



QUALITY ASSURANCE VARIABLES, INTEGRATION OF ICT TOOL AND SECONDARY SCHOOL GOAL ATTAINMENT IN YAKURR L.G.A, CROSS RIVER STATE

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Abstract

This study investigated quality assurance variables, integration of ICT tools and secondary school goal attainment. Two research questions and hypotheses were formulated to guide and direct the study. The ex post facto research design was adopted for the study. The population of the study comprised all the 427 teachers in Yakurr secondary school. The sample for the study comprised two hundred and eighty (280) teachers drawn from the (23) secondary schools. The instruments used for data collection was a structured questionnaire titled "Quality Assurance variables, integration of ICT and secondary school Questionnaire (QAVISQ)", Data collected were analyzed using Pearson Product Moment Correlation statistics at, 0.05 level of significance. The result of the study revealed that provision of school facilities and supervision of instructional delivery significantly relate with secondary school goal attainment. Based on this result, it was recommended that adequate facilities such as spacious classrooms with adequate functional seats, internet facilities that would enable students use e-library resources all the time, and functional laboratories, etc. should be provided in the school, adequate modality for supervising what teachers do in the classroom should be put in place.

Introduction

Secondary education is the second level in the educational system. FRN (2004) asserted that secondary education is the form of education children receive after primary education before the tertiary stage. The broad aim of secondary education is to prepare individuals for higher education and also prepare them for useful living within the society they live. Secondary education consists of senior and junior schools. FRN (2004).

Offem (2020) asserted that education is a sure pathway to liberation of the mind and the improvement of socio-economic status of the people. He further explained that education and training help individuals to be empowered and escape poverty by providing them with necessary skills and knowledge to raise their output, income and wealth. Secondary education could change students mind-set, orientation to values and acquisition of element skills, one of the broad aims of secondary education according to FRN (2004) is to raise a generation of people who think for themselves, respect the dignity of labour, appreciate those values specified under the broad needful goals and live as citizens, this is not achievable in our educational system, however, the level of student inability to perform academically seems to depend largely on institutional practices especially in the area of quality



assurance. Secondary goal can only be achieved when students are able to maximize learning in the three domains of learning, also expressed in their level of knowledge and skills acquisition and their ability to apply the skills and knowledge acquired in solving emerging problems in the society. Regrettably, the preponderance of students with no employable skills in the labour market, the alarming rate of increase in production of students in the school system has painted a clear picture of the poor delivery of secondary schools in Nigeria in particular in Yakurr Local Government Area of Cross River State.

According to Oboegbulem (2014) in every school system, the student is at the center of the teaching and learning activities. This type of education needed for the achievement of useful living within the secondary school principals, teachers and society at large. Useful living within the society implies the development and training of the learner to ensure that all the school programmes are prepared towards developing to the fullest of the personality of the learner. This development should include his intellectual, physical, social, psychological as well as educational needs hence to be centered on students. RFN (2009).

Secondary schools occupy a strategic position in the educational sector, it bridges the gap between the primary and tertiary level of education in Nigeria. Ategwu, Kenn-Aklah and Fanan (2023).

Observation over the years have shown that the Place of education as an indispensable tool for the growth and development of every nation of the world cannot be overemphasized. As such education is a virtue held by modern societies as a feasible instrument for expanding the productive capacity of the society through knowledge creation, knowledge integration, knowledge utilization and social reconstruction. This description is particularly apt in this 21st century which is characterized by knowledge-based societies where the development of any society is premised, not upon the amount of acquired industrial infrastructure, but upon the level and amount of knowledge acquired by the citizens. Secondary school education is a crucial factor to the success and prosperity of any nation of the world. It is the engine room for the expansion of the knowledge horizon of any developing society. Secondary school education is the level of education pre-occupied with the critical task of producing the required human force to manage all the facets of the economy. A sound and dynamic university education is a formidable instrument for ensuring the development of any nation towards economic advancement and global competitiveness. Ensuring effective secondary education in Nigeria would reposition the country for a phenomenal progress in global standard and practice, as well as increasing the country's productive capacity to meet the global trend in international development.

