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QUALITY ASSURANCE MECHANISMS FOR QUALITY EDUCATION IN PUBLIC SECONDARY SCHOOLS IN EBONYI STATE

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ABSTRACT

This study, investigated Quality Assurance Mechanisms for Quality Education in Public Secondary Schools in Ebonyi State. Two research questions and one null hypotheses guided the study. The population of the study comprised all the 221 principals and 5238 teachers totalling 5459 in 221 public secondary schools in Ebonyi State. The sample of the study comprised 117 principals and 468 teachers. The researchers developed a structured questionnaire titled 'Quality Assurance Mechanisms for Quality Education (QAMQE)' was used as instrument for data collection. Data collected were analyzed using mean (x) and standard deviation to answer the research questions and t-test statistic to test the hypothesis at 0.05 level of significance. The findings revealed that; adequate provision of infrastructural facilities, recruitment of quality teachers are necessary quality assurance mechanisms for quality education in public secondary schools in Ebonyi state and there was no significant difference between the mean ratings of the respondents (principals and teachers) on the quality assurance, mechanisms for quality education in public secondary schools. Based on the findings of the study, it was recommended among others that the state ministry of education and that school leaders should ensure that the mechanisms highlighted in this study are embraced and sustained to improve quality secondary school education in the state.

Keywords: Quality, quality assurance, secondary education, infrastructural facilities and principals.

Introduction

Quality assurance in education is related to accountability in all ramifications with regards to maximizing the effectiveness and efficiency of educational systems and services in relation to their contexts, missions and set objectives. In the words of Ayeni (2012), quality assurance focused on the: learners entry behaviours, characteristics and attributes including some demographic factors that can inhibit or facilitate their learning, teachers entry qualification, values pedagogic skills, professional preparedness, subject background, philosophical orientation, the teaching/learning processes including the structure of the curriculum and learning environment. Agu (2014) added that quality assurance is regarded as a process and practice primarily concerned with conformity to mission specification and goal

achievement within the publicly accepted standard of excellence. Suffice, it to say that quality assurance is all the attitudes, objectives, actions and procedures that through its existence and use, and together with quality control activities, ensure that appropriate academic standards are being maintained and enhanced in school system.

The realization of quality assurance practices in schools is through quality assurance mechanisms. Quality assurance mechanisms are those strategies adapted to ensuring that the goals and objectives of the school are significantly achieved (Nwite and Okpanze, 2017). Those mechanisms include; monitoring, adequate provision of instructional facilities, recruitment of qualified teaching staff, effective curriculum implementation, effective school leadership, supervision and evaluation of practices in the school.

Trained and educated human resources contribute immensely to the development of education and maintenance of standard in practice. Agu (2014) affirmed that trained or educated human resources constitute manpower and personnel that bring about national development. That is, to say that the amount of educated citizens is equal to the amount of available quality staff that will contribute to a nation's development. The quality of the staff in the school system presupposes the quality of the school output, that is, the human resources that will be available for the nation (Ochuba, 2009). Ochuba maintained that in the school system, some determinants of high quality education include goals of education, quality of the input as well as a well-organized school system that ensure the articulation and effective co-ordination of all aspect of school life. The worth of any educational system as an investment lies in its capabilities to continuously serve its customer which is the students, parents, employer, labour or the society better and remain relevant. Put differently, Ijaiya (2009) stated that educational planners are therefore faced with two main challenges which are: providing for quantity and for quality.

In the context of this study, quality implies assessment of resources put in education such as finance, teachers, facilities that will enhance quality output. It is in the aspect of qualitative growth that educational planners can lay claim to some success in restructuring of school system. Despite government effort to restructure public secondary schools in Nigeria to reduce wastage and ensure greater quality, a lot is still required from the school administrators to put our educational system in a high standard.

