



# Quality Assurance Practices for quality management and Effective Lesson Delivery in secondary Education

**Clement Christiana Tanen**  
Department of Educational Management  
Ignatius Ajuru University of Education, Nigeria  
[tanenchristiana@gmail.com](mailto:tanenchristiana@gmail.com)

---

## Abstract

Education has been described as the base of every society and tool for nation building. For a nation to rise as a standard worthy enough for her to compete favorably in the league of nations, such a nation must ensure that high quality in her education is attained and sustained. The Federal Republic of Nigeria (FRN, 2014) stressed that the main policy objectives of education in Nigeria therefore, is to raise the quality of education at all levels in order to make the products of the system more useful to the society and to maintain education as one of the prime engines for development. Quality assurance in education is the efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce a quality output (students) that meets set standards and expectations of the society. This paper also x-rayed quality assurance indicators in secondary schools, strategies for actualizing quality assurance and went ahead to suggest ways quality assurance could be maintained and fostered in our educational system.

**Keywords:** Quality Assurance, Secondary Education, Quality Assurance Indicators.

Reference to this paper should be made as follows:

Tanen, C. C. (2020). Quality Assurance Practices for quality management and Effective Lesson Delivery in secondary Education. *International Journal of Scientific Research in Education*, 13(5), 848-864.

---

Copyright © 2020 IJSRE

## INTRODUCTION

The quest for quality is a global issue in all works especially as it concerns educational system, which is in the recent time the supplier of manpower for all other institutions of the society. This is why the Federal Ministry of Education produced a document named: Quality Assurance Instrument for Basic and Secondary Education in Nigeria. Secondary education in Nigeria comprises the upper basic and post basic education. Secondary education helps to sustain economic development by preparing students for the world of work. The quality of education at this level is important because it affects the trainability of youths and has implications for the relevance of education. It is at this level that objectives of secondary education are supposed to be

diversified curriculum to cater for the differences of talents disposition, opportunities and future roles.

The secondary school system is geared towards catering for the differences in talents, opportunities and future roles; provide trained manpower in the applied science, technology and commerce at sub-professional grades; develop and promote Nigerian languages, art and culture in the context of world's cultural heritage; inspire students with a desire for self-improvement and achievement of excellence; foster national unity with an emphasis on the common ties that unite us in our diversity; raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labor, appreciate those values specified under our broad national goals and live as good citizens; and provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

Teachers are very crucial to the success of maintaining quality education. Theirs is to inculcate the right kind of values through effective teaching. However, its successful implementation has been limited or restrained by teachers' attrition which consequently affects students' learning experience and subject mastery. Some of the solutions to this problem could come in the form of improvement of compensation, improvement in teacher induction and support improvement, improvement in leadership and career advancement opportunities, improvement of teacher working conditions, etc., quality assurance practice with regards to lesson delivery. This is why the Federal Ministry of Education produced a document named: Quality Assurance Instrument for Basic and Secondary Education in Nigeria for assurance and maintenance of quality in education.

## **CONCEPTUAL CLARIFICATION**

### **Concept of Quality**

The concept of quality in academics is the concept of quality of educational input and output in its entirety. Quality is considered as baseline standard in education, which can be measured on a scale of preference. Standards imply accepted principles, rules, guidelines or levels established by group of people, organization or societies. Preffer and Coote (1991) pointed out that quality is a slippery concept, which implies different things to different people. For Artz (1992), Quality is that which best satisfies and exceeds customers' needs and wants. Quality can be said to lie in the eyes of the beholder. This is because the consumers, who make the judgment on quality, do these by reference to the best comparable performance indicators.

Quality refers to the standard of a phenomenon when it is compared to other things like it: how good or bad something is. Quality is truly a genuine position of a product, (goods and services) or a process attribute on good – bad scale. It is often associated or linked with defects and deficiencies in products or process. Quality is the capability of products, services or systems to knowingly satisfy those preconceived composite wants of the user(s) that are intelligently related to the characteristics of performance and do not cause major overt or covert reactions or actions by other people (Robinson, 2006). The concept of quality combines two aspects – the first relates to the features and attributes of the product, service or system. The Second is the absence of deficiencies in the product and system. Assurance is described as a promise, guarantee or statement that something is true (Robinson, 2006).

Quality according to Middlehurst (2007) is perceived as grade of achievement, a standard against which to judge others. It is the total of the features of a process, product or service on its performance, in "customers" or "clients" perception of that performance. Quality in education

relates to the quality of work undertaken by teacher, which has significant effects upon his or her students. Thus, quality of a teacher is one of key determinants of the students' achievement. In other words, quality of education is defined and judged by students learning achievements, in terms of traditional curriculum and standards. Thus, quality pertains to the relevance of what is taught and learned and how well it fits the present and future needs of the particular learner. The quality of teacher education is directly related to the quality of instruction in particular and some other factors like curriculum and environment.

In the view of Bisong as cited in Odoh (2014) educational enterprise has to do with establishing and maintaining standards, which form the basis of evaluation. Quality therefore is an expression of standard or it is the means by which a certain set standard in education can be achieved. The term quality has no generally accepted definition but suffice it to say that quality refers to the standard of a phenomenon when it is compared to other things like it, how good or bad something is, that is, to be of quality or of a high standard.

