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PERCEIVED IMPACT OF TOTAL QUALITY MANAGEMENT (TQM) ON SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN IBADAN NORTHEAST, OYO STATE

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Abstract

This paper examined perceived impact of total quality management on secondary school students' academic performance in Ibadan North East Local Government Area of Oyo State. Three research questions were answered and one research hypothesis was tested at 0.05 level of significance. The study adopted descriptive survey design. Respondents were drawn from 11 public senior secondary schools in Ibadan North East using the simple random sampling technique. The sample consisted of 108 teachers. A structured validated questionnaire tagged Perceived Impact of Total Quality Management on Secondary School Students' Academic Performance (PTQMSSSAPQ) which consisted of 30 questionnaire items was used to collect the data. Mean ratings and standard deviations were used to answer the research questions while Pearson Product Moment Correlation (PPMC) was used to test the null hypothesis. The findings revealed that the quality of secondary school teachers and school facilities has no significant impact on secondary school students' academic performance in Ibadan North East Local Government. Also, the influence of perception on adequate funding on students' academic performance was significant. It was therefore, recommended among others that Oyo State government should employ more trained quality teachers for effective teaching and learning to take place. It is obvious that educational goals cannot be achieved without quality teachers. Thus, the government should release more funds to ensure quality management of the schools. This will assist the schools to motivate the teachers and attend to other prevailing issues so as to improve students' academic performance.

Keywords: Total quality management, quality teachers, funding, quality facilities, students' academic performance

Introduction

Recently, it has been seen that the quality of education has plummeted to a bare minimum, resulting in poor overall student performance. Quality education was always thought to be one of the four wheels of education, but this is no longer the case. Quality education is a method for graduates of the twenty-first century to attain success and realize their destiny. It is no gainsaying that learners today are disinterested in serious reading due to failures in delivery. This has nullified educational aims to train students to be decent citizens since a high-quality education

is essential for students' long-term success. The aims and objectives of education make it clear that the ultimate goal of secondary education is to develop the individual's mental capacity and character or behaviour for useful living within the nation because the future of any nation depends quite significantly on the quality of education it provides for its citizens (Kotirde & Yunos, 2014). Quality education is concerned with proactive methods of guaranteeing the quality of inputs, the teaching-learning process, students' academic achievement, and the school atmosphere before things get out of hand. This indicates that having access to high-quality education in schools will produce excellent citizens and contribute to national growth.

Quality education is an unavoidable prerequisite for students' future career success. Quality is defined as the standard of anything when compared to other items of a comparable kind or degree of perfection. There are several factors that must be considered in order to obtain excellence in education. Quality education should strive to improve education at all levels. Total Quality Management is a management system based on a certain premise that all education stakeholders must adhere to in order to maintain high standards of work in all aspects of education. The concept of Total Quality Management (TQM) was established in the education sector with the purpose of improving quality and reorganizing educational systems in order to achieve commendable educational goals. TQM focuses on continuous quality improvement and is used in education as a strategy to achieve ongoing adjustments and improvements in the educational system (Setthiya et al., 2015). According to Kotirde and Yunos (2014), the achievement of these goals is dependent on the quality of teachers, the infrastructure and learning environment, resource inputs, the teaching process, classroom management, academic assessment, the supervisory roles of principals, and students' commitment to learning. This indicates that the educational system must be modified in order to reach the current technological world standard in terms of teaching tools, materials, and human resources in order for good success to be accomplished.

According to Okorie and Uche in Bua and Ada (2013), TQM is a system for managing the affairs of a school or institution in such a way that all parts of the school, as well as adequate qualitative human, material, financial, and information resources, are effectively given and exploited to achieve the school's goals. The issue of QTM arose as a result of the emphasis on quality teaching in the educational system. Today, it is clear that educational quality has suffered a significant decline. This can be attributed to a slew of issues plaguing Nigeria's educational system, which have hampered educational quality. These issues include low teacher motivation, the hiring of incompetent teachers, inadequate infrastructure facilities, a lack of in-service training for teachers, and students' negative attitudes towards learning. When all of the aforementioned issues are addressed, there is bound to be an improvement in students' academic performance.

The academic performance of students is an important aspect of education. It assesses student achievement in a variety of academic topics. Teachers and school officials often assess achievement by classroom performance, graduation rates, and

standardized test scores. According to Narad and Abdullah in Abaidoo (2018), academic performance is the information learned that is measured by a teacher's marks and/or educational goals set by students and teachers to be achieved during a particular time. Teachers are thought to make a substantial contribution to enhancing quality and efficiency in the educational system. They are the persons who not only convey academic knowledge and information to students, but also instill morality, ethics, truthfulness, and honesty in them. In order to achieve educational goals in the twenty-first century, teachers' quality cannot be compromised. Teachers play a crucial role in ensuring that educational goals and objectives are met.

