



*Impact of Quality Assurance Practices on Provision of ... Gom. J. W., Et. al. (2026)*

## **Impact of Quality Assurance Practices on Provision of Funds, Infrastructural Facilities and Maintenance of Discipline among Public Secondary Schools in Benue State, Nigeria**

**GOM, Joseph Wase<sup>1</sup>**

**ORTSA, Gabriel Mhenbee<sup>1</sup>**

**PINGA, Mahmud<sup>1</sup>**

+2347038651067; +2349068215944

[mpinga@bsum.edu.ng](mailto:mpinga@bsum.edu.ng); [mahmudpinga@gmail.com](mailto:mahmudpinga@gmail.com)

<sup>1</sup>Department of Educational Foundations, Faculty of Education, Rev. Fr. Moses Orshio Adasu University, Makurdi

### **Abstract**

*This study investigated the impact of quality assurance practices on management of public secondary schools in Benue State, Nigeria. The purpose of the study was to investigate the impact of quality assurance on management of public secondary schools. Three research questions guided the study and three null hypotheses were formulated and tested at 0.05 level of significance. The study adopted a descriptive survey research design. The study population consisted of 6,001 teachers from 226 public secondary schools. A sample of 600 respondents was taken from 23 public secondary schools using multi-stage sampling procedure. Quality Assurance Questionnaire (QAQ) was validated by three experts and a trial test was conducted using Cronbach's Alpha, with a reliability coefficient of 0.88. Mean and standard deviation were used to answer the research questions. Chi-Square test of goodness-of-fit was used to test the hypotheses at 0.05 level of significance. The result showed that quality assurance practices has significant positive impact on the provision of funds, infrastructural facilities and maintenance of discipline in public secondary schools in Benue State. The study concluded that quality assurance practices is vital to the effective management of public secondary schools in Benue State, significantly influencing the provision of funds, infrastructure and maintenance of discipline. Without deliberate improvement efforts, educational standards may decline, leading to systemic failure and jeopardizing students' futures. Based on the study's findings, it was recommended, among other things, that government and education stakeholders enhance quality assurance practices to promote transparency and performance-based funding in public secondary schools. Education authorities should make more efforts to implement regular quality assurance practices assessments to guide the equitable and need-based allocation of infrastructural resources. This will ensure that facilities are not only provided but also meet safety, accessibility and learning-conducive standards across all public secondary schools.*

**Keywords:** *Quality Assurance practices, Management, Funds, Infrastructural Facilities & Maintenance of Discipline*

### **Introduction**

The management of secondary schools remains a critical factor in achieving educational success because it shapes students' academic outcomes and the overall effectiveness of school operations. Effective management largely depends on key administrative responsibilities, including providing funds, infrastructural facilities, maintaining discipline and effective communication, all of which contribute to creating a stable and supportive environment for teaching and learning (Johnson, 2022). However, the situation has become increasingly worrisome across many parts of the world as these fundamental elements of school management continue to face serious challenges. For instance, in the United States, several public schools struggle with disparities in school funding, aging infrastructure and inconsistent supervision of instructional activities, particularly in underserved districts. Similarly, schools in the United Kingdom have faced persistent concerns related to funding constraints, overcrowded facilities and increasing disciplinary issues among students, which have placed significant pressure on school administrators (Thompson & Lee, 2024). The challenge is also evident in developing countries such as India, where many schools continue to experience inadequate infrastructural facilities, limited financial resources, weak communication structures and insufficient supervision of teaching activities, especially in rural and government-owned schools (Kingdon, 2017; ASER Centre, 2022). In Africa, countries like Ghana and Cameroon appear to be facing increasingly challenging situations as administrators struggle to effectively coordinate critical aspects of school management for achieving educational goals. These challenges are often intensified by rapidly growing student populations, limited financial resources and prevailing socio-economic instability across many African countries, thereby placing significant pressure on school management systems (Adams & Osei, 2023). As governments attempt to expand access to secondary education, many schools are forced to operate with inadequate funding, insufficient classrooms and learning facilities and weak communication channels among stakeholders, all of which undermine effective school