## **QUALITY MANAGEMENT**

Quality management is a collective business and therefore should not to be left in the hands of managers alone. Therefore, the students, parents, teachers, principals and also the government needs to work together in order to achieve the mark of quality in education. In school, it is dutifully the responsibility of the school heads (principals) to always ensure that a conducive environment with effective and efficient resources with the aim of achieving good results is established. Quality management in education means everything must be of good quality, the human resources, the process and the products. Briggs (2015) stated that quality management is taken to be an efficient and effective means of encouraging educational institutions into meeting up with the expectation of both the public and individual for a better secondary education. Different researchers, writers and authorities have different views on the qualities of a good manager. But in a study carried out by Odinga (2007) listed out ten qualities which are: initiative, honesty, intellectual curiosity, keenness, firmness, flexibility, sympathy, respect, patient and foresight that should be possessed for optimum performance in managing human resources; they are:

- **Respect for Humanity:** This should be one of the most needed personality features required of a principal. Because he is a role model to the students. A principal that has no respect for people will always receive its effect from the parents who withdraw their children from that school. Respect, wins it all and it's the easiest way of penetrating the hearts within and beyond the school.
- **Personal Initiative:** This implies being on top of the game always, that is bringing up innovative ideas that can help to solve problems that can yield positive results for the institution. Principals should have common sense and as well know when to apply it within and outside the school.
- **Insight:** Every teacher or principal should be able to see far ahead of the student both in planning and organization and also ensure all students carried along in school management. When a teacher has insight, such a teacher will be able to see what the future holds before anybody can see it and immediately remedy it, if it will result to a negative ending.

- **Consideration and Patience:** This involves the consideration of human feelings human feelings, or being human because as a manager, the students will always come with divergent views and backgrounds. On the other hand also, a manager is not supposed to be fast in taking decisions. There should always be room for patience and possibly some critical thinking. It's only ahead that will ensure that all his students have actually cross the line before he himself can cross.
- **Flexibility:** A good manager must be flexible. He must give the students listening ear and always shift grounds from decision already taken either in support of or against the students. Flexible managers (principals) are said to make better results than very difficult individuals.
- **Honesty:** Truth exalts a nation and honesty is the best policy any individual can have. Any nation that wants to progress must establish truth and honest in all her institutions especially education. Transparency should be the watch dog of every teacher and once a teacher possess these features, automatically the students will emulate and follow suit. On the same page, Agu (2015) stated that cheating is dishonesty, favoritism is dishonesty, punishing anybody unjustly is dishonesty, rumor and false accusation are dishonest acts. Anybody that has the intention of teaching children in school should avoid all the dishonest behaviours stated above.
- **Keeness:** Keeness is a quality that promotes efficiency and effectiveness. It means being diligent or eager to achieve or win. It also means being sensitive, sharp and observant, not allowing things to happen around one without noticing it. With this, the teacher is fully in charge of his class because he is too sensitive to detect everything within the environment. Keeness is the key to a successful lesson in the classroom when the teacher knows his stuff and masters his methodology.
- **Intellectual Curiosity:** This refers to having knowledge of something and being able to know more or researching on something extraordinary. This is what makes a teacher outstanding and inspiring. Many students are curious to know what they do not know and it is only a teacher that is curious that can stand the challenge.

## **QUALITY ASSURANCE IN SECONDARY EDUCATION**

Quality assurance, in its broad sense, is any action taken to prevent quality problems from occurring. In practice, this means devising systems for carrying out tasks which directly affect product quality. Quality assurance, in the words of Duff and Hussey (2000), is a process of exhibiting excellence. Campbell and Rozsnyai (2002) opined that quality assurance is an all-embracing effect whereby all policies and actions through which quality of education is developed and maintained. Melia (1994) as cited in Ekwukoma (2016) summed up quality as standard. At the same time Woodhouse (1999), opined that quality assurance deals with all the policies, attitudes, actions and procedures used to ensure that the quality of output is achieved at the educational sector.

Quality assurance is to ensure that the product or services rendered are in perfect order, even beyond the expectation of the recipient, especially as it concerns the supervision of instruction which is the main thing that leads to the achievement of educational goals. Ukwungwu (2008) posited that quality assurance is used to express "fitness of purpose". He further stated that quality in education bothers on effectiveness and efficiency of the school administration, teaching and learning. The quality of teaching and learning can only be assured

through the supervision of instruction. In the secondary education, it has to do with all those qualities that lead to the successful and measurable students' outcome.

This has to do with the supervision of teaching and learning. Quality assurance in education is the efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce a quality output (students) that meets set standards and expectations of the society (Ayesi, 2012). Quality assurance in order words is seen as the process of ensuring effective resource input, control, refining the process and raising the standard of output in order to meet the set goals and satisfy public accountability.

Furthermore, quality assurance in education aims at preventing quality problems and ensures that the products of the system conform to the expected standards. There are two schools of thought based on Watty's (2003) definition of quality assurance. The first attaches' quality to a context and as a consequence, quality becomes meaningful. For example, references to the quality of assessment, student intake, academic programmes, teaching and learning, the student experience and programme designs are not uncommon. A second way of thinking about quality assurance relates to a stakeholder-specific meaning. Here, quality assurance is being considered, having regard to a variety of stakeholders with an interest in education, each having the potential to think about quality in different ways. Also, Sofowora (2010) described quality assurance as a mechanism used to evaluate the efficiency and appropriateness of teaching and learning in schools so as to ensure the delivery of high quality education. Quality assurance practice therefore, involves setting attainable standards for instructional delivery process, organizing teaching and learning activities so that education objectives are achieved.

