

**QUALITY CONTROL VARIABLES AS DETERMINANT OF QUALITY OF
EDUCATION IN NURSERY/ PRIMARY SCHOOLS IN IBADAN SOUTH
LOCAL GOVERNMENT, IBADAN, OYO STATE**

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Abstract

Ensuring quality control in today's nursery/primary schools has become a challenge. Quality control has become essential for stakeholders in the education sector and they need to harness the tools of quality control to ensure quality education in the nursery and primary schools in Ibadan south local government, Ibadan. The study adopted the ex-post facto research design, while simple random sampling technique was adopted in selecting two hundred (200) participants from the selected study area. Questionnaire was used to collect data from the participants. Linear Regression Test was used. Result showed significant relationship between funding and teacher quality at $B = -.432, P < .05$, management organizing skill and teacher quality at $B = .513, P < .05$ and supervision and teacher quality at $B = .632, P < .05$. The study recommended that quality of education can further be enhanced by ensuring that various quality control measures are put in place in the nursery/primary schools in the local government area of concern in this study.

Key Words: Quality control, Quality education and evaluation, Stake holders' perception

Introduction

Quality control is a system of maintaining standards in manufactured products by testing a sample of the output against the specification. Quality control (QC) is a procedure or set of procedures intended to ensure that a manufactured product or performed service adheres to a defined set of quality criteria or meets the requirements of the client. It is important to note that project quality control is performed throughout the project. Quality control is the operational technique and activity used to checkmate requirements for quality. On the other

hand, the physical verification is that the product conforms to these planned arrangements by inspection or measurement.

Prior to the formulation of the National Policy on Education, quality of education in Nigeria in 2008, the process of monitoring the quality of education service delivery in schools was by external inspection or supervisors commonly referred to as quality control by the Inspectorate Services Department of the Ministry of Education. The quality control mechanism basically involved the policing of schools by the inspectors/supervisors of education to enforce compliance with government policies, with regard to such aspects of school's operations such as staffing, curriculum delivery, infrastructure, management, corporate life, laboratory practical and library services being implemented.

Bada (2012) noted that the worth of any educational system as an investment lies in its capability to continuously serve its targeted beneficiaries (students, teachers, parents, employers of labor and the society at large) and consistently remain relevant. Quality education can be described as functional education which emphasizes both the theoretical and practical part of the educational system. It is the education that emphasizes social responsibility, job orientation, political participation, spiritual and moral values and most importantly self reliance after school. One of the major components of quality education is that it is geared towards the building of all round men and women who grow up to become functional and useful to themselves and the society at large (Meskil,2005). Without strict adherence to quality, education becomes a waste and even poses danger to all the sectors of the nation. It should be noted that quality delivery begins from policy makers to resource providers, the teachers and the students. It has long been found that quality is never an accident but it has always been the result of high intentions, sincere efforts and focus as well as skilful implementation. In education, there is a broad agreement on a number of issues that define quality. They include higher academic standards, vigorous curricula, skilled and experienced teachers, updated textbooks, state of the arts laboratories and computing facilities, small class sizes, modern buildings and conducive environment for learning, strict discipline, involving parents amongst others. Quality education is needed to guarantee good future for the

country. The quality of teachers is one of the determinants of quality in educational system.

According to Ifedili (2015), a teacher is one who is resourceful, has a good sense of humor, possesses sound knowledge of human psychology, communicates effectively and shows interest in the welfare of the students, he guides and motivates and is patient, tolerable, flexible in his ways, fair in his judgments and firm in his discipline. Teachers are vital human resources in the training of the young minds. A trained teacher is expected to be responsible and initiative. He or she should be able to put in his or her best without having to be pushed around. Igbo (2002) in his study found that the quality of student learning was directly related to the quality of classroom instruction. The quality of teachers greatly affects student's promotion rate, repetition rate, retention rate, withdrawal rate, and dropout rate. When quality education is given to the masses, there is hope for the graduation of properly skilled, knowledgeable and productive workforce.

While the head teacher is to effectively monitor and supervise the activities of the school for performance enhancement and quality assurance, the teachers are expected to have sound knowledge of their subject areas to be able to select appropriate and adequate facts for planning of lesson notes, effective delivery of lessons, proper monitoring and evaluation of students' performance, providing regular feed-back on students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students (Ayeni,2010). They must also have access to information which is up-to-date, reliable and relevant to the educational needs of students (Ayeni, 2011). Effective teaching - learning process is no doubt the hub of students' academic performance and leads to quality education in secondary schools.

