
Roles of Quality Assurance Agency in Ensuring Quality of Education in Jigawa State, Nigeria

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ABSTRACT

This paper examines the roles of Jigawa State Education Quality assurance Agency (JISEQAA) in ensuring quality of education in the state. Literatures on quality assurance were reviewed. As such discussion on the meaning of education quality assurance (EQA), Key aspects of education quality assurance, goals of quality assurance agencies, Duties of Quality Assurance Officer, School Self Evaluation (SSE), Objectives of SSE, Steps involves in conducting SSE, Evaluation schedule, the seven key aspects of Evaluation Schedule which are: Achievement and Standards (A&S), Learners personal skills and participation (LPS&P), The quality of teaching and learning (QT&L), The quality of the curriculum and other activities (QC&A), The quality of Care, Guidance and Safety (QCG&S), The quality of Learning Environment (QLE), The Effectiveness of Leadership and Management (EL&M). Moreover, Judgments grade and descriptions, recommendations and conclusion are made. The followings are the recommendations highlighted: The Agency should collaborate with Zonal Education Offices(ZEO's), Local Education Authorities(LEA's), School Support Officers (SSO's) and all stakeholders that can assist in ensuring educational standard to monitor and inspect schools in the state. Government should allocate more funds to the Agency so as to facilitate and enhance effective supervision/inspection within the state. Government should purchase new vehicles for the Agency for the smooth running of its activities. More staff should be deployed to the Agency in order to go round all schools in the state. More teaching staff should be employed and post them to various schools so as to fill the existing vacancies.

INTRODUCTION

To enhance quality of education and propel the level of learning outcome, the quest for sustained monitoring, evaluation and intensive inspection has become a duty that must not only be done but continuously intensified. Being mostly practical routines, for sustainable quest for education quality assurance, the need for continuous professional development and life-long learning has also become paramount. Management staff of education agencies, directors, head teachers, principals, teachers, character formations, attitudes, leadership

and managerial skills as well as general behavior modification processes.

Jigawa State Education Quality Assurance Agency (JISEQAA) was initiated during the administration of Mal. Umar A. Namadi FCA as a result of converting State Educational Inspectorate and Monitoring Unit (SEIMU) to an independent Quality Assurance Agency known as JISEQAA in October 2024 so as to serve as a watchdog for the education sector in the state, this gave capacity support to school administrators to improve their managerial skills, production and dissemination of

periodic reports based on inspectors findings to ensure that schools are doing the right thing to the government and to the general public.

Moreover, continual improvement of general standard of education through effective and efficient monitoring and evaluation of teaching/learning condition in public and private, non-formal education, pre-primary, primary, junior and senior and secondary schools across the state and collection of data on education sector for effective monitoring, evaluation and improvement of the system were part of responsibilities to the agency.

Education Quality Assurance:

Education Quality Assurance (EQA) refers to a systematic process of ensuring that educational institutions, programme, and services meet specific standards, requirements, and expectations. According to (NUC, 2019) quality assurance encompasses internal and external evaluation processes designed to maintain and improve educational standards.

It can also be defined according to (Meta AI, 2026) as a document about the process of systematically reviewing educational programs and systems to ensure they meet acceptable standards. This process involves monitoring and assessing inputs, processes, and outcomes to guarantee quality and is crucial for maintaining credibility and achieving desired educational result.

The primary purpose of EQA is to ensure quality education, promote accountability and foster continuous improvement. However, EQA can benefit educational institutions and stakeholders by enhancing students learning, increasing credibility and informing decision decision-making.

Moreover, effective EQA must involve standards and guide lines, accreditation and

certification and then monitoring and evaluation.

In Nigeria, Education quality assurance is crucial for ensuring that institutions provide quality education and contribute to national development.

Key aspects of education quality assurance:

The followings are the key aspects of education quality assurance highlighted by (Meta AI, 2026)

- **Systematic review:** It is the continuous and organized review of educational processes, programs, and resource.
- **Standard setting:** The goal is to ensure that acceptable standards of education, scholarship, and infrastructure are maintained.
- **Accountability and transparency:** Quality assurance mechanisms are necessary to support both internal and external accountability and transparency within educational institutions.
- **Resource management:** It involves the efficient management and assessment of educational resources and curriculum implementation.
- **Improved outcomes:** The ultimate purpose is to improve the quality of learning outcomes, student satisfaction, and overall effectiveness of educational system.
- **Adaptability:** Approaches to quality assurance must adapt over time to meet new needs for feedback and decision-making.
- **Internal and external activities:** It includes both internal activities, such as staff professional development and classroom assessments, and external reviews.

