



# **ANALYSIS OF THE PERCEPTION OF TEACHERS ON THE PROCEDURES AND STRATEGIES FOR ENSURING QUALITY EDUCATION IN PUBLIC JUNIOR SECONDARY SCHOOLS IN KWALI AREA COUNCIL, FEDERAL CAPITAL TERRITORY (FCT), ABUJA, NIGERIA**

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## **Abstract**

The study was aimed at analyzing the perception of teachers on the procedures and strategies for ensuring quality education in public junior secondary schools in Kwali Area Council, FCT, Abuja, Nigeria. The study was a descriptive survey research design. The population comprises all the 200 teachers from the ten public junior secondary schools in Kwali Area Council, FCT, Abuja. A sample of all the 200 teachers from five sampled schools in the study area was used. Forty (40) teachers were sampled from each of the five sampled schools. The schools were sampled through a random sampling technique. The instrument used for data collection was a researcher's self-designed questionnaire titled, "Perception Teachers' Procedures Strategies Quality Education Questionnaire (PTPSQEQ)". Two research questions guided the study was analyzed using frequency counts and simple percentages. The result of the finding showed that the procedures for ensuring quality education in public junior secondary schools in Kwali Area Council, FCT, Abuja include: employment and posting of qualified teachers to schools; provision of adequate funding; monitoring unit of FCT UBE should be reinforced; school supervision be thorough and timely; entrepreneurship and ICT be encouraged, among others. The findings of the study also showed that the strategies for ensuring quality education in public junior secondary schools, Kwali Area Council, FCT, Abuja include: provision of adequate funding; effective monitoring of the management of funds; adequate remuneration and motivation of teaching staff, among others. Based on the findings of the study, it was recommended among others that: secondary school principals should adopt, implement and sustain the procedures and strategies stated in this research work to ensure quality education in their schools.

**Keywords:** perception, procedures, strategies, quality education

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## **Introduction**

The quality of education in Nigeria has continued to decline leading to a growing population of unemployable graduates and an increasing incidence of functional illiteracy across the nation. So many efforts have been made to address the situation but the success recorded so far is insignificant compared to the level of decadence in the quality of education in the same period. Quality education encompasses people who are healthy, well-nourished and ready to participate and learn, supported in learning by their families and communities environments which are conducive for learning, and contents which reflect the correct/upgraded curricular and materials and processes to evaluate and enhance teacher performance (Nicholas, Simeon and Obinwa,



2014). Okafor (2016) views education as a process of acculturation through which the individual is helped to develop and maximize his potential and to use it when necessary for the right reason and to be self-fulfilled.

Quality education can be said to be declining if it lacks the much desired outcome. Bamisaiye (2013) see the productivity of the educational system and the factors inputs as the indices for measuring quality education. Productivity can be described as a ratio of inputs to outputs variables both in terms of quality and quantity. Longe (2013) stated that quality education involves measuring outputs in the competitive labour market that impact moral conduct and serviceability in the society are also indicators for measuring the quality of education. In Nigeria, one vital index for measuring the quality of education is based on the measurement of students' performance overtime. This suggests that the success of any educational system or policy can be determined by the performances of the learners over a given period. This can be called summative evaluation where evaluation is conducted at the end of a long period of study which is cumulative, comprehensive, valid and reliable (Hopkins, 2014).

Quality assurance in education is the process of ensuring continuous improvement in all aspects of educational activities in an institution of learning to satisfy the needs and expectations of the institution. According to Yero (2023), quality assurance in education is a paradigm shift from the former practice of school inspection to education quality assurance using the Whole School Evaluation (monitoring and evaluating processes and outputs of the education system) to meet set standards to bring about improvement in teaching and learning. Nuraddeen and Adegoke (2019) viewed that the pragmatic procedures in ensuring quality education in Nigeria include employment and posting of quantity and quality teachers to schools; adequate funding of education; reinforcement of monitoring unit of UBEC; timely and adequate inspection of schools; thorough supervision of schools; enhancement of unit of UBEC; and inclusion of entrepreneurship education school curriculum, among others. Nasreen and Bano (2016) described quality as dealing with the issue of relevance, validity, functionalism and priorities. This means that quality can be seen as desired or derived levels of attainment expressed in terms of the outcome of instruction. That is why quality is often considered along with standard. Quality in relation to education is not an easy matter. It is very complex and is determined by several forces which include quality and quantity of teachers, teaching, learner/teacher ratio, and finance, among others.

