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Effects of N-Teach Strand of N-Power Programme on Quality Education in Abuja Municipal Area Council (AMAC)

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Abstract

Quality education has been the backbone of development in most countries of the world, because it propels both economic and social emancipation of a nation. Therefore, the means of providing education should be effective to promote quality sustenance in order to develop the educational system. N-Power Teachers (i.e. N-Teach Volunteers) on the other hand were expected to work to support teachers across Nigeria, assisting with teaching, school management and other functions within the schools, where possible, they are also expected to assist in taking basic education to the higher possible best. It is against this backdrop that the study assessed the effects of N-Teach Programme on quality education in Abuja Municipal Area Council (AMAC). The study adopted questionnaire and interview to generate data. Secondary documents like N-Power Information Guide, (2017); Staff Register of Abuja Municipal Area Council, 2019; N-Teachers Register, LEA Primary School, Orozo and Karu Central 2019 and AMAC N-Teach Situation Report, 2019 etc. complemented the primary information generated. In analyzing the data generated, both descriptive and multiple regression are employed. The descriptive statistics (i.e. use of frequency and percentage to assess the respondent's views on the questionnaire questions; while inferential statistics is the use of statistical method that enabled logical inferences. This was done with the help of Statistical Package for Social Sciences (SPSS) version 25. On the other hand, the responses from the interview were thematically analyzed. From the analysis of data, the study discovered that effective teaching has significantly affected quality education among students in LEA Primary School Orozo and LEA Primary School Karu Central, AMAC. The study also found that N-teacher's assistance in school management has significantly affected quality education among students in LEA Primary School Orozo and LEA Primary School Karu Central, AMAC. The results of the questionnaire analysis are supported by the responses of the interview in their respective themes and sub-themes. The study recommended among others the need for government and the stakeholders concerned to work towards ensuring effective teaching by building the personal abilities and experiences of students to be able to design lesson plan, to construct standard questions and host of others that can influence the quality of education. Government should introduce management (revolving around management process of organizing, directing and controlling) as a compulsory discipline in higher education so as to train our students to the whole process of managing teaching and learning in an appropriate manner to in order to raise quality of education.

Keywords: *Effective Teaching, N-Teach, Quality Education School Management and Technology Incorporation.*

Introduction

Quality education has been the backbone of development in most countries of the world, because it propels both economic and social emancipation of a nation. Therefore, the means of providing education should be

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effective to promote quality sustenance in order to develop the educational system. Many nations around the globe now agree that the way out of series of bondages plaguing their nations and their citizens is through quality education. For these to be totally achieved, the educational standards should be high, by implication, the system of education that should be made available for the students must be the one that takes into account technology and academic education and all that is required to sustain its quality so as to make it functional and effective to meet the needs of the students and the society.

Quality education equips people with the ability that will enable them explore the world and manipulate it for their survival and establishment. Globally, upon the relevance of education, the World is turning to an entrepreneurial society where the new generation is enlightened to ignore the relevance of schooling and rather focus on venturing into businesses for hastened growth (Micheal, 2018). Africa as a continent have started losing a serious amount of its youths to economic investment (Africa Union's report, 2015). Nigeria being one of the most populous countries in the world with different educational rules – which made their system of education undergone a lot of changes to improve its quality; based on this, the country experienced different educational system namely; traditional, colonial and the current 6-3-3-4 system introduced to achieve the 21st century educational need and technology driven world (UNESCO, 2012 cited in www.unesco.org//iiep //focus/efa/aftprim 2015).

In Nigeria, educational activities of the 1950s laid the foundation stone for later educational development in the 1960s and beyond. Educational activities of the 1950s were themselves determined by the history of educational growth from the fourth decade of the 19th century. It should be recalled briefly that the 1951 MacPherson constitution created regional assemblies that were responsible to the central government in Lagos. The constitution also empowered regional houses to make laws on education. The effect of this was that regions grew differently in educational provisions (Aluede 1992, Kosemani and Okorosaye- Oruibite, 1995). In the western region, Chief Obafemi Awolowo gained the opportunity of putting his concept of education into practice. Thus, as the leader of the Action Group Party, he placed priority on education by drawing up a comprehensive educational development plan and adhering strictly to this plan because he believed that to educate the children and enlighten the illiterate adults, is to lay a solid foundation not only for the future social and economic progress, but also, for the political stability of the region in particular and the country in general. He therefore, introduced a free, universal and compulsory primary education, (U.P.E) in 1955.

Thereafter, there was the regularization of primary education system throughout Nigeria. All tiers of government had a stake in its management and accordingly, various agencies were established both at the federal, state, and local government in order to ensure the effectiveness in the provision of the scheme. The National Primary Education Commission (NPEC) was established at the federal level in order to set national standard for the programme and ensure quality control among others. At the state level, a similar body was set up i.e. the State Primary Education Board (SPEB) in order to manage the primary schools within the state and at the local government level. Local Government Education Authorities (LEA) were inaugurated in order to ensure effective supervision and the provision of facilities for the programme.

