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MANAGEMENT STRATEGIES THAT ENHANCE QUALITY ASSURANCE OF SOCIAL STUDIES EDUCATION IN SECONDARY SCHOOLS IN EBONYI STATE.

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ABSTRACT

The study titled Management Strategies that Enhance Quality Assurance of Social Studies Education in Secondary Schools in Ebonyi State was aimed at identifying the administrative, teaching and learning, teacher and learning facilities strategies the enhance the quality assurance of social studies education. Four (4) research questions and three (3) null hypotheses guided the study. The descriptive survey design was adopted for the study. A 56-item 'Managements Strategies for Social Studies Quality Assurance Checklist' (MSSSQAC) which had 0.88 reliability coefficient using the Cronbach Alpha statistic was used to collect data. Simple percentages of the responses were used to answer the research questions while the chi- square statistic was used to test the null hypotheses. It was found among others that social studies education teachers are adequate, principals collaborate to exchange social studies learning facilities, administrative and learning facilities management strategies are not significantly dependent on location. Parts of the recommendations of the research were that national social studies education policy should be put in place and a national commission be established to oversee secondary education in Nigeria.

Keywords: Social Studies, Education, Quality Assurance, Management Strategies, Learning Facilities.

Introduction

Education according to Aguba (2016) is a process through which human beings become useful to themselves and the larger society, through the systematic acquisition of relevant skills, knowledge, values and attitudes. Education liberates man from restriction and makes him to be independent. This is the reason education is acclaimed a critical factor necessary for viral nation building. It is an instrument *per excellence* for change in any society. Most nations of the world place priority on the education of the citizenry. Education has been described as the bedrock of every society and tool for nation building (Mbakwem and Ibeh, 2014). It denotes all efforts, conscious and direct, incidental and indirect made by a given society to accomplish certain objectives that are considered desirable in terms of the individuals own needs as well as the needs of the society (Fafunwa 1974). Human resources development is the primary responsibility of education. According to Harbison in Udofia and Etiemana (2009), human resources constitute the ultimate basis for wealth of nations. The Federal

Republic of Nigeria FRN (2004), states that education will be geared towards the realization of national goal through inculcation of better human relationship and effective citizenship. Agreeing, Oduma (2013), maintains that education helps in the positive development of human potentials, the human talent, the human intellectual skills. It is towards the justification of the above views that many countries of the world are embracing education with ultimate vigour and zeal in a bid to develop its citizenry. Global efforts towards mass education resulted to the World Education Conference in Jometren, Thailand from 5th- 9th March 1990(UNESCO 1990) was geared towards mapping out strategies to bring about education for all. This conference was held to universalize access to basic education, provide learning environment that is conducive and eradicate illiteracy within the shortest possible time. In Nigeria, various responsive programmes and policies targeted at mass education have been put in place with different levels of attainment or goals. They include the Universal Primary Education (UPE) launched in Western Nigeria in 1957 (Labo-Popoola, Bello and Atanda, 2009) the Federal Government Universal Primary Education launched in 1976(Ajayi, 2008), and the current Universal Basic Education (UBE) programme launched in 1999. Despite the shortcomings of these programmes in achieving the desired results, it has hitherto given rise to rapid increase in population of students at all levels of education in Nigeria.

Increase in population denotes a qualitative increase in school enrolment. But, it has been observed that this quantitative increase equally amounts to much pressure being put on the teaching and learning resources of basic education providers/ schools (Labo-Popoola, Bello and Atanda, 2009). Most of the products of basic education are expected to proceed to secondary schools. Consequently, the students' enrolment into secondary schools in Nigeria has risen astronomically in the recent years. The result is that secondary schools are over-populated, thereby leading to the opening up of new and ill-equipped ones and an undue pressure on the existing resources in the schools. The consequences are that the teaching staff, space and facilities for qualitative education are inadequate (Oni, 2009). Education can be quantified by the number of persons or group of persons that have access to education. This is in relation to quantity and equity in education. It is however, not comprehensive to make education accessible to the citizenry without a matching effort to attain the educational goals of improving the lives of the citizenry. According to the United Nations Education Scientific and Cultural Organisation(UNESCO, 2000), efforts to expand enrolment must be accompanied by attempts to enhance educational quality if children are to be attracted to school , stay in school and achieve meaningful living outcomes. Supporting, Igbuzor,(2006), noted that education satisfies human demand for knowledge, offers means of assisting to meet various basic needs and helps sustain and accelerate overall development. Education should, therefore, in addition to satisfying the learning needs of the learner satisfy the stakeholders; expectation and hence justify inputs in the education enterprise. In this regard, Adams in Oduma (2013), asserts that the taste in

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education is carried and evidenced in its quality.

