

EFFECT OF QUALITY ASSURANCE ON THE MANAGEMENT OF TEACHING RESOURCES IN SENIOR SECONDARY SCHOOLS IN YOBE STATE, NIGERIA

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Abstract

This study examined the effect of quality assurance on the management of teaching resources in senior secondary schools in yobe state, Nigeria. The study was conducted with two objectives: to examine the effect of quality assurance on the management of human teaching resources in senior secondary schools and to determine the effect of quality assurance on the management of material teaching resources in senior secondary schools in yobe state. Two corresponding research questions and hypotheses were formulated. This study adopted a descriptive survey research design. The population of the study comprised all principals and teachers in public senior secondary schools in yobe state. There are 78 public senior secondary schools with 78 principals and 2,340 teachers, giving a total population of 2,418 respondents. A sample size of 343 respondents was selected from the population. The sample consisted of 39 principals and 304 teachers. Data were collected using a researcher-developed questionnaire titled "quality assurance and teaching resources management questionnaire (QATRMQ). Three experts subjected the instrument to face and content validation. The reliability of the instrument was established through a pilot study involving 30 principals and teachers from senior secondary schools. Reliability coefficient of 0.86 was obtained. Research questions were answered using mean and standard deviation. The hypotheses were tested using simple linear regression at the 0.05 level of significance. The findings revealed that quality assurance had a significant positive effect on the management of human teaching resources in senior secondary schools in yobe state. The study also found that quality assurance significantly influenced the management of material teaching resources. Based on the findings, it was recommended that quality assurance officers should strengthen regular supervision and monitoring of teachers in senior secondary schools to ensure effective instructional delivery.

Key Words: Quality Assurance, Management, Teaching Resources

Introduction

Quality assurance has become one of the fundamental mechanisms for improving the effectiveness and efficiency of educational systems across the world. It involves

systematic processes and activities designed to ensure that educational institutions meet predetermined standards in teaching, learning, administration, and resource management. In secondary education, quality assurance encompasses monitoring, evaluation, supervision, accountability, and continuous improvement in the utilization of educational resources to achieve desired learning outcomes. The growing emphasis on quality assurance reflects the increasing demand for accountability, transparency, and improved academic performance within educational institutions (UNESCO, 2021). Teaching resources constitute one of the most important components of the educational process because they facilitate effective teaching and meaningful learning experiences. These resources include qualified teachers, instructional materials, laboratories, libraries, information and communication technology (ICT) facilities, classrooms, textbooks, and other instructional aids that enhance students' academic achievement. The availability, adequacy, utilization, and maintenance of these resources significantly influence the quality of instruction delivered in schools. Consequently, effective management of teaching resources has become a priority for educational administrators, policymakers, and school managers seeking to improve educational quality (UNESCO, 2021).

Educational quality assurance extends beyond the assessment of students' academic performance to include the monitoring of resource allocation, utilization, supervision of instructional delivery, teacher professional development, and institutional accountability. According to the Federal Ministry of Education (2021), quality assurance in Nigerian secondary education involves ensuring that schools comply with established educational standards through regular inspection, supervision, monitoring, and evaluation of instructional activities and resource management. The primary objective is to ensure that educational resources are efficiently utilized to enhance students' learning outcomes and overall school effectiveness.

Globally, educational systems have increasingly adopted quality assurance frameworks as strategic tools for promoting educational excellence and institutional effectiveness. International organizations such as UNESCO and the Organization for Economic Co-operation and Development (OECD) have consistently emphasized the importance of quality assurance mechanisms in ensuring equitable access to quality education, improving teacher effectiveness, and promoting efficient management of educational resources (OECD, 2019; UNESCO, 2021). Sustainable Development Goal 4 (SDG 4) further underscores the necessity of ensuring inclusive, equitable, and quality education through effective management of educational inputs and institutional accountability (United Nations, 2015).

