



INFLUENCE OF QUALITY ASSURANCE ON THE MANAGEMENT OF EDUCATIONAL RESOURCES IN SENIOR SECONDARY SCHOOLS IN PORT-HARCOURT METROPOLIS, RIVERS STATE

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Abstract

The study investigated the influence of quality assurance on the management of educational resources in senior secondary schools in Port-Harcourt Metropolis, Rivers State. Three objectives and three research questions guided the study. The design used in the study was a descriptive survey research design. The study was carried out in Port-Harcourt Metropolis Rivers State. The population of the study was 1908 comprising 41 principals and 1867 senior secondary school teachers in Port-Harcourt Metropolis, Rivers State. The sample size of the study was 303 respondents which comprised 41 principals obtained using census while 262 teachers were selected using cluster random sampling technique was used to select teachers. The instrument used for data collection was a self-designed questionnaire titled “Influence of Quality Assurance on the Management of Educational Resources (IQAMER)”. The instrument was validated by two experts, while the reliability of the instrument was established using Cronbach Alpha which yielded an average reliability coefficient of 0.83. Mean and standard deviation was used to provide answers to research questions. The null hypotheses were tested at 0.05 level of significance. The study found that the influence of quality assurance on educational resources include guaranteeing the recruitment of qualified teachers using the acceptable standard, enforces professional development of recruited teachers, enhance the provision of quality infrastructural facilities for conducive learning, enhance careful utilization of fragile educational facilities to prevent accidents, aids assessment of instructional materials carefully before procurements amongst others. The study recommended that government should provide teachers in secondary schools with quality instructional resources for efficient instructional delivery. This will help teachers to prioritize the use of instructional materials in teaching and learning

Keywords: Quality Assurance, Management, Educational Resources

Introduction

In recent time, the dwindling quality of education in Nigeria has called for researchers' attention to determine its cause and proffer workable solution to the state of education in Nigeria. The development of any nation lies in the quality of education available for the citizen. This is why quality assurance is an essential part of every educational sector. The process of ensuring that a standard or quality is reached or raised in the educational system is known as quality assurance (Madu & Adebisi, 2021). Quality assurance, according to Ayeni and Adelabu (2011), is a systematic management, monitoring, and evaluation procedure used to make sure that educational institutions adhere to the set standards in order to accomplish their goals and produce outputs that will meet the needs of the institution's

customers (society). According to Okebukola, (2017), quality assurance is concerned with the policies, processes, strategies, and resources that the institution uses to ensure that its standards and needs for quality are being met.

Quality assurance in education refers to the systematic processes and activities implemented to ensure that educational institutions meet and maintain predetermined standards of quality (Martinez-Lorente, 1988). Hence quality assurance could be described as a process which involves monitoring, evaluating, and continuously improving various aspects of education, including curriculum, teaching and learning methods, assessment practices, and the overall learning environment. The goal of quality assurance is to enhance the educational experience and outcomes for students, as well as to ensure



accountability and transparency in educational institutions.

Quality assurance is needed in the management of educational resources to achieve desirable outcome. Resource management in education is focused on the development, improvement and maintenance of every resources in the school that collaborate for delivery of educational services. Quality assurance is an integral part of management that helps to guarantee the quality of resources used for delivery of educational services. For instance, checking the many components of services related to school facilities as part of quality assurance requires making sure that standard of quality are being met, maintained and or improved. It ensures the usefulness of facilities for as long as possible, controls expenditure and improves the general atmosphere of a school for effective teaching and learning operations.

In tertiary institutions in Nigeria, National Universities Commission (NUC) plays a crucial role in quality assurance in higher education. The NUC is responsible for the accreditation and regulation of universities in Nigeria. They ensure that universities meet certain standards in terms of faculty qualifications, curriculum, facilities, and research output. The NUC conducts periodic assessments and evaluations to maintain and improve the quality of education in Nigerian universities (Ebekozen & Aigbavboa, 2022). Similarly, secondary school boards carry out quality assurance programmes such as continuous improvement, supervision, inspection, maintenance and evaluation of education service delivery in secondary schools. The essence of quality assurance process is to identify areas where there is need for improvement and also ascertaining the quality of services rendered to the society. In addition to these efforts, there is a need for continuous professional development for teachers to enhance their pedagogical skills and subject knowledge. Quality assurance

would necessitate adequate training and support for teachers which could lead to improved teaching and learning outcomes in Nigerian schools (Yusuf, 2022).