However, in spite of all efforts put in place in order to ensure the successive implementation of the UPE, the scheme failed. The failure of the UPE led the government of Olusegun Obasanjo to make education one of its priorities by introducing the Universal Basic Education. The UBE scheme was put in place in order to improve on the limitations of UPE of the 1970's. The scheme was flagged off on 30 September 1999 in Sokoto state. The

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aforementioned efforts captured the assertion that quality education is the foundation for sustainable lifelong learning leading to development of the individual (Federal Minitry of Education 1999). The aforementioned efforts have not yielded good result in translating its strategies to quality education. About 56% secondary school graduates cannot frame a complete sentence (UNESCO, 2017).

As a result of the failure of the past programmes, it was realized that teaching is a very fundamental instrument in life as well as any nation's growth and development and Nigeria is never an exception as stipulated by National Policy on Education (2004) that: teachers have the central role of training other career and professions so that the ecosystem upon which the world economy depends for growth and development is balanced. N-Teach is a sub-categorization under N-power programme aimed at improving the delivery of basic education in Nigeria. N-Power Teachers (i.e. N-Teach Volunteers) were expected to work to support teachers across Nigeria, assisting with teaching, school management and other functions within the schools, where possible, they are also expected to assist in taking basic education to children in marginalized communities (N-Power Information Guide, 2017). It is against this backdrop that the study assessed the effects of N-Teach strand of N-Power programme on quality education in Abuja Municipal Area Council (AMAC).

Statement of the Problem

Over the years, the gap between educational policies and goal attainment due to inadequate implementation of these policies has become of great concern to many authors. N-Teach as stated earlier is a sub-category of N-power programme aimed at improving the delivery of basic education in Nigeria. N-Power Teachers (i.e. N-Teach Volunteers) were supposed to support permanent teachers across the country, assisting with teaching, school management and other functions within the schools (N-Power Information Guide, 2017).

This great attempt by the Federal government of Nigeria through the N-Power scheme to fill the vacuum and improve basic education delivery in Nigeria is a welcome development, but must be reviewed in line with the objectives which were meant to be achieved after the implementation of the programme (i.e. to assist with teaching, assist with school management and other functions and to assist in taking basic education to children in marginalized communities) as stipulated in N-Power Information Guide, (2017).

However, the foundation upon which teachers base their ability to adapt to changes and successfully navigate the complexities of classroom comes largely from their personal abilities and experiences. This is in line with the argument of Hanushek, (2015) when he stressed that "personal abilities and experiences are classified as prerequisite to effective teaching that will engender to quality education". Indeed, this assertion simply verifies that the ability and experience teachers have to impart on their students determines the quality of knowledge acquired by the students. This is lacked by most N-teacher's volunteers in Nigeria (AMAC inclusive). According to the N-Teach Situation Report (2019), competencies that are acquired through training or learnt in schools and demonstrated to the students in the classroom in terms of curriculum, planning, administrations, questioning is very low.

In the same vein, the failure of most educational policies in Nigeria (AMAC to be specific) lies with the school management (i.e. the aggregate of efforts geared towards the improvement of education from top management to subordinates to do the right thing at the right time in order to ensure quality education). This is why Atieh (2008) maintained that school management is the worth of education in terms of input – (i.e. worthy teachers and optimal implementation of curriculum), process – (i.e. teaching and learning process involving high discipline and good administration on staff and school in terms of lesson plan, class management,

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teacher-student interaction, evaluation among others) and output – (i.e. academic achievement).

In linking school management and quality education, Babalola (2004) viewed school management as the optimal and accurate use of resources to raise the level of educational product quality with the least possible effort and cost in order to achieve educational objectives. This is in consonance with the view of Robbins (2017) that school management is a process of managing teaching and learning in an appropriate manner to raise quality of education that revolves around management process of organizing, directing and controlling.

More so, the achievement of such objectives depend solely on appropriate and effective implementation strategy which is hinged on technology incorporation into teaching in order to actively engage students, especially as digital media surrounds young people in the 21st century. In most parts of AMAC, the mobile devices such as smart phones, iPads and/or tablets that were given to the N-teach volunteers that could have been used to promote technology incorporation for the attainment of quality education is nothing to take home about (AMAC N-Teach Situation Report, 2019). It is against these stated problems that the study assessed the effects of N-Teach strand of N-Power programme on quality education in Abuja Municipal Area Council (AMAC).

Research Hypotheses

Ho_1 N-teacher's assistance in effective teaching has not ensured the attainment of quality education in Abuja Municipal Area Council (AMAC).

Ho_2 N-teacher's assistance in school management has not ensured the attainment of quality education in Abuja Municipal Area Council (AMAC).

Ho_3 Technology incorporation by N-teach programme has no significant effect on the attainment of quality education in Abuja Municipal Area Council (AMAC).

