The Impact of Quality Controlin Nigerian Secondary Schools Educational System

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Abstract- The Nigerian educational system need to have an impact of quality education due to the facts that the whole system need to improvement, development and standard to its objectives. To this study, the aim is to look at the impact of quality control for improving quality secondary school education and the effectiveness of teaching and learning. The main purpose of this study is to highlight how teachers improved intern of teaching quality and the effectiveness of supervisions in secondary schools. Thus, to encourage development and improved the relationship between supervisors and teachers for proper teaching and learning. However, all the challenges of quality control should be readdressed so that we can adjust for the proper action and adjustment. Moreover, quality control will enhance thorough supervisions in schools and will stimulate professional growth and development of teachers. In conclusion, to improve quality education in Nigerian secondary schools we need to retrained supervisors, adequate facilities for teachers, good remuneration, to revisit teachers' attitude to teaching and adequate statistical compilation in the school system among others. It recommends that School administrators and teachers are to monitor the inputs and outputs to ensure proper process so that relevant and adequate knowledge would be acquired. The paper then suggested prompt addressing of these issues to guarantee good quality educational system in line with the nation's and students' aspirations for better leaders.

Index Terms- Educational supervision, quality control, improving   and development

I. INTRODUCTION

Prior to the formulation of the National Policy for Education Quality in Nigeria in 2008, the process of monitoring the quality of education service delivery in schools was by external inspection or supervisors commonly referred to as quality control by the Inspectorate Services Department of the Ministry of Education. The quality control mechanism basically involved the policing of schools by the Inspectors/supervisors of Education to enforce compliance with government's policies, with regard to such aspects of school's operations as staffing, curriculum delivery, infrastructure, management, corporate life, laboratory practical and library services being implemented. All these are required to ensure a complete well-rounded education and production of quality students from the secondary school system as contained in the National Policy on Education (FRN, 2004) which aptly states that the broad aims of secondary education in Nigeria are:

1.The preparation of students for useful living within the society; and

2. The preparation of students for higher education

The aims and objectives make it clear that the ultimate goal of secondary education is to develop the individual's mental capacity and character for behaviour for higher education and useful living within the society since the future of any nation depends quite considerably on the quality of education it provides for its citizens. The realization of these objectives hinges on quality of teachers, infrastructure and learning environment, resource inputs, teaching process, classroom management, academic assessment, principals' supervision roles and students' commitment to learning. In spite of the societal demand for quality assurance education and the need for thorough supervision in schools, there is a growing concern about the realization of secondary education objectives due to doubt that the inspectorate department and many principals give little attention to supervision of instructional activities in secondary school. However, some changes have been identified regarding organization, teaching and funding. Viteritti (2009) opined that the administrative personnel in Italian schools have begun to play an increasingly important role in decision-making process, that administrative roles have become more common among teachers and that administrative skills have developed in administrative offices. In respect to funding, parents are paying schools fees as well as other income in addition to government provided by the Ministry of Education. Biondi et al. (2009) asserted that new teaching initiatives are welcome such as the use of information and communication technology for teaching practice and the introduction of assessment projects and the use of new interdisciplinary forms

II. THE CONCEPT OF QUALITY EDUCATION

According to Asim and Okon, (2005) The concept of quality education is relative subjective and variable while Okebukola (2005) Maintained that quality education as fitness of purpose and Fadipe (2005) views quality as appropriateness of resources available to education. However, Akpan and Esirah (2005) maintain that the concept of quality varies from that of providing special services to conforming to standards or fitness for purpose. Quality is the base line standard in education which can be measured on a scale of reference. It is an expression of standard or the means by which a certain set standard in education can be achieved .The concept of quality in education is multidimensional and embraces all functions and activities in the

academic sphere (Maduewesi, 2005).It involves quality of students, instructors/facilitators, instruction, facilities and equipment, academic programmes, curricula and assessment of students' performance. The quality according to Cavanaugh (2002) may include quantitative elements such as completion rates, student performance, and student evaluations of the learning experience or outcome product.

III. QUALITY CONTROL AND EDUCATION

Quality is concerned with how good or bad a product is. It is about the standard of something when compared with other things. It therefore presupposes that there is a standard set against which the outcome is compared. Jaiyeoba and Atanda (2005) posited that quality is synonymous with standard, efficiency, excellence, relevance and worthiness. When applied to education, it is the success with which an institution provides educational environment which enables students to effectively achieve worthwhile learning goals including appropriate academic standard. Still linking quality to education, Aigboje (2007) refers quality to excellence or more of societal values embodied in the school curricula. This involves stages and activities that take place until certificates are issued. According to Babalola,(2004) Thus, an education of high quality should have high quality students, teachers, facilities, school curriculum and government policies as inputs. The manner in which the inputs are processed from the beginning to the final years of an educational programme and the quality of assessment of the entire teaching-learning activities, also constitute important aspects of education. Quality education deals with proactive means of ensuring quality of inputs, teaching-learning process, academic achievement of pupils and school environment before things get out of hands. Quality outputs could be viewed in terms of achievement that is what the students learn in terms of skills, knowledge, attitude and behavior, attainment that is number of students who have completed prescribed academic programmes and quality of degrees or certificates awarded; standard that is the official learning and what the society expects.