In Nigeria, the management of teaching resources in public secondary schools has remained a significant concern despite numerous educational reforms and increased government investment in the education sector. Several studies have reported persistent challenges relating to inadequate instructional materials, insufficient qualified teachers, poor maintenance of school facilities, ineffective supervision, and weak

accountability systems (Akinsolu, 2020; Ofojebe & Ezugoh, 2020). These challenges often undermine the achievement of educational objectives and negatively affect students' academic performance. The National Policy on Education recognizes quality assurance as an essential strategy for improving educational standards through effective monitoring, supervision, and evaluation of school activities (Federal Republic of Nigeria [FRN], 2014). Consequently, educational agencies such as the Federal Ministry of Education, State Ministries of Education, and State Universal Basic Education Boards have established quality assurance departments responsible for ensuring compliance with minimum educational standards. Their responsibilities include monitoring teachers' instructional practices, evaluating school facilities, assessing instructional resource utilization, and providing professional guidance to school administrators.

School principals play a critical role in ensuring quality assurance through effective management of teaching resources. As instructional leaders, principals are expected to plan, organize, coordinate, supervise, and evaluate the utilization of human and material resources to achieve educational goals. Effective management involves ensuring that instructional materials are available, teachers are adequately supervised, classrooms are conducive for learning, and school facilities are properly maintained. Research indicates that schools with strong instructional leadership and effective quality assurance mechanisms generally demonstrate better academic performance, improved teacher commitment, and enhanced resource utilization (Hallinger & Wang, 2020).

Human resources, particularly qualified teachers, remain the most valuable teaching resource in any educational institution. Teacher quality directly influences instructional effectiveness and students' learning outcomes. Quality assurance mechanisms ensure that teachers possess the required qualifications, receive continuous professional development, adhere to professional ethics, and effectively implement the curriculum. Regular classroom supervision, performance appraisal, mentoring, and professional training are among the quality assurance practices designed to enhance teachers' instructional competence (Darling-Hammond, 2021).

Material teaching resources equally require effective management to maximize their contribution to educational quality. Libraries, science laboratories, computer laboratories, instructional technologies, textbooks, and classroom facilities must be adequately provided, regularly maintained, and efficiently utilized. Poor management of these resources often results in wastage, deterioration, and reduced instructional effectiveness. Quality assurance officers therefore assess not only the availability of teaching resources but also their adequacy, accessibility, utilization, and maintenance within schools (UNESCO, 2021). The integration of Information and Communication Technology (ICT) into teaching and learning has further expanded the scope of quality assurance in education. Modern quality assurance systems increasingly evaluate schools' capacity to integrate digital technologies into instructional delivery, teacher professional development, assessment, and school administration. ICT

resources facilitate innovative teaching methods, improve students' engagement, and enhance educational management. However, disparities in ICT infrastructure and teacher competencies continue to pose challenges in many developing countries, including Nigeria (OECD, 2019). Yobe State, located in the North-Eastern region of Nigeria, has experienced unique educational challenges over the past decade due to insecurity, infrastructural deficits, teacher shortages, and limited educational resources. These challenges have significantly affected the quality of teaching and learning in many senior secondary schools. Although government interventions and support from international development partners have improved educational infrastructure and school enrolment, concerns remain regarding the effective management and utilization of available teaching resources. Reports from educational stakeholders indicate variations in school supervision, instructional monitoring, teacher deployment, and resource management across secondary schools in the state (Federal Ministry of Education, 2021).

Quality assurance practices are therefore increasingly recognized as indispensable mechanisms for improving school management in Yobe State. Through systematic supervision, monitoring, evaluation, inspection, and accountability, educational managers can identify deficiencies in resource management, recommend corrective measures, and promote continuous institutional improvement. Effective implementation of quality assurance policies is expected to enhance teachers' productivity, improve instructional resource utilization, strengthen school leadership, and ultimately improve students' academic achievement.

Statement of the Problem

Despite the recognized importance of quality assurance, empirical evidence suggests that many secondary schools continue to experience challenges relating to ineffective supervision, inadequate monitoring of instructional activities, poor maintenance of school facilities, insufficient professional development opportunities, and weak accountability mechanisms (Akinsolu, 2020; Ofojebe & Ezugoh, 2020). These challenges may limit the effectiveness of teaching resource management and compromise the quality of education provided to students. Consequently, there is a need to investigate the extent to which quality assurance influences the management of teaching resources in senior secondary schools in Yobe State.

This study therefore seeks to examine the effects of quality assurance on the management of teaching resources in senior secondary schools in Yobe State. Specifically, the study intends to determine how quality assurance practices influence the management of human resources, instructional materials, school facilities, and instructional supervision within public senior secondary schools. The findings are expected to provide valuable information for policymakers, educational administrators, school principals, quality assurance officers, and other stakeholders seeking to improve educational quality through effective resource management.

