
Mpact of Quality Assurance Practices on Teachers' Productivity In Public Primary Schools In Pankshin Local Government Education Authority of Plateau State, Nigeria

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Abstract

This study examined the impact of quality assurance practices on teachers' productivity in public primary schools in Pankshin Local Government Education Authority of Plateau State, Nigeria. A cross-sectional survey research design was adopted for the study. Three research objectives, three research questions and one hypothesis guided the study. The population of the study was 2,019 consisting of 1,748 public primary school teachers and 271 Quality Assurance Officers in public primary schools of Pankshin Local Government Education Authority of Plateau State. A sample size of 472 consisting of 313 teachers and 159 Quality Assurance Officers was selected at 5% precision estimates for the study. One questionnaire was used to collect data namely; Impact of Quality Assurance Practice on Teachers Productivity Questionnaire (IQAPTPQ). Mean and Standard Deviation was used to analyse the collected data to answer the research questions, while t-test was used to test hypothesis at 0.05 level of significance. The findings of the study revealed that inspection helps in improving quality of instruction, quality assurance enhances learning facilities, quality assurance enhances curriculum implementation, among others. Based on the findings, the study concluded that quality assurance practices, to some extent, achieved the desired objectives. It was recommended that the Plateau State Universal Basic Education Board (SUBEB) should sustain quality assurance practices at the public primary schools in the State; that supervisory body at Federal, State and Local Government need to step up quality assurance mechanism practices so as to improve quality primary education; and that government should also provide adequate instructional materials.

Keywords: Public Primary, Teacher productivity, Quality assurance

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Introduction

Education can be seen as the bedrock of every society and a tool for nation-building. This is upheld in the National Policy of Education (Federal Government of Nigeria [FGN], 2014), which stipulates that one objective of education in Nigeria is to raise strong and egalitarian citizens, who, through quality education, can contribute meaningfully to national development. For quality education to be achieved in a nation, the principal actors of learning who are the teachers, the learners, and the environment must be cooperatively organized. In other words, teachers must be adequate in quality and quantity, the students must be well-trained and facilities must be adequately provided (Arogundade & Bello, 2019). This brings to bare the issue of quality assurance in education.

Quality Assurance (QA) is the set of planned and systematic actions necessary to provide appropriate confidence that a product or service will satisfy the requirement of quality. Also, an end-product of any educational system is the specification of its quality-related features, which the system must then aim to deliver. Quality assurance is a global term used to incorporate quality policy, quality management and quality control functions, which assures the client that the product will be consistently manufactured for the required students. It aims to achieve and assure quality through the adoption of a cost-effective quality control system and external inspection and audits. It also guarantees confidence in a programme of study given by an institution that standards are being maintained and enhanced (UNESCO, 2016). Quality assurance is concerned with implementing the sound processes that will ultimately be used to produce quality in the education system. It ultimately focuses on three major areas of concern, namely, input, process and output.

Quality assurance in Nigeria is a paradigm shift from the former practice of school inspection to a monitoring and evaluating process that provides a new operative mode of evaluation. According to Muna and Kalam (2021), quality assurance in form of monitoring ensures that evaluation processes and practices are carried out according to set standards that bring about improvement in outcomes for learners, leading to enhanced teacher productivity. Teachers' productivity implies the extent to which resources made available to the educational system are being used to achieve the objectives for which the educational system has been set up. It is an essential factor in evaluating educational outcomes. Teachers are the backbone of educational activities, meaning that they are the implementers of the curriculum for quality in education. This implies that the success or otherwise of educational programmes depends on teachers' productivity and they are therefore expected to be effective and committed to their job.

Quality assurance in education aims at preventing quality problems and ensuring that the products of the system conform to the expected standards, upholding quality and efficiency (Jianrong, 2022). Quality

assurance uses agents who are groups of individuals assigned with the responsibility of positive execution of government educational policies and programmes, curriculum implementation and evaluation for the purpose of continuous quality assurance and maintenance for the production of relevant and employable graduates for the society. These agents for quality assurance are concerned with teaching and learning, students' assessment, staff development, curriculum/courses and physical resources. Enhanced and consistent quality assurance can have positive effect on teacher productivity in curriculum implementation. To be effective on the job, it therefore becomes imperative that teachers' activities must be supervised. To this end, Okeniyi (2019) described teachers' productivity as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes.

