

STRATEGIES FOR PROMOTING SUSTAINABLE DEVELOPMENT AND QUALITY ASSURANCE IN SECONDARY SCHOOLS ANAMBRA STATE

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Abstract

The study investigated strategies for promoting sustainable development and quality assurance in Anambra State Secondary Schools. Two research questions were raised and answered. The study adopted a descriptive survey design. The population of the study was 261 principals and 6372 teachers in public secondary schools in Anambra state. The sample size for study was 100 principals and 250 teachers. It was drawn using simple random sampling technique for principal and stratified random sampling technique for teachers. A self-structured questionnaire titled “Strategies for promoting sustainable Development and quality Assurance Questionnaire, (SPSDQAQ)” was used to collect data. The instrument was validated by three experts, two from education management and one from measurement and evaluation all from faculty of education Chukwuemeka Odumegwu Ojukwu University, Igbariam. The overall reliability co-efficient of 0.89 was obtained. Data generated were analyzed using mean and standard deviation. Findings indicated that internal supervision provides guide for teachers development, helps in classroom management and it improve teachers competent, showing that supervision promotes quality assurance and makes sustainable development attainable. The findings further showed that teachers motivation like attending conferences, paying of salaries as at when due and adequate facilities are another major strategies that promote quality teaching and learning in schools as well as helps in attaining sustainable development. Among the recommendations made was that the school principals should ensure quality education by carrying out internal supervision.

Key words: Quality Assurance, Sustainable Development, Principal, Strategies, Teachers.

Introduction

The place of secondary education in Nigeria’s overall education system cannot be over-stressed because of its strategic place in it. Secondary education is the middle ground between primary and tertiary education. According to FRN (2013) the broad aims of secondary education are the (i) preparation for useful living within the society (ii) preparation for higher education. The specific aims are as follows: Provision of high quality education for children irrespective of sex or social, religious and ethnic background, diversify its curriculum to cater for differences in talents, opportunities and roles possessed by or open to students after graduation and equip students to live effectively in our modern age of science and technology.

Other specific aims of secondary education focused on projecting Nigerian culture, fostering her unity, striving at self-improvement and achievement of excellence. This can be obtained through maintaining quality assurance in secondary schools for attainment of sustainable development Goals (SDG's).

Quality education is the process of making sure that teaching and learning in school meet certain standard. It is expected in all secondary schools for national development. Secondary school administrators practice quality assurance in schools through the adaptation of quality assurance strategies as plans of actions designed to achieve over all aims are set out by the Federal Ministry of education for effective delivery of quality education in schools through the establishment of Federal Education Quality assurance. Federal education quality assurance was established in 1973 in revaluation of the need for the federal ministry of education to continue to provide leadership and formula national policy for the purposes of planning and quality assurance nationwide (Federal Ministry of Education, 2019). Its mandates and strategies are to: obtain information on problems and difficulties of teachers and institutions and proffer practical solutions to them, ensure minimum standards and quality control of instructional activities in schools through regular evaluation and continuous supervision, encourage dissemination of information on innovative and progressive education principles and practices in the school system through publication, workshops, meetings, seminars, conferences and so on, set, maintain and improve standards in all aspects of the school system below tertiary level among others, (Federal Ministry of Education, 2019). Quality assurance is the process of setting, maintain and improving students in all aspects of the schools system (FRN 2013), Manafa (2019) defined quality assurance as strategy used to obtain effective teaching and learning for the achievement of educational objectives and goals. Quality assurance in the context of this study means applying proactive measures towards improving the image of our education through different perspective, involving teachers, students, principals and host communities where schools are located. It can be also be seen as putting in place appropriate structures, motivator, supervision of personnel and materials in order to ensure that minimum standards are attained in the school.. Quality assurance in secondary schools therefore becomes very important tool in attainment of sustainable development goals because with good and quality education that encompasses good instructional supervision, adequate facilities and equipments, motivation of teachers and teachers' attendance of conferences, teachers quality will improve.

Sustainable development is defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Mbakwem 2016). Sustainable development according to Manafa (2020) is a process of improving the range of opportunities that will enable individual humans and Communities to achieve their aspirations and full potential over a

sustained period of time while maintaining the resilience of economic, social and environmental systems. Achieving sustainable development in school involves having quality education. For quality education to be effective, there must be internal quality assurance system established that will be reviewing and checking agreed institutional quality indicators and their associated outcomes. It is on this note that the school principals should endeavour to have effective monitoring and supervision, motivation of teachers and regular conduct of training and retraining of teachers as strategies for achieving quality education.

Internal supervision and monitoring should be encouraged in secondary schools as it is the daily seeing to all education activities, coordination of teachers' activities with correction and cultivation of good working relationship among all the people involved in the teaching-learning process. It is the backbone of educational improvement. It offers a very important channel of communication between principals and teachers. Through supervision teachers are given correction and useful information in their teaching methods and challenges teachers face are shared. To ensure quality education in schools, the school principals must carry out constant internal supervision or might delegate the vice principals or deans to carry out the supervision. This supervision sees to the development, maintenance and improvement of school's instructional programme, curriculum and teachers in particular. Internal supervision helps in boosting confidence in teachers and can access the support that they need to manage difficult situations. It also involves setting attainable standards making sure that they supervise teachers very well in classroom while teaching, and that the right knowledge are received by the students, so that educational goals are achieved.