In early 2004, the Common Wealth of Learning started working in the area of quality assurance with the aim to achieve the outcome of enhanced quality at all levels of education. They provided adequate guideline for formulating quality assurance policies as well as for adopting systems and procedures within teacher education institutions for enhancing the quality of the processes involved in teacher development (Lakshim and Rama cited in Okonkwo and Udeze 2012). Quality assurance in the view of Gasey (2007) is the process of ensuring that the degree of excellence specified is achieved. Quality assurance is a system in which the delivery service of the quality of the product is assessed and compared with that required. Quality Assurance ensures that the stated and established standards of performance in a system are attained. It is the management of teachers, students, resources, school environment as well as teaching and learning activities so as to ensure that quality is maintained at every stage and that the students who emerge from the entire process conform to national norms both in terms of academic achievement, moral development and social skill (Abolade, 2011). It is the maintenance of high level of efficiency and effectiveness in the determination and attainment of goals for educational programme.

To Okojie (2011), it is a mechanism concerned with the assessment, academic audit and accreditation of educational institutions and programmes. It relates to objectives, attitudes, actions and procedures that through their existence and use together ensure that appropriate academic standards are being maintained and enhanced in the system. Quality assurance in the words of Oladipo, (2010) is about consistently meeting product specifications or getting things right the first time, and every time. Quality assurance in the school system implies the ability of educational institutions to meet the expectations of the users of manpower in relation to the quality of skill acquired by their outputs (Ajayi & Adegbesan, 2007). Equally, it can be said to be the abilities of the schools to meet certain criteria relating to academic matters, staff-students ratios, teachers developments, physical facilities, funding and adequate library facilities.

## **QUALITY ASSURANCE INDICATORS IN SECONDARY EDUCATION**

Quality Assurance is concerned with implementing the sound processes that will ultimately be used to produce quality in the education systems. It ultimately focuses on three major areas of concern, namely, input, process and output. It is used to identify potential problems in the educational process that might lead to quality products later. In institutions Quality Assurance is normally implemented through two major channels, which are monitoring and supervision. Through monitoring and supervision shortfalls in the process of education can be identified and corrected before major problems result. Potential problems in pedagogy that would affect teaching and learning are usually taken care of in the monitoring process while supervision is concerned with improvements in teaching and learning. The highest priority of Quality Assurance is to set high quality goals. With reference to Ukanwa (2014) the following serves as indicators to Quality Assurance in secondary schools:

- Quality learners are presence;
- Quality learning environments;
- Adequate life skill;
- Quality processes;
- Appreciable working condition for teachers;
- Proper supervision;
- Enough support; and
- Quality outcomes as quality education indicators.

Quality learners, as he clarifies, refer to disciplined students ready to take instructions and learn. Quality learning environments talks of the physical and successful service delivery elements. Elucidating further physical elements is about quality of schools facilities which seem to have learning effect indirectly. Not leaving adequate school buildings, viable laboratories, clean water, classroom maintenance and space, furniture availability, class size and building in relationship with students' ratio. For psychological elements the environment is peaceful devoid of behaviors that affect safety and sexual harassment of male teachers to their opposites and finally service delivery elements should make certain that effective discipline is instituted. Policies are required, these are needed on bullying, and harassment, drug, tobacco and non-discriminating attitude to people haven ailments.

The teachers working condition is a prime boost or deterrent to his efficiency. The availability of classrooms and other spurs are certainly driving forces to motivate staff and the reverse will douse their interest. Remarkable learner outcomes (good results) are the cardinal quality. Ukanwa (2014) added that they include what children have learnt and can do; societies expectations. This means that no matter the level of sophistication of modern technology, qualified teachers, discipline, care and friendly environment which are put in place without good results, quality is not there.

## **STRATEGIES FOR ESTABLISHING QUALITY ASSURANCE FOR EFFECTIVE LESSON DELIVERY**

### **Managing Students Behaviour for Effective Lesson Delivery**

The ability of teachers to organize classrooms and manage the behaviour of their students is

critical to achieving positive educational outcomes. Ingersoll and Smith (2003) revealed that a significant body of research attests to the fact that classroom organization and behaviour management competencies significantly influence the persistence of new teachers in teaching careers. Browsers and Tomic (2000) explained that teachers who have problems with behavior management and classroom discipline are frequently ineffective in the classroom, and they often report high levels of stress and symptoms of burnout.

Accordingly, Ingersol and Smith (2003) observed that disruptive classroom behaviour is a significant reason why teachers leave the teaching. No wonder the No Child Left Behind (NCLB) Act of 2001 and the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 stressed on the ability of the teacher to prevent or address disruptive behaviour. These laws placed a high priority on improving results for students with historically low achievement and students with disabilities. In addition, these laws embrace the following: teacher quality as a critical factor affecting student achievement; the amelioration of learning and behavioural disorders; and broad educational outcomes for students.

These expressions are supported by Donovan and Cross (2002), Harrell, Leavell, Van-Tassel and McKee (2004) that the inability of teachers to effectively manage classroom behaviour often contributes to the low achievement of students and to their excessive referrals for special education. Hence effective instruction reduces, but does not fully eliminate, classroom behaviour problem (Emmer & Stough, 2001). Emmer and Stough concluded that effective classroom management therefore requires:

- Structuring the school and classroom environment;
- Actively supervising student engagement;
- Implementing classroom rules and routines;
- Enacting procedures that encourage appropriate behaviour;
- Using behaviour reduction strategies;
- Collecting and using data to monitor student behaviour, and modifying classroom management procedures as needed, Obviously, strategies to encourage appropriate, pro-social behaviour may sometimes fall short, hence teachers with strong classroom management skills also use effective techniques to decrease inappropriate behaviour by establishing predictable environment. Where environments are unpredictable, students tend to behave in ways that create predictability.

