

Impact 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 objectives and three research questions 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 a 5% precision estimate 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 were used to analyse the collected data to answer the research questions. The findings of the study revealed that inspection helps in improving the quality of instruction, quality assurance enhances learning facilities, and curriculum implementation, among others. Based on the findings, the study concluded that quality assurance practice, to some extent, achieved the desired objectives. It was recommended that the Plateau State Universal Basic Education Board (SUBEB) should sustain quality assurance practices in public primary schools in the state. Also, supervisory bodies at Federal, State and Local Government levels need to step up quality assurance practices, so as to improve the quality of primary education, as well as ensure adequacy of 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 by 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 society, must be cooperatively organised. In other words, teachers must be adequate in quality and quantity, the students must be well-trained, and facilities must be adequately provided (Arogundade and

Bello, 2019). This raises 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 requirements of quality. Quality assurance is also 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 use. It aims to achieve and assure quality through the adoption of a cost-effective quality control system and external inspection and audits, thus upholding certain standards

consistently. These standards and practices are also required in educational systems to ensure quality and transformative education experiences for learners for adult life.

According to Kayyali (2023), quality assurance in education ensures that the processes and structures on which educational systems function are preserved to ensure quality output. Moreover, an end-product of any educational system is the specification of its quality-related features which the system must aim to deliver. In essence, for quality educational outcomes, human and non human resources within the school or learning environment must be adequately provided and supervised to adhere to stipulated guidelines and best practices. This guarantees confidence in a programme of study given by an institution that standards are being maintained and enhanced (UNESCO, 2016). Quality assurance thus ensures that all resources required to have quality and effective educational experiences are harnessed maximally.

Furthermore, quality assurance is concerned with implementing the sound processes that will ultimately be used to produce quality in the education systems. It ultimately focuses on three major areas of concern, namely, input, process and output. The input involves infrastructure, materials, and resources that have been put in place to ensure that objectives are met. The process, on the other hand, includes all parameters for implementation of the educational programme of study, including the methods and materials for teaching, teachers' preparedness and professional qualification, while the output simply showcases the product of the system in the form of quality graduates who have benefited from the achievement of set objectives through quality assurance practices. This, in a nutshell, showcases what an educational programme goes through to have quality products from the educational system.

Quality assurance in Nigeria is a paradigm shift from the former practice of school inspection to a monitoring and evaluation process that provides a new operative mode of evaluation. According to Muna and Kalam (2021), quality assurance in the 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' role in curriculum implementation places the responsibility of ensuring that the set objectives for any educational curriculum is achieved. In essence, the success or otherwise of educational programs depends on teachers' commitment, effectiveness and productivity, which can be actualised through quality assurance practices.

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 (Cheung, 2020). To ensure effective quality assurance in education, agents who are groups of individuals assigned the responsibility for the execution of government educational policies and programmes, curriculum implementation and evaluation are employed. The purpose is the continuous production of relevant and employable graduates in society, as well as upholding high standards of education. These agents, who are usually staff within the school system, are basically concerned with students' assessment, staff development, implementation of curriculum and ensuring the availability of physical resources. In essence, enhanced and consistent quality assurance can have a positive effect on teacher productivity in curriculum implementation.

The role of teachers in educational activities cannot be over-emphasised, which suggests that much of the educational outcome of the curriculum, including its success or otherwise depends on teachers' productivity. To be effective on the job, it therefore becomes imperative that teachers' activities be supervised. To this end, Adeniji (2019) described teachers' productivity as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. Similarly, Olajire (2025) opines that teachers' productivity is the ability of teachers to skillfully combine the right behaviour towards the achievement of organisational goals and objectives within the classroom. Thus, teachers' productivity can be referred to as the skills, attitude, knowledge and experiences that teachers bring to bear in the classroom to ensure that learners are effectively taught, hence achieving set educational objectives. This simply implies that teachers' productivity determines the effectiveness of curriculum implementation and actualisation of objectives of education. Teachers' productivity can be enhanced by factors like preparation, supervision and monitoring. The quality of teacher preparation for each lesson bolsters competence, while formal and informal observation of teachers by supervising heads and effective monitoring of teachers' classroom activity will determine the level and effectiveness of curriculum implementation.