Conceptual Review

Effective Teaching

Thus, the objectives of education and the definitions of the quality and effectiveness of education are closely connected. This means that defining effective teaching must be done in relation to understanding the objectives of education. Promoting students' cognitive development can be seen as one of the prime purposes of education and teaching, though there are also likely to be other important social, behavioural and affective current and future oriented purposes and goals of education. These might include developing students to become good citizens, promoting their physical, emotional and economic well-being and inculcating skills and attitudes that encourage lifelong learning. Therefore:

> Even when the objectives of education change, the stable component in it is that at least schools and education have to contribute to the cognitive development of students. The same holds for teaching. Even when we expect that schools can contribute to more than academic outcomes, and teaching is more than instruction, effective instruction remains an important component of it Creemers (1999, p. 52).

Teacher effectiveness is generally referred to in terms of the focus on student outcomes and the teacher behaviours and classroom processes that promote better student outcomes Ko (2010). However, some authors view teacher effectiveness in a broader sense. They adopt criteria that seek to encompass the duties that are seen to be part of the wider role of teachers in the 21st century. According to them, a teacher's work has extended beyond the instructional or pedagogical role in the classroom. He/she may be facilitating his/her colleagues' teaching, engaging in broader leadership roles in the school, enhancing the

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quality of his/her teaching through his/ her own reflection or engaging in professional development programmes Education Development Trust Report (2016). It is on this note that Ayau, (2012) argued that the health and wealth of any nation are anchored on its education and the success or failure of education depends largely on the quality of teachers. Therefore, the teacher is seen as the agent of education and the fulcrum on which the success or failure of any education rotates. Nwagwu (as cited in Ayau, 2009) submitted that:

> Effective teaching through well-trained teachers is the most indispensable factor in the school system; and without the effective teacher, even if all other things are provided, it would be very hard if not impossible, to reach the desired aim and objectives of the school (p. 18).

School Management

School management generally implies aggregate of all efforts in striving for improvement of education from the top management to subordinates to do the right thing at the right time in order to ensure quality education. School management is a process of managing teaching and learning process in an appropriate manner to raise the level of educational product quality with the least possible efforts and cost in order to achieve educational objectives (Mwaimu, 2001 and Olubunmi, 2014). They further stated thus:

> School management is a process of leading the school towards development through not only the optimum use of the human resources, physical sources, principles and concepts that help in achieving all the objectives of the school but also the proper coordination and adjustment among all of them.

Thus, school/classroom management is a social process involving group effort aimed at achieving pre-determined goals (i.e. to formulate a system of coordinated activities for classroom processes; to determine the objectives of the processes involved in the school organization and the management and to determine the quality index for the processes involved in the school) in a distinct entity with a system of authority required at all levels of organization. Management gains importance in the light of achieving the objectives of a school and planning for the same. It involves varied activities and co-ordination among all the stake holders. Management is that function of an organization concerned with the co-ordination and cooperation necessary for attaining the goal with reference to classroom processes (Karnataka, 2012).

School Management for Quality Education Service Delivery

Education quality is becoming increasingly important for those who are involved in it either directly or indirectly, and for those who use its services. Access to education and quality education are to be regarded as mutually dependent and individual needs and rights. This is primarily achieved by developing creativity, civil and democratic values, as well as by knowledge, ability and skills needed for everyday and professional life. Basic education is not sufficient or complete, and therefore should be considered only as a basis for learning that needs to be used all lifelong. Lifelong learning for all has become one of the pillars of development. The UNESCO (2012) report highlighted indices of quality education which according to the report is linked to effective school management. They are:

1. **Quality Learners:** Are learners healthy, well-nourished and ready to participate and learn, supported in learning by their families and communities?
2. **Quality Learning Environment:** Is the environment healthy, safe and protective and gender sensitive, and provides adequate resources and facilities?

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3. **Quality Content:** Is the content reflected in relevant curricula and materials for the acquisition of basic skills and knowledge?
4. **Quality Processes:** Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skill assessment to facilitate learning.
5. **Quality Outcomes:** Quality outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education.

Technology Incorporation in Teaching

Incorporating technology in the classroom has been and will be a dynamic and complex process to be carried out by governments, educational institutions, teachers and students due to different social, political, economic and organizational factors, among others which affect positively or negatively the teaching and learning processes (Butler & Sellbon, 2002). For this reason, many educational systems have aimed through policies to improve aspects such as infrastructure and teacher training to generate transformations in educational practice and finally improve the quality of education in some countries (Gil-Flores, Rodríguez-Santero and Torres-Gordillo, 2017).

Technology as one of the resources in vogue in reaching out to the reached and the unreached is beyond the concept of telecommunication. It harbours the entire system of man such as: the ICT and its machinery which fast track growth in the society and entire human ecosystem (Daniels, 2002 and Rampersad, 2011). Recognition of modern day technology as a resource for educational innovation in teaching and learning will not only enhance teacher's effectiveness but also the student's performance and the entire ecosystem (Rampersad, 2014). Sam (2016) supporting the use of modern technology in education opined that gone are the days of fumbling with projector cable cords or digging around for mobile device adapters to switch on presenters during class. Now, through tools like Chrome Cast and Google Cast for Education, Apple Airplay and Classroom, Mira cast, and Intel Unite, both teachers and students can wirelessly project from mobile devices to the front of the classroom. Supporting the above views, Olaofe, (2005) averred thus:

> The need for development of ICTs is a global resolution and has been a subject of great significance to all mankind. These technologies have become central to contemporary societies. He gave examples as talking on the phone, sending an email, going to the bank, using a library, listening to sports coverage on the radio, watching the news on television, working in an office or in the field, going to the doctor, driving a car or catching a plane, browsing on the phone, using projector to visualize for better understanding etc. one is using ICTs (p. 13).