One aspect of educational institutions that requires quality assurance is human resources management. Human resource management refers to the process of bringing people and organizations together so that the goals of each are met. It is that part of the management process which is concerned with the management of human resources involved in the organization. It is worthy to note that, when human resources are brought together to achieve a particular vision of the organization, there is need for quality assurance especially in educational. This will help the in quality control of services each person renders to achieve the organizational objective. Keffane, Bachioua, and Zerzour (2021) asserts that quality assurance is needed in human resource management because without the appropriate, skilled and experienced human resources, failure will be the expected result in any organization particularly in educational institution. The authors further posited that the most significant functions of human resource management where quality assurance should be prioritized include recruitment, selection, appointment. This is because the importance of these process for the organization to achieving its goals cannot be overemphasized.

Quality assurance plays a significant role in human resource management in schools. It ensures that the quality standards of education are maintained and improved, and that teachers are motivated to perform at their best. Human resource maintenance is an integral part of quality assurance, as it ensures that teachers have the necessary skills and knowledge to improve their motivation and effectively address future challenges (Abiola, 2022, Seftiani et al., 2019). A conducted by Anyango et al. (2020) aimed to establish the influence of human resource practices on quality assurance among secondary school



teachers in the central region of Uganda. The study found that on-job training of teachers empowers them with critical skills necessary to gain a competitive advantage in the educational environment. This suggests that human resource development practices, such as on-job training, contribute to the quality assurance of teachers (Anyango et al., 2020, Odigwe & Owan, 2022). Another study by Abiola (2022) focused on quality assurance parameters as predictors of teachers' motivation in Kwara State public junior secondary schools. The study found that quality assurance parameters, including human resource maintenance and data management, significantly predicted teachers' motivation. These findings are consistent with the understanding that quality assurance policies are put in place to monitor, maintain, and safeguard quality standards in schools. They also serve other goals, such as program improvement and accountability towards the public (Abiola, 2022).

Quality assurance is also essential in the management of physical resources to create conducive environment for teaching and learning process. Physical resource to include machines, raw materials, automobiles, and various items than can facilitate an organization's activities and processes (Usman, 2016). This means that physical resource is an essential instrument used to carry out operations in schools and as such, they cannot be overlooked when it comes to the economic context of developing education. In the view of Ile (2019) physical resource includes academic facilities (classrooms, seats, laboratories, libraries, chalk, books, marker forums, audio-visual materials, gardens and swimming pools, leisure centres (fields, balls and gymnasiums) and so on. In any educational setting, resources are important for the day-to-day running of the school. Physical resources are therefore resources that include buildings and structures, ICT facilities, laboratories, and equipment.

Quality assurance is crucial in the management of physical resources in schools to ensuring academic quality and the provision of appropriate facilities. Academic quality assurance encompasses both teaching and learning procedures as well as the curriculum, while structural provision refers to the buildings and physical facilities (Afriadi et al., 2023). Quality assurance policies are established to monitor, maintain, and safeguard quality physical resources and ensure accountability to the public (Abiola, 2022).

In this context, quality assurance could involve the optimal utilization of available resources, both human and material, to provide the desired quantity and quality of education within the specified timeframe (Kadir et al., 2020, Seftiani et al., 2019). Additionally, the management of non-financial resources, such as school plants, laboratories, and physical amenities, is essential for achieving institutional goals (Odigwe & Owan, 2022). Overall, quality assurance and management of physical resources in schools are essential for maintaining and improving academic quality. This includes ensuring the quality of teaching and learning procedures, curriculum, and physical facilities, as well as effectively managing human and material resources. Adequate provision of resources and the implementation of quality assurance guidelines are crucial for achieving these goals (Odigwe & Owan, 2022).