### **Instructional Materials for Effective Lesson Delivery**

Every teacher needs supplies and resources in order to have a successful classroom. Instructional materials are tools or equipment use in facilitating teaching and learning process. Instructional materials therefore are those things that a teacher or the learner uses in the course of teaching/learning to make learning simple, easy to understand, aid retention and recall whenever it is necessary. Abdu-Raheem (2016) defines instructional materials as essential and significant tools needed for teaching and learning of school subjects to promote teachers' efficiency and improve students' performance. Instructional materials play a very important role in the teaching and learning process. It enhances the memory level of the students.

According to Abdullahi (2010), instructional materials are tools locally made or imported that help to facilitate the teaching/learning process. Instructional materials are essential and significant tools needed for teaching and learning of school subjects to promote teachers'

efficiency and improve students' performance. They make learning more interesting, practical, realistic and appealing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. They give room for acquisition of skills and knowledge and development of self- confidence and self- actualization.

Ibeneme (2000) defined teaching aids as those materials used for practical and demonstration in the class situation by students and teachers. Ikerionwu (2000) saw instructional materials as objects or devices that assist the teacher to present a lesson to the learners in a logical manner. In his own perspective, Fadeiye (2005) saw instructional materials as visual and audio-visual aids, concrete or non-concrete, used by teachers to improve the quality of teaching and learning activities. Agina-Obu (2005) submitted that instructional materials of all kinds appeal to the sense organs during teaching and learning. Isola (2010) also described instructional materials as objects or devices that assist the teachers to present their lessons logically and sequentially to the learners. Oluwagbohunmi and Abdu-Raheem (2014) acknowledged that instructional materials are such used by teachers to aid explanations and make learning of subject matter understandable to students during teaching learning process. Abdu-Raheem (2011) asserted that non availability and inadequacy of instructional materials are major causes of ineffectiveness of the school system and poor performance of students in schools.

Ahmed (2003) confirmed that in most secondary schools in Nigeria, teaching and learning take place under a most un-conducive environment without access to essential materials. Eniayewu (2005) posited that it is very important to use instructional aids for instructional delivery to make students acquire more knowledge and to promote academic standard. In addition, Ajayi and Ayodele (2001) stressed the importance of availability of instructional materials to achieving effectiveness in educational delivery and supervision in the school system. Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) observed that instructional materials help teachers to teach conveniently and the learners to learn easily without any problem. They asserted that instructional materials have direct contact with all sense organs. Kochhar (2012) supported that instructional materials are very significant learning and teaching tools. He suggested the needs for teachers to find necessary materials for instruction to supplement what textbooks provide in order to broaden concepts and arouse students 'interests in the subject.

According to Abolade (2009), the advantages of instructional materials are that they are cheaper to produce, useful in teaching large number of students at a time, encourage learners to pay proper attention and enhance their interest. However, Akinleye (2010) attested that effective teaching and learning requires a teacher to teach the students with instructional materials and use practical activities to make learning more vivid, logical, realistic and pragmatic. Esu, Erukoha and Umoren (2004) agreed that instructional materials are indispensable to the effective teaching and learning activities.

Ekpo (2004) also supported that teaching aids are always useful in supporting the sense organs. According to Josua in Abiodun-Oyebanji and Adu (2007), instructional materials are all things that are used to support, facilitate, influence or encourage acquisition of knowledge, competency and skills. Abdu-Raheem (2014) encouraged teachers to improvise teaching aids because they are in great measure enhance learners' full participation in the lesson, gives room for inquiry, problem-solving, discussion and clarification of issues and ideas among students and the teacher.

## **Instructional Supervision for Effective Lesson Delivery**

Teachers play a crucial role in ascertaining whether or not the desired educational results have been achieved. Observations over the past decade showed that the enthusiasm and devotion of teachers to their duty in schools are no longer the traits that characterized the teaching profession. Teachers have in recent times manifested unwholesome attitude toward discharging their duties. They go late to school, exhibit rudeness to school authority and trade at the expense of teaching. When they teach, they manifest poor knowledge of their subject areas, do not provide regular assessments for students nor keep proper students' performance records, show laxity to duties and cases of indiscipline has continually caused setbacks not only to the attainment of educational objectives, but also to the kind of education provided to the students (Isaac, Haastrup & Osalusi, 2010). If teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized. This may also lead to low quality of instruction and invariably, teachers' lack of commitment to their job which results to ineffectiveness in schools.

Peretomode (2001) posited that for teachers to perform their teaching duties effectively, the principals must always check their lesson notes to ascertain whether the content was effectively covered in the lesson notes. He maintained that if principals supervised teachers' lesson note regularly, it would enhance teachers' performance in the classrooms. Ukpore (2004) opined that instructional supervision has to do with the coordination of different tasks by autonomous and delegated authority and ensuring that personal consideration are excluded from official business as much as possible and that, there is fairness in the treatment of the clients all view to facilitating the attainment of goals for which the school is set up. Hence, the school instructional supervisor is an Education auditor whose major responsibilities include making the school productive through a system of operational guidance on the major critical areas of the education process and to arrest the incidence of wastage in the school process.

In Nigeria, there has been a critical analysis of what instructional supervision should be. Omoregie (2002) saw instructional supervision as an internal process (micro-inspection). He opined that micro inspection concerns itself with regular resources utilization and process in a school and the maintenance of lines of action that promote effective learning. Instructional supervision according to Olorunfemi (2008) and Okobia (2015) is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. This definition describes instructional supervision from the point of establishing the relationship with stakeholders in the school system for the purpose of achieving the set objectives.