Despite the importance of quality assurance on teacher productivity, many schools in the 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, and other facilities that are essential for quality assurance and implementation of curriculum in education. Furthermore, extracurricular activities, which are a significant component of learning that builds additional skills like tolerance, teamwork, communication and problem-solving, are not observed within the school. In the event of these, it becomes difficult for teachers to effectively implement curriculum content, thus affecting teacher productivity and defeating the aim and

objectives of education.

In the same vein, Gontur, Odewunmi, Tuamyil and Davireng (2024), opined that consistent periodic monitoring and supervision of activities are lacking in schools in Pankshin Local Government Area. Besides, there is a 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 the 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.

Similarly, Olajire (2022) notes that quality assurance is a crucial factor in curriculum implementation but decries several challenges that face its effective operation, such as lack of teacher professional development, stemming from financial constraints, to poor administrative commitment to poor policy implementation. To this end, the level of quality assurance schools undergo affects teacher productivity and also students' outcomes. 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 teachers' 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 enhance learning facilities in public primary schools in Pankshin Local Government Education Authority?
3. Establish how does quality assurance enhance 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?

MATERIALS AND METHODS

The researcher adopted the proportionate stratified random sampling technique to draw out the sample size of 472 (313 teachers and 159 Quality Assurance officers) from the population of 2019. From the population, 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). In the first stage, the sample size was adopted using the sampling precision table as postulated by Krejcie and Morgan (1970). This sampling technique is appropriate when an accurate response within a specific margin of error is required and can be generalised. According to this estimate, a population of 1500-2000 will have a sample of 313, while a population of 200-250 will have a sample of 159. At the next stage, the researcher used the Sampling Fraction (SF) to sample the required number of teachers and Quality Assurance officers. The sampling fraction was determined by using the formula $SF = n/N$, where n = sample size and N = population of respondents. At the third stage, the sampling fraction was generated as $313/1748 = 0.1790$ for the teachers and $159/271 = 0.5871$. These sampling fractions were multiplied by each strata or number of teachers and Quality Assurance offices in each zone to give the sample size of the teachers and officers from each of the zones.

The instrument used for data collection was the Impact of Quality Assurance on Teachers' Productivity Questionnaire (IQATPQ), adapted from Gontur, Odewunmi, Tuamyil and Davireng (2024), with adjustments made to the scale from Likert to four-point, and some items were modified to suit the context of the present research. IQATPQ had 18 items addressing the research questions. It was segmented into Section A and B. Section A sought for the bio-data details of the respondents, while Section B sought responses from the respondents based on the research questions, segmented into sub-headings with each segment having a 4 scale item as; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), with scores of 4, 3, 2 and 1, respectively.

The instrument was given to two experts in Research Measurement and Evaluation and Curriculum Studies from the Faculty of Education, University of Jos, to ascertain the content and construct validity. The internal consistency of the instrument was established using Cronbach's alpha to estimate the reliability coefficient. A reliability coefficient of 0.833 was estimated, which implied that the instrument's level of reliability is high and can be used for the intended research. The data of the study were analysed using descriptive statistics of Mean and Standard Deviation to answer the research

questions, which are appropriate for descriptive statistics. The results are presented and discussed.

RESULTS

Research question one

What are the quality assurance practices of public primary school teachers in Pankshin LGA Education Authority?

The results of the analysis from Table 1 reveal that all

the items were accepted because the items have a mean above the criteria mean of 2.5. This implies that supervision promotes teachers' punctuality, motivates primary school teachers to plan lessons, classroom inspection makes teachers to ensure that their classrooms are kept clean, supervision promote teachers' attendance, enhance discipline of teachers and helps teachers to master the content of what they teach. Thus, the overall mean of $\bar{X}$ 3.21, $SD = 0.99$, means that supervision and inspections help in improving the quality of instruction in Pankshin LGA, Plateau State.

Table 1. Results of the analysis on quality assurance practices of public primary school teachers in Pankshin LEA.

