



Kosovo Educational Research Journal

Volume 3, Issue 2, 19-49.

ISSN: 2710-0871

<https://kerjournal.com/>**Quality Assurance Strategies and Teachers' Productivity in Nigeria**Adesoji Oni¹Titilayo Soji-Oni²

University of Lagos, Nigeria

Abstract: *This study investigated the quality assurance strategies and their relationship with teachers' productivity in public secondary schools in Education District I of Lagos State. The descriptive survey design was adopted. The population of the study comprised 3,791 teachers of the 99 public secondary schools in Education District I Lagos State. Stratified random sampling technique was used to select 10 schools in the District based on the local government area while simple random sampling technique was used to select 300 teachers in the sampled schools. A self-designed questionnaire was used to collect data from the participants. Data collected were analyzed using descriptive and inferential statistics; percentage and frequency counts to analyze demographic data of participants and to answer the research questions. Pearson product moment correlation was used to test the formulated hypotheses at 0.05 level of significance. The result showed that supervision of school curriculum, use of instructional materials, regular assessments of teachers' teaching records, educational training and development programmes for the teachers, and implementation of government policy to improve teachers' performance all have significant relationship with teachers' productivity in public secondary schools in Education District I of Lagos State. Based on these findings, it was recommended that quality assurance strategies must be put in place to improve teachers' productivity and achieve positive result.*

Keywords: Quality Assurance, Strategies, Teachers, Productivity,

To cite this article: Oni, A. & Oni, T. S. (2022). **Quality Assurance Strategies and Teachers' Productivity in Nigeria.** Kosovo Educational Research Journal, 3(2). 19-49.

¹ Prof. dr. Adesoji Oni (**First and Corresponding Author**) University of Lagos, Nigeria.

² M.A Titilayo Soji-Oni (Federal College of Education (Tech.) Department of English and General Studies, Akoka-Yaba, Lagos, Nigeria

Introduction

Education is considered as the most valuable tool for human capacity building. The National Policy on Education Federal Republic of Nigeria, (2004) states clearly that government recognizes education as the greatest investment that the nation can make to bring about civilization, modernization, development and socio-economic progress. It is the development of the totality of an individual in terms of cognitive, affective and psychomotor domains. It is also expressed in the policy that no nation can rise above the quality of its teachers, if the quality of existing stock of teachers in Nigeria is inadequate, inefficient and ineffective and teaching in low esteem; raising the level of societal enlightenment and the educational standard may be in jeopardy.

Fagbamiye (1987) observed that teachers' lack of dedication to duty has led to a fall in the standard of education. This belief goes to reinforce the idea that teachers do not deserve better treatment than what they are getting at present. However, if the quality of personnel is the capital of the organization, this should be true in the educational system. Teachers are key actors in curriculum innovations and their lack of the right competencies and motivation to fulfill their roles, creates pitfall in education. Education enables an individual to explore his environment. Secondary education is planned for human resource development. It is a preparatory ground for human development, where career abilities are groomed and potentials and talents are discovered and energized. This situation has arisen because of religious, cultural and economic factors. In recent times, many secondary school leavers can neither read nor write accurately. Judging from the products of the Nigerian secondary school, there is a big question mark on level of performance and the productivity of their teachers (Akporehe, 2011).

Quality of education is now an issue of global concern. As the nation's attention is increasingly focused on the outcomes of education, policy makers have undertaken a wide range of reforms to

improve schools, ranging from setting new standards and tests, to redesigning schools, new curricula and new instructional strategies. Rising expectations about what students should know and be able to do, break-through in research on how children learn, and the increasing diversity of the student population have all put significant pressure on the knowledge and skill teachers must have to achieve the ambitious goal demanded of public education. The goal is to ensure that children of all backgrounds master a demanding core curriculum and other materials that will prepare them to assume their civic and social responsibilities in a democratic society and be able to compete within the global economy. The minds of the young need to be exposed to critical thinking, analysis and problem-solving strategies in a fast-changing world.

The adoption of quality assurance in education as an emerging policy perspective in the contemporary world emanated at the World Conference on Education for All led by UNESCO in Jomtien, Thailand, in 1990. Representatives of the international community agreed that all countries should pay greater attention towards improving all aspects of the quality of education and ensuring excellence of all. This is to ensure substantial achievement of recognized and measurable learning outcomes in schools, especially in literacy, numeracy and essential life skills (UNESCO, 2002). Quality assurance, therefore, is one of the most critical tasks facing every nation's educational institutions, so that the societal demands for improved education service delivery would achieve the best learning outcomes that enhance the quality of life of the citizenry (Ayeni, 2010). Some literatures have been written to identify works on quality assurance strategies on teachers' productivity in secondary schools. The literature materials for the study were: conceptualization of quality assurance, availability of good quality teachers, teachers' use of instructional materials, teachers' use of recommended instructional materials and teachers' use of ICT.

