary Institution. Each of these levels has goals and objectives to be achieved stated by the national policy of education (FRN, 2008). This has therefore placed a huge responsibility on the school managers whose major tasks are not only to procure adequate teachers and facilities but also to ensure that the teachers and the facilities so procured are of high standard with a view to meeting the school objectives. The desire of the stakeholders in the education industry is to keep education high in quality in all its aspects. This is because of their full awareness that where there is high standard of education, there is always high expectation of academic dividends.

According to Okebukola (2007), there is growing worry and dissatisfaction among these stakeholders over lack of quality at all levels of education in Nigeria and Rivers State in particular as against what it used to be in late 70s and early 80s. Events of that time were built around how to maintain quality education through regularly and timely monitoring, inspections, supervision, among others. But today, it seems that such quality assurance techniques have been relegated to the background from the secondary schools in Rivers State. At this point, one may also doubt the quality of teachers used in teaching and learning in various secondary schools in the state. Based on the above, the study seeks to investigate influence of quality assurance techniques on teaching and learning in secondary schools in Rivers State.

#### **Purpose of the Study**

The main purpose of this study is to investigate influence of quality assurance techniques on teaching and learning in secondary schools in Rivers State. Specifically, the objectives of the study are to:

1. Determine the influence of monitoring technique on teaching and learning in secondary schools.

2. Determine how supervision technique contributes to teaching and learning in secondary schools.
3. Examine how professional development of teachers affects teaching and learning in secondary schools.
4. Find out what factors that affect effective quality assurance in secondary schools.

#### **Research Questions**

1. How does monitoring technique influence teaching and learning in secondary schools?
2. How does supervision technique contribute to teaching and learning in secondary schools?
3. How does professional development of teachers affect teaching and learning in secondary schools?
4. What are the factors that affect effective quality assurance in secondary schools?

#### **Hypotheses**

- Ho<sub>1</sub>:** There is no significant difference in the opinion of principals and teachers on how monitoring technique influence teaching and learning in secondary schools.
- Ho<sub>2</sub>:** There is no significant difference in the opinion of principals and teachers on how supervisory technique contributes to teaching and learning in secondary schools.
- Ho<sub>3</sub>:** There is no significant difference in the opinion of principals and teachers on how professional development of teachers affects teaching and learning secondary schools.
- Ho<sub>4</sub>:** There is no significant difference in the opinion of principals and teachers on factors that affect effective quality assurance in secondary school.

#### **Research methods**

**Research Design:** The research design adopted in this study is a descriptive survey to examine the influence of quality assurance techniques on teaching and learning in secondary schools in Rivers State. This study was conducted in Rivers State. Rivers State is one of the 36



states in Nigeria and also the sixth most populous state in the country. Its capital and largest city, Port Harcourt is economically significant as the centre of Nigeria’s oil industry. Rivers State is bounded on the South by the Atlantic Ocean, to the North by Imo, Abia and Anambra States, to the East by Akwa Ibom State, and the West by Bayelsa and Delta States. It is home to many indigenous ethnic groups: ikwerre, Ogoni, Abua, Ekpeye, Ibani, Opobo, Eleme, Okrika, Kalabari, Etche, Ogba, Engenni, and others. The choice of this state was based on the growing worry and dissatisfaction among stakeholders over lack of quality at all levels of education in Nigeria and Rivers State in particular. The population of the study consisted of 56 (principals) and 2634 (teachers) giving the total population as 2690 selected from 56 public senior secondary schools in three local government areas of Rivers State. The sample size of this study comprises 348 drawn from 56 public secondary schools. Simple random sampling technique was used and Taro Yamene. The instrument for this study was questionnaire titled; Quality Assurance Techniques on Teaching and Learning Questionnaire (QATTLO).The questionnaire consist of two sections. Section A contains two questions on demographical information while Section B contains twenty two (22) structured items. A likert type scale was used and the respondents were asked to select one of the four (4) options: strongly agreed (SA), agreed (A),

disagreed (SD) and strongly disagreed (SD). Validity of the instrument was determined by the expert judgment of the researcher’s supervisor and other experts in the measurement and evaluation. The suggestions in respect of the scope, comprehensive, face and logical validity were used to draw the final instrument. Test-retest method was used to establish the reliability of the instrument. Twenty (20) copies of the questionnaire were administered to teachers that are not part of the sample size used for the study. The first and second scores were analyzed using the Pearson Product Moment Correlation Coefficient and the result showed 0.78. The researcher in collaboration with two research assistants administered the questionnaires to the principals and teachers. The researcher personally spent time with the respondents to clarify questions on any issue as related to the filling of the questionnaires. Thus, 348 copies of questionnaire were administered and retrieved 321(92%) copies for the analysis of the research questions and test of hypotheses. The data collected from the administration of the instrument on the respondents was hand scored and entered on frequency tables. Mean scores were used to analyze the research questions. Decisions will be taken based on acceptable means of 2.5 and any mean below were rejected. Hypotheses were analyzed using z-test.