*Impact of Quality Assurance Practices on Provision of ... Gom. J. W., Et. al. (2026)*

administration (Kumar & Yeboah, 2023). This situation is particularly evident in Nigeria, where irregular provision of funds, persistent infrastructural deficits and poor maintenance of discipline continue to create serious obstacles for the effective management of secondary schools (Bello & Aliyu, 2024). These problems are further aggravated by diverse and often under-resourced school environments that make it difficult for administrators to sustain quality management practices and achieve desired educational outcomes (Okonkwo & Ibrahim, 2024). Management refers to the process of planning, organizing, directing, coordinating and controlling an organization's human, financial and material resources to achieve stated goals effectively and efficiently (Pinga, Okpe & Akoji, 2021). It involves the systematic coordination of activities and resources to ensure that organizational objectives are realized in a structured and productive manner. In the school system, management involves responsibilities such as developing academic programmes, allocating and utilizing funds, providing instructional materials and facilities, maintaining discipline, fostering communication with relevant stakeholders and supervising instructional activities to ensure a conducive learning environment. Effective management, therefore, requires strategic vision, sound organizational skills and strong leadership abilities to align all components of an institution toward the attainment of common goals (Kotter, 2022). It also involves the implementation of policies and procedures that guide daily operations, address emerging challenges and enhance institutional effectiveness. According to Daft and Marcic (2024), management further includes monitoring performance, making informed decisions based on available data and adjusting strategies to meet changing demands and expectations. For example, a school principal may apply management skills to improve declining student performance by analyzing academic records, reallocating resources and introducing improved teaching strategies. This dynamic process enables schools to respond effectively to both internal and external changes while promoting productivity and educational effectiveness (Northouse, 2023). Consequently, educational managers are expected to establish and maintain internal mechanisms that ensure instructional and administrative practices conform to acceptable standards and educational goals. Such mechanisms aimed at maintaining and improving standards in education are commonly referred to as quality assurance.

Generally, quality assurance practices are the process of ensuring that products, services, or processes consistently meet specified standards and satisfy customer or stakeholder requirements (Evans, 2018). Quality assurance practices in education refers to the systematic and continuous process of ensuring that educational inputs, processes and outcomes meet established standards and contribute to the attainment of educational goals. It involves monitoring, evaluating and improving various components of the school system such as the provision of funds, infrastructural facilities, discipline, communication, teaching and learning processes and supervision in order to maintain acceptable standards (Amzua, 2020). According to Okebukola (2018), quality assurance is a proactive process of maintaining and improving educational standards through effective supervision, monitoring and adherence to established guidelines in the education system. Similarly, Babalola (2018) describes quality assurance practices as the systematic management and evaluation of educational resources and processes to ensure efficiency and improved learning outcomes in schools. In the Nigerian context, Asiyai (2015) explains that quality assurance practices involve the use of policies, monitoring mechanisms and supervisory practices designed to ensure that schools maintain acceptable standards in infrastructure, teaching, discipline and administration. These perspectives indicate that quality assurance practices are essential for promoting accountability, improving school management practices and ensuring that educational institutions consistently deliver quality education. Quality assurance (QA) plays a critical role in enhancing school management by introducing systematic processes for evaluating and refining educational practices. Quality assurance practices frameworks facilitate regular assessments and audits that provide valuable insights into school performance and areas needing improvement (Lee & Chen, 2023). These assessments help school managers identify gaps in service delivery, streamline operations and implement evidence-based improvements. This means that QA mechanisms such as performance reviews and stakeholder feedback can guide administrators in adjusting curricula, optimizing resource use and improving teaching strategies, thus supporting the overall effectiveness of school management (Smith, 2024). By integrating QA practices, schools can create a culture of continuous improvement, ensuring that management practices are consistently evaluated and enhanced to meet educational goals (Johnson & Williams, 2023). In school settings, quality assurance practices are crucial for fostering an environment of continuous improvement and accountability. It involves systematic reviews and audits to identify strengths and weaknesses in teaching and learning processes (Morris & Green, 2024). When effectively implemented, quality assurance enables school management and authorities to ensure that all essential elements for the efficient administration of schools are adequately provided. According to Lee (2023), areas of school administration that can be positively influenced by quality

*Impact of Quality Assurance Practices on Provision of ... Gom. J. W., Et. al. (2026)*

assurance practices include the provision of funds, infrastructural facilities, instructional materials, teacher recruitment and training, communication and discipline maintenance. However, for this study, the focus is on key variables such as the provision of funds, infrastructural facilities and maintenance of discipline, as these may enhance the overall management of secondary schools.

