An Assessment of the Factors Affecting the Provision of Quality Education in Public Junior Secondary Schools in Musawa Zonal Education Quality Assurance, Katsina State.

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Abstract
The study aimed to assess the factors affecting the provision of quality education in public junior secondary schools in Musawa Zonal Education Quality Assurance, Katsina State, Nigeria. The study adopted a descriptive survey research design. The population comprised 110 teachers from 12 public junior secondary schools in the study area. A multi stage sampling procedure was used to select the sample. The schools were stratified into rural and urban schools, from which three schools were randomly selected from each stratum, giving a total of six schools. All 55 teachers in the selected schools were included in the study through total enumeration sampling. Data were collected using the Factors Hindering Provision of Quality Education Questionnaire (FHPQEQ), which was adapted from Yero, (2020), validated by experts, and pilot tested, yielding a reliability coefficient of 0.72 using Cronbach's alpha. Data collected were analyzed using frequency counts and percentages in line with the four research questions. The findings revealed that major socio-cultural factors affecting the provision of quality education included poor reading culture, poor family socialization, and loss of moral values. Institutional factors included examination malpractice and mismanagement of resources, while political factors included poor or non-implementation of educational policies and a weak and anachronistic legal framework. Students' factors included lack of commitment, lack of commitment, lack of interest, and poor mindset. The study recommended, among others, improved implementation of educational policies, adequate provision and proper management educational resources, reduced political interference in educational administration, and increased sensitization of teachers, parents, educational stakeholders, and students on issues affecting quality education.
***Keywords**: Factors, provision, junior secondary school, quality education, Assessment.*

Introduction

Education is the bedrock of development in every society and a tool for nation building. Yero (2023) described education as an organized process concerned with the communication of knowledge, acquisition of skills and with formation of right attitudes to bring about changes, which can help an individual and the society. Education is the transmission of what is desirable to individuals to make them knowledgeable (Majidadi, 2017). Thus, education is an instrument for developing human intellect, technical skills, character and effective citizenship for self-reliance and national development. It is the deliberate process of developing a person‘s abilities, character, and understanding, particularly through formal instruction training and research with the aim of fostering intellectual, social, ad emotional growth (Dewey, 1916) in Yero (2023).

If a nation is to rise to standard worthy enough for her to compete globally in the League of Nations must ensure that high quality is attained and sustained in her educational system because education is an effective tool for human development and no meaningful development can take place without it (Yero, 2023). The extent to the above expectation of the government is to attain and depends largely on the quality assurance of education provided to the citizens. Quality education is therefore not limited to the provision of schooling but involves the extent to which the educational system provides learners with relevant knowledge, skills, values and experiences that enable them to function effectively in society. It requires learning environment in which teachers are adequately qualified and motivated, instructional materials and facilities are available, and learners are supported to participate actively in the learning process (UNESCO, 2024; UNESCO-IIEP, 2014).

In Nigerian Educational system, secondary education occupies an important position because it serves as a link between primary education and higher levels of education, while also preparing learners for responsible citizenship and participation in economic activities. For this reason, the provision of quality education at the junior secondary school level is essential for building a strong educational foundation. When schools are unable to provide adequate learning facilities, qualified and committed teachers, effective supervision and conducive learning environment, the expected objectives of education may not be fully achieved (Federal Repulic of Nigeria, 2013).

The provision of quality education can be affected by can also be affected by conditions within the wider society. Socio-cultural practices, family background, community values and students‘ attitudes towards learning may influence the effectiveness of teaching and learning. Similarly, institutional conditions such as inadequate facilities, poor management of resources, examination malpractice and staffing problems can undermine the quality of education. Political factors, including poor implementation of educational policies, inadequate funding, policy inconsistencies and politicization of educational administration, may also affect the effective functioning of schools. Students themselves constitute another important component of the educational process. Their level of interest, commitment, mindset and attitude toward learning can influence the extent which they benefit from the educational opportunities provided by schools (UNESCO, 2024; UNESCO-IIEP, 2014). It is against this background that the present study focuses on the assessment of the factors affecting the provision of quality education in public junior secondary schools in Musawa Zonal Education Quality Assurance, Katsina State.

Quality Education

Quality has been variously described as a measure for excellence, quality as perfection, quality as value for money, quality as customer satisfaction, quality as fitness for purpose and quality as transformation.