Similarly, Olaniyan (2018) perceived teachers' productivity as the ability of teachers to skilfully combine the right behaviour towards the achievement of organizational goals and objectives. This simply implies that teachers' productivity determines the effectiveness of curriculum implementation and actualization of objectives of education. Teachers' productivity can also be enhanced by other factors like preparation, supervision and monitoring. The quality of teacher preparation for each lesson, competence, forms of formal and informal observation of teachers by supervising heads and effective monitoring of teachers' classroom activity will determine the level of curriculum implementation.

Despite the importance of quality assurance to teacher productivity, many schools in Plateau State are not compliant. Research in the study area, according to Dachet, Adamu and Abdul (2023), showed that schools do not have sufficient facilities and instructional materials such as libraries, laboratories, ex-curricula activities and other facilities that are essential for quality assurance and implementation of curriculum in education.

In the event of this, it becomes difficult for teachers to effectively implement curriculum contents, thus affecting teacher productivity and defeating the aim and objectives of education. In the same vein, Gontur, Odewunmi, Tuamyl and Davireng (2024) opined that consistent periodic monitoring and supervision with set objectives are lacking in schools in Pankshin Local Government Area. Besides, there is need for stakeholders' roles to be clearly defined in the monitoring process to ensure compliance with acceptable educational standards, as these are all crucial to effective implementation of

school curriculum. If there is no strict compliance, the quality of education will be compromised, which will adversely affect the students' achievement and upward mobility to higher levels of education. To this end, the level of quality assurance schools undergo affects teacher productivity and also students' outcome. The problem of this research therefore is to investigate the impact of quality assurance practices on teachers' productivity in public primary schools in Pankshin Local Government Education Authority of Plateau State, Nigeria

Aim And Objectives Of The Study

The aim of the study was to find out the impact of quality assurance practices on teacher's productivity in public primary schools in Pankshin Local Government Education Authority of Plateau State, Nigeria. The specific objectives of the study were to:

- 1 determine the quality assurance practices of public primary school teachers in Pankshin Local Government Education Authority.
- 2 find out how quality assurance enhances learning facilities in public primary schools in Pankshin Local Government Education Authority.
- 3 establish how quality assurance enhances curriculum implementation in public primary schools in Pankshin Local Government Education Authority.

Research Questions

The following research questions were raised to guide the study:

- 1 What are the quality assurance practices of public primary school teachers in Pankshin Local Government Education Authority?
- 2 How does quality assurance enhance learning facilities in public primary schools in Pankshin Local Government Education Authority?

3 To what extent does quality assurance enhance curriculum implementation in public primary schools in Pankshin Local Government Education Authority?

METHODS

The cross-sectional survey research design was adopted for the study. A cross-sectional survey requires that data are collected at a particular time from a sample, for the purpose of describing a population represented by the sample at a particular time. The population for the study comprised 2,019 public primary school teachers and quality assurance officers. Out of this number, 1,748 are public primary school teachers and 271 are Quality Assurance Officers from the 20 Supervisory Zones within the LGEA (Quality Assurance Office Pankshin, 2023).

The sample for this research was 472, comprising 313 teachers and 159 Quality Assurance officers based on Krejcie & Morgan (1970) at 5% precision estimates.

The instrument used for data collection was Impact of Quality Assurance on Teacher's Productivity (IQAPTPQ) and adopted from Odewumi and Davireng (2018). IQAPTPQ was made up of 27 items addressing the research questions. It is segmented into Sections A and B. Section A sought for the bio- data of the respondents, while Section B sought responses from the respondents based on the research questions and hypotheses, segmented into sub-headings with each segment having a four-scale item respectively.