The Nigeria education system has appreciably responded affirmatively to the global trend. The Federal Republic of Nigeria (FRN, 2004), stipulates that government should emphasis social studies education as a veritable tool for national development. Education at all levels in Nigeria, should be geared towards the production of outputs that would be relevant to national development.

Quality assurance is an all-embracing term referring to on continuous process of improving the quality of an education system, institution or programmes (Sanyal, 2013). Simply, put quality assurance is the phenomenon of assuring the quality of goods, products or services through the process of production. Quality assurance is a means of accountability for the use of public funds (World Bank, 2009). It is therefore, a management imperative to be committed to the quality assurance of social studies education. Proper management of quality assurance social studies education in secondary schools will assure stakeholders of the quality of inputs, process and output which constitute the primary concern in the measurement of the success of educational venture (Mosbi in Akinbobla and Ikitde, 2008).

Despite the huge financial and other inputs in social studies education at the secondary education level in Nigeria, low performance rate are recorded at the secondary school level. The low positive response of social studies education to input mechanisms may be attributed on many factors among them is absence of quality assurance mechanism at the secondary school level in the country. It is evident that formal quality assurance mechanisms are not in place in secondary schools. There is however, no statistical basis showing that there is no management techniques that enhance quality assurance of social studies education in secondary schools. The research is bent on identifying the management strategies that enhance the quality assurance of social studies education in secondary schools in Ebonyi state, Nigeria.

Statement of the Problem

Quality of education can be predicted by the availability and adequacy of learning facilities, qualified teaching staff, conducive learning environment (Onyemachi and Ekong, 1999). Equally important is the extent to which these available facilities are utilised. According to Ocho (2007) inability to use facilities provided in secondary school hinders achievement. Consequently, one agrees with Nwangwu in Ogba and Igu (2009) that Nigerian secondary school graduates are not equipped with the necessary skills needed for social, economic, scientific and technological development because they are not exposed to the facilities in schools. The failure of teachers to utilize available facilities in secondary schools can be attributed to lack of application of appropriate management techniques that would ensure the availability of appropriate facilities, adequate and qualified manpower, effectiveness and efficacy of teaching staff as well as prevent wastes in the implementation of social studies education. This can be achieved through appropriate management techniques which would ensure the quality of social studies

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education in secondary schools. The problem of this study is therefore, what are the management strategies that enhance the quality assurance of social studies education in secondary schools in Ebonyi state?

Purpose of the study: The main purpose of the study is to ascertain the Management Strategies that Enhance Quality Assurance of Social Studies Education in Secondary Schools in Ebonyi State. The study sought to investigate:

1. The administrative management techniques that enhance quality assurance of social studies education that are used in secondary schools in Ebonyi state.
2. The teacher management strategies used in secondary schools in Ebonyi state that enhance the quality assurance of social studies education.
3. Teaching and learning management strategies are used in Ebonyi state secondary schools which enhance quality of social studies education.
4. The strategies for management of learning facilities in Ebonyi state secondary schools that enhance quality assurance of social studies education.

Research Questions: Four research questions were formulated to guide the study. They are:

1. What administrative management techniques that enhance quality assurance of social studies education are used in secondary schools in Ebonyi state?
2. What are the teacher management strategies used in secondary schools in Ebonyi state that enhance the quality assurance of social studies education?
3. Which teaching and learning management strategies are used in Ebonyi state secondary schools which enhance quality of social studies education?
4. What are the strategies for management of learning facilities in Ebonyi state secondary schools that enhance quality assurance of social studies education?

Hypotheses: The following null hypotheses tested at 0.05 level of significance guided the study.

HO_1: Administrative management strategies that enhance quality assurance of social studies education in Ebonyi state secondary schools are not significantly dependent on location.

HO_2: Teacher management strategies that enhance quality assurance of social studies education in Ebonyi state secondary schools do not depend significantly on gender.

HO_3: Learning facilities management strategies that enhance quality assurance of social studies education in Ebonyi state secondary schools are not significantly dependent on location.