Quality education is education that welcomes the learner and can adapt to meet learning needs (Pigozzi, 2013). Obasi (2014) describes quality education as aspects of learning resources, technology, programme enrollment, modules done and teaching methodology, among others. According to Su-zhang and Na'an (2013), "the quality of education is the evaluation of educational level and effect". They further added that the achievements in the quality of education will come from the quality of the person who is educated. According to the Federal Ministry of Education (FME) (2011), the strategies for ensuring quality education include adequate infrastructure, adequate provision of qualified teachers and their professional development; enrichment of curriculum to the needs and aspirations of the learner; development



of incentive structures to attract, motivate and retain high-quality teachers; and periodic whole school evaluation, among others. Quality education as emphasized by Onyedini (2014) involves teachers' competence, creativity and commitment, and how educational administrators organize school activities to realize the full potential of all personnel in educational institutions. It is the appropriateness and relevance of resources available for the achievement of educational goals and priorities, hence, quality in education whether in primary schools, secondary schools or tertiary institutions requires adequate inputs and outputs.

It is vital to state here that, the procedures and strategies for ensuring quality education in public junior secondary schools cannot be overemphasized. Therefore, a situation whereby principals fail to adopt the procedures and effective quality education strategies in managing the schools might affect the attainment of quality education in public junior secondary schools. The majority of the teachers in such conditions will not give their best performances while discharging their primary assignment and students who are always at the receiving end suffer the consequences. This situation of many public junior secondary schools in Kwali Area Council, FCT, Abuja which are matters of school management and lack of teachers' commitment seems to make it impossible for quality education to be realized. This situation has created a lot of difficulties towards the attainment of quality education and has also created a gap which must be filled by the present study. Therefore, the major objective of this study was to analyze the procedures and strategies for ensuring quality education in public junior secondary schools in Kwali Area Council, FCT, Abuja, Nigeria.

### **Research Questions**

The following research questions were raised and answered in this study:

1. What are the perceptions of teachers on the procedures for ensuring quality education in public junior secondary schools in Kwali Area Council, FCT, Abuja?
2. What are the perceptions of teachers on the strategies for ensuring quality education in public junior secondary schools in Kwali Area Council, FCT, Abuja?

### **Methodology**

The study used a descriptive survey research design to analyze the perception of teachers on the procedures and strategies for ensuring quality education in public junior secondary schools in Kwali Area Council, FCT, Abuja, Nigeria. The target population for this study consisted the 200 teachers in all ten public junior secondary schools in Kwali Area Council, FCT, Abuja. The sample of the study was made up of all the 200 teachers selected from five sampled public junior secondary schools in the study area. Forty (40) teachers were sampled from each of the five sampled schools. The schools were sampled through a random sampling technique. The instrument used for data collection in the study was the researcher's self-designed questionnaire titled, "Perception Teachers' Procedures Strategies Quality Education Questionnaire (PTPSQEQ)". The questionnaire was divided into three sections. Section A sought information from the personal data of the respondents. Sections B and C contain 18 items (9 items in each of them) seeking the perception of teachers on the procedures and strategies for ensuring quality education. Sections B and C elicited responses on respondents' views on the option of Agreed



and Disagreed. The instrument was vetted and validated by experts in Measurement and Evaluation and Educational Management. The instrument was pilot-tested on ten teachers from two public junior secondary schools (5 from each of them) who were randomly selected from two public junior secondary in Gwagwalada Area Council, FCT, Abuja that was not part of the study and a reliability coefficient of 0.70 was obtained using Cronbach alpha statistics. The data were analyzed using frequency and percentage.

## Results

**Research Question One:** What are the perceptions of teachers on the procedures for ensuring quality education in public junior secondary schools in Kwali Area Council, FCT, Abuja?