Provision of funds refers to the allocation and disbursement of financial resources by an organization or authority to support specific activities, projects, or operational needs (World Bank, 2017). Adequate provision of funds enables schools to invest in essential infrastructure, instructional materials and teacher training, all of which are necessary for delivering quality education. According to Adewale (2020), without sufficient funding, schools are unable to meet the benchmarks set by quality assurance practices frameworks, leading to compromised educational outcomes and a decline in the overall learning environment. Moreover, Nwankwo (2018) highlights that schools with consistent funding are better positioned to implement policies that support effective teaching and learning, ensuring that standards are maintained across the board. However, Nwankwo (2018) notes that insufficient funding often leads to a lack of essential infrastructure and other educational materials, which significantly impedes schools' ability to meet quality assurance benchmarks. Without adequate financial resources, schools struggle to maintain facilities, provide up-to-date learning materials and support necessary teacher training, all of which are vital for sustaining educational standards. Conversely, Adewale (2020) argues that even when funds are not enough, strategic resource allocation and effective financial management can enable schools to achieve quality assurance goals, though these efforts are often accompanied by certain limitations. Meanwhile, Olatunji (2019) highlights that in developing countries, such as Nigeria, with particular reference to Benue State, funding gaps remain a major challenge to quality assurance. These financial constraints result in poorly maintained facilities and inadequate teacher training programmes, further exacerbating the difficulties in meeting quality assurance standards. The provision of funds is crucial, but its effectiveness in supporting quality assurance practices depends on how well it is used, especially in providing adequate infrastructural facilities for conducive learning.

Provision of infrastructural facilities refers to the planning and development of physical and organizational structures, such as buildings, classrooms and utilities, necessary to support effective operations and service delivery (Okebukola, 2018). Provision of adequate infrastructural facilities, such as classrooms, staff offices, laboratories, libraries, student hotels and staff quarters, may directly impact the quality of teaching and learning, thereby improving the standard of education. According to Eze (2020), schools that are adequately equipped with and supported by well-maintained infrastructure are more likely to achieve improved educational performance, as conducive learning environments enhance both teaching effectiveness and student learning processes. Conversely, Oduh (2019) argues that poor or inadequate infrastructure often results from weak quality assurance mechanisms, where inadequate monitoring and evaluation contribute to the deterioration of school facilities. Additionally, Adams and Bello (2021) emphasize that in developing continents such as Africa, where Nigeria is located, inadequate infrastructural development severely impedes the implementation of quality assurance practices, as schools struggle to meet basic standards of safety, functionality and effective learning conditions. Ogundipe (2020) reports that while infrastructural facilities are important, their effective use determines the success of quality assurance practices, which must also be reinforced through the maintenance of school discipline.

Maintenance of discipline refers to the enforcement of rules and regulations guiding students' and staff behaviour to ensure an orderly and conducive environment for an effective teaching and learning process (Torundu, 2020). In this framework, discipline is regarded as a key requirement for achieving educational objectives, as orderly conduct enhances instructional delivery and student learning process. Johnson (2021) reports that quality assurance practices such as regular supervision, clear operational guidelines and continuous monitoring of school activities help to strengthen discipline among students and teachers, thereby fostering a structured academic environment. Supporting this view, some scholars such as Awua (2020) and Adagbe (2023) argue that when quality assurance mechanisms are effectively implemented, schools are better able to minimize lateness, truancy, absenteeism and other forms of misconduct, including examination malpractice, as expectations are clearly defined and consistently enforced. However, Adeola (2020) contends that where quality assurance systems are weak or poorly implemented, disciplinary standards tend to decline, often leading to absenteeism, indiscipline and general disorganization in schools. Mukherjee (2019) further adds that although quality assurance frameworks provide standards for acceptable behaviour, their effectiveness depends largely on the commitment and consistency of school administrators in enforcing such rules and regulations in secondary schools.

*Impact of Quality Assurance Practices on Provision of ... Gom. J. W., Et. al. (2026)*

The management of public secondary schools in Benue State, Nigeria, appears to be facing a series of interconnected challenges that may have been undermining educational standards and the implementation of quality assurance practices. Today, insufficient funding seems to remain a persistent barrier, limiting schools' ability to maintain adequate infrastructure and procure essential resources for the effective teaching and learning process (Nwankwo, 2018). Even though strategic allocation of resources may help alleviate some of these constraints (Adewale, 2020), many schools continue to operate under conditions that hinder the delivery of high-quality education, thereby perpetuating a cycle of neglect and substandard performance. Compounding these financial and infrastructural challenges are weaknesses in maintaining discipline in schools, where students and teachers often fail to adhere to established rules with minimal discipline (Adeyemi, 2019). Such lapses in discipline can further contribute to persistent gaps in school performance and overall institutional effectiveness. The convergence of these factors appears to have created a worrisome educational situation in which students are deprived of the quality of education they deserve and schools struggle to meet national standards. It is against this background that these researchers investigated the impact of quality assurance practices on management of public secondary schools in Benue State, Nigeria, focusing on the critical areas of provision of funds, provision of infrastructural facilities and maintenance of discipline.