**Results**

**Research question 1:** How does monitoring technique influence teaching and learning in secondary schools?

**Table 4.1: Weighted Responses on Monitoring Technique and Teaching and Learning**

Items	Principals N=49		Teachers N=272		Mean set	Remarks
	$\bar{X}$	Std	$\bar{X}$	Std		
Provision of appropriate and relevant knowledge	3.35	0.72	3.28	0.72	3.32	Accepted
Collaboration or sharing of academic experiences	3.20	0.84	3.27	0.67	3.24	Accepted
Increases the potentialities of the teaching skills and capacity building.	3.06	0.71	3.38	0.67	3.22	Accepted



Increases social support that enhance quality teaching	3.12	0.75	3.17	0.72	3.15	Accepted
Provides differentiation in the teaching quality	3.24	0.77	3.16	0.79	3.20	Accepted
<b>Grand mean</b>	<b>3.19</b>	<b>0.75</b>	<b>3.25</b>	<b>0.71</b>	<b>3.22</b>	

The findings of the above Table 4.1 showed that provision of appropriate and relevant knowledge (3.32), collaboration or sharing of academic experiences (3.24), increases the potentialities of the teaching skills and capacity building(3.22), provides differentiation in the teaching quality (3.20) and increases social support that

enhance quality teaching (3.15) was accepted . Thus, it was therefore accepted that monitoring as quality assurance technique influence teaching and learning secondary schools with the average mean score of (3.22).

**Research question 2:** How does supervision technique contribute to teaching and learning in secondary schools?

**Table 4.2: Weighted Responses on Supervision Technique and Teaching and Learning**

Items	Principals N=49		Teachers N=272		Mean set	Remarks
	$\bar{X}$	Std	$\bar{X}$	Std		
Checking of note lessons	3.51	0.54	3.22	0.79	3.37	Accept
Checking of scheme of works and dairies	3.27	0.70	3.15	0.78	3.21	Accept
Moderating of the examination papers	3.39	0.73	3.14	0.79	3.27	Accept
Observing the mode of instructional material utilized	3.10	0.87	3.26	0.72	3.18	Accept
Ensuring that the teachers are given corrections at the appropriate place and time.	3.10	0.79	3.26	0.74	3.18	Accept
<b>Grand mean</b>	<b>3.27</b>	<b>0.72</b>	<b>3.20</b>	<b>0.76</b>	<b>3.24</b>	

The result of findings on Table 4.2 revealed that checking of note lessons (3.37), observing the mode of instructional material utilized (3.27), checking of scheme of works and dairies (3.21), observing the mode of instructional material utilized and ensuring that the teachers are given corrections at the appropriate place and

time (3.18) respectively were accepted. Hence, it was concluded that the respondents accepted that supervision as a quality assurance technique contribute to teaching and learning secondary schools with average mean score of (3.24).

**Research question 3:** How does professional development of teachers affect teaching and learning in secondary schools

**Table 4.3: Weighted Responses on Professional Development and Teaching and Learning**

Items	Principals N=49		Teachers N=272		Mean	Remarks
	$\bar{X}$	Std	$\bar{X}$	Std		



						Set	
Strengthen potentialities in covering course outlines	3.39	0.64	3.25	0.70	3.32	Accept	
Completion of teaching-work-load before the end the semester or session	3.22	0.82	3.20	0.75	3.21	Accept	
Adequate utilization of modern instructional materials e.g. computer	3.02	0.75	3.18	0.78	3.10	Accept	
Direct students to work independently on class activities	3.12	0.72	3.33	0.74	3.23	Accept	
Updating and up grading the capacity of the teachers	2.84	0.89	3.16	0.69	3.00	Accept	
<b>Grand mean</b>	<b>3.11</b>	<b>0.76</b>	<b>3.22</b>	<b>0.73</b>	<b>3.17</b>		

The result of Table 4.3 indicated that strengthen potentialities in covering course outlines (3.32), completion of teaching-work-load before the end the semester or session (3.23), direct students to work independently on class activities(3.23), adequate utilization of modern instructional materials e.g. computer (3.10) and updating and up grading the capacity

of the teachers (3.00) were accepted the respondents. Thus, it was generally accepted that professional development of teachers as a strategy for quality assurance affect teaching and learning secondary schools with average mean score of (3.17).