The quality of education being provided for children especially in public secondary schools in Nigeria has been a source of great concern for stakeholders in Nigeria. The International Institute of Educational Planning (IIEP) in their paper presented at the 1999 general meeting stated that the education was too bookish and irrelevant to African needs during the colonial period and after independence in 1960. The 1969 curriculum conference which culminated in the national policy on education and the 6-3-

3-4 system of education was a reaction to that fact. The school curriculum was expected to be comprehensive to cater for varying talents of children. Yet, complaints about the low quality of education have continued (Ekundayo, 2010). Osakwe (2016), Ugwoke & Agwara (2015) expressed concern about the declining level of literacy in some public secondary schools in South-East which can be traced to teaching employment given to unqualified applicants and admissions given to some unqualified candidates. Others are additionally, leadership in effectiveness most public secondary schools inadequate and deteriorating facilities have endangered both State and Federal public secondary schools in Nigeria (Nwite & Okpalanze, 2017; Chidobi & Eze-Theola, 2016). In the school system, the quality of teachers' remains the determinant of its success. Ijaiya (2009) see teachers' input as the ability of the teacher to influence the learners through impacting them academically.

Oduma (2014) opined that for a teacher to be effective, there must be a constant training through workshops, seminars, conferences and symposium to update new techniques and methods that will enhance their teaching effectiveness towards improving students learning outcome. Teachers input in this context means the totality of what the teachers have injected on the students that enable them (students) perform better in their examinations. The contributions of the teachers towards the development of student's intellect makes it imperative for government to equip the teachers through constant training like conference, workshops that will enable them be effective in teaching processes.

Infrastructural facilities in good quantity and quality shape the teaching and learning process meaningfully. However, inadequacy of facilities and decay, including lack of maintenance culture that characterized public secondary schools and other educational institutions in Nigeria leave doubts in the minds of observers as to whether or not the secondary schools could deliver the quality of education required in the present globalized world (Osakwe, 2016; Oduma, 2014; Ekundayo, 2010). Oduma (2014) observed that the lack of adequate instructional facilities in most public secondary schools in Nigeria has negated the value attached to public schools by members of the public. He noted that this situation has resulted to a good number of parents sending their wards to private schools; where they feel that the children's education wellbeing will be well taken care of. Students of most public secondary schools for instance, offer computer studies without ever having a good opportunity of interacting with computers; they only end up getting the first ever real computer experience and training in road-side cyber cafes. Ekundayo (2010) noted that classrooms are over-crowded to the point that some students take lectures by peeping-in through the classroom windows. These problems combined with biting socio-economic and psychological crisis which most students are facing have made the learning environment and hostile rather than friendly.

The quality and quantity of teaching staff in most secondary schools in Nigeria have also been contributory to poor teaching and learning in the schools. Shortage of qualified teachers has been also identified as a constraint and problem to quality assurance in public secondary schools. The predicament is, how can quality be achieved in the face of quantity? The drawing-in of all manner of people as teachers on the excuse that there is shortage of teachers is a phenomenon that is prevalent at all levels of the Nigerian education system. Therefore, qualified teaching staff is pivot for effective teaching and improved learning. This means that an effective and effective implementation of the secondary school education curriculum demand as of necessity teachers that have the requisite knowledge, skills and capacity for effective classroom management and delivery of the curriculum. In addendum, Mobegi and Ondigi (2011) remarked that recruitment of qualified teachers is one of the most important inputs into the education system and therefore, efficient provision, management and utilization of teachers are critical to the quality of learning outcomes in secondary schools.

Quality assurance practices in secondary school in Ebonyi State are yet to rise to its peak. Personal experience of the researchers shows that in some public secondary schools in the state, the employments of unqualified teachers are still in the system. More so, parents have been found complaining about their children inability to perform creditably well in external examinations such as West African Examination Council (WAEC). Furthermore, poor quality education in many public secondary schools in the Nigeria Education Zones could be attributed to inadequate infrastructural facilities incidental for quality teaching and learning. Schools cannot boast to have enough classrooms, laboratory equipment. These might have contributed to students' poor academic performance in the internal and external examination. Based on the foregoing, there is need to examine fully quality assurance mechanisms tools for quality education in public secondary schools in Ebonyi State, Nigeria.