In the management of instructional resources, quality assurance plays a crucial role in ensuring effective and efficient utilization of these resources. In the study of Praraksa et al. (2015) it was found that quality assurance is essential in the development of internal quality for operational effectiveness. In the school, instructional resources play vital role in day to day operation of the school. Hence, it is a significant part of school system that requires quality control. A quality instruction material may as well lead to quality



instructional delivery. In Ayeni (2012) who explored the challenges in achieving sustainable quality assurance in secondary schools highlighted gaps in learning facilities and resources, funding, institutional management, and ineffective supervision of instructional activities amongst others. Instructional materials without quality control would contribute to poor teaching and learning outcomes, including examination malpractice and low student performance. These findings suggest that quality assurance is essential for effective management of instructional resources in schools. By addressing the gaps in teacher competence, curriculum instruction, and learning facilities, quality assurance promotes the improvement of teaching and learning outcomes (Praraksa et al., 2015; Ayeni, 2012). Quality assurance has a significant influence on the management of instructional resources in educational settings. Administrators' instructional leadership and the establishment of quality assurance agencies play crucial roles in ensuring effective utilization and management of instructional resources.

Statement of problem

Quality assurance is necessary in the management of educational resources due to several problems that arises as a result of less quality in educational service delivery. In the study area, it has been observed that poor performance in external examination, behavioural deficiencies among students examination malpractices amongst others are fast rising. This is because principals in public secondary schools face challenges in implementing quality assurance guidelines during managerial practices due to shortage of funds, high taxes, and inadequate numbers of teachers (Ngemoyo & Mwila, 2022). This has equally led to compromise in school management practices such as recruitment, of unqualified teachers, procurement of low

quality physical and instructional facilities and poor maintenance of educational resources. If the situation lingers, the impact may be felt in all other sectors. The researcher therefore intends to investigate the influence of quality assurance in the management of educational resources in senior secondary schools in Port-Harcourt Metropolis, Rivers State.

Purpose of the study

The purpose of the study was to determine the influence of quality assurance on the management of educational resources in senior secondary schools in Port-Harcourt Metropolis, Rivers State. In specific, the study sought to examine

1. the influence of quality assurance on the management of human resources in senior secondary schools in Port-Harcourt Metropolis, Rivers State;
2. the influence of quality assurance on the management of physical resources in senior secondary schools in Port-Harcourt Metropolis, Rivers State; and
3. the influence of quality assurance on the management of instructional resources in senior secondary schools in Port-Harcourt Metropolis, Rivers State.

Research Question

The following research questions were asked

1. What is the influence of quality assurance on the management of human resources in senior secondary schools in port-Harcourt Metropolis, Rivers State?
2. What is the influence of quality assurance on the management of physical resources in senior secondary schools in port-Harcourt Metropolis, Rivers State?
3. What is the influence of quality assurance on the management of instructional resources in senior secondary schools in Port-Harcourt Metropolis, Rivers State?

Hypotheses



1. There is no significant difference between the mean responses of teachers and principals on the influence of quality assurance on the management of human resources in senior secondary schools in port-Harcourt Metropolis, Rivers State
2. There is no significant difference between the mean responses of teachers and principals on the influence of quality assurance on the management of physical resources in senior secondary schools in port-Harcourt Metropolis, Rivers State
3. There is no significant difference between the mean responses of teachers and principals on the influence of quality assurance on the management of instructional resources in senior secondary schools in Port-Harcourt Metropolis, Rivers State