### **Statement of the Problem**

Ideally, public secondary schools in Benue State are expected to provide a well-resourced, orderly and supportive learning environment, where adequate funding, modern infrastructure and effective discipline work together to uphold educational standards and ensure the quality of education. However, observations from stakeholders and preliminary assessments reveal a deeply worrying reality. Academic performance among learners appears to be declining, students' moral behavior is increasingly questionable and the management of secondary schools appears to address these issues effectively. This failure not only prevents schools from meeting expected educational standards but also allows conditions to deteriorate further, creating a troubling cycle of declining discipline, poor learning outcomes and weakened institutional effectiveness. All these may have been caused by inadequate funding, which severely limited schools' ability to maintain essential infrastructure, offer competitive teacher salaries and provide ongoing professional development, resulting in outdated classrooms, neglected laboratories and poorly equipped libraries that undermine the teaching and learning process. The poor state of infrastructure further exacerbates this problem, as many schools operate with dilapidated buildings and insufficient amenities, making it exceedingly difficult to implement quality assurance measures effectively. In addition, weak maintenance of discipline appears to have created chaotic learning environments characterized by absenteeism, outdated teaching practices and general mismanagement. The interplay of these challenges, insufficient funds, substandard facilities and poor discipline highlights a serious management crisis that threatens the realization of quality education. In view of these concerning conditions, it has become imperative for the researchers to investigate the impact of quality assurance on management of public secondary schools in Benue State, focusing specifically on the provision of funds, provision of infrastructural facilities and maintenance of discipline to identify strategies for improving educational standards and outcomes.

### **Purpose of the Study**

The purpose of the study was to investigate the impact of quality assurance practices on the management of public secondary schools in Benue State, Nigeria. Specifically, the study sought to:

1. find out the impact of quality assurance practices on the provision of funds in public secondary schools in Benue State.
2. determine the impact of quality assurance practices on the provision of infrastructural facilities in public secondary schools in Benue State.
3. examine the impact of quality assurance practices on the maintenance of discipline in public secondary schools in Benue State.

### **Research Questions**

The following research questions were raised to guide the study:

1. What is the impact of quality assurance practices on the provision of funds in public secondary schools in Benue State?
2. What impact does quality assurance practices have on the provision of infrastructural facilities in public secondary schools in Benue State?



*Impact of Quality Assurance Practices on Provision of ... Gom. J. W., Et. al. (2026)*

3. What is the impact of quality assurance practices on the maintenance of discipline in public secondary schools in Benue State?

### Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. Quality assurance practices has no significant positive impact on the provision of funds in public secondary schools in Benue State.
2. Quality assurance has no significant positive impact on the provision of infrastructural facilities in public secondary schools in Benue State.
3. Quality assurance has no significant positive impact on the maintenance of discipline in public secondary schools in Benue State.

### Research Methodology

This study was carried out in public secondary schools in Benue State, Nigeria, and adopted a descriptive survey research design. The study population consisted of 6,001 teachers from 226 public secondary schools. A sample of 600 teachers was taken from 23 public secondary schools, using a multi-stage sampling procedure (purposive sampling, proportionate stratified sampling and simple random sampling techniques). Quality Assurance Questionnaire (QAQ) was used for data collection. The instrument was divided into two sections: A and B. Section A included items on respondents' personal data. Section B was split into three clusters: Cluster I (Items 1-5) focused on the impact of quality assurance on the provision of funds in public secondary schools. Cluster II (Items 6-10) concentrates on the impact of quality assurance practices on the provision of infrastructural facilities in public secondary schools, while Cluster III (Items 11-15) addresses the impact of quality assurance practices on the maintenance of discipline in public secondary schools. The instrument was validated by three experts: two from the Department of Educational Foundations (Educational Management Specialists) and one from the Department of Mathematics and Science Education, all in the Faculty of Education at Rev. Fr. Moses Orshio Adasu University, Makurdi. Subsequently, the instrument underwent a trail test for reliability using Cronbach's Alpha, resulting in coefficients of 0.88 which is considered sufficiently high for the instrument to be reliable for the study. Data were analyzed using Mean and Standard Deviation to answer the research questions and the chi-square ( $\chi^2$ ) test of goodness-of-fit was used to test the hypotheses at 0.05 level of significance. Data were analyzed using descriptive statistics of Mean and Standard Deviation to answer the research questions. A Mean cut-off point of 2.50 was used for decision-making. Items with a Mean score of 2.50 and above were regarded as agreed, while any item with a Mean score of less than 2.50 was regarded as disagreed. Chi-square goodness of fit was used to test the hypotheses at 0.05 level of significance. The decision rule is that if  $P < 0.05$  level of significant is low, the hypothesis is rejected, but if  $P > 0.05$  level of significant is high, the hypothesis is not rejected. Chi-square was chosen for the test of hypotheses because it is a non-parametric statistical tool that shows the influence of two categorical variables on one another.