Statement of the Problem

Contrary, the students in the public secondary schools in Ebonyi State are not doing well in their exams and cannot compete favourably with their private school counterparts. This is as a result of unqualified teachers, incompetence among school administrators in leadership and inadequate facilities which culminated to low quality output.

The complexities in educational system in the use of modern techniques in the teaching and learning have made it imperative for teachers to attend workshops, seminars to improve their teaching method. This is the fact that students in public secondary schools in Ebonyi State are not performing well due to low quality inputs from their teachers. Personal experience and observation of the researcher indicates that quality assurance mechanisms which are tools of ensuring the employment of qualified teacher and the availability of facilities that are needed in

ensuring quality education in Ebonyi State have not yet be put in place. The low quality output has constituted a problem for the fact that students are no more finding it easy to cope with their private school counterparts, and choose to transfer from public to private schools where qualified teachers, adequate facilities and proper management have been guaranteed. It is on this premise that this study was deemed imperative to ascertain quality assurance mechanisms that engenders quality education in public secondary schools.

Purpose of the Study

The main purpose of the study was to investigate quality assurance mechanisms for quality education in public secondary schools in Ebonyi State. Specifically, the study sought to determined:

1. how provision of infrastructural facilities serves as a quality assurance mechanism for quality education in public secondary schools;
2. how recruitment of quality teachers serves as a quality assurance mechanism for quality education in public secondary schools;

Research Questions

The following research questions guided the study.

1. How does provision of infrastructural facilities serve as a quality assurance mechanism for quality education in secondary schools in Ebonyi State?
2. How does recruitment of quality teachers serve as a quality assurance mechanism for quality education in secondary schools in Ebonyi State?

Hypothesis

The following null hypothesis was tested at 0.05 level of significance to further guide the study.

Ho_1: There was no significant difference between the mean ratings of principals and teachers on how provision of infrastructural facilities serves as quality assurance mechanism for quality education in public secondary schools in Ebonyi State.

Review of Related Literature

Quality: The concern for quality has been at the core of the motivating forces for reforms in all educational system of a nation. Agu (2014) defined quality as the totality of the features of a process, product or service on performance and in customers or clients perception of that performance. It is not just a feature of a finished product or services but involves a focus on internal processes and outputs including the reduction of waste and the improvement or productivity. Enyiuche, Ofojebe and Ezeugo (2015) delineated quality as interrelated and interdependent stands, efficiency in the meeting its goals, relevance to human and environmental conditions and needs, something more that is the exploration of new ideas, the pursuit of excellence and encouragement of creativity. With regards to education, the International Institution for Educational Planning (IIEP) views quality from different perspectives. The first is the internal criteria of the system such as profile expiration and the second is the external criteria which include fitness and relevance of such an education to its environment.

Oduma concluded that quality serves as determination of gradations based on standard of excellence beneath which a mark of inferiority is imposed or adduced and above which grades of superiority are defined. However, even when these views of quality conflict with one another, people recognize the presence of quality, its importance, and the difference it makes between success and failure, and people also recognize its absence with its attendant frustrations and wastages. Thus, quality is something everyone considers good and wants to have. It is about the standard of something when compared with other things.

Quality assurance: Educationally, quality assurance is the systematic monitoring and evaluation of the various aspect of project, services, or facilities to ensure that standards of quality are met. This is done by designing quality into the process so as to ensure that what is produced conforms to predetermined specifications (Meremo, 2017). In this regard, Chidobi and Eze-Theola, (2016) defined quality assurance as a system to support performance. According to Bell, it implies a systematic way of establishing and maintaining quality improvement activities as an integral and sustainable part of the systems or in the institutions of learning.