Methodology

The design used in the study was a descriptive survey research design. The study was carried out in Port-Harcourt Metropolis Rivers State. Port-Harcourt Metropolis comprises of two local government areas namely Port-Harcourt Local Government Areas and Obio-Akpors Local Government Areas. The study areas appear to be the hub of secondary and tertiary education of the entire state. This makes the study area the suitable for the study. The population of the study was 1908 comprising 41 principals and 1867 senior

secondary school teachers in Port-Harcourt Metropolis, Rivers State. The sample size of the study was 303 respondents which comprised 41 principals obtained using census while 262 teachers were selected using cluster random sampling technique was used to select teachers. The instrument used for data collection was a self-designed questionnaire titled "Influence of Quality Assurance on the Management of Educational Resources (IQAMER)". The questionnaire was designed into three sections (Section A-C), each section obtained information on research questions. The instrument was validated by two experts, one in educational management and the other from measurement and evaluation. The reliability of the instrument was established using Cronbach Alpha which yielded an average reliability coefficient of 0.83. This reliability coefficient showed that the instrument is reliable. During the administration of the research instrument, 303 copies of the questionnaire were administered while only 280 copies (32 principals and 248 teachers) were successfully retrieved.

Mean and standard deviation was used to provide answers to research questions. The decision rule was that items with mean greater than or equal to 2.50 were "Agreed" while items with mean less than 2.50 were "Disagreed". The null hypotheses were tested at 0.05 level of significance. The null hypotheses were accepted when z-calculated is less than the z-critical value and vice-versa.



Results

Research Question 1: What is the influence of quality assurance on the management of human resources in senior secondary schools in port-Harcourt Metropolis, Rivers State?

Table 1: Mean responses on Influence of Quality Assurance on the Management of Human Resources

S/N	Items	Principals=32			Teachers=248		
		Mean	S.D	Rmks	Mean	S.D	Rmks
1	Quality assurance helps to guarantee the recruitment of qualified teachers using the acceptable standard	3.19	0.61	Agree	3.56	0.68	Agree
2	Enforces professional development of recruited teachers to ensure quality service delivery	3.21	0.84	Agree	3.34	0.76	Agree
3	It helps to prioritize compensation of teachers for quality service delivery	3.02	0.86	Agree	3.29	0.69	Agree
4	Quality assurance coordinate the performance management of teachers to guarantee efficiency in instructional delivery	3.22	0.76	Agree	3.35	0.63	Agree
5	Necessitate feedback of teachers' performance from teachers and school stakeholders	3.45	0.59	Agree	3.57	0.59	Agree
6	Quality control helps to regulate the quality of newly hired teachers	3.40	0.66	Agree	3.24	0.77	Agree
7	Helps to introduce career planning programme for teachers so as to aid quality service delivery	3.22	0.75	Agree	3.58	0.60	Agree
8	Aids the keeping of quality control records of teachers' performance	3.67	0.49	Agree	3.40	0.59	Agree
Grand Mean		3.30	0.70		3.42	0.66	

Field Survey, 2023

Table 1 shows the mean responses of teachers and principals on the influence of quality assurance on the management of human resources in Port-Harcourt Metropolis, Rivers State. Based on the criterion mean of 2.50, the analysis revealed that quality assurance helps to guarantee the recruitment of qualified teachers using the acceptable standard (3.19 & 3.56), enforces professional development of recruited teachers to ensure quality service delivery (3.21 & 3.34), it helps to prioritize compensation of teachers for quality service delivery (3.02 & 3.29), quality assurance coordinate the performance management of teachers to guarantee efficiency in instructional delivery (3.22 & 3.35), necessitate feedback of teachers' performance from teachers and school stakeholders (3.45 & 3.57), quality control helps to regulate the quality of newly hired teachers (3.40 & 3.24), helps to introduce career planning programme for teachers so as to aid quality service delivery (3.22 & 3.58) and aids the keeping of quality control records of teachers' performance (3.67 & 3.40).

Research Question 2: What is the influence of quality assurance on the management of physical resources in senior secondary schools in port-Harcourt Metropolis, Rivers State?