The quality of teachers influences how well pupils succeed academically. The quality of every educational system is determined by the teachers. The overall quality of a secondary school or educational institution determines the quality of its students (Awodiji et al., 2020). This implies that tangible results cannot be recorded in the absence of qualified teachers on ground. The major purpose of the educational system is the performance and efficiency of teachers' actions such as preparation of lesson notes, subject matter, and so on. When all of these issues are addressed, there is little doubt that the citizen's growth in the community will expand. The growth of an individual in society is linked to the quality of teachers in the educational system. Any nation cannot grow until its citizens' lives change. Individual life is influenced by the effect, contributions, or evolution of society as a whole. This implies that no education can outperform the caliber of its professors. Quality education necessitates the recruitment of qualified teachers in order for a success rate to be documented.

Education funding is a prevalent issue that has hampered the expansion of Nigeria's educational system. Many factors can be ascribed to this, including economic insecurity, which has caused educational stakeholders to prioritize politics before education. Inadequacy in fund release or faulty budgeting for the educational system has had no effect in many. TQM cannot be realized without enough investment in the educational system. Since education today is different from education in the past, significant results may not be recorded in education. Education has been grossly underfunded, making it difficult to meet its declared aims. Ifedili and Ochuba in Awulor-Hephzibah (2020) said that low school funding has resulted in various issues in providing optimal instructional supervision by school supervisors, inadequate provision of facilities, instructional materials, and so on. While Tijani and Abdullahi (2020) supported the claim that insufficient finance has led to poor teaching and outdated buildings. All of these have clearly hampered the successful implementation of overall quality management in secondary schools. This means that low education investment may stifle a nation's growth when learners are unable to learn in a safe and suitable atmosphere.

School facilities are an important aspect of the educational system. The function of facilities in achieving educational goals is critical. Uche et al. in Oluwalola and Oyinloye (2018) described educational facilities as physical infrastructures that contribute directly or indirectly to the teaching and learning process in the educational

system. School facilities contains all types of academic and non-academic buildings, non-academic equipment, spaces for sports and games, landscape, and gardens, which include trees, roads, and paths. Others are furniture and restrooms, lighting and acoustics, storage and packing facilities, security, transportation, ICT, cleaning materials, culinary services, and special facilities for the physically challenged (Chukwuedo & Yisa 2014). Facilities in schools are material resources that promote teaching and learning by making the process and progress more relevant and purposeful. Students learn and integrate better in a suitable learning environment in the age of globalization. Educational facilities encourage efficient and effective quality education, allowing teachers to achieve greater results. The acute shortage of school facilities in secondary schools in Nigeria has led to declining in the quality of students' academic performance. This is because students learning under poor ventilation and dilapidated buildings cannot perform to expectation.

One of the most visible issues in today's educational system is the low-quality standard, which has affected all levels of education. Today, it has been observed that learners are no longer interested in studying; teachers are not doing justice to their profession, and governments, in addition to other current situations in discharging their responsibilities. All of these are important factors that have lowered the quality of education in Nigeria. Quality education promotes a country's national growth. When there is quality education, the percentage of youth unemployment falls dramatically, and there is advancement in all areas of human endeavor. For education to fully achieve its goals there is need to improve on the quality of teachers, adequate funding and quality infrastructural facilities for effective teaching and learning to take place. Nwosu et al. (2021) said that the challenges impeding the realization of quality in business education programmes for better education service delivery include a lack of modern equipment and tools for teaching and learning, insufficient funding, poor government attitude towards education and low standards for student's enrollment. It is against this backdrop that this study sought to examine the impact of quality management on secondary school students' academic performance in Ibadan North-East, Oyo State.

The main purpose of the study is to investigate the perceived impact of quality management on secondary school students' academic performance in Ibadan North East. Specifically, the study sought to:

1. examine the teachers' perception on quality of teachers in secondary schools in Ibadan North East
2. find out the perception of teachers about adequate funding of secondary schools in Ibadan North East?
3. identify the teachers' perception about quality of school facilities in Ibadan North East secondary schools.

Research Questions

1. What is teachers' perception on quality of teachers in secondary schools in Ibadan North East?

2. What is the perception of teachers about adequate funding of secondary schools in Ibadan North East?
3. How do teachers perceive the quality of school facilities in Ibadan North East secondary schools?