Quality refers to the standard of a phenomenon when compared with other things like: how good or bad something is, that is, to be of good/poor/top quality or of a high standard. Quality Assurance in education implies the relevance and appropriateness of the education programme to the needs of the learners and community for which it is provided. Quality Assurance is about consistently meeting product specification or getting things right the first time, every time. Quality assurance quality assurance according to Nndowiseni (2012 and Agu 2014) is a process-centered approach to ensuring that a company or school organization is providing the best possible products or services. Quality Assurance is related to quality control, which focuses on the end result. Quality assurance focuses on enhancing and improving the input, process and output that is used to create the end result, rather than focusing on the result itself. Among the parts of the inputs that are considered included but not limited to human and material resources; while process that are considered in quality assurance are: planning, design, content, development, maintenance of standards, production and service whose output when combined together yield positive outcomes (Osakwe, 2016; Nndowiseni, 2012). Other aspects of outputs that are considered includes: academic achievement on tests, scores and progression and pass rates, thus, the product of internal and external efficiency.

Quality assurance within the education context can simply be described as the degree of excellence in the education system. This includes maintaining quality service delivery in the school system and employing various mechanisms that will lead to quality/high standards. For instance, in education, quality assurance include deploying quality human and material resources such as quality

infrastructure, quality facilities, quality equipments, quality teachers, high standards and efficiency in professional practices of teachers, maintaining quality standards, quality contents and quality means of assessment/examinations and quality control (Onyetola, Kayode & Okunuga, 2012). During the past decade much has been done globally to provide quality education to secondary school students yet objectives seem not fully achieved in developing countries, Nigeria inclusive.

Strategies for ensuring quality assurance in education

The need for quality assurance in our education system cannot be over emphasized in Nigeria education system. In order to make the system more responsive, more meaningful and more functional to the recipients and the society in general, there is a need therefore, to begin to redress the practices in the system especially now that the recipients are no longer finding it easy to cope with the economic circumstances of life. This function behoves on the government and stakeholders in the system ensure quality teaching and learning. However, the following may be seen as the reasons for the desired attention to improving the quality of education in Nigeria.

a. Quality assurance serves as an indispensable component of quality control strategy in education.
b. ensures and maintain high standard of education at all levels.
c. assist in monitoring and supervision of education activities especially that of teaching and learning.
d. equally help to determine the quality of teachers input.
e. assist to determine the resources as well as facilities needed for smooth operations especially from time to time in our school systems.
f. determine the adequacy of the learning environment for the comfort of both the teacher and the students.
g. ensures how the financial resources available could be prudently and judiciously utilized (Adegbesan 2012).

For the purpose of this study quality assurance in our education system in Ebonyi State the following strategies may be viewed as imperative: Education curriculum as well as general standard of education be reviewed periodically to reflect the needs and aspirations of the recipients as well as the society. The curriculum therefore should match the minimum academic standard. Monitoring is another measure and it refers to the process of collecting data at intervals about ongoing projects, school teaching and learning activities as well as programmes within the school system. The aim is to constantly assess the level of performance with a view of finding out how far the set objectives are being met. Also, instructional supervision should be focused on effort at bringing about improvement in the quality of instruction. It should involve all staff especially those in the academic domain. Instructional supervision should be a way of advising, encouraging and stimulating staff.

Additionally, facilities should be regularly inspected. This involves an assessment of available facilities and resources in all

institutions of learning. This could be cultivated and internally coordinated from time to time. The essence of which is to establish how far the school or the various departments meet prescribed standard. It should be more of self-assessment rather than externally induced exercise. Equally important is staff quality control. Staff quality is an essential pre-requisite in the issue of quality assurance. There is need therefore to continue to encourage staff training and development strategies. The qualification and experience of teachers matters a lot in their subject delivery. On this note, they should continually be assisted to continue to undergo refresher courses, workshops, seminars and conferences especially in their areas of specialization. More so, establishment of minimum academic standard is imperative. There is need to ensure that minimum academic standards are established for each level or cadre of the education system i.e. the primary, secondary and tertiary levels. This is very important as the minimum standard will serve as the bench mark for operation. All institutional operations (private or public) will be in conformity with the minimum academic standard (MAS). The administration and implementation exercises of the MAS will be the responsibility of the respective arms of the education system. Thus, at all levels, it will be ensured that the bench mark minimum academic standard is maintained and adhered to.