Objectives of the Study

The study seeks to examine the effect of quality assurance on the management of teaching resources in senior secondary schools in Yobe State. Specifically, the study aims to:

1. Examine the effect of quality assurance on the management of human teaching resources in senior secondary schools in Yobe State.
2. Determine the effect of quality assurance on the management of material teaching resources in senior secondary schools in Yobe State.

Research Questions

The following research questions guided the study:

1. What is the effect of quality assurance on the management of human teaching resources in senior secondary schools in Yobe State?
2. What is the effect of quality assurance on the management of material teaching resources in senior secondary schools in Yobe State?

Hypotheses

The following null hypotheses were formulated:

- H0₁. Quality assurance has no significant effect on the management of human teaching resources in senior secondary schools in Yobe State.
- H0₂. Quality assurance has no significant effect on the management of material teaching resources in senior secondary schools in Yobe State.

Methodology

This study adopted a descriptive survey research design. The population of the study comprised all principals and teachers in public senior secondary schools in yobe state. There are 78 public senior secondary schools with 78 principals and 2,340 teachers, giving a total population of 2,418 respondents. A sample size of 343 respondents was selected from the population. The sample consisted of 39 principals and 304 teachers. A multistage sampling technique was employed. First, simple random sampling was used to select 39 senior secondary schools from the 78 public senior secondary schools in yobe state. Second, the principals of the selected schools were included through purposive sampling because each school has only one principal who is directly responsible for managing teaching resources. Finally, proportionate stratified random sampling was used to select teachers from each sampled school in proportion to the teacher population. Data were collected using a researcher-developed questionnaire titled "quality assurance and teaching resources management questionnaire (QATRMQ)." the questionnaire consisted of two sections. Section A elicited respondents' demographic information, section B contained 20 items divided into two clusters: cluster A (10 items): quality assurance and management of human teaching resources. Cluster B (10 items): quality assurance and management of material teaching resources. Responses were measured on a four-point likert scale as follows: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Three experts in educational management and measurement and

evaluation subjected the instrument to face and content validation. Their observations and recommendations were incorporated before the final administration of the instrument. The reliability of the instrument was established through a pilot study involving 30 principals and teachers from senior secondary schools, which were not part of the main study. Data obtained were analyzed using cronbach's alpha, yielding an overall reliability coefficient of 0.86, indicating that the instrument was reliable for the study. Research questions were answered using mean and standard deviation. The hypotheses were tested using simple linear regression at the 0.05 level of significance.

Results

Research Question One: What is the effect of quality assurance on the management of human teaching resources in senior secondary schools in Yobe State?

Table 1: Mean and Standard Deviation on the Effect of Quality Assurance on the Management of Human Teaching Resources (N = 343)

S/N	Items	Mean	SD	Decision
1	Quality assurance enhances effective supervision of teachers.	3.52	0.61	Agree
2	Quality assurance improves teachers' commitment to instructional duties.	3.41	0.69	Agree
3	Regular monitoring improves teachers' classroom effectiveness.	3.47	0.66	Agree
4	Quality assurance promotes teachers' professional development.	3.39	0.72	Agree
5	Quality assurance improves teacher attendance and punctuality.	3.36	0.74	Agree
6	School inspections improve teachers' instructional delivery.	3.45	0.68	Agree
7	Quality assurance encourages accountability among teachers.	3.50	0.63	Agree

S/N	Items	Mean	SD	Decision
8	Continuous assessment of teachers improves instructional quality.	3.43	0.67	Agree
9	Quality assurance enhances effective teacher deployment.	3.38	0.73	Agree
10	Quality assurance contributes to effective management of teachers.	3.49	0.65	Agree

Table 1 indicates that all the items recorded mean scores above the criterion mean of 2.50. The grand mean of 3.44 with a standard deviation of 0.68 shows that respondents agreed that quality assurance positively influences the management of human teaching resources in senior secondary schools in Yobe State.

Research Question Two: What is the effect of quality assurance on the management of material teaching resources in senior secondary schools in Yobe State?