These were meant for the respondents to react to, using the four-scale system of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), in the scores of 4, 3, 2 and 1 respectively. The internal consistency of the instrument was established using Cronbach Alpha to estimate the reliability co-efficient. A reliability coefficient of 0.833 was estimated which implied that the instrument was reliable

The data were analyzed using both descriptive and inferential statistics. Mean and Standard Deviation were established to answer the research questions, while the independent t- test statistics was used to test the hypotheses at 0.05 level of significance.

Results

Research Question One

What are the quality assurance practices of Public Primary School teachers in Pankshin LGA Education Authority?

Table 1

Results of the Analysis on Quality Assurance Practices of Public Primary School Teachers in Pankshin LEA

| S/N | STATEMENT | N | X | SD | DECISION |
|--------------|---|------------|-------------|-------------|---------------|
| 1 | Supervision promotes productivity in public primary schools. | 472 | 3.24 | 1.21 | Accept |
| 2 | Supervision motivates public primary school teachers plan lesson notes always. | 472 | 3.52 | 0.82 | Accept |
| 3 | Classroom inspections by supervisor make teachers to ensure that their classrooms are kept clean. | 472 | 3.11 | 1.22 | Accept |
| 4 | Supervision promotes teachers attendance in public primary schools. | 472 | 3.46 | 0.98 | Accept |
| 5 | Supervision enhances discipline of teachers and students. | 472 | 2.82 | 0.77 | Accept |
| 6 | Supervision helps teachers to master the content of what they teach. | 472 | 3.16 | 0.98 | Accept |
| Total | | 472 | 3.21 | 0.99 | Accept |

The results of the analysis from table 1 reveal that all the items were accepted because the items have mean above the criteria mean of 2.5. This implies that supervision promotes teachers' punctuality, motivates the primary school teachers to prepare lesson plan and classroom inspection makes teachers to ensure that their classrooms are kept clean; and that supervision promotes teachers' attendance, enhances discipline of teachers and helps teachers to master the content of what they teach.

The overall mean of $x=3.21$, $SD= 0.99$ means that supervision and inspections help in improving the quality of instruction in Pankshin LGA Plateau State.

Research Question Two

How does quality assurance enhance learning facilities in public primary schools in Pankshin Local Government Education Authority?

Table 2**Results of the Analysis on how Quality Assurance Enhances Facilities in Public Primary Schools in Pankshin Local Government Area**

| S/N | STATEMENT | N | X. | SD | DECISION |
|--------------|--|-----|------|------|----------|
| 1 | Quality assurance enhances that adequate classrooms are provided for teachers and pupils to teach and learn. | 472 | 3.33 | 0.82 | Accept |
| 2 | Quality assurance enhances the establishment of library facilities in public primary schools. | 472 | 3.16 | 0.92 | Accept |
| 3 | Quality assurance ensures public primary schools have access to health facility. | 472 | 2.46 | 0.91 | Accept |
| 4 | Quality assurance helps teachers to keep records of their work. | 472 | 3.45 | 0.82 | Rejected |
| 5 | Quality assurance enhance teachers and pupils access to school records. | 472 | 3.66 | 1.24 | Accept |
| Total | | 472 | 3.21 | 0.95 | Accept |

The results of the analysis from Table 2 reveal that items 1, 2, 3, and 5 were accepted because the items had mean above 2.5. This implies that quality assurance ensures that adequate classrooms are provided, enhances the establishment of library facilities, and enhances teachers' and pupils' access to school records, while item 4 was rejected because the item had a mean below the criteria mean of 2.5. This implies that quality assurance does not ensure public primary schools have access to health facilities. The overall mean of 3.21, SD= 0.95 means that most of the respondents agree that quality assurance enhances teaching facility in public primary schools in Pankshin LGA of Plateau State.

Research Question Three

To what extent does quality assurance enhance curriculum implementation in public primary schools, in Pankshin Local Government Education Authority?