Conceptualization

Social Studies Education

Social studies education is a field of study which embodies the essence of mankind and interconnection with the past, present and the future. It investigates where people live and how they participate as citizens of the country. It is the study of man as he interacts with his different environments. These environments could be physical, social, political, economic or cultural environment. Social studies is therefore, interested in how man influences his

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environment to suit him and vice versa. It is in line with this that Okam(2002), defines social studies as an interdisciplinary field of study in which man learns about the problems of surviving in his environment, the study of how man influences and is influenced by his physical, social, political, religious, economic, cultural, psychological, scientific and technological environments. Mkpa (2001) noted that social studies deal with the history and status of society's members and institutions along with certain features and effects of the environment in which they live. Okafor (2013), maintains that social studies education is a discipline that pedagogically emphasizes the training of attitudes, values, actions, skills and competencies which help the learner to appreciate his worth and to respect the dignity of other people. Social studies education as a programme of study which a society uses to instil in the learner the knowledge, skills, attitudes and actions that are considered important concerning the relationship human beings have with each other. In a nut shell, social studies education is ultimately concerned with the inculcation of basic values, knowledge and skills in individuals for the betterment of the society.

Quality Assurance

Quality assurance in the education system denotes the standard enforced in the implementation of programmes. Quality assurance according the Federal Republic of Nigeria (2004), is the process of setting, maintaining and improving standards in all aspects of the school system. It is hitherto a measure adopted by stakeholders to ensure the achievement of set goals and objectives. Okeke (2001), opines that quality in education connotes standard of education, standard of service, management, relevance, significance, and efficiency of product. Sanyal (2013), maintains that quality assurance is all- embracing, on-going and continuous process of improving the education system, institution and programmes. Quality assurance is aimed at preventing faults from occurring. According to Okoroma (2006), quality is designed to ensure that products or services meet predetermined specifications. The further stated that assurance aims at providing products and services completely devoid of defect by doing things right at all times. By implication, quality assurance will be assured in the education system by feeding quality inputs into the system in order to get quality outputs. The importance of social studies education towards national growth and development cannot be over-emphasized. According to Ekwunobi in Mbaba (2021), social studies education inculcates into the learner the spirit of nationalism, sportsmanship, peaceful co-existence and nation building.

Management Strategies otherwise called Strategic Management entails a comprehensive approach to planning, organizing and leading organizational resources to achieve an organization's goals. It involves the use of tactics, techniques and tools in order to create and sustain competitive advantages. It is hitherto a designed plan of action set out to achieve a desired goal as it serves as a compass providing direction and structure for decision making processes.

Educational, management strategies involves taking a holistic view of the organization and planning for the long term within a framework of clearly articulated values and objectives. Strategic

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management in schools encompasses the ability to integrate different aspects of the school to ensure the best possible educational outcomes. It is a clear process of planning, organizing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and resources. The ability to strategically and efficiently harness both the human and material resources in the educational system leads to quality assurance in the teaching and learning process. The management performance is measured in terms of efficiency and effectiveness likewise schools. In other words, it is doing the right thing, i. e. the ability to get things done correctly which is about input-process and output. Effectiveness in education borders on knowing the quality of knowledge and skills acquired by students which the management heralds and executes strategically.

Methodology

The study adopted descriptive survey design which involves obtaining data on situation that are in place, without manipulation of the variables. This design was appropriate for the study because the research seek to obtain and analyse data on management strategies that enhance quality assurance of social studies education as they are, without manipulating any of the variables. The focus of this study was to determine the Management Strategies that Enhance Quality Assurance of Social Studies Education in Secondary Schools in Ebonyi State. It equally focuses on ascertaining the administrative management techniques that enhance quality assurance of social studies education that are used in secondary schools in Ebonyi state; the teacher management strategies used in secondary schools in Ebonyi state that enhance the quality assurance of social studies education and the teaching and learning management strategies are used in Ebonyi state secondary schools which enhance quality of social studies education and lastly the strategies for management of learning facilities in Ebonyi state secondary schools that enhance quality assurance of social studies education.

The study was carried out in public schools in Ebonyi state. The state is bounded in the North by Benue state, in the south by Abia state, in the east by Cross-River state and in the by Enugu state. It is divided into three education zone, namely: Abakaliki, Onueke and Afikpo zones. The study was concerned with the determination of management strategies that enhance quality assurance of social studies education.