Quality education according to UNESCO (2014) refers to education that is effective, relevant and transformative, enabling learners to acquire knowledge, skills, and values necessary for personal development, social participation and economic productivity. Quality education promotes critical thinking, creativity, and lifelong learning, contributing to individual and societal development (United Nation, 2015). Ochuba (2016) defined quality education ―as an aspect of learning resources, technology, program enrolled, modules done and teaching methodology among others‖. Quality education is the education that welcomes the learner and can adopt to meet learning needs (Yero, 2023).

World Bank (2020) outlined key elements of Quality education as follows;

- *Relevant Curriculum:* Align with learners‘ needs, societal demands, and global trends.
- *Effective Teaching:* Qualified, motivated teachers using learner-centered approaches.

- *Inclusive Environment:* Safe, supportive, and equitable learning spaces.
- *Adequate Resources:* Textbooks, technology, and infrastructure.
- *Assessment and Feedback:* Regular, constructive evaluation to improve learning.

The quality of education is the evaluation of educational level and effect. Achievement in the quality of education will depend on the quality of the person who is educated

Statement of the Problem

The quality of education in Nigeria has continued to decline, as reflected in increasing school dropouts, and functional illiteracy. Despite various efforts to improve the quality of education, significant challenges remain, particularly in public schools. Previous studies have identified inadequate infrastructure and instructional materials, shortage and low motivation of teachers, poor supervision, inadequate funding, examination malpractice and poor management of educational resources as major challenges to quality education (Abodumu, 2006; Onyika, 2017; Ochuba, 2017; Orkaa, 2015).

The literature further indicates that quality education is affected by socio-cultural, institutional, political and student-related factors. These include poor reading culture, poor family socialization, loss of moral values, and mismanagement of resources, examination malpractice, inadequate learning facilities, poor implementation of education policies, politicization of education, students‘ lack of interest and commitment, and negative mindsets (Mobegi & Oburu, 2014; Ochuba, 2017; Ekundayo, 2020).

However, the specific extent to which these factors affect the provision of quality education in public junior secondary schools in Musawa Zonal Education Quality Assurance, Katsina State, remains insufficiently established. The poor condition of some public junior secondary schools in the area, coupled with challenges relating to school management, resources and students‘ commitment raises concern about the attainment of quality education. Therefore, the study seek to assess how the socio-cultural, institutional, political, and students-related factors responsible for this situation in order to provide evidence that can guide appropriate interventions for improving provision of quality education the area.

Objectives of the Study

The following objectives are design to guide the study:

1. To identify the socio-cultural factors hindering provision of quality education at public junior secondary schools in Musawa Zanal Education Quality Assurance, Katsina State.
2. To find out the institutional factors hindering provision of quality education at public junior secondary schools in Musawa Zonal Education Quality Assurance, Katsina State.
3. To determine the political factors hindering provision of quality education at public junior secondary schools in Musawa Zonal Education Quality Assurance, Katsina State.
4. To examine the students‘ factors hindering provision of quality education at public junior secondary schools in Musawa Zonal Education Quality Assurance Katsina State.

Research Questions

The following questions guided the study:

1. What are the socio-cultural factors hindering provision of quality education in public junior secondary schools in Musawa Zonal Education Quality Assurance, Katsina State?
2. What are the institutional factors hindering provision of quality education in Musawa Zonal Education Quality Assurance, Katsina State?
3. What are political factors hindering provision of quality education in Musawa Zonal Education Quality Assurance, Katsina State?
4. What are the student‘s factors hindering provision of quality education in Musawa Zonal Education Quality Assurance, Katsina State?

Methodology

A multistage sampling procedure was adopted for the study. In the first stage, twelve (12) public junior secondary schools in the study area were stratified into two strata based on location, namely rural and urban schools. In the second stage, simple random sampling technique was used to select three (3) schools from the rural stratum and three (3) schools from the urban stratum, giving a total of six (6) schools. In the third stage, total enumeration sampling

technique was used to select the teacher respondents. All the teachers in the six (6) selected schools were included in the study. These six (6) selected schools had 8,8,10,9,11, and 9 teachers. Thus, the sample size for the study was fifty five (55) teachers out of the total population of one hundred and ten (110) teachers. The sample size resulted from the selection of six schools through stratified and simple random sampling, followed by inclusion of all teachers in the selected schools through enumeration. This procedure was considered appropriate because it ensured representation of both rural and urban schools and enabled teachers in the selected schools to participate in the study.

The instrument used for data collection in the study was adapted with minor modifications to suit this study from Yero (2020). The questionnaire titled: Factors hindering Provision of Quality Education Questionnaire (FHPQEQ). The instrument was vetted and validated by experts in Educational management and Evaluation. The instrument was pilot-tested to ten (10) teachers from two public junior secondary schools from Zonal Education Quality Assurance, Daura, Katsina State that were not part of the study and the reliability coefficient of 0.72 was observed using Cronbach‘s alpha statistics. The researchers personally administered the instrument to the sampled schools. The data obtained were analyzed using frequency counts and percentages. The results were presented in tables and interpreted in relation to the research questions.