Table 2: Mean Response on the Influence of Quality Assurance on the Management of Physical Resources In Senior Secondary Schools In Port-Harcourt Metropolis

S/N	Items	Principal=32			Teachers=248		
		Mean	S.D	Rmks	Mean	S.D	Rmks
1	Quality assurance would enhance the provision of quality infrastructural facilities for conducive learning	3.23	0.61	Agree	3.56	0.68	Agree
2	Enhance careful utilization of fragile educational facilities to prevent accidents	3.40	0.63	Agree	3.59	0.76	Agree
3	Quality assurance helps to maintain minimum standard for school building and structures	3.31	0.69	Agree	3.26	0.69	Agree
4	It necessitates effective supervision and inspection of school procurements	3.59	0.59	Agree	3.30	0.63	Agree
5	Quality assurance aids effective maintenance of ICT facilities for teaching and Learning	3.47	0.64	Agree	3.56	0.59	Agree
6	It imposes continuous improvement of school physical resources to meet students' needs and comfort	3.59	0.63	Agree	3.44	0.77	Agree
7	Inspection enforcing detection of errors in school bulding, to prevent accidents within the school premise	3.34	0.70	Agree	3.39	0.60	Agree
8	Quality control helps to prevent accidents especially in the school laboraries	3.66	0.46	Agree	3.54	0.59	Agree
9	Structured testing encourages effective maintenance of school equipment	3.52	0.44	Agree	3.33	0.59	Agree
10	It helps to guarantee the reliability of school physical resources	3.43	0.68	Agree	3.34	0.68	Agree
Grand Mean		3.45	0.61		3.43	0.66	

Field Survey, 2023

Table 2 shows the mean responses of teachers and principals on the influence of quality assurance on the management of physical resources in senior secondary schools in port-Harcourt Metropolis, Rivers State. Based on the criterion mean value decision, the analysis revealed that majority of the respondents agreed that quality assurance would enhance the provision of quality infrastructural facilities for conducive learning (3.23 & 3.56), enhance careful utilization of fragile educational facilities to prevent accidents (3.40 & 3.59), quality assurance helps to maintain minimum standard for school building and structures (3.31 & 3.26), it necessitates effective supervision and inspection of school procurements (3.59 & 3.30), quality assurance aids effective maintenance of ICT facilities for teaching and Learning (3.47 & 3.56), it imposes continuous improvement of school physical resources to meet students' needs and comfort (3.59 & 3.44), inspection enforcing detection of errors in school building to prevent accidents within the school premise (3.34 & 3.39), quality control helps to prevent accidents especially in the school laboratories (3.66 & 3.54), structured testing encourages effective maintenance of school equipment (3.52 & 3.33) and quality assurance helps to guarantee the reliability of school physical resources (3.43 & 3.34).

Research Question 3: What is the influence of quality assurance on the management of instructional resources in senior secondary schools in Port-Harcourt Metropolis, Rivers State?



Table 3: Mean Response on the Influence of Quality Assurance on the Management of Instructional Resources in Senior Secondary Schools in Port-Harcourt Metropolis

S/N	Items	Principal=32		Teachers=248			
		Mean	S.D	Mean	S.D	Mean	S.D
1	Quality assurance aid assessment instructional materials carefully before procurements	3.13	0.79	Agree	3.56	0.59	Agree
2	Procurement of quality and durable instructional resources for teaching and learning	3.23	0.68	Agree	3.59	0.57	Agree
3	Ensuring utilization of multimedia instructional resources for teaching and learning	3.19	0.61	Agree	3.13	0.78	Agree
4	Quality assurance enhance continuous improvement of resources used in teaching and learning	3.29	0.62	Agree	3.13	0.56	Agree
5	It necessitates the delivery of quality instruction to students	3.18	0.62	Agree	3.32	0.59	Agree
6	Imposes inspection of instructional materials before and after usage	3.11	0.69	Agree	3.22	0.72	Agree
7	Emphasis students' restricted access to valuable instructional resources in the laboratories	3.42	0.66	Agree	3.31	0.63	Agree
8	Quality assurance emphasizes supervision of teachers and students when making use of instructional resources in the laboratories	3.27	0.71	Agree	3.34	0.69	Agree
9	Necessitates equipping the library with updated books and facilities	3.22	0.67	Agree	3.31	0.56	Agree
	Grand Mean	3.23	0.67		3.32	0.63	