Role of school principal in ensuring quality assurance in education

School Principalship is a well-established position that provides instructional leadership by coordinating curricula, co-curricular programmes and is responsible for the general administration of the school. The principals being instructional leaders are at the vantage positions to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them for scholarship and best practices in curriculum delivery. Quality assurance is achieved in schools that have strong principals who devote considerable time to coordinating and managing instruction; such principals are highly visible in the school and stay close to the instructional process. In many instances, effective principals adopt continuous and consistent classroom visits to ensure adequate teaching and learning processes (Mobegi, Ondigi & Oburu, 2010). At the same time, instructional leadership is in many ways a shared responsibility. It engenders a common sense of commitment and collegiality among the staff. Effective school principals establish clearly defined goals for academic achievement, and they concentrated their available resources and their operations on attaining them, provide adequate time-table for teaching, routine check of lesson plans and observation of classroom instruction, continuously monitor students progress to determine whether their instructional goals are being met, provide feed-back on student performance, motivation of teachers for improved

performance, reinforcement of students for excellent performance, maintenance and appropriate usage of physical facilities, enforcement of discipline to ensure peaceful atmosphere, capacity building of teachers for effective service delivery and provision of instructional facilities and materials to enhance quality teaching-learning processes.

Furthermore, in ensuring quality assurance, it is necessary for an ideal school principal to set reasonable expectations for work and achievement. The concept of the school as a place of learning is communicated clearly to the students, and a commitment to learning is expected in every classroom. Expectations of the society are manifested in the performance standards set by the school. High standards reflect high expectations; low standards reflect low expectations. It is therefore crystal clear that the complex task of the principal is how to organize the school to meet the various challenges facing school administration so that the education aims and objectives can be achieved (Ekundayo, 2010). As the head of the school, the principal must make it possible for staff to have access to suitable facilities of all kinds in order to discharge fully their responsibilities in achieving the educational objectives. The teachers must be well supervised and motivated in order to sustain their interest and make them dedicated, committed, willing, enthusiastic and inspiring teachers. The quality of the supervision of teachers 'instructional tasks by the principal is an index of effective school management. Of all the major tasks of a school principal, none is as sensitive and as challenging as the one relating to the supervisory and it is expected to be given the deserved attention in the scheme of things. Instructional supervision is an internal mechanism adopted by principals for school self evaluation, geared towards helping teachers and students to improve on their teaching and learning activities for the purpose of achieving educational objectives.

Theoretical Framework

System theory

System theory postulated by Ludwig Von Bertanlaffy (1936) posited that system theory is an integrative theory that attempts to present and operate organization as a unified, purposeful system made up of interrelated part. A system is an assemblage of objects or function united by some interdependence to form a complex unity. Action in any of the sub-systems causes a reaction in another. The systems approach in management looks at the enterprise as a system and personal as sub-system. System theory of an organization holds that a manager has to acknowledge that the interrelationship of the different parts of the organization relates with environment for better output.

The relevance of this theory to this study is that adequate personnel that co-ordinates, monitor and evaluate school facilities to ensuring quality product of educational output (students) to the society. Therefore, quality education can only be achieved if the implementers of quality assurance (the staff) observes the indices of quality assurance mechanism.