### Presentation of Results

The data were analyzed and interpreted in response to the research questions.

**Research Question One:** What is the impact of quality assurance practices on the provision of funds in public secondary schools in Benue State?

**Table 1:**

*Mean Ratings and Standard Deviations of the Impact of quality assurance Practices on Provision of Funds*

S/No	Item Description	N	SA	A	D	SD	M	SD	Dec.
1	Delay in payment of staff salaries make teachers to lose interest for teaching job which reduces the quality of education.	574	139	190	153	92	2.76	0.95	Agree
2	Management of secondary schools provide funds for staff training.	574	140	193	156	85	2.73	0.91	Agree
3	Adequate funding of secondary school education enhances effective management of public secondary schools.	574	161	175	158	80	2.81	0.86	Agree



*Impact of Quality Assurance Practices on Provision of ... Gom. J. W., Et. al. (2026)*

4	Through quality assurance, the salaries of staff are paid regularly.	574	135	194	156	89	2.74	0.94	Agree
5	Sources of finance are identified by administrators through quality assurance.	574	141	185	166	82	2.77	0.93	Agree
<b>Cluster Mean</b>		<b>574</b>					<b>2.76</b>		<b>Agree</b>

**Source:** *Researcher's Field Survey Results (2026)*

Table 1 shows that the mean ratings of items 1-5 are 2.76, 2.73, 2.81, 2.74 and 2.77 with the corresponding standard deviations of 0.95, 0.91, 0.86, 0.94 and 0.93, respectively. Item-by-item analysis showed that respondents thought that a delay in payment of staff salaries makes teachers to lose interest in teaching job which reduces the quality of education. Respondents also unanimously agreed that management of secondary schools provides funds for staff training. The respondents further affirmed that adequate funding of secondary school education enhances effective management of public secondary schools. In addition to that, the respondents agreed that through quality assurance, the salaries of staff are paid regularly. Moreover, their responses showed that sources of finance are identified by administrators through quality assurance. The cluster mean of 2.76 was found to be above the cut-off point of 2.50.

**Research Question Two:** What impact does quality assurance What is the impact of quality assurance practices on the provision of funds in public secondary schools in Benue State? have on the provision of infrastructural facilities in public secondary schools in Benue State?

**Table 2:**

*Mean Ratings and Standard Deviation of the Impact of Quality Assurance practices on the Provision of Infrastructural Facilities in Public Secondary Schools*

S/No	Item Description	N	SA	A	D	SD	M	SD	Dec.
6	Schools ensure adequate provision of classrooms to accommodate students through quality assurance.	574	153	165	162	94	2.72	0.91	Agree
7	There is enough hostel accommodation to house all boarding students.	574	161	173	154	86	2.83	0.98	Agree
8	Libraries are provided with current materials.	574	163	175	153	83	2.85	0.92	Agree
9	There is a well-equipped science laboratory for practical lessons.	574	158	175	156	85	2.80	0.87	Agree
10	Staff offices are adequately provided.	574	165	167	155	87	2.81	0.95	Agree
<b>Cluster Mean</b>		<b>574</b>					<b>2.80</b>		<b>Agree</b>

**Source:** *Researcher's Field Survey Results (2026)*

Table 2 shows that the mean ratings of items 6-10 are 2.72, 2.83, 2.85, 2.80 and 2.81 with the corresponding standard deviations of 0.91, 0.98, 0.92, 0.87 and 0.95, respectively. From Table 2, the respondents agreed that schools ensure adequate provision of classrooms to accommodate students through quality assurance. Respondents also agreed that there is enough hostel accommodation to house all boarding students. The respondents further affirmed that libraries are provided with current materials. In addition to that, the respondents agreed that there is a provision of a well-equipped science laboratory for practical lessons. Moreover, their responses showed that staff offices are adequately provided. The cluster mean of 2.80 was found to be above the cut-off point of 2.50. This means that quality assurance has an impact on the provision of infrastructural facilities in public secondary schools in Benue State

**Research Question Three:** What is the impact of quality assurance practices on the maintenance of discipline in public secondary schools in Benue State?