The ICTs have the potentials not only in ensuring effectiveness and efficiency in these two areas of teaching and learning; but also in erasing the administrative duties.

Jones and Preece (2006) summarily reported that both students and teachers need to learn to trust the technology for technological performance as well as enhance the uptake and reduce resistance to technology. Teachers need to be confident and competent in using various ICT tools to build their trust in the technology. Without teachers' competency and mastery skills of ICT integration which is appropriate to their needs, ICT could not be put into good use for instructional delivery.

2.2.3.1 ICT as an Enabler of the Innovation and Education Required for Development and Sustenance of a Knowledge Society

UNESCO (2005) cited in Gesci (2009) in his book titled "Building a Knowledge Society for All" identified ICT, education, and development as separate pillars required to

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support the knowledge society with education and development as interrelated drivers for socio-economic development and ICT as the enabler for both innovation and education – without which a knowledge society cannot be realized, supported or further developed. This is visually captured in the following figure:

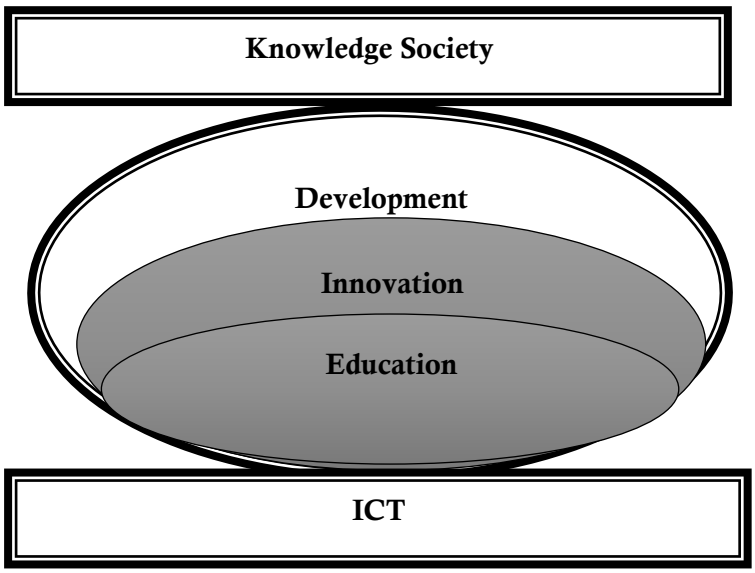


Figure 2.1 Pillars of Knowledge Society
Source: Adopted from Gesci (2019).

Hooker (2010) commented on the pillars of 'Knowledge Society', education is seen as contributing to all other sectors by providing the required skills and know-how for economic development. As such, education is not limited to formal education in traditional structures, but also encompasses the broader societal learning necessary for development. Education is of vital importance in the knowledge society, as a source of basic skills, as a foundation for development of new knowledge and innovation, and as an engine for socio-economic development. Education is, therefore, a critical requirement in creating knowledge societies that can stimulate development, economic growth, and prosperity. It is not only the means by which individuals become skilled participants in society and the economy, but is also a key driver expanding ICT usage; ICT is considered a critical tool in preparing and educating students with the required skills for the global workplace.

Quality Education

It is not too easy to define or give a universal description of the term "quality education", since every country prides herself of operating quality education. But the case of Nigeria is very interesting because, it transited from informal (traditional education) semi-formal to a formal colonial education down to a home grown education though influenced by the British colonial and common wealth master. In his description, Pigozzi (2008, p. 4) noted that:

> Quality education understands the past, is relevant to the present, and has a view to the future. Quality education relates to knowledge building and the skillful application of all forms of knowledge by unique individuals who function both independently and in relation to others. A quality education reflects the dynamic nature of culture and languages, the value of the individual in relation to the larger context, and the importance of living in a way that promotes equality in the present and fosters a sustainable future.

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Quality education according to Omede (2012) is education that takes into cognizance the variables leading to the attainment of ultimate goal of imparting sound knowledge and skill to the learner. The scholar stresses further that it is the type of education that employs the complete teaching learning apparatuses to enable the learners make optimum and maximum benefit of knowledge acquisition and transformation to an enlightened, literate, civilized and productive individual beneficial to the economy and society at large. Nwachukwu (2011) describes quality in education as belonging to three categories namely; curriculum view, comparison conception and objective view. The curriculum view goes with the measuring performance of achieving tasks; the comparison conception compares achievement among and between individuals, groups, states or countries. While the objectives view establishes a base line or scale of reference. From the few arguments above, we could therefore, deduce that quality in education, particularly teacher preparation sets out to achieve the aims of the curriculum; maintain efficiency and effectiveness that brings about the achievement of educational goals and objectives.