Research Hypothesis

H₀₁: There is no significant relationship between perceived impact of quality management and secondary school students' academic performance in Ibadan North East.

Methodology

The study adopted survey research design because the study relied on the use of questionnaire to elicit the opinions of respondents. The population comprised 34 public senior secondary schools in Oyo State. Simple random sampling technique was used to select 11 senior secondary schools which comprise 110 teachers. A validated structured questionnaire was used for data collection. A researcher-developed instrument titled Perceived Impact of Quality Management on Secondary School Students' Academic Performance Questionnaire (PIQMSSAPQ) which consists of 30 questionnaire items was used. Cronbach Alpha method was employed to determine the internal consistency of the instrument and the reliability co-efficient of 0.80 was obtained. Therefore, the instrument was adjudged reliable and stable. Mean, standard deviations and percentages were used to answer the research questions while binary logistic regression was used to test the null hypothesis of the study at 0.05 level of significance.

Results

Research Question One: What is the teachers' perception on quality of teachers in schools Ibadan North East?

To answer this research question, the responses of the teachers for items 1 to 10 on the questionnaire which assessed the teachers' perception on quality of teachers in schools were computed as a single measure of teachers' perception on quality of teachers. Having subjected the computed scores to descriptive statistics, the minimum and maximum scores of 19 and 40 were obtained with a mean and standard deviation score of 33.54 and 4.36 respectively. The scores were further categorized into positive and negative perception with scores that range from 19 to 33 regarded as 'negative' and 33 to 40 regarded as 'positive'. The frequency of responses and results of the categorization are presented in tables 1 and 2 below respectively.

Table 1: Frequency of response on teachers' perception on quality of teachers in secondary schools in Ibadan North East Local Government Area

S/N	ITEMS	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1.	Qualified teachers improve quality teaching in my school	85	78.7	19	17.6	3	2.8	1	0.9
2.	My school has qualified teachers in various subjects	63	58.3	43	39.8	2	1.9	0	0.0
3.	Quality recruitment and selection of teachers is usually done in my school	49	45.4	47	43.5	11	10.2	1	0.9
4.	Adequate teachers available in my school enhance maximum job security	47	43.5	52	48.1	7	6.5	2	1.9
5.	Constant teacher training via workshops, conferences, and seminars improves teaching quality at my school.	46	42.6	47	43.5	15	13.9	0	0.0
6.	Workshop enables teachers in my school to adopt appropriate teaching methodology which increases students understanding and quality teaching	44	40.7	51	47.2	13	12	0	0.0
7.	Teachers in my school are interested in what is best for the students	61	56.5	42	38.9	5	4.6	0	0.0
8.	Teachers in my school have good knowledge of the subject matter	61	56.5	44	40.7	3	2.8	0	0.0
9.	Commitment of the teachers enhances quality teaching in my school	52	48.1	48	44.4	8	7.4	0	0.0
10	Training is needed by teachers in my school on the selection of appropriate teaching methods	38	35.2	57	52.8	13	12	0	0.0

Table 1 showed the frequency of response on quality of teachers provided by the teachers. The result of the categorization is presented in Table 2 below.

Table 2: Teachers' perception on quality of teachers in secondary school in Ibadan North East Local Government Area

Quality of Teachers' Perception	Frequency	%
Positive	60	55.6
Negative	48	44.4

Given that 55.6% of the teachers have a positive perception and 44.4% of the teachers have a negative perception, hence, the result obtained in table 1 shows that teachers' perceptions on quality of teachers in secondary schools in Ibadan North East is positive.

Research Question Two: What are the perceptions of teachers about adequate funding of schools in Ibadan?

To answer this research question, the responses of the teachers to items 11 to 20 on the questionnaire which assessed the teachers' perception about funding of secondary schools were computed as a single measure of teachers' perception about funding of schools. The computed scores were subjected to descriptive statistics and the minimum and maximum scores of 20 and 40 were obtained with a mean and standard deviation score of 30.38 and 4.71 respectively. The scores were further categorized into positive and negative perceptions with scores that range from 20-29 were regarded as 'inadequate' and 30-40 were regarded as 'adequate'. The frequency of response and results of the categorization are presented in Tables 2 and 4 below respectively.