Quality assurance variables are quality control mechanisms designed to ensure that teachers and other staff of the school carry out their roles effectively for the success of the school system. Quality assurance in education is the efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce a quality output (students) that meets set standards and expectations of the society (Ayeni, 2011). Fanan, Ategwu and Adie (2023) opined that quality assurance serves as part of quality mandate that focused in providing confidence in the lives of both teachers and students if they are held to it laydown rules and regulations. In other words, it enhance continuous process of accessing and monitoring of the activities of teachers and students. Such quality assurance variables as provision of adequate school facilities and supervision of instructional delivery, may have significant implication on the way students may involve in unwanted attitude in schools. The type, availability and functionality of school facilities such as library facilities, laboratory facilities, classroom facilities, and internet facilities can determine the Level of teaching and learning in schools, as well as contribute to students' determination to engage in unethical behaviours within and outside the learning environment. Obeten, Izu, Ategwu and Okon (2024).

Secondary school policies can also be a contributory factor to academic performance among secondary school students. When there are no stringent measures to deal with students' academic indiscipline in an educational system, students become more comfortable in indulging in such unethical behaviour, and which can further increase the rate of academic fraud in the school. For secondary schools goals to be attained, government through the Ministry of Education should ensure that appropriate instructional materials are provided, conducive learning environment are ensured, teachers should be motivated and students given proper attentions to their teaching and learning situations.



Statement of the problem

The rapid changes in education globally are causing tension in secondary schools in Yakurr Local Government Area. These tension include innovating standardization diversity, comparability, autonomy, accountability, rising enrollment in all level of education amidst the huge budget, academy excellence, school facilities, school environment, halls/classroom and student examination etc. These tension required concerted action by education stakeholders through quality assurance practices. In other to realize secondary education goal attainment with focuses on vision of being best in preparation and development of adequate middle manpower for global competitions, quality assurance must be ascertain. It is evidence that form goals attained, assurance practices must be of most priority to secondary education including other higher level of education given this unpleasant development in secondary school. It becomes pertinent to raise the question. How do quality assurance variable, integration of ICT tool relate to secondary school goal attaining in Yakurr Local Government Area of Cross River State.

Purpose of the study

The main purpose of this study is -to examine quality assurance variables, integration of ICT tool and secondary school goal attainment in Yakurr, Cross River State. Specifically, the study sought to investigate the relationship between:

1. Provision of school facilities and secondary school goal attainment in Yakurr
2. Supervision of instructional delivery and secondary school goal attainment in Yakurr

Research questions

The following research questions were posed to direct the study.

1. To what extent does provision of school facilities relate to secondary school goal attainment?
2. To what extent does supervision of instructional delivery relate to secondary school goal attainment?

Statement of hypotheses

To direct the study, the following hypotheses were formulated;

1. Provision of School facilities does not significantly relate to secondary school goal attainment
2. Supervision of instructional delivery does not significantly relate to secondary school goal attainment

Literature Review

Provision of school facilities and secondary school goal attainment

School facilities are important elements required for the realization of educational goal and objectives. School facilities comprise all the physical facilities and information and communication technology (ICT) facilities designed to "aid effective teaching and learning in schools. Amachukwu and Ololube (2015) maintained that functional school plant enhances good delivery of educational services required to promote education of learners, a key aspect of the school goal. In essence, the school curriculum would not be meaningful and functional if required facilities are not provided in adequate quantity and at appropriate times in schools (Uko & Ayuk, 2014). Yusuf and Adigun (2010) further submitted that the curriculum cannot be implemented if the relevant facilities that are required for teaching and learning are not available. School facilities mean the infrastructural provision in the universities such as lecture rooms, equipment, laboratories, library, playgrounds, buildings, Internet, and the school compound. The availability of adequate school facilities enhances effective teaching and learning, thereby reduces the probability of the occurrence of academic misconduct in school, Obeten et al.