The population of the study comprised all the social studies teachers and the principals in the two hundred and ten (210) public secondary schools in Ebonyi state. There are one thousand and sixty (1,060) social studies teachers and two hundred and ten (210) principals bringing the population to one thousand, two hundred and seventy(1,270), (Source: PRS Unit of Secondary Education Board, Abakaliki).

The sample size for the study was four hundred and fifty two (452) respondents. These were 410 social studies and teachers and 42 principals, thus representing 35% of social studies teachers and school principals in the state. The sample was distributed to the zones on the basis of equality of zones. A total of 42 secondary

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schools (14 per zone) were sampled. The simple random technique was used select the schools to be used per zone. All the principals in the sample schools were part of the sample for the study. Five (5) social studies teachers were purposively selected from among the senior social studies teachers in the sampled schools.

The researcher used an instrument titled 'Managements Strategies for Social Studies Quality Assurance Checklist' (MSSSQAC) to collect data for the research. The instrument was divided into two parts, part A and part B. Part A elicited information on respondent's bio-data. Part B contained 56 items to be arranged in four (4) clusters. Cluster A elicited information on the administrative management strategies; cluster B, for teacher management strategies; cluster C for strategies for management of teaching and learning while cluster D was for management strategies for learning facilities. Each cluster contained fourteen (14) items. The respondent is to tick (√) against YES or NO where YES connotes the application of the strategy and NO connotes none application of the strategy.

The instrument was subjected to face validation by three (3) experts. One (1) expert in measurement and evaluation from Alex Ekwueme Federal University, Ndufu Alike. Ikwo (AEFUNAI), Ebonyi state, and two(2) experts from the Department of Arts and Social Science Education (ASSE), Ebonyi State University, Abakaliki (EBSU).

The checklist 'MSSSQAC 'was first administered to a small group of thirty (30) respondents that were not part of the sample for the study. The data collected were used to test the reliability of the instrument. The Cronbach Alpha statistics was used for the analysis. The instrument was found to have a reliability index of 0.88. This was high and the instrument was considered suitable for the study.

The researcher employed the services of six (6) research assistants, two per zone, to distribute, collect and return the checklist. The researcher trained the research assistants for the purpose.

Simple percentages were used to answer the research questions. The 'YES' option denotes respondent(s) agreement with the statement while the ''NO' option denotes that the respondent(s) disagreement with the statement. Fifty percent (50%) and above was taken as agree or disagree as the case may be. Chi-square statistics was used to test the null hypotheses. The decision rule for the null hypotheses was that the hypothesis is accepted if calculated chi-square value is less than the critical chi-square value at $p< 0.05$ and rejected if calculated chi-square value is greater than the critical chi-square value.

Presentation of Data

The data as analysed was presented in tables. For tables 1 – 4, each table represents the data on the respective research question while in each of tables 5 – 7 analysed data for the respective hypothesis was presented.

Research Question 1: What administrative management techniques that enhance quality assurance of social studies education are used in secondary schools in Ebonyi state?

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Table 1: Administrative management strategies used to ensure quality assurance of social studies education.

S/N	ITEM	YES		NO		Decision
		F	%	F	%	
1.	Social studies teachers are given special salaries and allowances.	102	22.6	350	77.4	Disagree
2.	Principals release money to social studies teachers for purchase of consumables.	152	33.6	300	66.4	Disagree
3.	Social studies related professionals talk to students before choosing their subjects.	112	24.8	340	75.2	Disagree
4.	Teachers are adequate for the teaching of science subjects.	360	79.6	92	20.4	Agree
5.	Students' performance indices in social studies are computed and published by the school.	87	19.2	365	80.8	Disagree
6.	Principals of neighbouring schools collaborate to exchange social studies learning facilities.	283	62.6	169	37.4	Agree
7.	Management initiates co-operations with the host community for the provision of social studies learning facilities.	161	35.6	291	64.4	Disagree
8.	Social studies teachers and students are acquainted with the mission and vision of the school.	55	12.2	397	87.8	Disagree
9.	Take greater account of output in social studies education during promotion.	168	37.2	284	62.8	Disagree
10.	Principals award prizes to motivate social studies teachers and students.	300	66.4	152	33.6	Agree
11.	External bodies undertake quality audit of social studies programmes of the school.	320	70.8	132	29.2	Agree
12.	Take greater account of commitment in social studies education.	255	56.4	197	43.6	Agree
13.	Stakeholders undertake quality assessment of social studies education.	260	57.5	192	42.5	Agree
14.	Joint seminar /workshops are organised for principals and social studies teachers.	97	21.5	355	78.5	Disagree

Table 1 shows the percentage of the respondents who answered 'YES' were 50% and above in 6 items and while the percentage that answered 'NO' was 50% and above in 8 items.