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Research Method

A descriptive survey research design was adopted for the study. Descriptive survey design according to Abonyi, Okereke, Omebe and Anugwo (2006) consist of studies in which data are collected from a small sample of a large population to enable the researcher describe in a systematic manner and interpret the characteristic features and facts about things that exist. A survey is a descriptive study when it seeks to document and describe what exists or the present status of existence or absence of what is being investigated. The study was carried out in Ebonyi State. The population of the study comprised all the 221 Principals and 5238 teachers in the 221 public secondary schools in Ebonyi State (Ebonyi State Secondary Education Board, SEB, 2018). Multi-stage sampling procedure was adopted to draw the sample of 117 principals and 468 teachers. The instrument for data collection was a structured questionnaire designed by the researcher, titled 'Quality Assurance Mechanisms for Quality Education Questionnaire (QAMQEQ). To determine the reliability of the instrument, 30 copies of the questionnaire were trial tested in 15 public secondary schools in Enugu state which was outside the study area. The instrument was administered to 15 principals and 15 teachers and the data collected was subjected to the test of internal consistency using Cronbach Alpha procedure with reliability coefficient of 0.86. The data collected for this study were analysed using mean and standard deviation to answer the research questions while the hypotheses were tested using the t- test at 0.05 level of significance. Any item with a mean equal to or greater than 2.50 was accepted, while those below 2.5 were rejected. That is, on a four point scale of (Strongly Agree (SA = 4), Agree A = 3), Disagree (D = 2), and Strongly Disagree (SD = 1). Where: 4+3+2+1 = 10/4 = 2.50.

Presentation of Results

Research Question One: How does provision of infrastructural facilities serve as mechanism for quality assurance practice in public secondary schools in Ebonyi State?

Table 1: Mean and standard deviation on provision of infrastructural facilities as mechanism for quality assurance practice in public secondary schools in Ebonyi State

S/N	Items	N	X	SD	Decision
1	Provision of adequate and comfortable classrooms aids effective teaching and learning	585	3.58	0.52	Agreed
2	Provision of well-equipped libraries serve as quality assurance mechanism in secondary schools	585	3.51	0.56	Agreed
3	Provision of well-equipped science laboratories serve as quality assurance in secondary schools	585	3.69	0.49	Agreed
4	Construction of sizeable examination halls serve as quality practice	585	3.43	0.53	Agreed
5	Provision of quality pipe borne water serve as quality assurance practice in secondary schools	585	3.43	0.58	Agreed

6	Construction of quality sports fields for games enhance quality assurance in secondary schools	585	3.47	0.53	Agreed
7	Construction of quality hostels enhances quality assurance mechanism in secondary schools	585	3.63	0.48	Agreed
8	Provision of electricity in schools serve as quality assurance practice in secondary schools	585	3.65	0.48	Agreed
9	Provision of well-equipped computer laboratory serve as quality assurance practice in secondary schools	585	3.70	0.46	Agreed
	Grand Mean	**585**	**3.57**		**Agreed**

Table 1 showed that the respondents (principals and teachers) agreed that all the items under provision of infrastructural facilities are quality assurance mechanisms for quality education in public secondary schools in Ebonyi State with a grand mean score of 3.57.

Research Question Two: How does recruitment of quality teachers serve as quality assurance mechanism for quality education in public secondary schools in Ebonyi State?

Table 2: Mean and standard deviation on recruitment of quality teachers as quality assurance mechanism for quality education in public secondary schools in Ebonyi State

S/N	Items	N	X	SD	Decision
10	Recruitment of qualified teachers ensures effective coverage of the curriculum content	585	3.80	0.40	Agreed
11	Recruitment of qualified teachers enhances the actualization of the objectives of schools	585	3.60	0.49	Agreed
12	Recruitment of qualified teachers enhances students' academic performance	585	3.61	0.49	Agreed
13	Recruitment of qualified teachers helps in identification of gifted students	585	3.56	0.53	Agreed
14	Recruitment of qualified teachers ensures effective and efficient use of instructional materials	585	3.47	0.53	Agreed
15	Recruitment of qualified teachers enhances efficient decision-making which promotes quality assurance practices in secondary schools	585	3.67	0.47	Agreed
16	Recruitment of quality teachers promotes innovation in instructional delivery which serves as a mechanism for quality education in schools	585	3.67	0.47	Agreed
	Grand Mean	**585**	**3.62**		**Agreed**

Table 2 showed that the respondents agreed that recruitment of quality teachers serves as a quality assurance mechanism for quality education in public secondary schools in Ebonyi State with a grand mean score of 3.62.