Fasasi and Oyeniran (2014) posit that all matters relating to ensuring quality places the school principal at the focal point. According to their submission, this is because quality assurance is a management function and the principal occupies a central position in the management of the school and therefore has responsibility for ensuring quality in the school. They elucidated that school administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment, evaluation and examinations, resource allocation, costing, planning, staff appraisal of relationship with the

community, use of practical skills necessary for sustaining the policies of an organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on. All these tasks according to Ekundayo (2010) can be reduced to the following: planning, organizing, directing, supervising, and evaluating the school system. These are activities which the school principal must ensure that they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs. To this end a school teacher, is seen as the one who strives to ensure that quality education is provided in secondary schools. It is the belief of the present researcher, based on what is demanded towards the provision of an enabling environment for the advancement and attainment of quality education, that quality control cannot be an exclusive duty of the principal but must include stakeholders in the affairs of running the school. This became more expedient in view of the fact that funding and financing of schools which is a priority in attaining school quality remains the preserve of the school owners; government if public and individual(s) if private. Quality in Nigerian educational system especially at the secondary education level is a multidimensional concept which should embrace all its functions and activities; administration; teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and the academic environment (Rammon-Yusuf, 2003).

Quality Control and Education

Jaiyeoba and Atanda (2005) posited that quality is synonymous with standard, efficiency, excellence, relevance and worthiness. When applied to education, it is the success with which an institution provides educational environment which enables students to effectively achieve worthwhile learning goals including appropriate academic standard. Still linking quality to education, Aigboje (2007) refers quality to excellence or more of societal values embodied in the school curricula. This involves stages and activities that take place until certificates are issued. According to Babalola (2004) he said an education of high quality should have high quality students, teachers, facilities, school curriculum and government policies as inputs. Quality education deals with proactive means of ensuring quality of inputs, teaching-learning

process, academic achievement of pupils and school environment before things get out of hands.

Challenges of Quality Control in Education

Babalola (2007) discussed some of the challenges relating to inspection which serve as tools for sustaining quality education. These include: using unqualified and untrained personnel in the inspectorate services which could result in poor quality control and management, shortage of manpower in the inspectorate division, lack of adequate statistical compilation in the school system. Others include: inadequate funds and resources for inspection operation, lack of training would be a problem to school inspectors, inadequate facilities in the inspectorate, non-implementation/inadequate implementation of recommendation in inspection reports which results in discouragement in producing high quality inspection reports. He reiterated lack of cooperative attitude by some principals, political instability and frequent policy change. He concluded overload of administrative duties in addition to inspection tours, travels, occupational hazards associated with road or river travels on inspection tours, all have a lot to do with quality control.

Research Questions

1. Will adequate funding impact on quality education in nursery/primary Schools in Ibadan South Local Government, Ibadan, Oyo State
2. Management organizing skill will not enhance teacher quality in nursery/primary Schools in Ibadan South Local Government, Ibadan, Oyo State
3. Supervision will not ensure teacher quality in nursery/primary Schools in Ibadan South Local Government, Ibadan, Oyo State
4. Evaluation will not enhance quality education in nursery/primary Schools in Ibadan South Local Government, Ibadan, Oyo State

Research Hypotheses

Ho1: There will not be any significant joint contribution of the independent variables of quality control (adequate funding, management organizing skill and supervision) to quality of education in nursery and primary schools in Ibadan South Local Government

Ho2: There will not be any significant relative contribution of quality control variables (adequate funding, management organizing skill and supervision) to quality of education in nursery and primary schools in Ibadan South Local Government

Methodology

The design of the study was ex-post facto design, which aimed at finding out the influence of quality control on the quality of education in nursery and primary schools in Ibadan South Local Government. According to Nwagu (2005), ex-post facto design is a systematic empirical inquiry in which the scientist does not have a direct control on independent variables because they are inherently not manipulative. A total of 200 samples with 25 head teachers and 175 teachers from 25 selected nursery and primary schools in Ibadan South Local Government were used for the study. The researcher adopted simple random sampling technique to select samples from the population. Questionnaire titled "Influence of Quality Control on the Quality of Education Questionnaire (IQCQEQ)" was the instrument used for data collection. The instrument had Section A which sought for information on personal data of the respondents. Section B investigated head teachers' and teachers' perception as regards Influence of Quality Control on the Quality of Education in Nursery and Primary Schools. A four point rating scale response options provided for the respondents to choose from are: Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) and Very Little Extent. Data were analysed using mean and standard deviation were used to analyze research questions and multiple regression was used to test formulated hypotheses at 0.05 level of significance. For decision making, 2.50 was used as the criterion mean. Any item that attained a response mean score of 2.50 and above was accepted otherwise it was not accepted.