Presentation of Data Analysis Table 1: Socio-cultural Factors Hindering Provision of Quality Education

S/N	Statement	Agree		Disagree			
		F	%	F	%	Total	%
1.	Poor reading culture	45	82.0	10	18.0	55	100.0
2.	Poor family socialization	40	73.0	15	27.0	55	100.0
3.	Low status of teachers' Education	15	27.0	40	73.0	55	100.0
4.	Generation gaps between Teachers and students	30	55.0	25	45.0	55	100.0
5.	Loss of moral value system in society	48	87.0	07	13.0	55	100.0

Results in table 1, indicates that respondents on item number 1, 2, 4 and 5 agreed that poor reading culture, poor family socialization; generation gaps between teachers and students; and loss of moral value system in the society are the socio-cultural factors hindering provision of quality education in public junior secondary schools in Zonal Education Quality Assurance, Musawa, Katsina state with the highest percentage scores of 87.0, 82.0, 73.0 and 55.0 respectively. However, respondents on item number 3 disagreed that low status of teachers' education/ knowledge in public junior secondary schools in Zonal Education Quality Assurance, Musawa, Katsina state with 73.0 percentage scores.

Table 2: Instructional Factors Hindering Provision of Quality Education

Variable	Agree		Disagree		F	
	F	%	F	%	Total	%
1. Mismanagement of resources	50	91.0	05	9.0	55	100.0
2. Examination malpractices	52	95.0	03	5.0	55	100.0
3. Cultism activities in schools	12	22.0	43	78.0	55	100.0
4. Inadequate/poor quality staffing	25	45.0	30	55.0	55	100.0
5. Obsolete/inadequate learning facilities, Workshops, laboratories.	42	76.0	08	15.0	55	100.0

Table 3: Political Factors Hindering Provision of Quality Education

S/N	Statements	Agree		Disagree		F	
		F	%	F	%	Total	%
11.	Poor/non-implementation of Education policy.	42	76.0	13	24.0	55	100.0
2.	Weak and anachronistic legal Framework.	28	51.0	27	49.0	55	100.0
3.	Politicization of appointment						

Of chief executives at Zonal offices.	49	89.0	06	11.0	55	100.0
4 Politicization of funding of Education sector.	50	91.0	05	9.0	55	100.0
Inconsistencies in education policy Which will jeopardize the quality of Educational system.	40	73.0	15	27.0	55	100.0

Results of table 3 revealed the political factors that hinders against effective provision of quality education in the selected schools that were studied. The results revealed that factors such as poor/ non-implementation of education policy with 42 (76.0 %), weak and anachronistic legal framework 28 (51.0 %), politicization of appointment of chief executives at the Zonal offices level at Musawa zone 49 (89.0 %), politicization of funding of education sector 50 (90.0 %) and inconsistencies in education policy which would jeopardize the provision of quality education recorded system 40 (73.0%) are the political factors hindering the provision of quality education in Junior public secondary schools in Zonal Education Quality Assurance, Musawa, Katsina state, Nigeria.

Table 4: Students Factors Hindering Provision of Quality Education.

Variable	**Agree**		**Disagree**		**F**	
	F	**%**		**%**	**Total**	
1. Lack of interest.	51	93.0	04	7.0	55	100.0
2. Lack of commitment.	40	73.0	15	27.0	55	100.0
3. Poor mindset.	48	87.0	07	13.0	55	100.0
4. Exaggerated life style.	37	67.0	18	33.0	55	100.0

5.	Get-rich-quick-syndrome.	45	82.0	10	18.0	55	100.0

Results of the findings in table 4 shows that respondents in all the items: 1, 2, 3, 4, and 5 agreed and are of the view that lack of interest; lack of commitment ; poor mindset; exaggerated life style and get-rich-quick syndrome are the students factors hindering against provision of quality education in public junior secondary schools in Zonal Education Quality Assurance, Musawa, Katsina State, with the highest percentage scores of 93.0, 77.0, 87.0, 67.0, and 82.0 respectively, while on the other hand the percentage scores of 7.0, 27.0, 13.0, 33.0, and 18.0 of the respondents disagreed respectively on the aforementioned items.