Teachers again need motivation to deliver quality education. No teacher can achieve quality education in an unconducive environment. To ensure quality assurance in secondary schools for attainment of sustainable development goal, there must be provision of adequate school facilities and equipments. Motivation reinforces teachers' efforts by giving them stimulus for effecting teaching and learning to be achieved. Students that are taught in conducive environment with motivated teachers and adequate facilities will always have good academic performance without external help or getting involved in outside WAEC or examination malpractice.

Secondary school system is geared towards catering for the differences in talents, opportunities and future roles, to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (FRN, 2013). Secondary education has both consumer and producer status as it consumes the primary school products and produces tertiary education

candidates. Unfortunately secondary education that is supposed to produce tertiary education candidates with quality education seems not to. This was emphasized by Bisong (2000) when he stated that the quality and standard of teacher education and teaching have declined. It is against this background, that this study aimed to investigate the strategies for promoting sustainable development and quality assurance in secondary schools in Anambra State.

Statement of the Problem

Student's performance in Senior School Certificate Examinations (SSCE) notably, West African Senior Secondary Certificate Examination (WASSCE) over the years seems to be lamentable. From 2010 till date, candidates have been recording below 35% performance rate. This has been source of concern to all well-meaning Nigerians and stakeholders in education. In their anxiety, they are asking these questions: what is responsible for student's poor performance in S.S.C,E? Are students to blame? To what extent are teachers responsible for the rot in our educational system? Is the government doing what it should as far as Nigeria's education is concerned? As these questions are seeking for answers, it is clear that except something drastic is done, the standard of education especially in secondary schools will continue to fall. The problem of this paper therefore is to examine the strategies for promoting sustainable development and quality assurance in secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study is to examine the strategies for promoting sustainable development and quality assurance in secondary schools in Anambra State secondary schools specifically, the study sought to:

1. Determine the extent to which supervision and monitoring strategies promote sustainable development quality assurance in Anambra State Secondary Schools.
2. Find out the extent teachers' motivation strategy promotes sustainable development and quality assurance in Anambra state secondary schools.

Research Questions

The following research questions guided the study:

1. To what extent do supervision and monitoring strategies promote sustainable development and quality assurance in Anambra state secondary schools?
2. To what extent does teacher motivation strategy promotes sustainable development and quality assurance in Anambra state secondary schools?

Method

Descriptive survey design was used for the study. It was designed to determine strategies for promoting sustainable development and quality assurance in secondary schools. Descriptive survey design is a research method where a group of people or items is studied by collecting and analyzing data from only a few people deemed to be representative of the entire group (Nworgu 2015). This design was deemed appropriate for the study because it was aimed at investigating strategies for promoting sustainable development and quality assurance in secondary schools. The population for the research consisted of 261 principals and 6372 teachers in Anambra State, Anambra State Post Primary School Services Commission (ANSPSSC 2021). The sample size for this study was 100 principals and 250 teachers selected from 6 education zones in the state, stratified random sampling technique was used to ensure that schools were selected from all the zones. Principals were selected using simple random sampling technique and 250 teachers were selected from the stratified schools.

Self-structured questionnaire titled, “Promoting Sustainable Development and Quality Assurance Questionnaire (PSDQAQ)”. The instrument has two sections, section A elicited information from the personal data of the respondent while section B has two clusters, cluster A and cluster B with 19 items. Section B elicited information based on the two research questions. The instrument was validated by three experts, two from education management unit and one from measurement and evaluation unit faculty of education from Chukwuemeka Odumegwu Ojukwu University, Igbariam, Anambra State. Cronbach coefficient alpha formula was used to analyse the data collected for reliability. Reliability of 0.89 was obtained for the instrument and was considered appropriate for the study. The instrument was administered by the researchers with the help of three research assistants who were briefed on how to administer the instrument. A total of 350 copies of questionnaire were administered to the respondent and all were retrieved. The data collected were analyzed using mean and standard deviation for research questions. Items that attracted mean rating of 2.50 or above on the 4-point scale were regarded as agreed while items that attracted less than 2.50 were regarded as disagreed.

Results:

Research question 1: To what extent do supervision and monitoring strategies promote sustainable development and quality assurance in Anambra State secondary schools?

Table 1: Mean response of the respondents on the extent supervision and monitoring strategies promote sustainable development and quality assurance in Anambra State secondary Schools.