Indices of Quality Education

Quality education is a dynamic concept whose indices may vary according to the need of the country. The system of indicators of quality in education, as well as quality criteria associated with the indicators, help schools to point out the important areas of their own activities – their own advantages and disadvantages and development opportunities. Pigozzi (2008, p. 6) wrote that a quality education is one that welcomes the learner and can adapt to meet learning needs, it is inclusive. A quality education strives to ensure that all learners, regardless of sex, age, language, religion and ethnicity, for example, are reached – that they have the possibility of participating in and learning from organized learning activities. Pigozzi (2008, p. 7) outlined the following as indices of quality education:

i. Proper funding
ii. Students' academic Perfomance (measure through examinations and continuous assessments)
iii. Effective quality control (to enforce standard)
iv. Conducive and appropriate teaching and learning environment.
v. Sufficient staff quarters and classrooms in schools
vi. Adequate and proper equipment and staffing.
vii. Good quality and well-motivated staff truly committed to undiluted scholarship.

Theoretical Framework: Theory of Resource Utilization in Teaching by McGuire (2008)

According to the core proponent of the theory 'McGuire (2008)'. The benefits of resource utilization in teaching and learning especially abstracts concepts will enhance magnetic reinforcement to the learners especially when the resource material is catchy to the learners. It is believed that changing an attitude requires understanding of motivating factor of those concerned i.e. the learners. Noting this will help the teacher and the curriculum designers utilize resources adequately to change unethical attitude and character of such students. The author further stated that:

> Resource utilization in teaching also assists students to assimilate and digest the main points in the subject matter being discussed. When teaching is accompanied with resource materials, students have a closer and practical idea of the whole concept being taught than the verbal. This will help the ability to recall and good understanding of the concept been treated.

According to McGuire's (2008) in Solomon, Anaeto, Onabajo and Osifeso (2017) Posited that curriculum designers and facilitators (teacher (s)) must put some certain measures that will capture the total mindset of the students, such as: The persuasive massage

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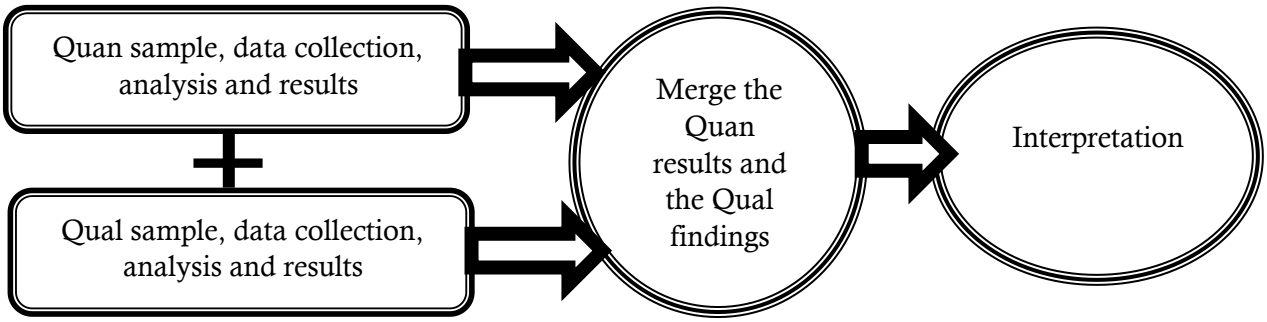
must be communicated; the receiver will comprehend the message; the newly adopted position is retained and the desired behaviour takes place.

The overview of this theory is to influence the intent of the learner's heart via the use of right teaching resources and techniques to be able to redirect the learners towards achieving the stated objectives which ordinarily would not be possible with the use of punishment or reward. Resource utilization in teaching cannot be overstressed as the scripture says make the tree good and make the fruit good. The truth remains that the education system at all levels in our nation has fallen to an alarming level. Osuala (2004) asserted that the validity of any educational system is dependent on the quality of teaching and availability of competent teachers. Hence, the teacher may make or mar even the best educational policy and programme (Minasola, 2000). Therefore, effective teaching and good management of schools accompanied with resource materials is crucial for the achievement of quality education.

Methodology

This research design for the study is convergence mixed method. Convergence mixed method procedures are those in which the researcher collects both quantitative and qualitative data, analyse them separately and them compares the results to see if the findings confirm or disconfirm each other. The key assumption of this approach is that both quantitative and qualitative data provides different types of information – often detailed views of participants qualitatively and scores on instruments quantitatively – and together they yield results that should be the same. It holds off the historic concept of multi-trait – multimethod (MTMM) idea (Cambell and Fiske, 1959), who felt that "a psychological trait could best be understood by gathering forms of data". The rationale for the adopting this research design is to provide a comprehensive analysis of the research problem. In this design, the investigator collects both forms of data at the same time and then integrates the information in the interpretation of the overall results (Cresswell, 2009, p. 31). This is better presented in a pictorial diagram below:

Figure III: Pictorial Diagram of Convergence Mixed Method



Source: Adopted from Cambell and Fiske, 1959.