Peretomode (2004) saw it as those activities which are designed to improve instruction at all levels of the school enterprise and as behaviour officially designed by the organization that directly affects teacher behaviour in such a way to facilitate pupil learning and achieve the goals of the organization. Instructional supervision is basically concerned with supporting and assisting teachers to improve instructions through changing their behaviour. The instructional supervisor does much than inspect. Instructional supervision is a service activity that exists to help teachers do their job better. An instructional supervisor may not be an official sent from the Ministry or Board of Education. Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Peretomode, 2001). Teachers, whether new or old on the job need necessary support in implementing the instructional programmes. Principals as school heads therefore, need to provide this support to teachers, they have to be involved in the implementation of instructional programmes by overseeing what teachers are doing with the students.

In the school system, it is the responsibility of the school head to develop and maintain teachers' competence. The instructional supervisory activities by the school head include: checking of teachers' lesson notes, scheme of work, pupils' notes, teachers' punctuality, teachers' regularity in class, classroom observation, demonstration, conferencing, workshop, micro-teaching, moderation of examination question papers and moderation of marking schemes among others. To carry out these tasks, the school head must have supervisory capacity to enforce this task and also encourage the teachers to utilize their talents when necessary so that at the end, instruction and instructional procedures can be improved.

### **Teachers' Digital Content-Creation for Effective Lesson Delivery**

Competence in digital content creation would help teachers to provide ideal learning environment with multiple ways to assess students' progress. Teachers can create and edit digital content such as e-mail, blogs, Tweeter, Facebook, YouTube as well as creating other forms of media like videos and podcasts, integrate and re-elaborate previous knowledge and content, produce creative expressions media out puts and programming. In the view of Katherine (2016) opined that creating digital learning content will help provide easy access to syllabi, lesson plans books, multimedia lessons, teachers videos, presentation slides and more from their home computers, tablets and mobile phones. Therefore, the principal as an instructional leader is responsible to provide with technical assistance and professional development opportunities on how to select, use, create and modify digital materials. These opportunities according to the State Educational Technology Director's Association should include the following:

- Explore ways in which digital content can be integrated into classroom to improve the educational experience of all student
- Empower teachers by providing pedagogical and technological strategies to design, develop and deliver digital experiences
- Inform teachers about copyright and licensing options, including the free licenses developed by commons to enable sharing and refinement (SETDA, 2014)

The study conducted by Tetyana (2018) found that regular teachers training in digital content creation, providing incentives for teachers. However, empowering teachers to engage in the development, refinement and use of digital materials including lesson planning, videos of instructional practices and formative assessments holds real promise for improving teachers digital content creation competence. Fisher (2011) found that organizing workshops for teachers on word processing, PowerPoint, internet browsing and on the use of interactive whiteboard, supervising teachers use of these packages in creating digital content for teaching and learning facilitates teachers' content creation.

### **Classroom Planning for Effective Lesson Delivery**

Planning of classroom activities according to Agabi and Okorie (2002) includes all the pre-instruction elements in the teaching task. These element include all what the teacher wants to accomplish in terms of long term and short term goals, arrangement of the learning process, who the students are and what they already know (previous knowledge), how to accomplish the educational goals and objectives, directing the learning activities, assessing classroom

performance to know if the goals and objectives have been achieved, identifying and analyzing problems in the classroom and time management in classroom delivery process. It also includes learner's expectations in the classroom, teacher-student relationship and timing of the planning process.

Consequently, planning classroom activities and delivering it require absolute care and attention to avoid producing "factory rejects". Therefore, planning of the classroom activities entails that the teacher creates a guiding sequence and method that would enable him interact positively with students in a teaching and learning situation since the classroom is like a factory where materials are manufactured and where most of the things that would shape the child's life are taught.

Planning the classroom activity helps check the situation where teachers go into the class to tell and read passages because of unpreparedness. Teachers who plan their lessons prior to teaching or delivery time will teach and not cheat the students. Therefore, when teachers plan their classroom activities, the risk of teaching falsehood that would require being "untaught" will not be there.

Planning is a time consuming venture Agabi and Okerie (2002). However, time spent in planning is never a waste because proper planning is a prerequisite to goal achievement. According to Adesina (1981), planning is a process or course of future activities showing steps to be followed to achieve a desired goal. Outcome of results is the purpose of planning the classroom activity and these must be related to the objectives.

Planning of classroom activities takes more time than practically delivering the lesson. This is why a teacher could spend more than two hours planning a lesson he would use only forty minutes to teach. Timing of the planning process includes long term and short-term basis. i.e testing whether the objectives one wants to cover with the students overlap with objectives that will be tested on the standardized test at the end of the year. It also covers task analysis, models of instruction, instructional methods and techniques. Long term deals with the school year while short term deals with lessons, its objectives, activities and lesson materials. Some of the steps in the planning process includes establishing goals and objectives, establishing allocated time, identifying strategies and models of teaching, determine methods of evaluating of students outcome, selecting instructional methods and techniques, designing student activities, providing for variety and individual differences.

It is necessary to properly implement the plan and to properly evaluate results in order to determine if the plan was a success or not. Instructional objectives are statements of educational expectations for students. Although research has not demonstrated a strong link between writing objectives and student achievement, it is still considered good educational practice to have written objectives in order to facilitate communication to students about expected outcomes. Magel (1997) proposes writing very specific statement about observable outcomes called behavioral objectives that can be built up to become a curriculum.

Planning for teaching as Agabi and Okorie, (2002) gathered comes under a set of five sequential steps which include deciding and choosing instructional goals, diagnosing the learners, specifying instructional (specific) objectives, selecting teaching strategies and selecting evaluation procedures.

According to Ayeni (2012) the following are the strategies that can be applied for quality assurance in the educational system:

- Evaluation: This is a formal process carried out within a school setting. It is based on available data which are used to form conclusions. It could be formative or summative.