Research Question 2: What are the teacher management strategies used in secondary schools in Ebonyi state that enhance the quality assurance of social studies education?

Table 2: Teacher management strategies that enhance quality assurance of social studies education.

S/No	ITEM	YES		NO		Decision
		F	%	F	%	
15.	Experts from the ministry supervise social studies teaching.	161	35.6	291	64.4	Disagree
16.	Experts from examination bodies inspect social studies teaching regularly.	401	88.7	51	11.3	Agree
17.	Team of social studies specialists handle the recruitment of social studies teachers for the ministry of education.	32	7.1	420	92.9	Disagree

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18.	Social studies teachers are sponsored to attend professional conferences and workshops.	292	64.6	160	35.4	Agree
19.	Social studies teachers are sponsored to belong to professional social studies associations.	51	11.3	401	88.7	Disagree
20.	Social studies teachers are provided with special offices for lesson preparation.	32	7.1	420	92.9	Disagree
21.	Mostly qualified teachers are employed to teach social studies in the school.	420	92.9	32	7.1	Agree
22.	The school engages experts for in-house capacity building workshops for social studies teachers.	13	29.0	321	71.0	Disagree
23.	Social studies teachers are sponsored to attend in-service programmes.	152	33.6	300	66.4	Disagree
24.	Social studies teachers are given grants.	160	35.4	292	64.6	Disagree
25.	Authorities reprimand and discipline teachers for unsatisfactory performance.	430	95.1	22	4.9	Agree
26.	Social studies sponsored to undertake inter-school joint assessment of social studies outcome.	122	27.0	330	93.0	Disagree
27.	Orientation of fresh and less experienced social studies teachers is organized regularly.	291	64.4	161	35.6	Agree
28.	Authorities take serious account of teachers' regularity and punctuality in promotion of social studies teachers.	132	29.2	320	70.8	Disagree

In table 2, over 50% of the respondents responded 'YES' in 5 items while respondents gave 'NO' responses (above 50%) in 9 items.

Research Question 3: Which teaching and learning management strategies are used in Ebonyi state secondary schools which enhance quality of social studies education?

Table 3: Teaching and learning management strategies that enhance quality assurance of social studies education.

S/N	ITEM	YES		NO		Decision
		F	%	F	%	
29.	Related social studies teachers from neighbouring schools discuss together on how to handle social studies contents.	153	33.8	299	66.2	Disagree
30.	Social studies students go on excursions or fieldtrips.	255	56.4	97	43.6	Agree
31.	Extra hours are given on the school time table for social studies.	102	22.6	350	77.4	Disagree
32.	Social studies students participate in quizzes and projects competitions.	392	86.7	60	13.3	Agree
33.	Social studies students have access to ICT services in the school.	32	7.1	420	92.9	Disagree
34.	There is functional board for social news and cut out in the school.	52	11.5	400	88.5	Disagree
35.	Simulation of social studies activities are not used to teach social studies.	27	6.0	425	94.7	Disagree
36.	Social studies teachers contribute to choice of social studies textbooks recommended to students.	22	4.9	430	95.1	Disagree
37.	Social studies students are usually grouped for guided enquiry.	187	41.4	265	58.6	Disagree

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38.	Students are exposed to practical activities in every social studies lesson.	160	35.4	292	64.6	Disagree
39.	Students are motivated to put in more efforts in studying social studies through prizes.	300	66.4	152	33.6	Agree
40.	Senior social studies teachers supervise practical work.	492	88.9	50	11.1	Agree
41.	Social studies lessons are related to school immediate environment.	132	29.2	320	70.2	Disagree
42.	In-house training is organized for social studies teachers on new methodologies and innovations in teaching.	59	13.1	393	86.9	Disagree

In table 3, over 50 % of the respondents gave a 'YES' in each of 4 items while in each of the remaining 10 items the respondents gave a 'NO' response.

Research Question 4: What are the strategies for management of learning facilities in Ebonyi state secondary schools that enhance quality assurance of social studies education?