Field Survey, 2023

Table 3 showed the mean response on the influence of quality assurance on the management of instructional resources in senior secondary schools in Port-Harcourt Metropolis. Based on the decision of the criterion mean value, the analysis revealed that there majority of the respondents agreed that quality assurance aid assessment instructional materials carefully before procurements (3.13 & 3.56), procurement of quality and durable instructional resources for teaching and learning (3.23 & 3.59), ensuring utilization of multimedia instructional resources for teaching and learning (3.19 & 3.13), quality assurance enhance continuous improvement of resources used in teaching and learning (3.29 & 3.13), it necessitates the delivery of quality instruction to students (3.18 & 3.32), imposes inspection of instructional materials before and after usage (3.11 & 3.22), quality assurance emphasis students' restricted access to valuable instructional resources in the laboratories (3.42 & 3.31), quality assurance emphasizes supervision of teachers and students when making use of instructional resources in the laboratories (3.27 & 3.34) and necessitates equipping the library with updated books and facilities (3.22 & 3.31).

Test of Hypotheses

1. There is no significant difference between the mean responses of principals and teachers on the influence of quality assurance on the management of human resources in senior secondary schools in port-Harcourt Metropolis, Rivers State



Table 4: z-test analysis on the influence of quality assurance on the management of human resources in senior secondary schools in Port-Harcourt Metropolis.

Students	N	\bar{X}	S.D	df	α	z-cal	z-crit	Decision
Principals	32	3.30	0.75	278	0.05	0.87	1.96	Accepted
Teachers	248	3.42	0.66					

Research Data Output, 2023

Table 4 shows the z-test analysis on influence of quality assurance on the management of human resources in senior secondary schools in Port-Harcourt Metropolis. The analysis showed that the z-calculated value obtained was 0.87 which is less than the z-critical value (1.96) i.e z-cal (0.87) < z-critical (1.96). The calculated z-value is not statistically significant at a 0.05 level of significance since it is less than the given critical value. Therefore, the null hypothesis is accepted. This implies that there is no significant difference between the mean responses of principals and teachers on the influence of quality assurance on the management of human resources in senior secondary schools in Port-Harcourt Metropolis, Rivers State.

2. There is no significant difference between the mean responses of teachers and principals on the influence of quality assurance on the management of physical resources in senior secondary schools in port-Harcourt Metropolis, Rivers State

Table 5: z-test analysis on the influence of quality assurance on the management of physical resources in senior secondary schools in port-Harcourt Metropolis,

Students	N	\bar{X}	S.D	df	α	z-cal	z-crit	Decision
Principals	32	3.45	0.61	278	0.05	0.19	1.96	Accepted
Teachers	248	3.43	0.66					

Research Data Output, 2023

Table 5 shows the z-test analysis on influence of quality assurance on the management of physical resources in senior secondary schools in Port-Harcourt Metropolis. The z-test analysis revealed that the z-calculated value obtained was 0.19 which is less than the z-critical value (1.96) i.e z-cal (0.691) < z-critical (1.96). Since the z-cal is less than the z-crit, the null hypothesis is thus accepted. This implies that there is no significant difference between the mean responses of principals and teachers on the influence of quality assurance on the management of instructional resources in senior secondary schools in port-Harcourt Metropolis, Rivers State.

3. There is no significant difference between the mean responses of teachers and principals on the influence of quality assurance on the management of instructional resources in senior secondary schools in Port-Harcourt Metropolis, Rivers State

Table 6: z-test analysis on the influence of quality assurance on the management of instructional resources in senior secondary schools in Port-Harcourt Metropolis

Students	N	\bar{X}	S.D	df	α	z-cal	z-crit	Decision
Principals	32	3.23	0.67	278	0.05	0.72	1.96	Accepted
Teachers	248	3.32	0.63					



Research Data Output, 2023

Table 6 shows the z-test analysis on influence of quality assurance on the management of human resources in senior secondary schools in Port-Harcourt Metropolis. The analysis showed that the z-calculated value obtained was 0.72 which is less than the z-critical value (1.96) i.e $z\text{-cal} (0.72) < z\text{-critical} (1.96)$. Therefore, the null hypothesis is accepted. This implies that there is no significant difference between the mean responses of principals and teachers on the influence of quality assurance on the management of instructional resources in senior secondary schools in Port-Harcourt Metropolis, Rivers State.