The study was conducted in Abuja Municipal Area Council (AMAC), FCT. The target population for the study comprised some N-teach beneficiaries (Graduates or Participants) in the two sampled public primary schools of Abuja Municipal Area Council (AMAC) – LEA Primary School Orozo and LEA Primary School Karu Central; permanent staff to corroborate the data from the N-teachers, the head teachers (Head Masters/Mistresses and their Assistants) and primary five and six students. In addition, the Supervisory Councillor- Education AMAC, the Federal Capital Universal Basic Education Board (FCTUBEB), and the service staff of 'Primary Education Unit' in Abuja Municipal Area Council (AMAC) also formed part of the target population for the study.

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S/No.	Staff Category	Total Population of Staff
1.	N-teachers Participants, LEA Primary School, Orozo	23
2.	N-teachers Graduates, LEA Primary School, Karu Central	22
3.	Staff teachers, LEA Primary School, Orozo	31
4.	Staff teachers, LEA Primary School, Karu Central	32
5.	Head teachers of LEA Primary School Orozo and Karu Central	Three (3) each = 6
6.	Supervisory Councillor- Education Amac	1
7.	Head of FCTUBEB	1
8.	Service staff of Primary Education Unit	105
9.	Primary Five and Six Students (A – D Classes)	229
**	**Total**	**450**

Table 1 Population of the Study

Source: Staff Register Federal Capital Territory Universal Basic Education Almanac and N-Teachers Register, LEA Primary School Orozo and Karu Central 2019.

Sampling Technique

The study adopted Yamane sampling technique for objective determination of representative sample size. According to Yamane (1967), for a 95% confidence level and p = 0.5, size of the sample should be calculated via the following formula:

$$n = \frac{N}{1+N(e)^2}$$

W

n = sample size required
N = number of people in the population
e = allowable error or Level of Precision (%)

Let this formula be used for our population, in which N = 450, with ±5% precision. Assuming 95% confidence level and p =0.5, we get the sample size as

$$N = \frac{450}{1 + 450\ (0.05)^2} = 212$$

Questionnaire Administration: Questionnaire was constructed base on the research questions posed, objectives stated and hypotheses posited.

Interview: Another major source of primary data for the study is interview (Face-to-face Interview). Among the target population, respondents assumed to have in-depth knowledge on the variables of the study e.g. Head Masters/Mistresses and their Assistants); the Supervisory Councilor-Education AMAC, the Head Federal Capital Authority Universal Basic Education Board (FCTUBEB) for corroboration of information generated through questionnaire.

Secondary Instruments of Data Collection

The following documents are useful in course of the study to complement the responses of questionnaire and interview. They include among others; N-Power Information Guide, (2017); Staff Register of Abuja Municipal Area Council, 2019; N-Teachers Register, LEA Primary School, Orozo and Karu Central 2019 and AMAC N-Teach Situation Report, 2019.

Method of Data Analysis

In respect to the quantitative analysis, both descriptive and inferential statistical methods will be employed. The descriptive statistics (i.e. use of frequency and percentage) will be used to analyse the respondent's views as

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contained on the questionnaire questions. The inferential statistics (i.e. the use of statistical method – 'multiple regression' that enabled logical inferences) This was done with the help of Statistical Package for Social Sciences (SPSS) version 25. On the other hand, the responses from the interview guide were thematically analysed.

Table 2 Regression Output 1

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1802.639	3	600.880	3476.407	.000[b]
	Residual	67.237	389	.173		
	Total	1869.876	392			

a. Dependent Variable: QUALITY_EDUCATION
b. Predictors: (Constant), EFFECTIVE_TEACHING, SCHOOL_MANAGEMENT AND TECHNOLOGY_INCORPORATION
Source: SPSS Output, 2024.

Table 2 above shows the result from the multiple regression analysis which tests the effects of the independent variables (Effective Teaching, School Management and Technology Incorporation) on Quality Education among students in LEA Primary School Orozo and LEA Primary School Karu Central. The F-statistic which measures the adequacy and goodness of fit of the model used in the study stood at 3476.407 with a p-value of 0.000[b] which is significant at 5%; this shows that the model is absolutely fit for the data.

Table 3 Regression Output 2

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.982[a]	.964	.964	.41575	1.65

a. Predictors: (Constant) EFFECTIVE_TEACHING, SCHOOL_MANAGEMENT AND TECHNOLOGY_INCORPORATION
b. Dependent Variable: QUALITY_EDUCATION
Source: SPSS Output, 2024.