The aim of evaluation, a quality assurance strategy, is to see how the system can be assisted to improve on the present level of performance (formative) (Ijaiya, 2001).

- **Monitoring:** It refers to the process of collecting data at intervals about ongoing projects or programmed within the school system. The aim is to constantly assess the level of performance with a view of finding out how far set objectives are being met (Ehinder, 2001).
- **Supervision:** Supervision might involve inspection, but it goes beyond inspection and includes attempt at bringing about improvement in the quality of instruction. It involves staff as essential part of the process. It is a way of advising, grinding, refreshing, encouraging and stimulating staff (Onocha, 2002).
- **Inspection:** Usually involves an assessment of available facilities and resources in an institution with a view to establishing how far a particular institution has met prescribed standards, it is more of an assessment rather than an improvement induced exercise (West-Burham, 1994).
- **Quality control:** The issue of quality control cannot be over-emphasized. It is one of the strategies for establishing quality assurance in the inferior education system at all levels. Ojedele (2007) views that; quality control should be of concerns to the country in its drive towards technological development. For this to be successfully carried out, there is need to examine the qualification of teachers, teachers by gender, the adequacy of the curriculum, availability of equipment in the required number as well as the proper use of the processes involved in the various skills to ensure that the finished products are of high standard.
- **Access and Equity:** Ojedele (2007) asserts that the trend of students transiting from the junior secondary school to other level of education has not been encouraging as it has been falling short of the expectation. He argued further that, the issue at the tertiary level presents a situation that calls for concerns in terms of variation in access at the Universities, Polytechnics and Colleges of education and in terms of gender disparity.

## **BARRIERS TO EFFECTIVE QUALITY ASSURANCE AND MANAGEMENT IN SECONDARY EDUCATION**

### **Inadequate Allocation of Funds to the Education Sector**

There are many programmes and services in education. There are Mathematics and Science programmes, Language programmes, Art programmes, and programmes in music and computer science. There are also in-service training programmes, workshops, seminars and allowances, provision of science equipment and stationary. All these require adequate funding, but inadequate provision of to cater for them greatly affect the human resource in charge of the management and administration.

### **Lack of administrative Training**

The school principal is faced with several challenges while managing teachers' digital competence in their daily administrative functions. This implies that lack of training of teachers and administrators in making digital technological innovation is not a reality in the schools. Lack

of resources is seen as another major challenge for schools principals and human resources were emerged as challenge for school principals (Leonard & Leonard, 2006).

In the view of McLeod's (2011), principals lack the skills about how to manage resources and supervise instruction in this context. In addition, poor infrastructure, computer illiteracy, resources shortage, poor internet connection and poor access to digital devices and lack of in-service training about the use of digital technology in both administration and instructional delivery are challenges facing school principals in the management of teachers' digital competence. Ogundele, Pwajok, Malgwi and Bature (2017) affirmed that irregular power supply is a major challenge facing the school system to adequately implement the use of digital aided instructions.

Ezikpe and Okpe (2017) identified lack of digital technology facilities such as computer, multimedia projectors, internet connectivity, interactive whiteboard and application packages for use in the school as the challenges facing effective implementation of digital technology. Udoh (2016) and Onwuka (2016) reported that lack of digital gadgets in public secondary schools have contributed to the challenges facing the management of teachers' digital competence.

### **Diversion of Funds Meant for Education to Other Sectors**

Some authorities divert funds meant for education to other sector of the economy. As identified by Ogbonnaya (2005) for the duration of Obasanjo regime, funds meant for education were diverted to the Ajaokuta steel company, for the development of basic infrastructures to the detriment of education section. It is worthy of note that some the funds were self-pocketed by the unprincipled politicians for their nefarious interest, and this of course have been a majour setback to Nigeria's majour development. There were cases alleged that some states Primary Education Board (SPEB) officials divert funds earmarked for the management of primary education for personal purposes. During the military regimes, funds meant for the payment of teachers' salaries and allowances in most states were used for prestigious projects by some military administrators which greatly effects effective utilization of resources in education.

### **Students' Demonstration**

Commonly, riot is seen a form of civil disorder which is usually characterized by disorganized or organized groups involving in violence to drive home their demands. Ogbonnaya (2009) perceived students' riots to mean any disturbances of public peace conducted in a tumultuous manner during which student's act violently and often damaging property. Of high import is that, these unethical acts tend to upset and displace the human resource managing the educational system and dragging back to what they have achieved.

### **CONCLUSION**

The quest for quality is of global subject in all works especially as it concerns educational system, which is in the recent time the merchant of manpower for all other institutions of the society. Quality assurance in this context is a strategy for the systematic monitoring and evaluation of the various aspects of a project, service, or facility to ensure that standards of quality are being met. Quality assurance as the preventing of quality problems through planned and systematic activities will include the establishment of a good quality management system and the assessment of its adequacy, the audit of the operation of the system, and the review of the

system itself. It is one of the most critical tasks facing every nation's educational institutions, so that the societal demands for improved education service delivery would achieve the best learning outcomes that enhance the quality of life of the citizenry.

### **Suggestions**

Quality assurance in secondary is of prime importance in realizing academic excellence geared toward national development. From the foregoing the following are suggested to foster realization of quality assurance our Nigerian educational toward meeting 21<sup>st</sup> century global demands:

- Government should ensure that qualified teachers with a minimum of first degree in relevant subject(s) are employed to teach in secondary schools in Nigeria;
- Principals of secondary schools should ensure that teachers use instructional materials to teach in secondary schools in Nigeria;
- Government in collaboration with education stakeholders should provide adequate infrastructural and instructional facilities such as furniture, well-equipped library and laboratories that will enhance quality education in secondary schools;
- Principals should continue to use instructional supervision as quality assurance strategy to enhance lesson delivery in secondary schools in Rivers state.