Ategwu, Amos and Unyimse (2022) conducted a study on teachers information and communication technology usage and their job effectiveness among secondary schools in Ogoja Education Zone. The study adopted survey research design. The sample of 100 teachers were used. The finding of the study revealed that there is a significant influence of teachers level of accessibility of ICT tools. It recommended that school administrators should provide ICT tools for teachers and students to enhance teaching and learning.

Obeten et al., (2024) conducted a study on school resources utilization and teachers job commitment in Calabar Education Zone of Cross River State. Correlational research design was adopted for the study, the population of the study comprised 1860 teachers. 208 teachers were used as sample of the study. The finding of



the study reveal that there is a significant influence of utilization of ICT and recreational facilities on teachers job commitment. The study recommends that there should be adequate facilities to boost teaching and learning. Isralla and Rosaki (2022) conducted a study on provision and utilization of school facilities and students academic achievement in Lagos state. Two hypotheses and two research questions were raised. The population of the study comprised 400 school principals, 200 were principals were used as sample of the study, questionnaire were the instrument used for data collection. The study recommends that government and principals should ensure that facilities in the schools are provided.

Supervision of Instructional delivery and secondary school goal attainment

Students tend to desist from academic unproductivity when they participate in effective learning. One of the factors of effective learning in any institution is effective teaching. Labini Lloyd, Wittenstein, Sellers and Swanson (2011) added that a quality teacher is one who has a positive effect on student learning and development through a combination of content mastery, command of a broad set of pedagogic skills, and communications/interpersonal skills. It implies that effective teaching enhances effective learning among students, which in turn, reduces the probability of students' involvement in examination misconduct and enhances students' learning effectiveness in universities. This means that the level of instructional delivery in an institution can be a determining factor of the level at which students may be disposed to academic dishonesty in the institution, thus ensuring that teachers deliver effective instruction in the university becomes a feasible measure to minimize misconduct in the system.

Sultana and Pakistan (2009) in their paper on stressed that the higher the quality of teaching the higher the quality of education. They explained that quality education can ensure security, welfare and prosperity of a nation. The main objectives of the study were to evaluate the indicators of good teaching, examine the institutional policies for valuing the teaching, examine the contribution of teaching towards professional development of teachers and to find out institutional efforts for enhancing the professional development of teachers and students' learning effectiveness. Twenty teachers of each university were taken as the sample of the study. This sample was selected with the help of the students from each department. As students were considered tougher evaluators of the teachers, so the selection of the good teachers was completed on the basis of the five common competencies such as competencies related to subject and subject area teaching, competencies related to teaching and learning, competencies in research work and competencies related to professional behaviour. This survey type study was conducted through a questionnaire. The study concluded that good teaching did not pay any benefit to teachers except self-satisfaction and was also found that the requirements for quality teaching were not available in universities. It was also shown that students were unable to maximize learning and were involve in some forms of examination irregularity. The researcher submitted that learning effectiveness in the university system depends on quality of teaching, and that students would concentrate on effective learning more when there is effective supervision of the teaching process in institutions.

Dali, Daud and Fauzee (2017) carried out a study designed to identify teachers' quality in teaching and learning at secondary schools in Jitra, Kedah. The study focused on students' level of perception towards teachers' quality in teaching and learning, its relationship with teachers' achievement and the difference in perception between students of different genders. The sample of the study involved 182 secondary school students. The instrument used was a set of questionnaire comprising 21 items covering teachers' quality in teaching and learning. The data were analyzed by using the statistical descriptive and inferential such as the mean, standard deviation, t-test and Pearson correlation. Students' perceptions on the quality of teacher's teaching and learning are based on the level of perceptions of 5 point Likert scale. In general, the result showed that the students' level of perceptions on the quality of teachers' teaching and learning is in a good category. However, there was no significant relationship between male and female perceptions toward the quality of teachers' teaching and learning and their achievements. The findings of this research could be used as a guideline for improving teachers in order to enhance the quality of their teaching and learning for students' effective learning in schools. The implication of this empirical study to the present study is that effective learning reduces of the 'propensity examination malpractice in an institution, and thus the teaching process must be effectively monitored.