Table 3 above shows the summary of the multiple regression analysis. The empirical findings show that R – the multiple correlation coefficient, stood at 0.982[a] which indicates a correlation; R^2, the multiple coefficient of determining the variables stood at 0.964 indicating that about 96.4% of the total variation in Quality Education among students in LEA Primary School Orozo and LEA Primary School Karu Central, is explained by variations in the 'independent variables' (Effective Teaching, School Management and Technology Incorporation) captured in the study. Thus, the remaining 4.2% of the variation in the dependent variable can be explained by other variables not captured in the study. The adjusted R^2 being 0.964 also indicates that the independent variables will still explain 96.4% of the variations in quality education even if other variables were added to the study. The rough rule of Durbin-Watson statistics state that – if the Durbin-Watson statistics is substantially less than 2 but above 1, there is evidence of positive serial correlation, but on the contrary, from the same rough rule of thumb, if Durbin-Watson statistics is less than 1.0, there may be cause for alarm. From our result, the Durbin-Watson statistics stood at 1.65 which means that there is positive serial correlation between the IVs and the DV.

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Table 4 Regression Output 3

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.036	.104		.348	.728
	EFFECTIVE TEACHING	.606	.022	.837	27.385	.000
	SCHOOL MANAGEMENT	.149	.018	.199	8.248	.000
	TECHNOLOGY INCORPORATION	.135	.024	.042	5.642	.000

a. Dependent Variable: QUALITY_EDUCATION

Source: SPSS Output, 2024.

Table 4 above shows the outcome of the respective variables on quality education. Upon the fulfilment of the assumptions of regression analysis, multiple regression analysis was considered suitable in testing the research hypotheses. The respective hypotheses as tested in table 4 are discussed as follows:

Ho_1 N-teacher's assistance in effective teaching has not ensured the attainment of quality education in Abuja Municipal Area Council (AMAC).

The unstandardized coefficient of "effective teaching" stood at 0.606 which is positive. This implies that an increase in effective teaching in LEA Primary School Orozo and LEA Primary School Karu Central, AMAC would lead to quality education among students in LEA Primary School Orozo and LEA Primary School Karu Central, AMAC. However, the significance of this can be judged from the P value represented as "sig". The t statistics of "effective teaching among N-teachers" stood at 27.385 with a p-value of 0.000. The p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level. This implies that the study does not have enough statistical evidence to accept the null hypothesis. Based on the above analysis, the study failed to accept the null hypothesis Ho_1, which states that "N-teacher's assistance in effective teaching has not ensured the attainment of quality education in Abuja Municipal Area Council (AMAC)".

Ho_2 N-teacher's assistance in school management has not ensured the attainment of quality education in Abuja Municipal Area Council (AMAC).

The unstandardized coefficient of "school management by N-teachers" stood at 0.149 which is positive. This implies that an increase in school management by N-teachers would lead to quality education among students in LEA Primary School Orozo and LEA Primary School Karu Central, AMAC. However, the significance of this can be judged from the sig (P value). The t statistics of "school management by N-teachers" stood at 8.248 with a p-value of 0.000. The p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level. This implies that the study does not have enough statistical evidence to accept the null hypothesis. Based on the above analysis, the study failed to accept the null hypothesis Ho_2, which states that "N-teacher's assistance in school management has not ensured the attainment of quality education in Abuja Municipal Area Council (AMAC)".

Ho_3 Technology incorporation by N-teach programme has no significant effect on the attainment of quality education in Abuja Municipal Area Council (AMAC).

The unstandardized coefficient of "technology incorporation by N-teach programme" stood at 0.135 which is also positive. This implies that an improvement in technology incorporation by N-teach programme would lead to quality education among students in

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LEA Primary School Orozo and LEA Primary School Karu Central, AMAC. However, the significance of this can be judged from the sig (P value). The t statistics of "technology incorporation by N-teach programme" stood at 5.642 with a p-value of 0.000. The p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level. This implies that the study does not have enough statistical evidence to accept the null hypothesis. Based on the above analysis, the study failed to accept the null hypothesis Ho_3, which states that "Technology incorporation by N-teach programme has no significant effect on the attainment of quality education in Abuja Municipal Area Council (AMAC)".

Table 5 Analysis of Interview Responses Using Thematic Analysis

S/N	Name/Identity	Position	Code	Date
8.	Mallam S. Suleiman	Head Master, LEA Pri. Sch., Orozo	(R_1)	24/08/2024
9.	Aliu Ibrahim	Assit. Head Master, LEA Pri. Sch., Orozo	(R_2)	24/08/2024
10	Mrs Ibrahim Medina	Head Mistress, LEA Pri. Sch, Karu Central.	(R_3)	02/09/2024
11	Ahmed Abubakar	Assit. Head, Academy Head Master, LEA Pri. Sch, Karu Central.	(R_4)	04/09/2024
12	Hon. Adamu M. Abari	Supervisory Councillor, Education; AMAC	(R_5)	08/09/2024
13	Dr. Adamu Jatau Noma	Head Federal Capital Authority Universal Basic Education Board (FCTUBEB)	(R_6)	08/09/2024

***Source*:** Research Survey 2024.

Theme I: Effective Teaching and Quality Education in AMAC

Sub-theme I a. Designing of lesson plan N-Teachers in AMAC as it ensured quality education

The respondents unanimously commended the N-teacher's quick assimilation to the design of lesson plan.