Table 4: Learning facilities management strategies that enhance quality assurance of social studies education.

S/No	ITEM	YES		NO		Decision
		F	%	F	%	
43.	There are spaces foe social studies/ arts club activities in the school.	400	88.5	52	11.5	Agree
44.	Learning facilities are available for the teaching of social studies.	435	96.2	17	3.8	Agree
45.	Learning facilities are adequate for social studies education.	132	29.2	320	70.8	Disagree
46.	Power supply is readily available for practical work	19	4.2	433	95.8	Disagree
47.	The school procures current social studies textbooks regularly.	320	70.8	132	29.2	Agree
48.	There is a regular source of water supply in the social studies arts laboratory.	102	22.6	350	77.4	Disagree
49.	There is enough space for students at the social studies/ arts laboratory.	292	64.6	160	35.4	Agree
50.	There are adequate ICT facilities for social studies teaching and learning in your school.	27	6.0	425	94.0	Disagree
51.	There are effective arrangements in place to update social studies learning facilities.	152	33.6	300	66.4	Disagree
52.	There are enough demonstration kits for guided social studies processes.	20	4.4	432	95.6	Disagree
53.	There are adequate safety measures in place in social studies learning facilities.	410	90.7	42	9.3	Agree
54.	Teachers improvise unavailable equipment for the learning and teaching of social studies.	320	70.8	132	29.2	Agree
55.	Workshops are organised for social studies teachers on the use of new and improved social studies teaching technique(s).	102	22.6	350	77.4	Disagree
56.	Workshops are organised for social studies teachers on improvisation of unavailable teaching material(s)	100	22.1	352	77.9	Disagree

Table 4 shows that 50% and above of the respondents gave a 'YES' response in each of 6 items while in each of the other 9 items 50% and above of the respondents gave a 'NO' response.

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Hypotheses.

HO_1: Administrative management strategies that enhance quality assurance of social studies education in Ebonyi state secondary schools are not significantly dependent on location.

Table 5: X^2 table for the dependence of administrative management strategies on location.

Response	Rural Area	Urban Area	Row Total	DF	X^2 Cal.	X^2Crit.	Decision at P<0.05
Yes	1408(136.7)	1304(1342.3)	2712	1	3.77	3.84	Accept HO_1
No	1788(1826.3)	1828(1789.7)	3616				
Column Total	3196	3132	6328				

In table 5 the calculated chi square valve (3.77) is less than the critical chi square valve (3.84) for the DF = 1 at P<0.05. Hence, HO_1 was accepted. This implies that administrative management strategies are not dependent on location.

HO_2: Teachers management strategy that enhance quality assurance of social studies education in Ebonyi state do not dependent significantly on gender.

Table 6: X^2 table of dependence of teachers' management strategies on gender.

Response	Male	Female	Row Total	DF	X^2 Cal.	X^2Crit.	Decision at P<0.05
Yes	1420(1372.9)	1387(1434.1)	2712	1	5.15	3.84	Reject HO_2
No	1675(1722.1)	1846(1798.9)	3616				
Column Total	3095	3233	6328				

Table 6 shows the calculated chi-square value (5.15) exceeded the chi-square value (3.84) for DF=1 at p< 0.05. HO_2 was rejected, meaning that the teacher management strategies are dependent on gender.

HO_3: Learning facilities management strategies that enhance quality assurance of social studies education in Ebonyi state secondary schools are not significantly dependent on location.

Table 7: X^2 table of dependence of learning facilities management strategies on location.

Response	Rural Area	Urban Area	Row Total	DF	X^2 Cal.	X^2Crit.	Decision at P<0.05
Yes	1496(1519.2)	1512(1488.8)	3008	1	1.03	3.84	Accept HO_3
No	1700(1676.8)	1620(1643.2)	3320				
Column Total	3196	3132	6328				

In table 7 it can be seen that the valve of calculated chi square valve (1.03) is less than the critical chi square valve (3.84) for DF=1 at P < 0.05. HO_3 was therefore accepted. This means that the learning facilities management strategies do not depend on location.

Discussion of Findings

Research Question 1 was directed at identifying the administrative management strategies that enhance quality assurance of social studies education in Ebonyi state. From table 1, the respondents agreed that teachers are adequate for the teaching of social studies, principals of neighbouring school collaborate to exchange social

studies learning facilities, principals award prizes to motivate social studies teachers and students, external bodies undertake quality audit for social studies programmes, commitment to social studies education is considered in promotion of social studies teachers and stakeholders undertake quality assessment of social studies education.