Goals of Quality Assurance Agencies:

The goals of quality assurance agencies have been categorically stated by (NPE, 2013) as follows:

- Set, maintain and improve standards in all aspects of the school system;
- Ensure minimum standards and quality assurance of instructional activities in schools through regular inspection and continuous supervision;
- Disseminate on regular basis, information on problems and difficulties of teacher and institutions and offer practical solutions to them; and
- Encourage dissemination of information on innovative and progressive educational principles and practices in the school system through publications, workshops, meetings, seminars, conferences, etc

Duties of Quality Assurance Officer:

The followings are the Duties/Responsibilities which Quality Assurance Officer is expected to perform by (NPE, 2021):

- Undertake inspection visit;
- Disseminate information about instructional materials and tested effective teaching methods and good practices;
- Obtain information in respect of challenges experienced by teachers in schools and institutions as well as provide advisory solutions through appropriate authorities;
- Monitor, document and publish the overall quality of education in schools and proffer practical and positive advice; and
- Organize meetings with and workshops for teachers when necessary with a view to improving their professional competence.

Educational Efficiency:

Education efficiency describes how effectively an educational system converts inputs (such as teachers, funding and facilities) into outputs (such as student achievement, graduation rates, and skills). Akinsolu (2000) defines efficiency as the ability of the education system to achieve its goals with minimal waste of resources. Efficient education systems maximize learning outcomes relative to the resources invested.

School Self Evaluation (SSE):

School self-evaluation is a countries process of evaluation assessment and maintaining of all the school activities objectively through the proper use of the evaluation schedule. It also requires using the same criteria just like an external evaluation (EE).

Objectives of SSE

The followings were the main objectives of SSE according to JISEQAA (2024):

- To identify the school areas for weakness.
- To identify and focus on areas for improvement.
- To enable the school carry out its self evaluation.
- To help the school external evaluation with relevant data.
- To guide the school for designing school development plan.

Steps involves in conducting SSE

These are key step involved in conducting SSE:

- Pre evaluation meeting i.e arrangement of date, time and the issues of the SSE
- Assigning specific roles to each evaluator
- Conducting lesson observation by all the evaluators
- Gathering evidences through observation, documentation and

discussion (ODD) for writing all the aspect

- Meeting for corporate judgment
- Report writing based on the gathered evidence
- Compilation of self-evaluation form

Evaluation Schedule:

Evaluation schedule (ES) is the heart of QA in school. It is the instrument for measuring quality in school. It consists of a set of nationally agreed indicators, criteria and aspects that shall be evaluated in every school (public and private) below the tertiary level to determine the effectiveness and the quality of the education received by learners. JISEQAA (2024)

However, this instrument shall assist evaluators, and senior officers in school to evaluate the quality of education, its impact on learners and the effectiveness of leadership and management in maintaining and sustaining school improvement. The ES sets out the principles of external and internal quality assurance evaluation in schools. The schedule includes the seven aspects and there key issues and pitch judgments, which are used to moderate evaluation judgment.

These seven key aspects according to JISEQAA (2024) were:

1. Achievements and standard (A&S)
2. Learners personal skills and participation (LPS&P)
3. The quality of teaching and learning (QT&L)
4. The quality of the curriculum and other activities (QC&A)
5. The quality of care, guidance and safety (QCG&S)
6. The quality of learning environment (QLE)
7. The effectiveness of leadership and management (EL&M)

Achievements and standard:

This has to do with consistency level of learner's achievement across all subjects as well as participation in competitions. The main issues under this aspect were:

- Level of learners' achievement in Measuring Learning Achievement (MLA) in relation to the national mean performance.
- Learners' achievement consistent across all subjects and grade levels?
- Level of learners' achievement in public examinations (BECE, SSCE, NABTEB, Trade Tests, and NFE Certificate etc.)
- Level of learners' achievement in internal examinations and tests.
- Level of school achievement in relation to National Learning Target/state benchmarks
- Learners' work in exercise book in comparison with that of learners in similar schools in similar situation.
- Learners' proficiency in the language of instruction (oral and written)
- Performance of the school/center in external competitions (science, art, culture, sports, debate, drama, quizzes, essays, exhibitions, etc.) in the last three years.