> They stated further that, most N-teachers in their first report to the schools, cannot design lesson plan, but with guidance from the permanent teachers, they effectively design lesson plan for all lessons conducted which have ensured quality education in LEA Pri. Sch., Orozo and LEA Pri. Sch, Karu Central (R_1, R_2, R_3, R_4, R_5 and R_6).

Sub-theme I b. Quality education is a function of construction of standard questions by N-Teachers in AMAC

According to the respondents,

> Construction of standard questions by N-Teachers during continuous assessments and exams has made the students more experienced in tackling applied questions; it has also made the students to learn how to beg the question before hitting the nail on its head (R_1, R_2, R_3, R_4, R_5 and R_6).

Theme II: School Management and Quality Education in AMAC

Sub-theme II a. Organization of school by N-teachers in AMAC as prerequisite to quality education in AMAC

In the view of the respondents,

> Organization of school by N-teachers in AMAC has complemented organization of school by staff teachers in LEA Pri. Sch., Orozo and LEA Pri. Sch, Karu Central. This in the

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long run served as significant requirement to the delivery of quality education in AMAC (R_1, R_2, R_3, R_4, R_5 and R_6).

Sub-theme II b. N-teachers' role in directing and controlling students in AMAC as it ensured quality education in AMAC

The respondents added to the above response that "N-teachers played the role of directing and controlling students thereby reducing the workload of staff teachers and delivering quality education in LEA Pri. Sch., Orozo and LEA Pri. Sch, Karu Central, AMAC" (R_1, R_2, R_3, R_4, R_5 and R_6).

Theme I: Technology Incorporation and Quality Education in AMAC

Sub-theme III a. Describing how the use of mobile devices in teaching has enhanced quality education in AMAC

The respondents all gave some ways in which the use of mobile devices in teaching has enhanced quality education LEA Pri. Sch., Orozo and LEA Pri. Sch, Karu Central, AMAC. They are:

(a) By way of sharing lesson notes from teacher to students and from student to student; (b) By way of sharing sites from teacher/student to students for further reading and (c) By way of sharing audio messages (explaining what could not have been understood by written messages); etc. (R_1, R_2, R_3, R_4, R_5 and R_6).

Summary of Major Findings

The study assessed the effects of N-Teach Programme on quality education in LEA Pri. Sch., Orozo and LEA Pri. Sch, Karu Central, Abuja Municipal Area Council (AMAC), Federal Capital Territory. From the presentation and analysis of data, the study arrived at some findings which are summarised below:

i. The study discovered that effective teaching has significantly affected quality education among students in LEA Primary School Orozo and LEA Primary School Karu Central, AMAC. Because the t statistics of "effective teaching among N-teachers" stood at 27.385 with a p-value of 0.000. The p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level.

ii. The study also found that N-teacher's assistance in school management has significantly affected quality education among students in LEA Primary School Orozo and LEA Primary School Karu Central, AMAC. Because the t statistics of "school management by N-teachers" stood at 8.248 with a p-value of 0.000. The p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level. This is supported by the interview responses in sub-theme II a & b that: Construction of standard questions by N-Teachers during continuous assessments and exams has made the students more experienced in tackling applied questions. More so, Organization of school by N-teachers in AMAC has complemented organization of school by staff teachers in LEA Pri. Sch., Orozo and LEA Pri. Sch, Karu Central. This in the long run served as significant requirement to the delivery of quality education.

iii. In the same vein, technology incorporation by N-teach programme has has significantly affected quality education among students in LEA Primary School Orozo and LEA Primary School Karu Central, AMAC, as the t-statistics of "technology incorporation by N-teach programme" stood at 5.642 with a p-value of 0.000. The p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level.

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Conclusion

Based on the findings, the study concludes as follows: Beneficiaries of N-Power programme in the study area composed of N-Teach strand of N-Power programme (effective teaching, N-teacher's assistance in school management and technology incorporation by N-teach programme has has significantly affected quality education among students in LEA Primary School Orozo and LEA Primary School Karu Central, AMAC). The study generally concluded that N-Teach Programme has significantly affected quality education in Abuja Municipal Area Council (AMAC)

Recommendations

In view of the research findings, the following recommendations were made in order to promote subsequent progammes to put so much emphasis on effective teaching, school management and technology incorporation in order to deliver quality education:

i. Government and the stakeholders concerned should work towards ensuring effective teaching by building the personal abilities and experiences of students to be able to design lesson plan, to construct standard questions and host of others that can influence the quality of education.
ii. Government should introduce management (revolving around management process of organizing, directing and controlling) as a compulsory discipline in higher education so as to train our students to the whole process of managing teaching and learning in an appropriate manner to in order to raise quality of education.
iii. As a matter of urgency, Government should encourage the adoption of digital teaching. We have now moved away from analogue age. This will be a bold step towards improving the quality of education among our children, as they will go extra mile above what was taught in school. They could also share information within themselves.

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