### **REFERENCES**

- Abdu-Raheem, B. O. (2011). Availability, adequacy and utilisation of social studies instructional materials in Ekiti State secondary schools. *Journal of Current Discourse and Research*, 3(1), 242-255.
- Abdu-Raheem, B. O. (2014). Improvisation of instructional materials for teaching and learning in secondary schools as predictor of high academic standard. *Nigerian Journal of Social Studies*, 17(1), 131-143.
- Abdu-Raheem, B.O. (2016). Effects of instructional materials on secondary schools students' academic achievement in social studies in Ekiti state, Nigeria. *World Journal of Education*, 6(1), 32-39.
- Abdu-Raheem, B. O., & Oluwagbohunmi, M.F. (2015).Pre-service teachers' problems of improvisation of instructional materials in social studies in Ekiti State University. *Journal of Education and Practice*, 6(3), 160-163.
- Abiodun-Oyebanji, O., & Adu, E. T. (2007).Principals' performance in instructional supervision in the use of resources in senior secondary schools in Ekiti State.*Journal of Educational Focus*, 1(1), 8-14.
- Abolade, A. O. (2009). Basic criteria for selecting and using learning and instructional materials. In I. O. Abimbola & A. O. Abolade (Eds.), *Fundamental principles and practice of instruction* (pp. 497-504). Department of Science Education, Ilorin.
- Abolade, J. O. (2011). Quality assurance mechanism at the secondary school level. A paper presented at the Annual Congress of Nigerian Academy of Education. Lagos.
- Adegbesan S. O. (2010). Establishing quality assurance in Nigerian education system: implication for educational managers. *Educational Research and Review*, 6(2), 147-151.

- Adesina, S. (1981). *Introduction to Educational Planning*. A book of selected reading. University of Ife Press.
- Adesola, A. A. (2005). Resource provision and utilization, mathematics ability and learning environment as prediction of learning Outcome in Undergraduate Practical Geography. Unpublished Ph.D Thesis, University of Ibadan, Nigeria.
- Adu, E. O., Akinloye, G. M., & Olaoye, O. F. (2014). Internal and external school supervision: issues, challenges and way forward. *International Journal of Education Science*, 7(2), 269-278.
- Agu, O. J. (2015). *Principals' Service Conditions and Administrative Effectiveness in Secondary Schools in Rivers State*. University of Port Harcourt; Unpublished Masters Dissertation.
- Akinfolarin, C. A. (2008). Resource utilization in vocational and technical Education in colleges of education in South-West Nigeria. Unpublished Ph.D. Thesis. University of Ado-Ekiti, Ado-Ekiti.
- Ani, C. I. (2002). *Fundamentals of educational planning in Nigeria*. J.T.C. Publishers.
- Ani, C. I. (2008). Quality assurance strategy for primary school teachers: A repositioning for the UBE scheme. *Nigeria Journal of Curriculum Studies, Special Edition*, 1-7.
- Artzt, E. L. (1992). The total quality forum: forging strategic links with Higher Education. *Report of the proceedings August 1991, Ohio*.
- Ayeni, A. J. (2012). Achieving quality and standard in the management of Nigerian secondary schools: policy goals, current practices, trends, challenges and opportunities. *International Journal of Research Studies in Management*, 1(2), 37-45.
- Bandebe, S. O. (2003). The Universal basic education in perspective, need for formative evaluation. *Nigeria Journal of Educational Research and Evaluation*, 1(4), 54-56.
- Bassey, B. A. (2012). *A wider view of classroom management*. Ekong Publishing House.
- Briggs, I. F. (2015). *Process and Functions of School Administration in Nigeria*. Zigodu Publishers.
- Campbell, C., & Rozsnyai, C. (2002). Quality assurance and the development of course programmes. A Paper on higher education, Regional Universities Network on Governance and management of higher education in South East Europe, Bucharest, UNESCO.
- Charlie, M. U. (2006). *Discipline and management in the classroom: Theory and practice*. Joyce Graphic Printer and Publishers.
- Colan, L., Petrescu, A., Radulescu, C., & Bucur, C. (2014). Training teachers to use digital resources for the knowledge society. *Procedia Social and Behavioural Sciences*, 128(1), 415 – 419.
- Duff, T. H. J., & Hussey, M. (2000). Academic quality assurance in Irish higher education: elements of a handbook. Blackhall XV.
- Dull, F. C. (2003). *Supervision, school leadership handbook*. Charles E. Merrill Publishing.
- Effiong, U. A. (2007). *Dealing with disruptive behaviours in the classroom*. Hilcop Printing Press.
- Ehinder, S. (2001). The pitfalls of UPE and the need to enhance quality in the implementation of universal Basic Education. A paper presented at the national workshop on Universal Basic Education (UBE) organized by the faculty of education, University of Benin.
- Ekere, O. S. (2006). *Concept of disruptive behaviour among students in public secondary schools*. Ekpeyong Publishers.
- Ekpo, O. E. (2004). *Instructional strategies and the challenges of implementing school curriculum in Nigeria*, Lead paper presented at 17th Annual Conference of the