Discussion of Findings

Firstly, the study found that quality assurance helps to guarantee the recruitment of qualified teachers using the acceptable standard, enforces professional development of recruited teachers to ensure quality service delivery, it helps to prioritize compensation of teachers for quality service delivery, quality assurance coordinate the performance management of teachers to guarantee efficiency in instructional delivery, necessitate feedback of teachers' performance from teachers and school stakeholders, quality control helps to regulate the quality of newly hired teachers, helps to introduce career planning programme for teachers so as to aid quality service delivery, aids the keeping of quality control records of teachers' performance. The result of the hypothesis showed that there is no significant difference in the mean responses of teachers and principals on the influence of quality assurance on the management of human resources. This finding is consistent with Anyango et al. (2020) found that quality assurance practices such as on-job training contribute to the quality assurance of teachers. Similarly, Abiola (2022) supported the findings by stating that quality assurance parameters such as continuous improvement, maintenance, supervision, inspection and evaluation are predictors of teachers' motivation in Kwara State public junior secondary schools. These findings are consistent with the understanding that quality assurance policies are put in place to monitor,

maintain, and safeguard quality standards in schools.

Secondly, the findings of the study revealed that quality assurance would enhance the provision of quality infrastructural facilities for conducive learning, enhance careful utilization of fragile educational facilities to prevent accidents, quality assurance helps to maintain minimum standard for school building and structures, it necessitates effective supervision and inspection of school procurements, quality assurance aids effective maintenance of ICT facilities for teaching and learning, it imposes continuous improvement of school physical resources to meet students' needs and comfort, inspection enforcing detection of errors in school building, to prevent accidents within the school premise, quality control helps to prevent accidents especially in the school laboratories, structured testing of quality encourages effective maintenance of school equipment and it helps to guarantee the reliability of school physical resources. The result of the hypothesis showed that there is no significant difference in the mean responses of teachers and principals on the influence of quality assurance on the management of physical resources. This finding is related to Kadir et al. (2020) who posited that quality assurance is needed for optimal utilization of available resources to provide quality education service. Supporting this finding, Odigwe and Owan (2022) posited that for management of physical facilities to be efficient there is need to prioritize quality



assurance in the maintenance, provision and utilization.

Lastly, the study found that quality assurance aid assessment instructional materials carefully before procurements, procurement of quality and durable instructional resources for teaching and learning, ensuring utilization of multimedia instructional resources for teaching and learning, enhance continuous improvement of resources used in teaching and learning , imposes inspection of instructional materials before and after usage among others are the influence of quality assurance on the management of instructional resources in the study area. The finding is related to the findings of Ayeni (2012) who observed that instructional materials without quality control would contribute to poor teaching and learning outcomes, including examination malpractice and low student performance. In support of this, Praraksa et al., (2015) revealed that quality assurance is essential for effective management of instructional resources in schools by promoting the improvement of teaching and learning outcomes

Conclusion

Based on the findings of the study, it was concluded that quality assurance is an important aspect of educational system to ensure efficient and quality service delivery. Quality assurance necessitates continuous improvement, assessment, evaluation of educational services to guarantee efficiency. The influence of quality assurance on educational resources are far reaching as it helps to guarantee the recruitment of qualified teachers using the acceptable standard, enforces professional development of recruited teachers, enhance the provision of quality infrastructural facilities for conducive learning, enhance careful utilization of fragile educational facilities to prevent accidents, aids assessment of instructional materials carefully before procurements amongst others.

Recommendations

Based on the findings of the study, the researcher recommended that;

1. Government should ensure that every secondary school has quality assurance department/committee. This department would collaborate with the supervisors to realize quality service delivery in secondary schools.
2. School administrators should ensure that school physical resources procured are of utmost quality. More importantly, to ensure that the school physical resource such as school buildings, seats, laboratories, libraries, garden and playing field are well maintained to create a conducive environment for quality learning.
3. Government should provide teachers in secondary schools with quality instructional resources for efficient instructional delivery. This will help teachers to prioritize the use of instructional materials in teaching and learning.

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