S/N	Statement	N	M	SD	Decision
Quality assurance practices					
1	Supervision promotes productivity in public primary schools.	472	3.24	1.21	Accept
2	Supervision motivates public primary school teachers to always plan lesson notes.	472	3.52	0.82	Accept
3	Classroom inspections by supervisors make teachers ensure that their classrooms are clean.	472	3.11	1.22	Accept
4	Supervision promotes punctuality in teachers' attendance in public primary schools.	472	3.46	0.98	Accept
5	Supervision enhances the 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

Research question two

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

The results of the analysis from Table 2 reveal that items 1, 2, 4, and 5 were accepted because the items had a mean above 2.50. This implies that quality assurance ensures that adequate classrooms are provided, enhances the establishment of library

facilities, encourages teachers to keep records of their work and enhances teachers' and pupils' access to school records, while item 3 was rejected because the item had a mean below the criteria mean of 2.50. 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 facilities in public primary schools in Pankshin LGA of Plateau State.

Table 2. Result of the Analysis on how quality assurance enhances facilities in public primary schools in Pankshin Local Government Area.

S/N	Statement	N	M	SD	Decision
Quality assurance and enhancement of facilities					
1	Quality assurance ensures 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 facilities.	472	2.46	0.91	Reject
4	Quality assurance helps teachers to keep records of their work.	472	3.45	0.82	Accept
5	Quality assurance enhances teachers' and pupils' access to school records.	472	3.66	1.24	Accept
Total		472	3.21	0.95	Accept

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 the extent to which quality assurance enhances curriculum implementation in public primary schools.

S/N	Statement	N	M	SD	Decision
Quality assurance on curriculum implementation					
1	Quantity assurance ensures pupils to teachers ratio of 1:25 is maintained.	472	3.67	1.24	Accept
2	Quality assurance ensures proper scheme of work design.	472	3.17	0.89	Accept
3	Quality assurance enhances teachers' ability in the conduct of C.A	472	2.76	0.74	Accept
4	Quality assurance has enhanced the organisation of workshops and seminars in public primary schools.	472	3.19	0.92	Accept
5	Quality assurance ensures that only NCE and B.Ed. graduates teach in public primary schools.	472	3.44	1.02	Accept
6	Quality assurance ensures quality lesson delivery in public primary schools.	472	3.22	0.81	Accept
7	Quality assurance ensures teachers' continued professional development	472	2.14	0.99	Rejected
Total		472	2.99	0.94	Accept

The results of the analysis from Table 3 reveal that items 1, 2, 3, 4, 5 and 6 were accepted because the items had a mean above the criteria mean of 2.50. This implies that quality assurance ensures the pupils-to-teachers ratio of 1:25 is maintained, ensures proper scheme of work design, enhances teachers' ability in the conduct of C.A, enhances the organisation 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 a 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.

Could this rejection of quality assurance in enhancing teacher continued professional development be as a result of paucity of funds, poor policies or lack of political will to follow through with professional development initiatives? As noted by Olajire (2025), harsh economic and working conditions make it difficult for teachers to fund training on personal development. Furthermore, insecurity within the region makes teachers reserved about going beyond their immediate locality and even disrupts school calendars and attendance. It was also asserted that weak policy implementation and lack of administrative commitment all contribute to this rejection as a result.

DISCUSSION

Based on the research questions raised to guide the study, the 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 Datchet, 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 implications of these findings are that inspection and supervision help to improve the implementation of the curriculum in terms of lesson

planning, adherence to scheme of work and quality 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, Tuamyil and Davireng (2024) who maintained that there is a need to sustain quality assurance mechanisms in public primary schools with enhanced facilities in the study area, so as to sustain good educational standards.

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

CONCLUSION

The study sought 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. The objectives of education in Nigeria was mentioned and discussed as well as quality assurance, teacher productivity and curriculum implementation. The paper reviewed 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 the use of appropriate methods and materials, to mention a few.

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 school 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 the primary school curriculum. The

paper concluded that the government should ensure that ensure strict monitoring of primary schools to enhance teacher productivity and effective curriculum implementation.

RECOMMENDATION

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

1. Plateau State Government should ensure that 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 the 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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