Table 2: Mean and Standard Deviation on the Effect of Quality Assurance on the Management of Material Teaching Resources (N = 343)

S/N	Items	Mean	SD	Decision
1	Quality assurance ensures effective utilization of instructional materials.	3.46	0.67	Agree
2	Regular supervision improves the maintenance of school facilities.	3.39	0.70	Agree
3	Quality assurance promotes proper utilization of laboratories.	3.42	0.69	Agree
4	Monitoring enhances effective management of school libraries.	3.37	0.73	Agree
5	Quality assurance improves the use of ICT facilities.	3.31	0.78	Agree
6	School inspections promote proper classroom management.	3.44	0.68	Agree
7	Quality assurance reduces wastage of instructional materials.	3.40	0.71	Agree
8	Quality assurance improves accountability in resource utilization.	3.48	0.64	Agree

S/N	Items	Mean	SD	Decision
9	Monitoring ensures proper maintenance of school equipment.	3.36	0.75	Agree
10	Quality assurance enhances effective management of teaching resources.	3.51	0.63	Agree

The results in table 2 reveal that all the mean ratings exceeded the benchmark mean of 2.50. The grand mean of 3.41 indicates that respondents agreed that quality assurance has a positive effect on the management of material teaching resources in senior secondary schools in Yobe State.

Hypothesis One: Quality assurance has no significant effect on the management of human teaching resources in senior secondary schools in Yobe State.

Table 3: Simple Linear Regression Analysis of the Effect of Quality Assurance on Human Teaching Resource Management

Variable	R	R ²	F	P-value	Decision
Quality Assurance	0.621	0.386	214.37	0.000	Rejected

Table 3 shows that quality assurance significantly predicts the management of human teaching resources ($R = 0.621$, $R^2 = 0.386$, $F = 214.37$, $p < 0.05$). Since the p-value (0.000) is less than the 0.05 level of significance, the null hypothesis is rejected. This indicates that quality assurance has a significant positive effect on the management of human teaching resources in senior secondary schools in Yobe State.

Hypothesis Two: Quality assurance has no significant effect on the management of material teaching resources in senior secondary schools in Yobe State.

Table 4: Simple Linear Regression Analysis of the Effect of Quality Assurance on Material Teaching Resource Management

Variable	R	R ²	F	P-value	Decision
Quality Assurance	0.587	0.345	179.62	0.000	Rejected

Table 4 indicates that quality assurance significantly affects the management of material teaching resources ($R = 0.587$, $R^2 = 0.345$, $F = 179.62$, $p < 0.05$). Since the p-value is less than 0.05, the null hypothesis is rejected. Therefore, quality assurance

significantly influences the management of material teaching resources in senior secondary schools in Yobe State.

Discussion of Findings

The findings of this study revealed that quality assurance has a significant positive effect on the management of human teaching resources in senior secondary schools in Yobe State. The respondents agreed that quality assurance practices such as instructional supervision, monitoring, teacher appraisal, and continuous evaluation improve teachers' commitment, instructional effectiveness, accountability, and professional competence. The regression analysis further confirmed that quality assurance significantly predicts effective management of teachers. This finding agreed with Ofojebe and Ezugoh, (2020), who argued that continuous supervision and quality assurance improve teachers' instructional practices, professional growth, and students' learning outcomes. The study further established that quality assurance significantly influences the management of material teaching resources. Respondents agreed that regular inspection and monitoring promote effective utilization, maintenance, and accountability in the use of instructional materials, laboratories, libraries, classrooms, and ICT facilities.

Conclusion

The study concluded that quality assurance plays a significant role in improving the effective management of both human and material teaching human teaching resources. Effective quality assurance promotes teachers' commitment, accountability, instructional competence, and adherence to professional responsibilities. This implies that schools with strong quality assurance mechanisms are more likely to have improved teacher that effective implementation of quality assurance practices contributes significantly to improved school management and educational quality in senior secondary schools in Yobe State. Strengthening quality assurance systems will enhance resource utilization, promote effective teaching and learning, and support resources in secondary schools.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were made:

1. Quality assurance officers should strengthen regular supervision and monitoring of teachers in senior secondary schools to ensure effective instructional delivery, improved teacher commitment, and continuous professional growth.
2. The State Ministries of Basic and Secondary Education should organize regular training programs for principals, teachers, and quality assurance personnel to improve their skills in resource management, instructional supervision, and educational evaluation.

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