**Table 3:**

*Mean Ratings and Standard Deviation of Impact of Quality Assurance on the Maintenance of Discipline in Public Secondary Schools*

S/No	Item Description	N	SA	A	D	SD	M	SD	Dec.
11	Students are suspended for bullying others.	574	139	192	150	93	2.83	0.96	Agree



*Impact of Quality Assurance Practices on Provision of ... Gom. J. W., Et. al. (2026)*

12	Latecomers are sent home to serve as a deterrent to others.	574	140	196	153	85	2.78	0.93	Agree
13	School management punishes students who engage in examination malpractice.	574	165	171	152	86	2.86	0.89	Agree
14	School management fines students who damage school property.	574	135	196	154	89	2.74	0.97	Agree
15	School management disciplines erring staff of the school through issuing queries.	574	146	185	161	82	2.75	0.92	Agree
<b>Cluster Mean</b>		<b>574</b>					<b>2.79</b>		<b>Agree</b>

**Source:** *Researcher's Field Survey Results (2026)*

Table 3 reveals that items 11-15 have the mean ratings of 2.83, 2.78, 2.86, 2.74 and 2.75 with the corresponding standard deviations of 0.96, 0.93, 0.89, 0.97 and 0.92, respectively. All the items on the table showed agreement. From these results, the respondents indicated that students are suspended for bullying others. They also agreed that latecomers are sent home to serve as a deterrent to others. The respondents further affirmed that school management punishes students who engage in examination malpractice. The responses also showed that school management fined students who damaged school property. Moreover, respondents affirmed that school management disciplines erring staff of the school through issuing queries. The cluster mean of 2.79 was above the cut-off point of 2.50. This implied that quality assurance practices has impacted the maintenance of discipline in public secondary schools in Benue State.

**Hypothesis One:** Quality assurance practices has no significant positive impact on the provision of funds in public secondary schools in Benue State.

**Table 4:**

*Chi-square test of the Impact of Quality Assurance on the Provision of Funds in Public Secondary Schools*

Responses	Observed Frequency	Expected Frequency	df	Level of Sig.	$\chi^2$ -Cal.	P-value	Decision
SD	96	143.5					
D	148	143.5	3	0.05	49.83	.000	Significant
A	192	143.5					
SA	138	143.5					
<b>Total</b>	<b>574</b>						

$P=.000 < 0.05$ ;  $df=3$ ; and  $\chi^2$ -calculated = 49.832.

Table 4 shows that  $P < .05$  with 3 degrees of freedom. Thus, the null hypothesis, which stated that quality assurance practices has no significant positive impact on the provision of funds in public secondary schools in Benue State, was not retained. This result clearly showed that quality assurance has significant positive impact on the provision of funds in public secondary schools in Benue State.

**Hypothesis Two:** Quality assurance practices has no significant positive impact on the provision of infrastructural facilities in public secondary schools in Benue State.

**Table 5:**

*Chi-square test of the Impact of Quality Assurance practices on the Provision of Infrastructural Facilities in Public Secondary Schools*

Responses	Observed Frequency	Expected Frequency	df	Level of Sig.	$\chi^2$ -Cal.	$\chi^2$ -Crit.	P-value	Dec.
SD	27	143.5						
D	83	143.5	3	0.05	44.35	7.82	.000	Significant
A	462	143.5						
SA	349	143.5						
<b>Total</b>	<b>574</b>							

$P=.000 < 0.05$ ;  $df=3$ ; and  $\chi^2$ -calculated = 44.351.



*Impact of Quality Assurance Practices on Provision of ... Gom. J. W., Et. al. (2026)*

Table 5 shows that  $P < .05$  with 3 degrees of freedom. Thus, the null hypothesis, which stated that quality assurance practices has no significant positive impact on the provision of infrastructural facilities in public secondary schools in Benue State, was not retained. This showed that quality assurance practices has significant positive impact on the provision of infrastructural facilities in public secondary schools in Benue State.