Discussion of Findings

The findings on the research question one, sought the opinions of respondents on the sociocultural factors hindering provision of quality education in public junior secondary schools in Musawa Zonal Education Quality Assurance, Katsina state. The result on the table one indicates that the socio-cultural factors hindering effective provision of quality education in public junior secondary school education in Musawa Zonal Education Quality Assurance, Katsina state, consists of poor reading culture; poor family socialization; generation gaps between teachers and students; and loss of moral value system in the society. The findings of this study resemble with the assertion of Yero, (2023), who opined that poor family socialization, lack of moral value system and inadequate reading culture are some of the factors hindering provision of quality education. Similarly, the finding supported Mobegi and Oburu (2014) who viewed that poor family socialization, low status of teachers‘ education and loss of values are some of the socio-cultural factors that hinders provision of quality education. In addition, the result of the finding in table one dis agreed that low status of teachers‘ education/knowledge is a socio-cultural factor hindering provision of quality education. This finding is in tandem with the findings of Orkaa (2015) who asserts that teachers‘ low educational background is not a socio-cultural factor of quality education.

The findings on research question two, attempts to seek opinion of respondents on the institutional factors hindering provision of quality education in public junior secondary schools in Musawa Zonal Education Quality Assurance, Katsina State, which consists of: mismanagement of resources; examination malpractices: and obsolete/inadequate learning facilities, workshops, laboratories, etc. The finding is in agreement with the findings of Ujam, (2015) and Yero (2020) who opined that: poor utilization of resources, examination malpractices and inadequate learning resources such as libraries, workshops and laboratories are some of the institutional factors affecting quality education. Mobegi and Oburu (2014) discovered that some of the institutional factors that prohibit quality education include mismanagement of funds, cultism activities in schools, poor quality staffing and examination malpractices. The result of the finding in table two shows that cultism activities in schools is not an institutional factor hindering effective provision of quality education in public junior secondary schools in Musawa Zonal Education Quality Assurance, Katsina state. The result contradicts the findings of Yero (2023) who opined that cultism activities are an institutional factor that affects the achievement of quality education.

The findings on research question three attempts to seek opinions of the respondents on political factors hindering provision of quality education in pubic junior secondary schools in Musawa Zonal Education Quality assurance, Katsina, which includes: Poor/nonimplementation of education of education policy ; weak and anachronistic legal framework; politicization of appointment of chief executives at Zonal office; politicization funding of education sector; and inconsistencies in education policy, which would jeopardize the quality of educational system. The finding is in congruence with the findings of Nicholas, Simeone and Obinwa (2014) who are of the opinion that politicization of appointments of educational managers and funding of education; changes in educational policy and weak legal framework among others, are some of the political influence of quality education in Nigeria. The findings also agreed with Giofe (2016) who reported that, non- implementation of education policy, inconsistencies in education policy; weak and anachronistic legal frame work are responsible for poor quality education. This finding is similar to that of Ekundayo (2020) who revealed that non-implementation of education policy, politicization of funding of education, etc. are constraints against quality education.

The findings on the research question four sought the opinions of respondents on the students' factors of hindering provision of quality education in public junior secondary schools in Musawa Zonal Education Quality Assurance, Katsina state, includes: lack of interest; lack of commitment; poor mindset; exaggerated life style and quick-rich syndrome. The finding supports Okugbe (2016) who asserts that lack of student's commitment; interest; negative mindset and quick-rich syndrome are some of the challenges that affect the attainment of quality education.

Conclusion

Poor reading culture, poor family social socialization, generation gaps between teachers and students, and loss of moral value system in the society are considered to be the socio-cultural factors hindering effective provision of quality education. The institutional factors hindering provision of quality education include mismanagement of resources; examination malpractices and inadequate learning facilities. In addition, poor or non-implantation of policy; weak and anachronistic legal framework; politicization of appointments of chief executives, funding of education and inconsistence educational policy were some of the factors hindering successful provision of quality education. Finally, the students' factors hindering effective provision of quality education include lack of commitment, interest, poor mindset, exaggerated life style and get-rich-quick syndrome. Generally, it implies that, sociocultural, institutional political and students' factors were responsible for poor quality education. Hence, by overcoming these challenges provision of quality education will be guaranteed.

Recommendations

Based on the findings of the study, the following among others were recommended:

1. Government and school authorities should sensitize teachers, parents and religious leaders to reduce socio-cultural problems affecting education.

2. Government should provide adequate school resources, ensure proper utilization, and tackle examination malpractice.

3. Government should ensure full implementation of educational policies, reduce political interference in appointments, and improve funding.

4. Government and school authorities should Motivate and sensitize students to develop greater interest, commitment and positive attitudes toward their education.

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