It was also found that social studies teachers are not given special salaries and allowance, principals of schools do not release money to social studies teacher for purchase of consumables, social studies professionals do not talk to students before choosing subjects, students' performance(s) indices in social studies are not computed and published, school administrators do not initiate cooperation with host communities for provision of social studies facilities, social studies teachers and students are not acquainted with the mission and vision of the schools, social studies education outputs are not emphasized in promotion of teachers and joint seminar/workshops are not organised for principals and social studies teachers. In general, it was found that secondary schools in Ebonyi state do not apply most of the administrative management strategies that enhance social studies education.

Research question 2 sought to identify the teacher management strategies practised in secondary schools in Ebonyi state which enhance the quality assurance of social studies education. Item 15–28(table 2) were a list of 14 teacher management strategies that could enhance the quality of social studies education. Out of these the respondents agreed that the school practiced 5 items (16, 18, 21, 25 and 27). It was found that experts from examination bodies inspect social studies teaching, social studies teachers are sponsored to attend professional conferences and workshops, mostly qualified teachers are employed to teach social studies education, authorities reprimand social studies teacher for unsatisfactory performance and orientation of fresh and less experienced social studies teachers is organized regularly.

It was also found that social studies teaching is not supervised by experts from ministries, social studies specialists are not involved in the recruitment of social studies teachers, social studies teachers are not provided with offices to facilitate preparations for social studies classes, social studies teachers are not sponsored to belong to professional social studies teachers associations, teachers are not provided with in- house capacity building workshops, social studies teachers are not sponsored to attend in-service training, teachers are not given study grants, teachers are not sponsored to undertake inter-school joint assessment of social studies education outcomes and teachers' regularity and punctuality are not considered in teachers' promotion. According to Sallis (2005) outstanding teachers are prerequisites for quality assurances of education. Such quality teacher can be obtained if the teacher management in the schools is effective. Adegbesan (2010) decried poor teacher management in Nigerian schools. This general poor state of teacher management was replicate in this result.

Data collected and analysed for research question 3 was presented in table 3. The research question sought to identity the teaching and learning management strategies practiced in Ebonyi state which

enhances the quality assurance of social studies education. Items 29-42 of the instrument contained some teaching and learning strategies that can enhance the quality of social studies education. The respondents agreed that 32, 39 and 40. It was therefore found that social studies students go for excursion, participate in quizzes and project competitions, students are motivated to put in more efforts in studying social studies subjects through prizes and senior social studies teacher supervise practical work.

It was also found that social studies teachers from neighbouring schools do not discuss together how to handle social studies content ,social studies is not given extra time in school timetable, social studies students hasn't access to ICT services in the schools, there is no functional board for social studies news and cut outs, simulation of social studies activities are not used during teaching, recommendation of social studies textbook without the recommendations of social studies teachers, social studies students are not grouped for guided inquiry, lack of exposure of social studies students to some practical activities in some social studies lessons, social studies education lessons are not related to the students immediate environment and there is no training of social students teachers on the new method and innovative teaching approaches.

In general, most of the teaching and learning administrative strategies that enhance the quality assurance of social studies education are not employed in secondary schools in Ebonyi state. Oyewole (2013), observes that adequate attention must be given to the teaching delivery of the academic staff (teachers) in order to maintain standards and quality assurance in schools. Similarly, Ijeoma in Oyewole (2013) remarks that the achievement of excellence is highly dependent on the right calibre of teaching staff.

The aim of research question 4 was to identify the learning facilities management strategies in secondary schools in Ebonyi state which enhances the quality assurance of social studies. Data to answer the research question were presented in table 4. Out of a list of 14 items that can enhance the quality assurance of social studies (items 43-56), the responses showed that only 6 items (43, 44, 47, 49, 53 and 54) are practised in secondary schools in Ebonyi state. It was, therefore, found that there was spaces for social studies club activities in schools, learning facilities are available for teaching of social studies, the school provides current relevant textbooks regularly.