**Table 1:** Teachers' Perception on the Procedures for Ensuring Quality Education.

S/N	Statements	Agree		Disagree		Total	%
		F	%	F	%		
1	Qualified teachers should be employed and posted to schools	170	85.0	30	15.0	200	100
2	There should be adequate funding for secondary education.	135	67.5	65	32.5	200	100
3	The monitoring unit of Universal Basic Education (UBEC) should be reinforced	200	100.0	0	0.0	200	100
4	School supervision should be thorough and timely	182	70.0	30	30.0	100	100
5	Entrepreneurship education should be encouraged	90	90.0	10	10.0	100	100
6	Information and communication technology (ICT) should be encouraged	100	100.0	0	0.0	100	100
7	Units of FCT Universal Basic Education should be enhanced	160	80.0	40	20.0	200	100
8	Accountability of FCT and universal Basic education activities should be regular	154	77.0	46	23.0	200	100
9	Collaborations between the school authority and Parents Teachers Association (PTA) to promote public-private participation towards education should be encouraged.	140	70.0	60	30.0	200	100

The results of findings in Table 1 indicate that respondents on all items numbers 1, 2,3,4,5,6,7,8 and 9 agreed and thought that the procedures for ensuring quality education in public junior secondary schools in Kwali Area Council are: employment and posting of qualified teachers to schools; provision of adequate funding to secondary education; monitoring units of FCT Universal Basic Education (UBE) be reinforced; school supervision should be thorough and timely; entrepreneurship education should be encouraged; Information Communication Technology (ICT) be encouraged; units of FCT Universal Basic Education should be enhanced; accountability of FCT, UBE activities should be regular; and collaboration between school authority and Parents Teachers Association (PTA) to promote public-private participation towards the education of their children should be encouraged with highest percentage scores of 85.0; 67.5; 100.0; 91.0; 81.5; 93.5; 80.0; 77.0; and 70.0 respectively. The percentage scores of 15.0; 32.5; 0.0; 9.0; 18.5; 6.5; 20.0; 23.0 and 30.0 of respondents disagreed respectively on items.



**Research Question Two:** What are the perceptions of teachers on the strategies for ensuring quality education in public junior secondary schools in Kwali Area Council, FCT, Abuja?

**Table 2:** *Teachers' Perception of the Strategies for Ensuring Quality Education*

S/N	Statements	Agree		Disagree		Total	%
		F	%	F	%		
1	Provision of adequate funding	180	90.0	20	10.0	200	100
2	Effective monitoring of the management of funds allocated to the education sector	186	93.0	14	7.0	200	100
3	Adequate remuneration and motivation of the teaching staff	140	70.0	60	30.0	200	100
4	Creation of a conducive learning and teaching environment by the provision of appropriate well equipped and adequate facilities	138	69.0	62	31.0	200	100
5	School curriculum/programs need to be relevant to the changing trends and be able to meet the needs of individuals, industries, societies, etc	160	80.0	40	20.0	200	100
6	Effective and consistent supervision and monitoring of the school system to confirm their compliance with quality assurance	194	97.0	6	3.0	200	100
7	Provision of quality teaching and learning aids/ equipment	200	100.0	0	0.0	200	100
8	Ensure periodic supervision and re-accreditation of the school system	177	88.5	23	11.5	200	100
9	The entry points of all secondary school teachers and students must undergo a meritocratic process.	182	91.0	18	9.0	200	100

Results of findings in Table 2 showed that respondents on items number 1,2 , 3, 4, 5, 6, 7, 8 and 9 agreed and were of the opinion that the strategies for ensuring quality education in public junior secondary schools in Kwali Area Council are: provision of adequate funding; effective monitoring of the of the management of funds allocated to the education sector; adequate remuneration and motivation of the teaching staff; creation of conducive learning and teaching environment by the provision of appropriate well equipped and adequate facilities; school curriculum/programmes be relevant to the changing trends and be able to meet the needs of individuals, industries, societies, etc; effective and consistent supervision and monitoring of the school system to confirm their level of compliance to quality assurance; provision of quality teaching and learning aids such as office stationeries and equipment; ensure periodic supervision, accreditation and reaccreditation of the school system; and the entry points of all secondary school teachers and students based on meritocratic process with the highest percentage scores of 90.0, 93.0, 70.0, 69.0, 80.0, 97.0, 100.0 ,88.5 and 91.0 respectively. The percentage scores of 10.0, 7.0, 30.0, 31.0, 20.0, 3.0, 0.0, 11.5 and 9.0 of respondents disagreed respectively on items.