Table 3**Results of the Analysis on Extent to Which Quality Assurance Enhances Curriculum Implementation in Public Primary Schools**

| S/N | STATEMENT | N | X. | SD | DECISION |
|--------------|--|-----|------|------|----------|
| 1 | Quantity assurance ensures pupils, teachers ratio of 1.25 is maintain. | 150 | 3.67 | 1.24 | Accept |
| 2 | Quality assurance ensures proper scheme of work design. | 150 | 3.17 | 0.89 | Accept |
| 3 | Quality assurance enhances teachers ability in the conduct of C.A | 150 | 2.76 | 0.74 | Accept |
| 4 | Quality assurance has enhances the organization of workshops and seminars in public primary schools. | 150 | 3.19 | 0.92 | Accept |
| 5 | Quality assurance ensure that only NCE graduates and B.Ed. are teaching in public primary schools. | 150 | 3.44 | 1.02 | Accept |
| 6 | Quality assurance ensure quality lesson delivery in public primary schools. | 150 | 3.22 | 0.81 | Accept |
| 7 | Quality assurance ensures teachers continued professional development | 150 | 2.14 | 0.99 | Rejected |
| Total | | 150 | 2.99 | 0.94 | Accept |

The results of the analysis from Table 3 reveals that items 1, 2, 3, 4, 5 and 6 were accepted because the items had mean above the criteria mean of 2.50. This implies that quality assurance ensures pupils-teachers ratio of 1:25 if maintained, ensures proper scheme of work design; enhances teachers' ability in the conduct of C.A; enhances the organization of workshops and seminars; ensures that only qualified teachers are employed; and ensures quality lessons are developed in schools.

However, Item 7 was rejected because the item had mean below the criteria mean of 2.5. This implies that quality assurance does not enhance teachers' continued professional development. The overall mean of 2.99, SD= 0.94 implies that most of the respondents agree that quality assurance enhances curriculum implementation to a moderate extent in public primary schools.

Discussion

Based on the research questions raised to guide the study, results showed that inspection helps in improving the quality of instruction in public primary schools in the study area. This is in agreement with the findings of Dachet, Adamu and Abdul (2023), who reported that quality assurance practice helps to check the excesses of teachers in terms of lesson delivery and other practices. The implication of this findings is that inspection and supervision help to improve the implementation of the curriculum in terms of lesson planning, scheme of work and teaching in public primary schools.

Findings from research question two revealed that most of the respondents agreed that quality assurance enhances learning facilities in public secondary schools. This is in accordance with the findings by Gontur, Odewunmi, Tuamyl and Davireng (2024) who maintained that there is the need to sustain quality assurance mechanism in public primary schools in the study area, so as to sustain good educational standard.

Findings from research question three showed that most of the respondents agree that quality assurance enhances curriculum implementation in schools. This agrees with the findings by Gontur, Odewunmi, Tuamyl and Davireng (2024) who suggested the need for supervisors to step up quality assurance mechanism so as to improve the implementation of the curriculum in schools.

Conclusion

The study investigated the impact of quality assurance practices on teachers' productivity in public primary schools in Pankshin Local Government education authority of Plateau state, Nigeria. The objectives of education in Nigeria were mentioned and discussed as well as quality assurance, teacher productivity and curriculum implementation.

The paper revealed that quality assurance monitors schools and the facilities in place, as well as teachers' practices. Quality assurance also ensures teachers' quality is sustained through professional development, adequate preparedness for lessons, and use of appropriate methods and materials.

The paper, however, revealed that though quality assurance practices are required for effective curriculum implementation, many schools in the study area do not have regular schools and staff monitoring from the monitoring unit in the local government area. Furthermore, schools in the study area do not have adequate facilities for smooth and effective implementation of primary school curriculum. The paper concluded that government should ensure strict monitoring of primary schools to enhance teacher productivity and effective curriculum implementation.

Recommendations

Based on the findings of the research, the following recommendations were put forward:

1. Plateau state government should enhance quality assurance practices are upheld in primary schools in Pankshin Local Government Area.
2. Plateau state government should provide facilities required in schools for implementation of curriculum in the study area.
3. Government should ensure quality assurance practices in the study area by way of strict monitoring to ensure teacher quality and effectiveness in implementation of the curriculum.

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