S/N	Item description	Principals 100			Teacher		
		X	SD	Decision	X	SD	Dec
1.	It improves teachers' competency.	2.86	1.08	HE	3.27	1.01	
2.	It increases teachers methods of teaching	3.32	0.78	HE	3.33	0.85	
3.	It helps teachers in controlling the Classrooms	3.28	0.85	HE	3.18	1.07	HE
4.	Helps in classroom management	3.07	1.03	HE	3.42	0.50	
5.	Boosts students attentiveness and Performance.	3.59	0.67	HE	3.18	1.07	HE
6.	Gives teachers room for improvement	3.20	1.01	HE	3.62	0.70	
7.	Makes teachers identify their weaknesses and strengths	3.58	0.59	HE	2.70	0.99	
8.	Familiarize teachers with effective teaching	3.50	0.60	HE	3.33	0.78	
9.	Makes teachers to be on their toes always for better performance	3.04	1.12	HE	3.11	0.80	
10.	It provides a guide for teachers development	3.18	0.73	HE	3.26	0.66	
11.	It creates social and psychological environment for teachers	3.36	1.01	HE	3.37	0.74	HE
Grand mean		3.26	0.86	HE	3.28	0.78	

Data in Table 1 above has a total of 11 items on the extent supervision and monitoring strategies improve sustainable development and quality assurance in schools. Both principals and teachers are of the opinions that supervision and monitoring improves sustainable development and quality assurance in schools to

a high extent. This is because their items mean ratings of 3.26 and 3.28 respectively are above the mean criterion value of 2.50.

Research Question 2: To what extent does teacher motivation promotes sustainable development and quality assurance in Anambra State secondary schools?.

Table 2 Mean responses of the respondents on the extent teacher motivation promotes sustainable development and quality assurance in Anambra State Secondary schools.

Table 2

S/N	Item description	Principals = 100 teachers 250					
		X	SD	D	X	SD	DEC
1.	Teachers working in a conducive HE environment improves their teaching	2.83	0.97	HE	2.76	0.89	
2.	Providing enough facilities for HE teachers motivate them.	0.90		3.51	0.50	HE	2.88
3.	Engaging teachers in periodic HE seminars and conferences boost their performance.	3.00	0.92	HE	3.50	0.50	
4.	Having good equipments in schools HE facilitate teaching	2.91	0.81	HE	2.79	0.98	
5.	Payment of teachers salaries as at HE when due improves quality teaching.	3.34	0.67	HE	2.97	0.92	
6.	Use of praise on teachers makes them HE more committed	0.87		3.33	0.75	HE	2.97
7.	Self-recognition of teachers improves HE	0.76		3.03	0.88	HE	3.33

	their efforts.				
8.	Taking care of teachers welfare helps 0.66 HE in increasing their teaching performance	2.74	0.86	HE	3.32
Grand Mean		3.09	0.80	HE	3.07 0.81
HE					

Data in Table 2 above has a total of 8 items, it showed the mean and standard deviation ratings of principals and teachers on the extent teachers motivation improves sustainable development and quality assurance in schools in Anambra State. The results from the items in the table shows that the response rates of the respondents have mean response rates of 3.09 and 3.07 respectfully, which are above the agreement level of 2.50. This implies that the respondents are of the opinion that teachers' motivation improves sustainable development and quality assurance in secondary schools in Anambra State.

Discussion of Findings

The result on table 1 showed that both principals and teachers agreed to a high extent that monitoring and supervision as strategies improve sustainable development and quality assurance in schools. They agreed to a high extent that monitoring and supervision improves teachers' competency, increases teachers methods of teaching, helps teachers in controlling classrooms, helps in classroom management, boosts students attentiveness and classroom performance, gives teachers room for improvement, makes teachers identify their weaknesses and strengths, familiarize teachers with effective teaching, make teachers to be on their toes always for better performance and provides guide for teachers development. This is in line with Chike-Okoli (2016) who stated that supervision aids teachers to increase their knowledge, competence, ideas and abilities to shape them towards greater performance. This implies that supervision and monitoring strategies are very important in secondary schools for effective delivery of quality education and attainment of sustainable development in schools.

The finding in table 2 shows that teachers motivation as a strategy helps in improving sustainable development and quality assurance in secondary schools, such motivation strategies are: teachers working in conducive environment, providing enough facilities for teachers, engaging teachers in periodic seminars and conferences, having good equipment in schools, payment of teachers salaries as at when due, taking care of teachers welfare, using praise and self- recognition on teachers. This agrees with submission of Durosayo (2009) who emphasized that motivation of staff or student personal makes them to contribute action towards the achievement of organization goals. This is an indication that teachers'

motivation increases teachers' job performance and student academic achievement which will help students in having good results.

Conclusion

There is need to improve quality in education so as to attain the sustainable development in secondary schools in Anambra State. This could only be achieved through establishing of some strategies by the school principals. It is therefore concluded that supervision and monitoring strategies and teachers' motivation strategy are necessary strategies that will improve quality assurance and sustainable development in schools for effective and efficient delivery. It is against this background that the following recommendations are made.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Principals should supervise teachers while teaching so that effective learning will take place, quality education and sustainable development attained
2. Motivational strategy like: Teachers' advancement programmes, providing good and adequate facilities and equipment among others should be encouraged by principals. This will help in boosting their performance for better delivery and quality education.

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