**Research question 4:** What are the factors that affect effective quality assurance in secondary school?

**Table 4.4: Weighted Responses on Factors that affect Effective Quality Assurance and Teaching and Learning**

Items	Principals N=49		Teachers N=272		Mean Set	Remarks
	$\bar{X}$	Std	$\bar{X}$	Std		
Administrative incompetence	3.31	0.74	3.19	0.75	3.25	Accept
Inadequate supervision and monitoring	3.41	0.67	3.31	0.70	3.36	Accept
Lack of appraisal intermittently	3.39	0.67	2.96	0.84	3.18	Accept
Availability of fund for teachers' development	1.43	0.54	1.76	0.92	1.60	Not Accepted
Dependency on external aids	3.31	0.71	3.21	0.81	3.26	Accept
<b>Grand mean</b>	<b>2.97</b>	<b>0.67</b>	<b>2.89</b>	<b>0.80</b>	<b>2.93</b>	

The result of Table 4.4 indicated that dependency on external aids and inadequate supervision and monitoring (3.26), administrative incompetence (3.15) and lack of appraisal intermittently (3.18) were accepted as the factors that negatively affected quality assurance in

teaching and learning while availability of fund for teachers' development (1.60) was rejected. Thus, it was generally accepted by the responded with the average mean score of (2.93).



**Hypotheses**

**Ho<sub>1</sub>:** There is no significant difference in the opinion of principals and teachers on how monitoring technique influence teaching and learning in secondary schools.

**Table 4.5: Z-test analysis of Respondents on how Monitoring Techniques Influence Teaching and Learning in Secondary Schools**

Respondents	N	$\bar{X}$	STD	DF	Z-cal	Z-crit	Level of sign	Decision
Principals	49	3.19	0.75		0.35			
Teachers	272	3.25	0.71	319		1.96	0.05	Not significant

The result of Table 4.5 indicated that the calculated z-calculated (0.51) was less than the z-critical (1.96) at the degree of freedom (319) and 0.05 significant levels. Hence, the null hypothesis was accepted.

**Ho<sub>2</sub>:** There is no significant difference in the opinion of principals and teachers on how supervisory technique contributes to teaching and learning in secondary schools.

**Table 4.6: Z-test Analysis of Respondents on how Supervision Techniques Contributes to Teaching and Learning in Secondary Schools**

Respondents	N	$\bar{X}$	STD	DF	Z-cal	Z-crit	Level of sign	Decision
Principals	49	3.27	0.72	319	0.44			
Teachers	272	3.21	0.76			1.96	0.05	Not significant

The result of Table 4.6 indicated that the calculated z-calculated (0.44) was less than the z-critical (1.96) at the degree of freedom (319) and 0.05 significant levels. Therefore, the null hypothesis was accepted.

**Ho<sub>3</sub>:** There is no significant difference in the opinion of principals and teachers on how professional development of teachers affects teaching and learning secondary schools.

**Table 4.7: Z-test Analysis of Respondents on how Professional Development of Teachers affects Teaching and Learning in Secondary Schools**

Respondents	N	$\bar{X}$	STD	DF	Z-cal	Z-crit	Level of sign	Decision
Principals	49	3.12	0.76					
Teachers	272	3.22	0.73	319	0.28	1.96	0.05	Not significant

The result of Table 4.7 indicated that the calculated z-calculated (0.28) was less than the z-critical (1.96) at the degree of freedom (399) and 0.05 significant levels. Hence, the null hypothesis was accepted.

**Ho<sub>4</sub>:** There is no significant difference in the opinion of principals and teachers on factors that affect effective quality assurance in teaching and learning.

**Table 4.8: Z-test Analysis of Respondents on Factors that affect Teaching and Learning in Secondary Schools**

Respondents	N	$\bar{X}$	STD	DF	Z-cal	Z-crit	Level of sign	Decision
Principals	49	2.97	0.67					



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Teachers	272	2.89	0.80	319	0.86	1.96	0.05	Not significant
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The result of Table 4.8 indicated that the calculated z-calculated (0.86) was less than the z-critical (1.96) at the degree of freedom (319) and 0.05 significant levels. Hence, the null hypothesis was upheld.

### Discussion of Findings

The result of research question one indicated that provision of appropriate and relevant knowledge, collaboration or sharing of academic experiences, increases the potentialities of the teaching skills and capacity building. This view agreed with the perception of Zachary (2000) who described mentoring as advising, teaching, providing feedback, exposure, sponsorship and rehearsing the strategies needed to navigate the terrain of the professional environment. At this period or during this process, the responsibility for the mentee's learning is shared; priorities are enumerated; accompanying activities are developed and needed resources secured.