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Ho_1: There was no significant difference between the mean ratings of principals and teachers on how adequate provision of infrastructural facilities serves as quality assurance mechanism for quality education in public secondary schools in Ebonyi State.

Table 3: t-test on the difference in the mean ratings of principals and teachers on provision of infrastructural facilities as a quality assurance mechanism for quality education in public secondary school

Items	Status	N	Mean	SD	t.cal.	df	P-value	Decision
1	Principals	117	3.58	0.53	0.12	583	0.98	NS
	Teachers	468	3.57	0.52				
2	Principals	117	3.51	0.55	0.11	583	0.70	NS
	Teachers	468	3.50	0.56				
3	Principals	117	3.71	0.48	0.33	583	0.43	NS
	Teachers	468	3.68	0.50				
4	Principals	117	3.44	0.52	0.31	583	0.68	NS
	Teachers	468	3.43	0.53				
5	Principals	117	3.44	0.58	0.21	583	0.81	NS
	Teachers	468	3.43	0.59				
6	Principals	117	3.48	0.52	0.27	583	0.55	NS
	Teachers	468	3.46	0.53				
7	Principals	117	3.63	0.48	0.10	583	1.00	NS
	Teachers	468	3.63	0.48				
8	Principals	117	3.65	0.48	0.14	583	0.93	NS
	Teachers	468	3.65	0.48				
9	Principals	117	3.71	0.45	0.23	583	0.65	NS
	Teachers	468	3.70	0.46				

Key: NS: Not significant

Result on Table 6 revealed that the mean ratings of principals and teachers on provision of adequate instructional facilities as quality assurance mechanism for quality education was not significant as the P value of 0.05 (P < 0.05) was less than the t.calculated values. This means that the sampled principals and teachers were of same opinion that provision of adequate instructional facilities serves as a quality assurance mechanism for ensuring quality education in public secondary schools in Ebonyi State.

Discussion of Findings

Result of the study as presented in Table 1 showed that the respondents agreed that; provisions of adequate and comfortable classrooms, provision of well-equipped libraries, provision well-equipped science laboratories as well as constructions of sizeable examination halls, quality sports fields for games, quality hostels, regular of electricity and equipped computer laboratories serves as quality assurance mechanisms for quality education in secondary schools in Ebonyi State. Also, the mean responses of the principals and teachers in public secondary schools in Ebonyi State on adequate provision of instructional facilities as a quality assurance mechanism for quality education was not significant.

The result is in line with the findings of Meremo (2017) who reported that provision of adequate instructional facilities is a factor that determine quality assurance in higher education. The finding is also in consonance with Adegbesan (2012), who reported that adequate provision of instructional facilities and structures serves as quality assurance strategy in Nigeria secondary schools.

The result on table 2 showed that the respondents agreed that recruitment of qualified teachers ensures the quality assurance for quality education in public secondary schools; effective coverage of the curriculum contents, meaningful actualization of the objectives of the schools, improves students' academic achievement, identification of gifted students, effective and efficient use of instructional materials, efficient decision-making are geared towards promotion of innovation in instructional delivery. Equally, the mean ratings of the respondents (principals and teachers) on recruitment of quality teachers as a quality assurance mechanism for quality education in public secondary schools in Ebonyi state was not significantly different. The findings is consistent with the views of Mobegi, Ondigi and Oburu (2010), that shortage of qualified teachers in public school affects teaching and learning also constitutes a problem to quality of education in Ebonyi State and in Nigeria education system.

Recommendations

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

1. The state Ministry of Education through school principals should ensure that adequate infrastructural facilities are provided in every public secondary school since it serves as a quality assurance mechanisms that ensure quality education.

2. Government and relevant education stakeholders in Ebonyi State should ensure that only professionally trained and certified teachers are recruited to man the teaching activities in the schools.

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