- Curriculum Organization of Nigeria (CON) held at University of Uyo, Uyo, AkwaIbom State, 14th – 17th September, 2004.
- Ekundayo, H.T., Oyerinde, D. O., & Kolawole, A.O. (2013). Effective supervision of instruction in Nigeria Secondary schools: issues, challenges and the way forward. *Journal of Education and Practices*, 4(8), 185-190.
- Ekwukoma, V., & Ohaeri, J. O. (2016). Taxonomy of unethical practices among university students and quality assurance. (Unpublished Journal Article).
- Eniayewu, J. (2005). *Effect of instructional materials on teaching of economics in secondary schools in Akoko North-East Local Government Area of Ondo State. Ikere Journal of Education*, 7, 117-120.
- Esu, A. E. O., Enufoha, O. I. T., & Umorem, G. U. (2004). *Curriculum development in Nigeria for colleges and universities*. Whyte and Whyte Publishers.
- Ezikepe, N. N., & Okpe, P. U. (2017). Managing ICT tools and packages in Abia State secondary schools for leadership, value and sustainable national development in Nigeria, *Nigeria Journal of Educational Administration and Planning*, 17(3), 925 – 935.
- Fadeiye, J.O. (2005). *A social studies textbook for colleges and universities*. Akin-Johnson Press and Publishers.
- Fadokun J. B. (2005). Educational assessment and quality assurance implication for principal instructional leadership roles. Paper presented at the 31st Annual Conference of International Association for Educational Assessment at Abuja on 4th – 9th September, 2005.
- Fajonyomi, A. A. (2007). Reviving higher education relevance in Nigeria. A paper presented at the 3rd Faculty of Week and Annual National Conference, Faculty of Education. University of Maiduguri on the theme Higher education reforms in Nigeria from 26th to 27th September
- Federal Republic of Nigeria (2014). *National policy on education*. NERDC Press.
- Fisher, L. (2011). Trainee teachers' perceptions of the use of digital technology in the language classroom. In E. Evans (Eds.). *Foreign language learning with digital technology* (pp. 60 –70). Continuum.
- Hallak, J. (1990). *Investing in the Future: Setting Educational Priorities in the developing world*. IIEP and Pergamon Press.
- Ibeneme, O. T. (2000). Provision and utilization of instructional equipment for teaching and learning science and technology. *Issues in Educational Journal*, 1, 139-144.
- Ikerionwu, J. C. (2000). Importance of aids and resources in classroom teaching. In A.M. Oyenyin (Ed.), *Perspective of classroom teaching*. Martmonic Investment.
- Isaac, A.A., Haastrup, T. E., & Osalusi, F. M. (2010). Learning environment and secondary school effectiveness in Nigeria. *Studies of Home Communication Science*, 4(3), 137-142.
- Isola, O. M. (2010). Effect of standardized and improvised instructional materials on students academic Achievement in secondary school physics. Unpublished M.Ed. Dissertation, University of Ibadan, Ibadan.
- Jegede, S. A. (2009). Towards improving skill acquisition during students' industrial work experience scheme programme. *National Association of Women in Academics*, 1(1), 46-54.
- Katherine, O. (2016). Creating digital learning content to create more successful students. <http://blogs.Adobe.com/education/2016/10/12/creating-digital-learning-content-to-create-more-successful-students/>.

- Kochhar, S. K. (2012). *The teaching of social studies*. New Delhi, India. Sterling Publishers Private.
- Magel, C. (2000). *Handbook of beginning teachers* (2rd Ed.). Pearson Education Publishers.
- Middlehurst, R. (2007). *Quality: an organizing principle for higher education*. Winte Centre for Higher Education Studies, Institute of Education.
- Obot, T. U. (2010). Gaining student's attention in the classroom and students' academic performance in IbesikpoAsutan Local Government Area. (B. Ed.) unpublished project, faculty of education, University of Uyo, Uyo.
- Odinga, W. E. (2007). *Managing the School for Future Use*. Olakunle Publishing.
- Ogbonaya, C. (2011). Evaluation and supervision of instruction in Nigeria schools. In E. A. Beson and Nwokocha, L. K. (Eds.) *Educational administration and management in Nigeria: The salient issues*. Soletech Press.
- Okobia, T. A. (2015). Approaches to supervision of instruction, education and development. *Journal of the Nigerian Educational Research Council*, 2(1), 292-299.
- Omoregie, S. B. (2002). Planning the monitoring functions of school inspection for the school system. Seminar paper presented to school inspectors, Benin city.
- Onocha, C. O. (2002). Quality assurance in teacher's education. A discussion paper presented at the NTI's 25<sup>th</sup> anniversary celebration, Kaduna.
- Onwuka, O. O. (2016). Information and communication technology for administration and management for secondary schools in Uyo, Akwa-Ibom State, *Journal of Online Learning and Teaching*, 4(3), 342 – 351.
- Peretomode, V. F. (2001). *Introduction to Educational Administration, Planning and Supervision*. Joja Research and Publishers.
- Tetyana, B. (2018). Formation of teachers' digital competence; domestic challenges and foreign experience, *Journal of Vasyi Precarpathian National University*, 5(11), 40–46. <http://jpnu.Pu.if.ua>.
- Udoh, A. O. (2010). Influence of teacher competence and availability of resources on application of ICT to the teaching of physics in secondary schools in Ikot-Ekpene Senatorial District of Akwa-Ibom State, *Multidisciplinary Journal of Research Development*, 15(4), 1–7.
- Ukpore, J. T. (2004). Essence of external supervisor in the school system. Seminar paper presented at Adolo College, Benin city, February.
- Ukwungwu, J. O. (2008). Quality assurance in junior school education: Gender consideration of serving teachers in Niger state. *Journal of Curriculum Studies*, 15(4), 161-171.
- Williams, W. O. (2008). *Educational Management*. Pandac Publications.