Learner's personal skills and participation:

This aspect looks at the level of learners' spiritual, moral, social and cultural development as well as learners' participation in community development services. The key issues under this aspect were:

- Extend of building learners' skills through participation in co and extra-curricular activities.

- Opportunities to participate and take on extra responsibilities are given to learners.
- Gifted learners and those with special talents and abilities are allowed to thrive, while supporting those with learning challenges.
- Learners demonstrate proper conduct at break time and move about in the school in an orderly manner.
- The school is free from bullying and other form of harassment.
- Learner-learner, and staff-learner relationships appropriate and positive.
- Learners demonstrate confidence and show that they have self-esteem.
- Learners attend school regularly.
- Learners enjoy their education as good performance is celebrated.
- Impact of learner representative council.
- Learners make contribution to the community beyond the school.
- Learners are given opportunities to work with staff and SBMC to solve problems.
- Learners play a role in the development of school rules and decisions that affect them.

The Quality of Teaching and Learning:

This aspect focused on the knowledge and skills acquired in their work, development of ideas and understanding. The main key issues here are:

- Knowledge and understanding of subject matter by the teachers.
- Lesson plan with clear learning outcomes communicated clearly at the start of lesson, and suitable

teaching strategies. When learners' understanding requires special attention, teachers deviate from plan.

- Teaching interests and motivates learners, and teachers use positive methods of classroom discipline.
- Teaching is challenging to learners and promotes high learning outcomes.
- Teachers use relevant teaching materials and different teaching methods for effective learning.
- Time is well managed by teachers to help learners make progress.
- Home work is used to extend learning.
- Thorough and constructive marking learners' work.
- Use of assessment for lesson planning.
- Teaching materials match with learners' level.
- Participation of learner during lessons.
- Learners acquire new knowledge and skills to develop ideas.
- The extent of independent and collaborative learning by learners'.
- Use of varied learning environment to appeal to various categories/comfort zones of learners.

The Quality of the Curriculum and Other Activities:

This aspect looks at how well does the curriculum and other activities meet the range of needs and interest of the learners. The main key issues here are:

- Extend of use of current National curriculum and teachers guides.
- Evidence of schemes of work for all subjects drawn from the National Curriculum.

- Access to all curricular options by learners including administration of the curriculum to suit learners with special needs.
- Use, appropriateness and availability of textbooks and other instructional materials.
- Promotion and participation in sports, the arts and other co and extra-curricular activities.

The Quality of Care, Guidance and Safety:

This aspect ensures learners' care, welfare, health, guidance and support given. The key issues under this aspect were:

- Learners' understand how well they are doing and know how to continue to improve.
- Learners' are encouraged to live healthy lives and to keep themselves safe.
- Learners' feel safe to report incidents which may be harmful or affect their access to learning.
- There are incentives for promoting gender education in the school.
- There are documented school rules with appropriate sanctions for erring learners.
- The school has a 'charter' in place which states how learners can expect to be protected in school.
- The head teacher and other teachers supervise learners when they are not in class.
- The school provides adequately for learners with special needs.
- The school gives extra support to learners from disadvantaged and challenged families to join fully in school regularly.
- The school makes extra efforts to encourage learners to attend school regularly.

- The school holds open days and parent attend.
- Availability of portable water supply.
- The school benefits from school feeding programme; the school benefits from balanced school feeding project.
- The school encourages immunization.
- Provision of school health facilities (Sick bay and First aid box).
- Learners' have access to medical facilities.
- There is a programme on awareness/sensitization on HIV, and AIDs, Ebola, Lassa fever, Zika virus etc
- The school follows correct procedures for responding to and reporting issues related to learners protection, violence and conflict.
- Guidance and counseling unit guides learners to explore their potentials.

The quality of learning environment:

This aspect looks at how conducive the atmosphere was for learning as well as the availability and usage of facilities in the school. The key issues under this aspect were:

- The school building areas including toilets and grounds are clean, tidy and in good repair with absence of graffiti and vandalism.
- Availability, use and impact of sporting facilities and equipment as appropriate.
- Availability and use of standard classrooms, laboratory, library and workshop to enhance learning.
- Separate toilet facilities for Male and Female learners, Teachers and instructors.

- Access to all areas of the school for learners with special needs (where applicable).
- Safe environment, adequate procedures for school safety; preparedness to cope with fire and other emergencies; demarcation of school compound to prevent encroachment and provide security.
- Impact on learning of school farm/garden where available.
- Impact on learning of a functional transportation facility (where available).
- Use of ICT facility and impact on learners.