Findings and Discussion

The Impact of Adequate Funding to Quality Education

S/N	Item	SA	A	D	SD	Total (%)	\bar{X}	SD
1	There is inadequate provision of funding for workshop in schools	156 (78%)	24 (12%)	20 (10%)	0	200 (100)	3.78	.415
2	There is inadequate provision of funding for training and re-training of teachers	104 (52%)	36 (18%)	28 (14%)	32 (16%)	200 (100)	3.06	1.141
3	There is inadequate provision of funding for classroom buildings and laboratories	89 (44.5)	75 (37.5%)	22 (11%)	14 (7%)	200 (100)	3.19	.895
4	Teachers are not well remunerated	125 (62.5%)	75 (37.5%)	0	0	200 (100)	3.45	.762
5	There is inadequate provision of funding for practical classroom sessions	118 (59%)	59 (29.5%)	18 (9%)	5 (2.5%)	200 (100)	3.63	.485
Total Average Mean							3.42	0.740

The result showed that (90%) of the respondents agreed that funding for workshop in the schools are not adequate while (10%) of the respondents disagree. Also, (70%) of the respondents agreed that

funding for training and re-training of teachers are not adequate while (30%) of the respondents disagreed with the statement. In addition, (82%) of the respondents agreed that there is inadequate provision of funding for classroom buildings and laboratories while (18%) of the respondents disagreed with the statement. All (100%) the respondents agreed that teachers are not well remunerated. Furthermore, (88.5%) of the respondents agreed that there is inadequate provision of funding for practical classroom sessions while (11.5) of the respondents disagreed with the statement. The results of the findings show that majority of the respondents agreed that educational funding have been inadequate. The mean and standard deviation uses corroborate this claim. The results of findings show that the average mean of the respondents who agreed to those who disagreed is 83.7 to 14.3. Hence with the average of 83.5, the majority of the study population agreed that educational funding have been inadequate. This was subjected to SPSS mean and standard deviation test which also corroborate the claim with the total average mean score of ($\bar{X} = 3.40$, Std. Dev=0.740) which is above the pegged 2.5.

Management Organizing Skill and Teacher Quality

S/N	Item	SA	A	D	SD	Total (%)	\bar{X}	SD
6	There exist management organizing skill needed to create a culture of trust	72 (36%)	54 (27%)	44 (22%)	30 (15%)	200 (100)	2.84	1.077
7	There exist management organizing skills needed to enhance active participation to work.	68 (34%)	46 (23%)	48 (24%)	38 (19%)	200 (100)	2.72	1.126
8	There exist management organizing skill needed for quality-mindedness and zeal for continuous	72 (36%)	80 (40%)	28 (14%)	20 (10%)	200 (100)	3.02	.951

	improvement							
9	There is lack of management organizing skill needed for a working culture that contributes towards a firm's success and existence	32 (16%)	48 (24%)	68 (34%)	52 (26%)	200 (100)	2.30	1.027
10	There exist management organizing skill needed to create a culture of trust	73 (36.5%)	95 (47.5%)	19 (9.5%)	13 (6.5%)	200 (100)	3.25	.936
Total Average Mean							2.87	1.023

The result showed that 63% of the respondents agreed that there exist management organizing skill needed to create a culture of trust while 37% of the respondents disagree. Also, 57% of the respondents agreed that there exist management organizing skill needed to enhance active participation to work while 43% of the respondents disagreed with the statement. In addition, 76% of the respondents agreed there exist management organizing skill needed for quality-mindedness and zeal for continuous improvement while 24% of the respondents disagreed with the statement. Furthermore, 40% of the respondents agreed there is lack of management organizing skill needed for a working culture that contributes towards a firm's success and existence while 60% of the respondents disagreed with the statement. Again, 84% of the respondents agreed that there exist management organizing skill needed to create a culture of trust while 16% of the respondents disagreed with the statement. The results of findings show that the average mean of the respondents who agreed to those who disagreed is 64 to 36. Hence with the average mean of 64, the majority of the study population agreed that management organizing skill affect teacher quality. This was subjected to SPSS mean and standard deviation test which also corroborate the claim with the total average mean score of ($\bar{X} = 2.87$, Std. Dev=1.023) which is above the pegged 2.5.