**Hypothesis Three:** Quality assurance practices has no significant positive impact on the maintenance of discipline in public secondary schools in Benue State.

**Table 6:**

*Chi-square test of the Impact of Quality Assurance practices on the Maintenance of Discipline in Public Secondary Schools*

Responses	Observed Frequency	Expected Frequency	df	Level of Sig.	$\chi^2$ -Cal.	$\chi^2$ -Crit.	P-value	Dec.
SD	44	143.5						
D	89	143.5	3	0.05	82.49	7.82	.000	Significant
A	164	143.5						
SA	77	143.5						
<b>Total</b>	<b>574</b>							

$P = .000 < 0.05$ ;  $df = 3$ ; and  $\chi^2$ -calculated = 82.490.

Table 8 shows that  $P < .05$  with 3 degrees of freedom. The null hypothesis, which stated that quality assurance practices has no significant positive impact on the maintenance of discipline in public secondary schools in Benue State, was therefore not retained. This result implied that quality assurance has significant positive impact on the maintenance of discipline in public secondary schools in Benue State.

### Discussion of Findings

The first finding revealed that quality assurance has significant positive impact on the provision of funds in public secondary schools in Benue State. This finding implies that effective quality assurance mechanisms can enhance financial support for public secondary schools by promoting accountability and transparency. It also suggests that stakeholders are more likely to invest in schools where quality standards are consistently monitored and maintained. This aligns with the findings of Olilanya, Nwogu and Jemilatu (2018), who reported a significant relationship between deregulation of funding and quality assurance in public secondary schools in Rivers State, indicating that funding strategies can influence quality outcomes; although deregulation accounted for only 3.50% of the variation, it nonetheless highlighted the importance of financial mechanisms in supporting teacher performance and overall school quality. Similarly, Maben (2013) emphasized that funding is closely linked to quality assurance, particularly in business studies programmes, as it ensures the availability of essential resources based on input-output models and supports capacity building. These findings collectively underscore that adequate funding, influenced by or contributing to quality assurance mechanisms, is a key determinant of educational effectiveness and programme sustainability. It is on this basis that the researcher maintains that quality assurance is a vital driver for attracting and sustaining adequate funding in public secondary schools, as it promotes transparency and accountability. When quality standards are consistently upheld, stakeholders develop greater confidence in the system and are more willing to invest, ultimately leading to improvements in the overall educational environment. The second finding revealed that quality assurance has a significant positive impact on the provision of infrastructural facilities in public secondary schools in Benue State. This is justified by the fact that comprehensive quality assurance systems help identify infrastructural gaps and ensure that resources are efficiently allocated to meet those needs. Schools that consistently uphold quality standards are more likely to attract support from government and stakeholders for the development and maintenance of essential facilities. This finding aligns with the study of Onuma and Okpalanze (2017), who found that the availability of infrastructural facilities significantly influenced the implementation of quality assurance practices in secondary schools in Enugu State, noting that facilities such as classrooms, laboratories and libraries are vital for enhancing teaching and learning. Similarly, Yusuf and Bala (2021) reported that infrastructural development, especially the provision of key learning facilities, had a marked positive effect on the performance of students in secondary schools in Plateau State, emphasizing that well-equipped environments are fundamental to achieving quality assurance and improved educational outcomes. Based on the findings, the researchers maintain that quality assurance practices is a key catalyst for the improvement of infrastructural facilities in public secondary schools. By promoting systematic evaluation and accountability, quality assurance practices attracts greater stakeholder support and ensures that infrastructural development



*Impact of Quality Assurance Practices on Provision of ... Gom. J. W., Et. al. (2026)*

aligns with educational standards and goals. The third and last finding of the study revealed that quality assurance has a significant positive impact on the maintenance of discipline in public secondary schools in Benue State. This is justified by the fact that quality assurance systems encourage regular monitoring, evaluation and enforcement of behavioral standards, thereby fostering a culture of accountability and order among students. Schools that implement strong quality assurance measures are more likely to maintain effective discipline, which in turn enhances student coordination and creates a conducive environment for learning. This finding aligns with the findings of Onyilibe, Ndidi, and Ikediugwu (2020), which showed that active involvement of School-Based Management Committees (SBMCs) through regular visits contributed significantly to maintaining discipline in Enugu State secondary schools, with no significant difference observed between urban and rural schools. Similarly, Sanusi Lawal (2011) emphasized the critical role of school management in enforcing rules, supervising student behavior, and ensuring a structured learning environment. These studies collectively reinforce the view that quality assurance, supported by leadership and community involvement, is essential for promoting discipline and improving student behavior in secondary schools. Based on this, the researcher maintains that quality assurance practices is essential for sustaining discipline in public secondary schools, as it ensures consistent monitoring of student behaviour and enforcement of school rules. The researcher believes that when quality assurance practices are effectively implemented, they foster a well-coordinated and orderly learning environment that supports academic success.