IV. ROLE OF STUDENTS TO QUALITY EDUCATION

In Educational System, Students play a vital role into the education system. Without them, all other activities/ objectives cannot be achieved. At the entry point of the educational system, the students are expected to be of high quality in terms of moral. That is, they should meet the expected standard of the level or class in which they are to be enrolled for an academic purpose. Incidentally, students of poor ability have been admitted or promoted into higher classes in our educational institutions. Ezezobor (1983), wondered if products of such free primary and secondary education were going to be enrolled for General Certificate of Education. They were not seriously groomed for that type of examination, he concluded Quality education demands that students should be of required standard before they are admitted into schools and also demands that they should not be promoted if they are of low standard. According to Ebenebe (1998), opined that admission of children with very poor academic standards into secondary schools, as a way of laying

the foundation for indiscipline and violated the ethics of education.

V. THE ROLES OF TEACHERS TO QUALITY EDUCATION

According to Federal Republic of Nigeria, (2004) stated that 'no education system may rise above the quality of its teachers' incidentally, many teachers are lacking in good quality which can enhance meaningful teaching. As teachers to be quality they most purposes the Quality of teaching to be given by this category of teachers is likely to be low, and this will have adverse effects on the learners. Conversely, teachers of high quality could impart right and good skills, knowledge and attitude. Teachers are therefore, constitute a major factor of quality education in teaching and learning aspect.

According to Adegoke,(2003). In curriculum planning and implementation, attention is expected to be paid to the four pillars of learning which were advocated that learning to know, learning to do, learning to be, and learning to live together. When these aspect are adequately considered in the curriculum, the educational system will be functional and its recipient will be self-reliant. Even students 'with poor skill and knowledge acquisition the four areas, there is virtually no subject on the secondary school curriculum where there are no topics which teachers find difficulty to teach Okebukola, (2005). Though, this problem may be due to poor teacher preparation or poor teaching-learning environment, the problem may be inherent in the curriculum itself but also teachers are to be considered while planning a school curriculum contents for the students

Va. THE ROLE OF SCHOOL FACILITIES FOR QUALITY EDUCATION

Facilities can be generally defined as buildings, properties and major infrastructure which include physical and material assets (IES, 2006) Facilities in schools are materials resources that enhance teaching and learning thereby making the process and progress meaningful and purposeful. Facilities in schools can be defined as the entire school plant which school administrators, teachers and students harness, allocate and utilize for the smooth learning and efficient management of any educational institution, for the main objective of bringing about effective and purposeful teaching and learning experiences (Asiyai. 2012).According to Emetarom (2004) facilities in schools are the physical and spatial enablers of teaching and learning which will increase the production of results. School facilities serve as pillars of support for effective teaching and learning. furniture and recreational facilities, among others. They constitute vital inputs which are capable of achieving good results when combined with other resources in adequate quality and quantity. Teaching facilities include all of the infrastructure and material resources that are used to support the delivery of quality education. Infrastructure refers to basic physical and organizational structures needed for the successful running of the institution (Bakare, 2009). Studies have also shown that the condition of facilities in schools have a strong effect on quality academic performance of students. Chan Asiyai, (2012) found that students who were taught in modernized buildings scored consistently higher across a range of standardized tests. Adeboyeje (2000) reported that schools

with well-coordinated plant planning and quality control, maintenance practices recorded better students' result performance. Quality and Conducive school with physically decorated environment will enhance students 'school attendance, involvement in academic activities and academic performance will yield positively.

However, poor supply, poor maintenance and management will yield poor quality of teaching and learning in all schools. facilities are regular features in secondary schools. This will encourage a conducive environment for knowledge and skill acquisition.

Vb. CHALLENGES OF QUALITY CONTROL IN EDUCATION

According to Babalola (2007) on his own listed the following as some of the challenges especially as it relates to inspection which is a tool for sustaining quality education.
1. using of unqualified and untrained personnel in the inspectorate services which result in poor quality control and management.
2. Shortage of manpower in the inspectorate division.
3. Lack of adequate statistical compilation in the school system.
4. Inadequate funds and resources for inspection operation.
5. Lack of training for would-be a problem to school inspectors.
6. Inadequate facilities in the inspectorate.
7..Non-implementation/inadequate implementation of `recommendation in inspection reports which results in discouragement in producing high quality inspection reports.
8. Lack of cooperative attitude by some principals.
9. Political instability and frequent policy change.
10. Overload of administrative duties in addition to inspection tours, travels, etc.
11. Occupational hazards associated with road or river travels on inspection tours.

VI. CONCLUSION

The ultimate aims and objectives make it clear that the goal of secondary education is to develop the individual's mental capacity and character for behaviour for higher education and useful living within the society since the future of any nation depends quite considerably on the quality of education it provides for its citizens. The realization of these objectives hinges on quality of teachers, infrastructure and learning environment, resource inputs, teaching process, classroom management, academic assessment, principals' supervision roles and students' commitment to learning now is necessary for government and the stakeholder to embark on quality education for nation building**.**

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