Supervision and Teacher Quality

S/N	Item	SA	A	D	SD	Total (%)	\bar{X}	SD
11	There is no effective measure of supervision in the school	96 (48%)	55 (27.5%)	36 (18%)	13 (6.5%)	200 (100)	3.17	.946
12	Supervision involves the use of expert knowledge and experience to enhance teaching and learning in schools	89 (44.5%)	43 (21.5%)	25 (12.5%)	43 (21.5%)	200 (100)	2.89	1.194
13	Supervision involves the use of expert knowledge and experience for effective evaluation	97 (48.5%)	32 (16%)	49 (24.5%)	22 (11%)	200 (100)	3.02	1.084
14	Supervision coordinates the activities of the teachers for qualitative teaching	87 (43.5)	92 (46%)	7 (3.5%)	14 (7%)	200 (100)	3.26	.828
15	The school supervisors should see that high standards are maintained and that schools are run in accordance with the laid down regulations	96 (48%)	72 (36%)	19 (9.5%)	13 (6.5%)	200 (100)	3.25	.880
Total Average Mean							3.12	0.987

The result showed that 75.5% of the respondents agreed that there was no effective measure of supervision in the school while 24.5% of the respondents disagree. Also, 66% of the respondents agreed that supervision involves the use of expert knowledge and experience to enhance teaching and learning in schools while 34% of the respondents disagreed with the statement. In addition, 64.5% of the respondents agreed that supervision involves the use of expert knowledge and experience for effective evaluation while 35.5% of the respondents disagreed with the statement. Furthermore, 89.5% of the respondents agreed supervision coordinates the activities of the teachers for qualitative teaching while 10.5% of the respondents disagreed with the statement. Again, 84% of the respondents agreed that the school supervisors should see that high standards are maintained and that schools are run in accordance with the laid down regulations while 16% of the respondents disagreed with the statement. The results of findings show that the average mean of the respondents who agreed to those who disagreed is 75.9 to 24.1. Hence with the average mean of 75.9, the majority of the study population agreed supervision impacts on quality education. This was subjected to SPSS mean and standard deviation test which also corroborate the claim with the total average mean score of ($\bar{X} = 3.12$, Std. Dev=0.987) which is above the pegged 2.5.

The Impact of Evaluation To Quality Education

S/N	Item	SA	A	D	SD	Total (%)	\bar{X}	SD
16	There is checking of schemes of work and lesson plans regularly.	118 (59%)	59 (29.5%)	18 (9%)	5 (2.5%)	200 (100)	3.45	.762
17	There is checking whether exams tests what has already been taught.	97 (48.5%)	49 (24.5%)	22 (11%)	32 (16%)	200 (100)	3.04	1.120
18	Results are analyzed after every	68 (34%)	46 (23%)	48 (24%)	38 (19%)	200 (100)	2.72	1.126

	examination.							
19	Progress records for students are maintained.	75 (37.5%)	46 (23%)	43 (21.5%)	36 (19%)	200 (100)	2.72	1.126
20	There is evaluation of progress in every subject regularly	98 (49%)	65 (32.5%)	28 (14%)	9 (3%)	200 (100)	3.26	.864
Total Average Mean							3.04	1.000

The result showed that 88.5% of the respondents agreed that there were checking of schemes of work and lesson plans regularly while 11.5% of the respondents disagreed. Also, 73% of the respondents agreed that there was checking on exam tests what had already been taught while 27% of the respondents disagreed with the statement. In addition, 57% of the respondents agreed that results were analyzed after every examination while 43% disagreed with the statement. Furthermore, 60.5% of the respondents agreed that progress records for students were maintained while 39.5% of the respondents disagreed with the statement. 81% of the respondents agreed that there was evaluation of progress in every subject regularly while 19% disagreed. The results of findings showed that the average mean of the respondents who agreed to those who disagreed was 68 to 32. Hence with the average mean of 68, the majority of the study population agreed that evaluation enhance quality education. This was subjected to SPSS mean and standard deviation test which also corroborate the claim with the total average mean score of ($\bar{X} = 3.04$, Std. Dev=1.000) which is above the pegged 2.5.