Methodology



The research design adopted for this study was the ex-post facto design. Ex-post facto research design is adopted when the interest of the researcher is to investigate event, phenomenon or attribute that had already occurred in the population naturally prior to the time of the study, in order to understand and establish what can possibly occur at present following the previous situation. Ex-post facto design is a research approach adopted when the variance in the independent variables has occurred naturally in the population of which it is not possible for the researcher to carry out random assignment of sample or manipulate the sample (Isangedighi, 2012). The decision to use this research design for this work was based on the notion that the variation in quality assurance variables, integration of ICT and goal attainment in Yakurr had already occurred in the school before the time of the investigation. The population for the study comprised all the secondary school teachers in Yakurr Local Government Area of Cross River State. Multi-stage sampling procedure was employed in selecting the sample in this research. This involved purposive sampling, stratified random sampling and sampling random techniques. Purposive sampling refers to a judgement form of sampling in which the researcher based on his knowledge of the population handpicks certain group of individual for their relevance to the issue being studied. Stratified sampling is applied where the population is made of heterogeneous groups and provides a means whereby the entire population of the study is grouped into homogenous sub-groups from which simple random sampling is used to select representative sample for a study (Isangedighi, 2012). Purposive sampling technique was applied selecting all the teachers in the school as sample for this study.

Accordingly, stratified sampling technique was used the sample for this study was two hundred and eighty (280). This sampling procedure was chosen for ease of administration of instrument and also to allow the researcher have a representative sample for the study. The sample for the study comprised two hundred and eighty (280) teachers drawn from the Twenty three (23) secondary schools in Yakurr. This represents 4% of the entire population of the study. One instrument will be used for data collection in this study. A structured questionnaire tagged "Quality Assurance Variables, Integration of ICT and Secondary School Goal Attainment Questionnaire (QAVIISGQ)" was used for data collection in the study. QAVIISGQ had three (3) sections namely: section A, B, and C section A requested information on student's biographic data such as, sex, classes and age. Section "B" dealt with items on provision of school facilities and supervision of instructional delivery. Section "C" measured the dependent variable (goal attainment). QAVIISGQ was designed using modified 4point likert scale format, and was administered on students. The items on QAVIISGQ had four options ranging from Strongly Agree (SA), Agree (A), Disagree (DA) and Strongly Disagree (SD). 6 items was designed to measure each of the sub-variables, both for independent and dependent variables of the study. The items in the questionnaires were constructed using ideas from literature related to the variables. The respondents were required to respond objectively based on their degree of agreement or disagreement on the attributes measured. In scoring the scale, positively worded items were scored 4 points for SA, 3 points for A, 2 points for D and 1 point for SD. For negatively worded items, the scoring was reversed. SA attracted 1 point, A attracted 2 points, D attracted 3 points and SD attracted 4 points. The validity of the instrument was done by two experts in Educational Management and two experts in measurement and evaluation in the Faculty of Educational Foundations, University of Calabar, Calabar to vet the items for face and content validity.

Results and discussion

In this study, each hypothesis was presented in a null form. The data for all research variables were analyzed using Pearson product moment correlation statistics (r). All the hypotheses were tested at 0.05 level of significance

Hypothesis one

Provision of School facilities does not significantly relate to secondary school goal attainment in Yakurr LGA. The result of the analysis is presented in Table 1

TABLE 1

Pearson product moment correlation analysis of the relationship provision of school facilities and secondary school goal attainment in Yakurr N=280

Variables	Mean	S.D	rx	Sig.
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Provision of school facilities (X)	20.86	2.06		
			.652	.000
Goal attainment (Y)	20.65			

* $p < .05$, $df = 278$, critical $r = .113$

The result of the analysis presented in Table 1 shows that the calculated r -value of .652 is greater than the critical r -value of .113 at 0.05 level of significance and 278 degrees of freedom. With this result therefore, the null hypothesis is rejected, while the alternative hypothesis is accepted. This means that there is a significant relationship between provision of school facilities and secondary school goal attainment.