Table 3: Frequency of response on perception of teachers about adequate funding in secondary schools in Ibadan North East Local Government Area

S/N	ITEMS	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1.	There is adequate fund for the day to day running of activities in my school	19	17.6	37	34.3	34	31.5	18	16.7
2.	Prompt payment of salaries and allowances motivates teachers in my school towards quality teaching	64	59.3	39	36.1	3	2.8	2	1.9
3.	The state of funds in my school is a determinant that attracts quality teachers, facilities, materials, school needs and wants	39	36.1	48	44.4	17	15.7	4	3.7
4.	Without funds quality educational programmes will not be successful in my school	50	46.3	47	43.5	5	4.6	6	5.6
5.	Internally generated revenue enhances quality teaching in my school	26	24.1	39	36.1	31	28.7	12	11.1
6.	Prudent use of funds enhances quality teaching in my school	30	27.8	63	58.3	10	9.3	5	4.6
7.	Private sectors should be encouraged to fund educational programme to achieve quality teaching in my school	46	42.6	46	42.6	13	12	3	2.8
8.	Budgetary allocation for education in my school should be increased to facilitate quality teaching	56	51.9	43	39.8	8	7.4	1	0.9
9.	Government policies hinders effective funding of educational system in my school	32	29.6	47	43.5	25	23.1	4	3.7
10	Ensuring accountability and transparency in my school promote quality teaching	41	38	58	53.7	6	5.6	3	2.8

Table 4 showed the frequency of response about adequacy of funding as provided by the teachers. The result of the categorization is presented in Table 4 below.

Table 4: Perception of teachers about adequate funding in secondary schools in Ibadan North East Local Government Area

Funding Perception	Frequency	%
Adequate	63	58.3
Inadequate	45	41.7

Given that 58.3% of the teachers perceived that secondary school in Ibadan North East is adequately funded and 41.7% of the teachers perceived that secondary school in Ibadan North East is inadequately funded. Hence, the result obtained in table 2 shows that teachers perceived that secondary schools in Ibadan North East are adequately

Research Question Three: How do teachers perceive quality of school facilities in Ibadan North East?

To answer this research question, the responses of the teachers to items 21 to 30 on the questionnaire which assessed the teachers' perception on quality of secondary school facilities were computed as a single measure of teachers' perception on quality of school facilities. The computed scores were subjected to descriptive statistics and the minimum and maximum scores of 12 and 40 were obtained high a mean and standard deviation scores of 28.89 and 6.84 respectively. The scores were further categorized into quality and less quality perception. Scores that range from 12 to 28 were regarded as 'less quality' and those from 29-40 were regarded as 'quality'. The frequency of response and results of the categorization are presented in Tables 3 and 6 below respectively.

Table 5: Perception of school teachers on quality of school facilities in secondary schools in Ibadan North East Local Government Area

S/N	ITEMS	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1.	Standard classroom structure enhances quality teaching in my school	56	51.9	39	36.1	9	8.3	4	3.7
2.	There are quality books in my school library	28	25.9	30	27.8	36	33.3	14	13
3.	Chairs, tables for both teachers and students enhance quality teaching in my school	44	40.7	40	37	20	18.5	4	3.7
4.	Adequate convenience rooms were provided in my school	35	32.4	37	34.3	25	23.1	11	10.2
5.	Effective teaching and learning can only take place in my school with quality facilities	54	50	39	36.1	11	10.2	4	3.7
6.	Quality and good sport facilities have impact on teaching in my school	37	34.3	42	38.9	26	24.1	3	2.8
7.	Clean surroundings, roofs, ceiling, toilets, library and tables enhance quality teaching in my school	45	41.7	44	40.7	16	14.8	3	2.8
8.	There are enough facilities and equipment for effective teaching and learning in my school	21	19.4	41	38	33	30.6	13	12
9.	School facilities are properly utilized and maintained in my school	29	26.9	53	49.1	20	18.5	6	5.6
10.	Functional laboratories enhance quality teaching in my school	32	29.6	48	44.4	19	17.6	9	8.3

Table 5 showed the frequency of response on quality of school facilities provided by the teachers. The result of the categorization is presented in Table 6 below.

Table 6: Perception of teachers on secondary school facilities in Ibadan North East Local Government Area

School Facilities Perception	Frequency	%
Quality	64	59.3
Less Quality	44	40.7

Given that 59.3% of the teachers perceived that secondary school facilities in Ibadan North East are quality and 40.7% of the teachers perceived that secondary school facilities in Ibadan North East are less quality. Hence, the result obtained in table 3 reveal that teachers' perceived that secondary school facilities in Ibadan North East are quality.

Hypothesis one: Perceived quality of teachers, Perception on Adequate Funding and Perceived Quality of facilities does not have any significant influence on students' academic performance in Ibadan North East.