Testing of Research Hypotheses

The joint contribution of the independent variables of quality control (adequate funding, management organizing skill and supervision) Quality of Education in Nursery and Primary Schools in Ibadan South Local Government

R = .992 R ² = .985 Adj R ² = .984 STD ERROR OF ESTIMATE = .569						
Model	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Regression	4078.073	3	1359.358	4.2013	.000	Sig.
Residual	63.427	196	.324			
Total	4141.500	199				

The above shows the quality control regression analysis on the joint influence of all the independent variables on the dependent variable i.e. quality education. The result showed that there was significant ($F_{(3,199)} = 4.2013$; $P < .05$) joint influence of the independent variables (adequate funding, management organizing skill and supervision) on dependent variable (quality education). About 98.5% of the variation on quality education was accounted for by the predictors, while other variables not included in this model may have accounted for the remaining variance. This implies that the joint contribution of the independent variables to the dependent variable was found to be significant. Therefore, the null hypothesis which states that there will be no joint contribution of the independent variables (adequate funding, management organizing skill and supervision) to the dependent variables (quality education) is rejected.

The relative contribution of quality control (adequate funding, management organizing skill and supervision) Quality of Education in Nursery and Primary Schools in Ibadan South Local Government

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-2.448	.363		-6.750	.000
Funding and Teacher Quality	.567	.055	.432	10.327	.000
Management Organizing Skill and Teacher Quality	.485	.023	.513	21.164	.000
Supervision and Teacher Quality	1.146	.128	.632	8.967	.000
Dependent Variable: Evaluation and Teacher Quality					

The above reveals the relative contribution of the three independent variables to the dependent variable, expressed as beta weights, viz: funding and teacher quality ($\beta = -.432$, $P < .05$), management organizing skill and teacher quality ($\beta = .513$, $P < .05$) and supervision and teacher quality ($\beta = .632$, $P < .05$) From the results all the independent variables (funding, management organizing skill and supervision) are significant to quality of education.

Discussion of Findings

The findings of the study revealed a significant relationship between funding, management organizing skill and supervision to quality education. That is, adequate funding, approach adopted by school and education manager and the quality of teaching style are significant to quality education delivery. This view is corroborated by the findings of Jaiyeoba and Atanda (2005) when they posited that quality is synonymous with standard, efficiency, excellence, relevance and worthiness. When applied to education, it is the success with which an institution provides educational environment which enables students to effectively achieve worthwhile learning goals including appropriate academic standard. Still linking quality to education, Aigboje (2007)

refers quality to excellence or more of societal values embodied in the school curricula. The study also inclined to the views of Babalola (2004) which affirmed that education of high quality should have high quality students, teachers, facilities, school curriculum and government policies as inputs. The manner in which the inputs are processed from the beginning to the final year of an educational programme and the quality of assessment of the entire teaching-learning activities, also constitute important aspects of education. Quality education deals with proactive means of ensuring quality of inputs, teaching-learning process, academic achievement of pupils and school environment before things get out of hands.

The study findings as regard funding and quality education is justified by the views of Asiyai (2012) which found that students who were taught in modernized buildings scored consistently higher across a range of standardized tests. Quality and conducive school with physically decorated environment will enhance students' school attendance, involvement in academic activities and academic performance will be positively yielded. However, poor supply, poor maintenance and management will yield poor quality of teaching and learning in all schools. Supervision is very important to the attainment of quality education. The quintessential role of supervision is quality education as brimmed by this study and is juxtaposed by the findings of Oriafe in Maduewesi (2005) who opined that quality supervision is a baseline standard in education which can be measured on a scale of reference. It is an expression of standard or a means by which a certain set standard in education can be achieved. It could easily be deduced therefore that quality in education is a totality of the combination of such indispensable variables as quality teachers, quality instructional materials and quality infrastructure (classrooms, seats, tables, chalkboards etc.). Others include, quality teacher/pupils ratio, favourable pupils/classroom ratio and quality instructional supervision. All these and more surely results in quality product (student) who is exposed to a balanced and result - oriented education. The study recommended that quality of education can further be ensured by making sure that various quality control measures are put in place in the nursery/primary schools in the local government area of concern in this study.

Summary, Conclusion and Recommendations

Summarily, this study examined the quality control variables as determinant of quality of education in nursery/ primary schools in Ibadan South Local Government, Ibadan, Oyo State. The study found that the examined variables determined positively the quality of education in the nursery/primary schools in the Ibadan South Local Government, Ibadan, Oyo State. It was concluded that quality control variable had a lot to do with quality of nursery/primary education, and the study recommended that there is the need to ensure adequate funding of the nursery/primary education, management organizing skills should be greatly enhanced among the teachers, adequate school and teacher supervision should further be enhanced, while various quality control measures are put in place in the nursery/primary schools in the local government area of concern in this study.

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