Table 4 also showed that learning facilities are not adequate for teaching and learning of social studies, power is not readily available for practical work and so on. In general, most of the learning facilities needed to ensure the quality assurance of social studies education in secondary school in Ebonyi state are not available in schools. These findings are in line with other research findings (Okoroma, 2006, and Nwachukwu, 2012) that teaching and learning facilities are inadequate in secondary schools. Akinbobola and Ikitde (2008) also note that most of institutions in Nigeria lack basic infrastructure and equipment to carry out effective teaching and learning which will guarantee quality assurance.

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HO_1 postulated a no significant difference based on location in the administrative management strategies that enhance quality of social studies education as practised in secondary schools in Ebonyi state. Responses in schools in rural and urban areas were compared using the chi-square statistical test of signification. The result was presented in table 5. X^2 cal. < X^2 crit. and HO_1 was accepted. This implies that there are no significant strategies that enhance the quality assurance of social studies education in urban schools and rural schools. The findings are in line with that of Ehiametalor (2001) that management of resources by administrators is not a function of location.

Null hypothesis 2(HO_2) stated that teacher management strategies that enhance quality assurance of social studies education in secondary schools in Ebonyi state do not significantly depend on gender. Chi-square statistic was used to test the hypothesis. Table 5 shows that x^2 cal. > x^2 crit. The HO_2 was rejected. This means that teacher management strategies that enhance quality of social studies education in secondary schools in Ebonyi state depend significantly on gender. The effectiveness of teacher management strategies is a dependent on the ability of the teacher to efficiently deploy resources to achieve goals. This finding therefore agrees with Igu (2012) that utilisation of learning materials in secondary schools is a function of gender.

The chi-square statistic was used to test HO_3 which postulated that the learning facilities management strategies that enhance social studies education in secondary schools in Ebonyi state are not significantly dependent on location. Local area/Urban area schools parameter was used. Results presented in table 7 shows that x2 cal. < x2 crit. The HO3 was accepted, meaning that learning facilities management strategies that enhance the quality assurance of social studies education are not significantly different based on location. This finding shows that inadequacy or lack of learning facilities is a general problem irrespective of the school location as observed by Akinbobola and Ikitde (2008).

Conclusion

There is no gain saying the fact that generally quality is an inalienable index of education programmes. It is imperative that social studies education programmes should be shown to be qualitative. The mechanism of ensuring the quality of a programme or system as it progresses is quality assurance. Essential tasks of establishing and maintaining quality assurance are monitoring, supervision and assessment anchored on definite quality indicators. Monitoring, supervision and assessment of quality assurance mechanisms should necessarily be functions of designated agencies or bodies. Best practices assign these functions to organisations or agencies outside the system. The powers of such agencies are backed up with appropriate legislations which enable them enforce quality assurance mechanisms within the system. However, features are lacking in Nigerian resulting to negative impacts on the quality of education at the secondary school level.

Nigerian, as a nation, places a lot of emphasis on social studies education as a means of raising manpower for national development. Social studies education at

the secondary school level is a bridge between the basic social studies and professional education in the social studies and social studies-based course at the tertiary level. For this reason, the identification of the strategies that enhance the quality assurance of social studies education in the secondary schools is apt. It is however, disheartening to find that secondary schools do not have in place most of the measures necessary to enhance the quality assurance of social studies education at the secondary school level to ensure that its goals are attained.

Recommendations

The research recommends the following measures to ensure that secondary schools adopt strategies that enhance the quality assurance of social studies education:

1. National social studies education policy should be put in place with proper legislative backing to ensure compliance by stakeholders in the social studies education venture at all levels. The policy should provide for an agency that would be responsible for effective promotion and monitoring of implementation of the policies.
2. Inspection and supervision of social studies education programmes in secondary schools should be intensified by departments in change of social studies education in Federal and State Ministries of Education. This can be done using consultants and social studies education experts in order to fill up manpower shortfalls for this technical role.
3. Federal and State Ministries of Education should organise joint workshops/seminars for all social studies teachers and school principals with a view to acquainting them with appropriate strategies that enhance the quality assurance of social studies education in secondary schools.
4. A national board or commission should be established to be in charge of monitoring and maintenance of standards in secondary schools.
5. The social studies teacher is central in ensuring the quality of social studies education. The social studies teacher should be motivated enough through payment of social studies allowance, in-service trainings and sponsorship to belong to and participate in professional association that promote social studies education.
6. National social studies education policy should be put in place with proper legislative backing to ensure compliance by stakeholders in the social studies education venture at all levels. The policy should provide for an agency that would be responsible for effective promotion and monitoring of implementation of the policies.

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