## **Discussion**

The findings of research question one attempt to seek the opinions of respondents on the procedures for ensuring quality education in public junior secondary schools in Kwali Area Council, FCT, Abuja. The result in table one indicates that the procedures for ensuring quality education in public junior secondary schools in Kwali Area Council, FCT, Abuja consists of the provision of adequate funding; employment and posting of qualified teachers to schools; monitoring unit of FCT Universal Basic Education be reinforced; school supervision be thorough and timely; entrepreneurship education be encouraged; information and communication technology (ICT) be encouraged units of FCT, UBE should be enhanced; accountability of FCT activities be regular; and collaboration between the school authority and the Parent Teachers Association (PTA) to promote public private participation towards the education of their children be encouraged. The finding of this study is in tandem with the assertions of Osakwe (2014) and Nuraddeen and Adegoke (2019) who opined that adequate funding of secondary education; school supervision and monitoring of school activities; entrepreneurship education; ICT and employment and posting of qualified teachers to schools; and accountability of education activities among others are pragmatic procedures in ensuring quality education in Nigeria. The finding implies that there are a good number of pragmatic procedures for ensuring quality education in public junior secondary schools in Kwali Area Council, FCT, Abuja. It is paramount to point out that when the pragmatic procedures spelt out in this research work are adopted by the principals (managers) of secondary schools' administration of course quality education will be realized in secondary education.

The findings of research question two attempt to seek the opinion of respondents on the strategies for ensuring quality education in public junior secondary schools in Kwali Area Council, FCT, Abuja. The result on table two shows that the strategies which can be adopted by school principals for ensuring quality education in public junior secondary schools in Kwali Area Council, FCT, Abuja includes: provision of adequate funding; effective monitoring of the management of funds allocated to the education sector; adequate remuneration and motivation of teaching staff; creation of conducive learning and teaching environment by the provision of appropriate well equipped and adequate facilities; school curriculum/programmes be relevant to the changing trends so as to meet the needs of individuals, industries, societies, etc; effective and consistent supervision and monitoring of the school system to ascertain their level of compliance to quality assurance; provision of quality teaching and learning aids; ensuring periodic supervision, accreditation and reaccreditation of the school system; and the entry points of all secondary school teachers and students be based on meritocratic process. These findings support the findings of Osuji (2019); Yero (2019) and Yero (2023) who viewed that, the provision of funds; adequate remuneration and motivation of teachers; a conducive working environment; effective monitoring of the use of funds by school managers; provision of adequate and appropriate teaching and learning materials, supervision; to ensure compliance to quality assurance, among others are the strategies for promoting quality education in secondary





education. This means that when the strategies enumerated in this study are harnessed by the school principal, basically quality education in public secondary schools will be achieved.

### **Conclusion**

The findings of this study showed that the procedures for ensuring quality education in public junior secondary schools include employment and posting of qualified teachers to schools; provision of adequate funding; monitoring unit of FCT Universal Basic Education to be reinforced; school supervision to be thorough and timely; entrepreneurship education and ICT be encouraged; units of FCT, UBE should be enhanced; accountability of FCT, UBE activities should be regular, and collaboration between the school authority and Parent Teachers Association (PTA) to promote public private participation should be encouraged. Hence, the adoption of these procedures by the school principals (managers) will ensure quality education in public secondary schools. The findings of the study also showed that the strategies for ensuring quality education in public junior secondary schools include: the provision of adequate funding; effective monitoring of the management of funds; adequate remuneration and motivation of teaching staff; and the creation of conducive learning and teaching environment, among others. Hence, the proper use of these strategies by the school principal (managers) could promote quality education in public secondary schools.

### **Recommendations**

Based on the findings of the study it was recommended that:

1. Secondary school principals should adopt, implement and sustain the procedures stated in this research work to ensure quality education in their schools.
2. Secondary school principals should adopt, implement and sustain the strategies stated in this research work to ensure quality education in their schools.
3. The FCT and UBE authority should appoint a capable and qualified person to head a secondary school as a principal.
4. Secondary school principals should be transferred to another school after some years in their resident school.

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