Hypothesis two

Supervision of instructional delivery does not significantly relate secondary school goal attainment in Yakurr. The result of the analysis is presented in Table 2.

TABLE 2

Pearson product moment correlation analysis of the relationship supervision of instructional delivery and secondary school goal attainment $N = 280$

Variables		rx	xy	Sig.	Mean
			S.D		
Supervision of instructional (X)	20.31	2.33			
			.535	.000	
Goal attainment (Y)	20.65	<u>2.03</u>			

* $p < .05$, $df = 278$, critical $r = .113$

The result of the analysis presented in Table 2 shows that the calculated r -value of .535 is greater than the critical r -value of .113 at 0.05 level of significance and 278 degrees of freedom. With this result therefore, the null hypothesis is rejected, while the alternative hypothesis is accepted. This means that there is a significant relationship between supervision of instructional delivery and goal attainment.

Discussion of findings

Provision of school facilities and secondary school goal attainment

The analysis of the first hypothesis revealed that provision of school facilities significantly related to goal attainment in Yakurr LGA. This result suggests that there is a significant relationship between the level at which facilities such as adequate classrooms, good sitting arrangement, well-equipped library and adequate laboratories, are provided for effective teaching and learning in the institution, and the level at which students would determine to involve themselves in academic work. This result also suggests that the more facilities are provided for effective teaching and learning in the institution, the more school goal can be attain. This positive result is quite obvious given the fact that without adequate classrooms, functional library system, internet facilities and functional laboratories, students cannot attain learning effectiveness. However, this result may be attributed to the fact that teachers are committed to their instructional duties in the institution. This is because no matter the level of facilities provision, when teachers are not committed to effective teaching, students may not be able to learn effectively.

Supervision of Instructional delivery and secondary school goal attainment

The analysis of the second hypothesis revealed that supervision of instructional delivery significantly related to secondary school goal attainment. This result suggests that there is a significant relationship between the level at which supervision of instructional delivery is carried in the school. This result also suggests that the more teachers are guided in the process of delivering teachers to students, supervisory the process of administering tests and examinations, the more there will be effective teaching and learning, and the more students are engaged in effective learning. This positive result is due to the fact that instructional delivery is the basic ingredient of learning, and that the way instructions are delivered in an institution it determines the level of learning among students. Thus when the process of instructional delivery is effectively supervised by relevant institutional authorities, teachers become more committed to their instructional roles, thereby enhancing learning among



students, which in turn, reduces the level of academic fraud among them. Nevertheless, this result may be due to the fact that students in the school are determined to learn and are committed to their learning activities in the institution. This is because when students are not willing to learn, no matter the level of instructional supervision, they may still involve in unethical activities.

This result supports the findings of Dali, Daud and Fauzee (2017) who found that research could be used as a guideline for improving teachers in order to -enhance the quality of their teaching and learning for students' effective learning in schools, and that effective learning reduces of the propensity examination malpractice in an institution, and thus the teaching process must be effectively monitored. In line with this result.

Conclusion

Following the findings of this study, it is concluded that provision of school facilities and supervision of instructional delivery, have significant relationship with secondary school goal attainment. **Recommendations**

Based on the results of the research findings, the following recommendations were made:

1. Adequate facilities such as spacious classrooms with adequate functional seats, internet facilities that would enable students use e-library resources all the time, and functional laboratories, etc. should be provided by school management to enable students improve their learning and prepare effectively for their examinations
2. There should be adequate modality to supervise what teachers does in the classroom should but put in place, as this would make them deliver effective instruction to students for effective and learning, which would help to reduce unethical behaviour among students.

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