### **Conclusion**

The study concludes that quality assurance practices is central to the management of public secondary schools, with significant influence on critical areas such as funding, provision of infrastructure, and maintenance of discipline in Benue State, Nigeria. These elements are essential for creating a functional learning environment and supporting academic success. However, the findings raise serious concerns that the current gains in quality assurance practices must be sustained and strengthened, as any decline in its implementation may gradually undermine school management systems. Such a situation could potentially reverse existing improvements, leading to challenges such as deteriorating infrastructure, rising indiscipline, inefficient use of funds and weakened administrative effectiveness. Ultimately, failure to sustain and consolidate quality assurance mechanisms poses a serious risk to educational standards and could negatively affect the future development of students and the broader socio-economic progress of the state.

### **Recommendations**

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

1. Government and education stakeholders should strengthen quality assurance mechanisms that ensure transparency, accountability and performance-based funding in public secondary schools. By linking financial support to compliance with quality standards, schools will be better motivated to manage funds effectively and attract increased investment in education.
2. Education authorities, such as Teaching Service Boards and Ministries of Education, should make more efforts to implement regular quality assurance assessments to guide the equitable and need-based allocation of infrastructural resources. This will ensure that facilities are not only provided but also meet safety, accessibility and learning-conducive standards across all public secondary schools.
3. School administrators should integrate quality assurance benchmarks that promote consistent enforcement of rules, student engagement and positive behaviour management strategies. This would help create a structured school environment where discipline is maintained without undermining students' rights and the well-being of all.

### **References**

- Adams, K., & Osei, M. (2023). School leadership and administrative challenges in secondary education in West Africa. *International Journal of Educational Management*, 37(4), 685–701.
- Amzua, J. (2020). Quality assurance practices and educational standards in developing countries. *African Journal of Educational Research*, 12(2), 45–59.
- ASER Centre. (2022). *Annual status of education report (ASER) 2022: Learning outcomes in rural India*. ASER Centre.
- Babalola, J. B. (2018). *Educational management and quality assurance in Nigeria*. University Press.
- Bello, A., & Aliyu, M. (2024). Funding constraints and infrastructural challenges in Nigerian public secondary schools. *Nigerian Journal of Educational Administration and Planning*, 24(1), 112–125.
- Daft, R. L., & Marcic, D. (2024). *Understanding management* (11th ed.). Cengage Learning.



*Impact of Quality Assurance Practices on Provision of ... Gom. J. W., Et. al. (2026)*

- Evans, J. R. (2018). *Quality and performance excellence: Management, organization, and strategy* (8th ed.). Cengage Learning.
- Johnson, T. (2022). Administrative leadership and school effectiveness in secondary education. *Journal of Educational Leadership and Policy Studies*, 6(2), 55–68.
- Kingdon, G. G. (2017). *The private schooling phenomenon in India: A review*. Oxford University Press.
- Kotter, J. P. (2022). *Leading change* (2nd ed.). Harvard Business Review Press.
- Kumar, R., & Yeboah, D. (2023). Resource management and educational expansion in Sub-Saharan Africa. *African Educational Research Journal*, 11(1), 23–35.
- Northouse, P. G. (2023). *Leadership: Theory and practice* (9th ed.). Sage Publications.
- Okebukola, P. (2018). Quality assurance in Nigerian education: Principles and practice. *Nigerian Journal of Educational Research*, 18(2), 1–12.
- Okonkwo, R., & Ibrahim, S. (2024). School management challenges and educational outcomes in Nigeria. *African Journal of Educational Administration and Policy*, 16(1), 74–89.
- Pinga, M., Okpe, J. O., & Akoji, A. (2021). Effectiveness of management strategies for curbing insecurity in Colleges of Education in Benue State, Nigeria. *Zaria Journal of Studies in Education*, 4(3), 114-121.
- Thompson, R., & Lee, D. (2024). Funding pressures and disciplinary issues in United Kingdom secondary schools. *British Journal of Educational Administration*, 52(1), 98–113.