Further findings revealed that monitoring increases social support that enhance quality teaching and provides differentiation in the teaching quality were considered as influence of monitoring technique for quality assurance. This is consonance with the ideas of Crisp & Cruz (2009) who succinctly stated that In the education system, mentoring programs mostly show positive effects of better quality assurance, enhancement of academic performance, satisfaction and institution development in term of reducing turnover and drop-out rates, increasing the potentialities of the teaching skills and capacity building. Hypothetically, no significant difference in the opinion of principals and teachers on how monitoring technique influence teaching and learning in secondary schools. This may be that respondents understood the value of monitoring technique and its influence on quality assurance.

For Cummings and Worley (2009) who stated that mentoring is often seen as a learning method where it encourages comfortable relationship between mentors (knowledgeable and experienced person) and mentee

(less knowledgeable and experienced person) as an instrument to develop group and/or individuals' potentials in carrying out particular duties and responsibilities, familiarize with new techniques, and care that lead to the achievement of the expected results in the academic environment.

Furthermore, findings on research question two suggested that checking of note lessons, checking of scheme of works and dairies, moderating of the examination papers, observing the mode of instructional material utilized and ensuring that the teachers are given corrections at the appropriate place and time. Also the hypothesis revealed no significant difference in the opinion of principals and teachers on how supervisory technique contributes to teaching and learning in secondary schools.

The above findings agreed with the view of Appiah (2009) and Modebule (2008) who asserted that supervision is a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institution. In other words, it is a mechanism that functions through classroom visits, supervising heads of departments and teachers by checking their scheme of work and lesson notes, checking mating teachers' classroom attendance, checking absenteeism and rewarding hardworking teachers and punishing indolent ones by assigning administrative duties to them as meaning of encouraging to do the right things at the right time (Oyededeji, 2012).

The result of research question three revealed that strengthen potentialities in covering course outlines, completion of teaching-work-load before the end the semester or session, adequate utilization of modern instructional materials eg computer, Direct students to work independently on class activities and Updating and



up grading the capacity of the teachers as attribute of professional development that lead to achievement of quality assurance in the secondary schools system in rivers state. Hypothetically, there is no significant difference in the opinion of principals and teachers on how professional development of teachers affects teaching and learning secondary schools.

Supporting the above findings, Seif (2008) explained that schools with higher stocks of human capital and various skills are able to make use of their resources. Many researchers have argued that the qualities individual infused into system largely depend on resources built up through their education and experiences. This is predicated on the facts that professional development is a powerful predictor of both individual and organizational propensity to establish a new venture as well as creation of valuable knowledge. It is the knowledge and skills acquired through formal and informal learning. For Shrader & Siegel (2007) explained that the organization also has to leverage the skills and capabilities of its employees by encouraging individual for effective learning as well as creating a supportive environment in which knowledge can be created, shared and applied.

The result of research question four indicated that administrative incompetence, inadequate supervision and monitoring, lack of appraisal intermittently and dependency on external aids. The study showed no significant difference in the opinion of principals and teachers on factors that affect effective quality assurance in teaching and learning. According to Nwizu (2009), one of the hindrances facing a school manager in using quality assurance techniques very effectively in managing of teachers is lack of required competence. This prevailing situation presents a scenario where the school manager himself is not knowledgeable enough. Effective use of the techniques in assuring quality in a school system required a school manager who has that broad managerial knowledge and skills and the one who will competently apply it very well. The issues or act of

monitoring, supervision, evaluation, inspection, among others have different approaches and principles just as they equally have certain point and level of relativity and interdependence. Therefore, a school manger that lacks the in-depth knowledge and skills required to set the techniques in motion and coordinate them in such a manner that will lead him to achieve the set objectives of the school system is a liability to educational system.

Also, Umezurike (2010) perceived that effective use of quality assurance techniques could be hindered when the school manger is showing indifference to information, seminars, conferences, symposia, etc, from where he can get up-to-date knowledge and skills. He noted that information is power and the person who must assure quality in the educational system must be properly informed on nature of the required quality to pursue, how, why and when usually reties on the past knowledge and skills will definitely fail in meeting the contemporary demands in quality assurance.

#### **Conclusion**

Based on the findings, it was concluded that quality assurance enhances provision of appropriate and relevant knowledge, collaboration or sharing of academic experiences which will increase the potentialities of the teaching skills and capacity building among teachers in the school system. This implies that quality assurance affect teaching and learning in term of strengthening potentialities in covering course outlines, completion of teaching-work-load before the end the semester or session, adequate utilization of modern instructional materials

#### **Recommendations**

The following are the recommendations supporting this research work:

1. There should be adequate monitoring system in order to achieve the quality expected goals and objective in the educational sector.
2. There should be persistent supervision of the teachers in the process of carrying on their



respective assignments and responsibilities in the schools.

3. Administrators and educational planners have to be trained persistently for the understanding of the strategies involves in quality assurance.
4. Workshops, seminars and conferences should be organized for teachers as a source of orientation.

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