To tests this research hypothesis, given that the independent variable was measured on a continuum and the dependent variable was measured on a binary (as less than four credit/four credit and above), the binary logistic regression was used and the result presented in the table 7.

Table 7: Binary logistic regression analysis showing influence of perceived quality of teachers on students' academic performance

Step	Model Summary			B	S.E.	Wald	df	Sig.	Exp(B)
	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square						
1	140.258 ^a	.009	.013						
Step 1 ^a	Perceived Quality of Teachers			-.062	.050	1.530	1	.216	.940
	Perception on Adequate Funding			.101	.053	3.589	1	.048	1.106
	Perceived Quality of facilities			-.062	.034	3.323	1	.068	.940
	Constant			.183	1.843	.010	1	.921	1.201

a. **Dependent Variable: Academic Performance.**

From Table 7, given the odd ratio (B) value of 0.940 and p-value of 0.216 for perceived quality of teachers and given the odd ratio (B) value of 0.940 and p-value of 0.068 for perceived quality of facilities, the results of the binary logistic regression shows that there is no significant influence of perceived quality of teachers and facilities on academic performance. However, given the odd ratio (B) value of 1.106 and p-value of 0.048, the result of the binary logistic regression shows that there is a significant influence of perception on adequate funding on academic performance. Hence, it was therefore concluded that perceived quality of teachers and facilities does not have any significant influence on students' academic performance while the perception on adequacy of funding does have a significant influence on students' academic performance in Ibadan North East.

Discussion of Findings

The study revealed that teachers' perception of the quality of teachers in secondary schools in Ibadan North East is positive. This implies that the teachers under study are of the opinion that the quality of teachers in Ibadan North East results in quality development of education in the country. The overall quality of a secondary school or educational institution determines the quality of its students (Awodiji et al., 2020).

Funding of education has always been a sine qua non for the overall development of the educational sector in every nation. The perception of teachers in Ibadan North East with regard to adequate funding was found to be adequate. This implies that the teachers are of the opinion that adequate funding is a very crucial input in determining the quality of education in Ibadan North East secondary schools of Oyo State. This finding is in line with Tijani and Abdullahi's (2020) study which asserted that poor teaching and outdated buildings are some of the consequences of inadequate funding of education.

Another important factor in the consideration of quality management of secondary schools is the quality of school facilities. The study found that teachers perceived the quality of school facilities as positive. In other words, the quality of school facilities is very vital for the overall development of a school and for the improvement of students' academic performance. Thus, this finding supports Uche et al. in Oluwalola and Oyinloye (2018) which viewed educational facilities as physical infrastructures which impact on the teaching and learning process.

The hypothesis stated that perceived quality of teacher has no significant influence on the students' academic performance. This implies that the schools have more of incompetent teachers. Although, Awodiji et al. (2020) stated that the quality of students in secondary school or educational system is predicated on the total quality of its teachers. Quality of teachers in educational system have link with the growth of an individual in the society. It was revealed that perceived quality of facilities does not influence students' academic performance. This could be attributed to the fact that the schools have inadequate quality learning facilities that would enhance the students' learning. Uche et al. in Oluwalola and Oyinloye (2018) reported that educational facilities are the physical infrastructures that contribute directly or remotely to the teaching and learning process in the educational system. In other words, facilities in schools enable effective teaching and learning to take place. Also, the influence of perception on adequate funding on academic performance was significant. On the aspect of funding, the educational stakeholders must have released enough funds to run the school. Although, Tijani and Abdullahi (2020) stated that inadequate funding has resulted in poor teaching and dilapidated buildings.

Conclusion

Based on the findings of the study, it was concluded that the perceived impact of quality management on secondary school education especially funding contributes to the academic performance of students. Also, ensuring total quality management such as quality teachers, provision of adequate funding and quality school facilities plays significant roles in students' academic performance in secondary school education in Ibadan North East, Oyo State. Additionally, the recruitment of quality teachers plays an important role in students' academic performance and this promotes the growth of society. Adequate funding of education promotes the development of the school at large while the provision of quality school facilities also helps to improve the academic performance of the students.

Recommendations

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

1. Oyo State government should employ more trained quality teachers for effective teaching and learning to take place. It is obvious that educational goals cannot be achieved without quality teachers.
2. The government should release more funds to ensure quality management of the school. This will assist the school to motivate the teachers and attend to other prevailing issues that will improve students' academic performance. Inadequate funding for education has been an obstacle to educational development in the country.
3. Oyo State government should intensify efforts in providing more quality functional school facilities such as classrooms, libraries, laboratories, and renovations of dilapidated buildings for effective teaching and learning.

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