The effectiveness of leadership and management:

This aspect evaluates the quality of leadership and management of the school, particularly by the Director, Principal, Head teacher, senior team/line management and those with responsibilities including learners and stakeholders, do they focus on learners achievement or not?. The main key issues here are:

- There is clear vision and mission statement relevant to National Education goals; shared publically and consistent with the specified goals for the level the school operates.
- School has a regularly updated functional SDP to improve quality and standard.
- Analyses and use of performance data (examination and test results) for improvement and sharing with all stake-holders to inform planning.
- Parents help the school in solving academic and social problems of learners.

- Involvement of staff and learners in decision making, setting school goals and reviewing them.
- Effective committees and staffing structures in place that contributes to improvement.
- Proprietors empower school leadership and assistants to perform their roles.
- Supervision and monitoring of lessons by Principal/head teacher and supervisor.
- Principal/head teacher empowers and motivates assistants to perform leadership roles.
- Leadership motivates teachers and learners to improve and perform leadership duties. Leadership promotes and protects staff welfare.
- The performance appraisal of staff is focused on bringing about improvement. There is professional development for teachers.
- Impact of joint school/community projects and any private sector involvement.
- Leadership tackles discrimination and resolves conflict promptly. Provision is made for learners with special needs.
- Appropriate use of funds to bring about improvement.
- Record keeping is in line with special statutory financial regulations and SBMC's advice.
- Partnership in school events by parents, SBMC and community members.
- Extend of compliance with evaluation reports in the last three years.
- Principal/Head teachers, staff and learners are all aware of what to do/how to report danger, abuse in and around the school.

Judgment grade and descriptions

Each aspect and the overall effectiveness shall be evaluated and graded based on quality of performance supported by robust evidence collected during QA evaluations

using the five-point scale and descriptors below:

Description	Grade
Outstanding (Highest)	1
Good	2
Fair	3
Poor	4
Very poor (Lowest)	5

Source: JISEQAA, (2024)

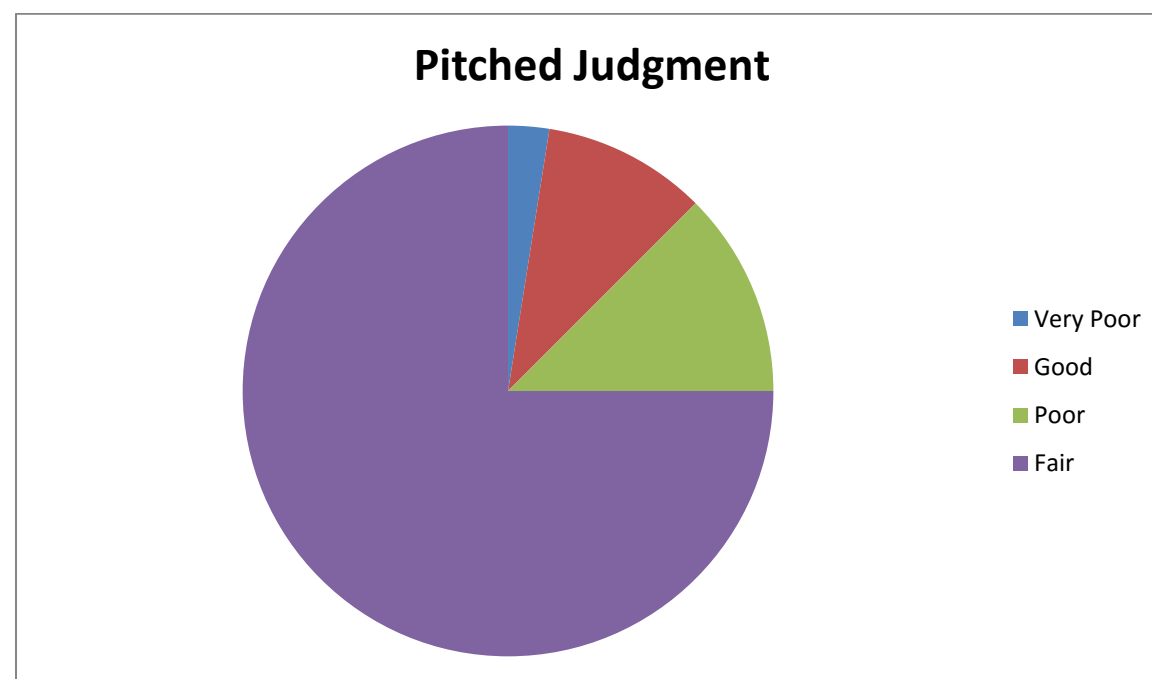
However, here are some of the schools visited by Agency for whole school evaluation in 2025 and there pitched judgments:

SN	NAME SCHOOL	OF	A&S	LPS&P	QT&L	QC&A	QCG&S	QL&E	EL&M	OVERALL GRADE
1	Maigaggafa P.S		4	4	3	3	3	3	3	3
2	Tunannan P.S		3	3	3	3	3	3	3	3
3	Injeri Nomadic P.S		3	3	3	3	3	3	3	3
4	Kudai G/Shehu P.S		3	3	3	3	3	3	3	3
5	Gadadun P.S		3	3	3	3	3	3	4	3
6	Karnaya P.S		3	3	3	3	3	3	3	3
7	Ruru C/Gari P.S		3	3	3	3	3	3	3	3
8	Kaya Central P.S		3	3	3	3	3	3	3	3
9	Katuka P.S		3	3	3	3	3	3	3	3
10	Nafara P.S		3	3	4	4	4	4	4	4
11	Dangoli P.S		3	3	3	3	3	3	3	3
12	Fake P.S		3	3	3	3	3	3	3	3
13	Tankari P.S		4	4	4	4	4	4	4	4
14	Kargo P.S		3	3	3	3	3	3	3	3
15	Gurarraji P.S		4	4	4	4	4	4	4	4
16	Dunkumi P.S		5	5	3	3	3	3	5	5
17	Maigatarin B/A P.S		4	4	4	4	4	4	4	4
18	Fagen Gawo C.P.S		3	3	3	3	3	3	3	3
19	Kore Central P.S		4	4	3	3	3	3	3	3
20	Janbulo Islamiyya P.S		2	2	2	2	2	2	2	2
21	JSS Ruru		3	3	3	3	3	3	3	3
22	JSS Kwanda		4	4	4	4	4	4	4	4

23	JSS Gurduba	3	3	3	3	3	3	3	3
24	JSS Gidan Maza	3	3	3	3	3	3	3	3
25	JSS Siyori	3	3	3	3	3	3	3	3
26	JSS Kargo	3	3	3	3	3	3	3	3
27	JSS Garki	3	3	3	3	3	3	3	3
28	JSS Yargaba	3	3	3	3	3	3	3	3
29	JSS Shuwarin	3	3	3	3	3	3	3	3
30	JSS Markiba	3	3	3	3	3	3	3	3
31	GJSS Fake	3	3	3	3	3	3	3	3
32	JASS Kaya	2	2	3	3	3	3	3	3
33	GDSS Garki	3	3	3	3	3	3	3	3
34	GDSS Balago	3	3	3	3	3	3	3	3
35	JISCEVTE Garki	2	2	3	3	3	3	2	2
36	GDSS Doko	3	3	3	3	3	3	3	3
37	GDSS Kargo	3	3	4	4	4	4	3	3
38	GGSS Garki	3	3	3	3	3	3	2	3
39	GGDSS M/Madori	2	2	2	2	2	2	2	2
40	GCGSS Roni	2	2	2	2	2	2	2	2

Source: (JISEQAA, 2025)

Based on the above data, it indicated that about 30 representing 75% schools visited by the agency were rated fair, 5 representing 12.5% were rated poor, 4 representing 10% were rated good and 1 representing 2.5% was rated very poor.



RECOMMENDATIONS:

1. The agency should collaborate with zonal education offices(ZEO's), local

education authorities(LEA's), school support officers (SSO's) and all stakeholders that can assist in ensuring educational standard to monitor and inspect schools in the state.

2. Government should allocate more funds to the agency so as to facilitate and enhance effective supervision/inspection within the state.
3. Government should purchase new vehicles to the agency for the smooth running of its activities.
4. More staff should be deployed to the agency in order to go round all schools in the state.
5. More teaching staff should employ and post to various schools so as to fill the existing vacancies.

CONCLUSION:

Educational quality assurance is a cornerstone for achieving educational efficiency. It ensures that educational processes are goal oriented, resource conscious, and result driven. Through standard setting, monitoring, accountability, and continuous improvement, quality assurance enhances the effectiveness of teaching and learning while optimizing the use of resources. Therefore, policy makers and educational administrators should strengthen quality assurance mechanisms to

achieve a more efficient, effective, and sustainable education system.

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