Onocha (2002) defined quality as the degree of excellence and that which is relative with attribute and characteristics. Ayodele (2007) asserted that quality assurance entails the quality of teaching personnel, quality of available instructional teaching materials, equipment and facility, school environment and pupils and quality education delivery. It embraces all functions and activities that will ensure that quality of the academic (teaching, curriculum, etc.) and structures (buildings, infrastructure, etc.) will allow an objective review of the quality of the programme/instructional delivery. Morgatrod and Morgan (2004) defined quality assurance as the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards. Some countries such as the United States, Britain, Canada and others have attained high level of quality assurance in their educational systems as a result of some strategies and adequate attention given to teacher education, empowerment, motivation and all other aspects of education. Quality assurance in education is a consistent provision and utilization of high standard resources to foster effective teaching and learning, at every stage and aspect of the educational system. It is meaningful when application of its strategy is not deferred till the end of an educational programme. Productivity is creating or producing knowledge or information or any other thing which has economic, social, and physical, religious, vocational and educational values for the benefit of the individuals and society at large. Oduwaye (2000) described productivity as a measure in terms of the relationship between the quality of inputs such as teaching personnel, instructional materials, pupils' ability, hours of work and others in and out of school factors which are input in the educational system used in the teaching-learning process and the quality of outputs of the system in terms of their examination grades and number of years spent. Quality Assurance in education also deals with proactive means of ensuring quality of inputs in the

teaching-learning process, academic achievement of students and school environment before things get out of hands. Hence, an educational institution of high quality should have high quality students, teachers, facilities, school curriculum and government policies as inputs. Furthermore, the manner in which the inputs are processed from the beginning to the final years of an educational programme and the quality of assessment of the entire teaching-learning activities, also constitute important aspects of quality assurance (Babalola, 2004 & Fasasi, 2006).

Productivity is a term from the industrial age to increase the rate of output. However, as in that old adage, I like to tell efficiency experts, 'If it takes a woman 9 months to have a baby, then two women should be able to do it in half the time. 'This definition of productivity' doesn't fit all situations. If you can teach one student a lesson in 20 minutes, then it should take 40 to teach two? Productivity steps in and one can insert tools and strategies into the process allowing 23 students to be taught the lesson in the same 20 minutes. Fadipe (2000) defined productivity as a measure of how well resources such as information, financial, human and physical are combined and utilized to accomplish specific and desirable results. Sofoluwe (2000) opined that productivity is efficient performance resulting in high level output of goods and services both in quality and quantity with minimal wastes in resources and minimal cost in money, energy and time as well as the users of the product. He further explained on productivity in the school system, that the general education of the learner within the school system can be attributed to the learners, the teachers and the school administrators (principals). The educational output of the learner can be measured in terms of individual achievement. Achievement is used to represent a composite of the change in behavior in the cognitive, affective and psychomotor domains. The extent of the productivity accomplished by the learner is a reflection of an increased change in behavior in an acceptable positive direction.

Adeyemi (2011) emphasized that teachers are important inputs into the educational system. They are the key factors in formal education. Adesina (1981) called them the “key input of a highly-skilled labour resource, while Adeyemi (2004) regarded them as the hub of the educational system. Teachers, therefore, constitute an important aspect in students’ learning. The level of performance in any Nigerian school is intimately related to the quality of its teachers while the quality of any school system is a function of the aggregate quality of teachers who operate it. A productive teacher, therefore, is one who strives to implement the curriculum in such a way as to bring about a productive learner. Hence, this study examined the influence of quality assurance strategies on teachers’ productivity in public secondary schools in Education District I of Lagos State.

Statement of the Problem

Quality assurance in education simply means those things that ought to be done to ensure teachers productivity in any educational system. For teachers to be productive, quality has to be assured in their preparation. Unfortunately, quality of some teachers are so poor, low and substandard this is as a result of poor preparation of teachers program which invariably affects the performance of students in both internal and external examination emanating to low productivity of quality secondary school graduates.

Teaching today holds a very low status in the society and as a result, secondary education is highly neglected and undoubtedly faced with numerous challenges which hinder its effective functioning. Secondary education has recently taken a slow course of development and improvement due to poor quality and standard of education today. There is a high record of poor facilities, inadequate personnel, poor personnel management, outdated curriculum, inadequate teaching and learning aids, unconducive learning environment, inadequate payment of teachers’ salaries, inadequate

availability and poor application of ICT in teaching and learning as well as poor students' outcome. This has greater adverse effect on the level of productivity in all levels of education because of high production of shallow rooted secondary graduate with poor academic performance. Having in mind that quality assurance strategy is quest for the best, high and sustained standard, the important question is, could the quality assurance strategies be associated with teachers' productivity? It was on this basis that this study sought to establish the relationship between quality assurance strategies and teacher productivity in public secondary school in Education District I, Lagos State.

Purpose of the Study

The aim of this study was to examine the quality assurance strategies as they relate to teachers' productivity in public secondary schools in Education District I of Lagos State.

The specific objectives were:

1. To examine if supervision of school curriculum influence teachers' productivity in public secondary schools in Education District I of Lagos State.
2. To determine the extent to which the use of instructional materials influence teachers' productivity in public secondary schools in Education District I of Lagos State.
3. To establish how the regular assessment of teachers' teaching records influence teachers' productivity in public secondary schools in Education District I of Lagos State.
4. To ascertain if educational training and development programmes influence teachers' productivity in public secondary schools in Education District I of Lagos State.
5. To determine the extent to which how implementation of government policy to improve

teachers' performance influence teachers' productivity in public secondary schools in Education District I of Lagos State

Research Questions

The following research questions were raised to guide the conduct of the study:

1. How does supervision of school curriculum influence teachers' productivity in public secondary schools in Education District I of Lagos State?
2. To what extent does use of instructional materials influence teachers' productivity in public secondary school in Education District I of Lagos State?
3. What influence does regular assessment of teachers' teaching records have on teachers' productivity in public secondary school in Education District I of Lagos State?
4. To what extent do educational training and development programmes influence teachers' productivity in public secondary school in Education District I of Lagos State?
5. In what ways does implementation of government policy to improve teachers' performance influence teachers' productivity in public secondary schools in Education District I of Lagos State?

Hypotheses

The following hypotheses were tested:

1. There is no significant influence of supervision of school curriculum on teachers' productivity in Public secondary schools in Education District I of Lagos State.

2. There is no significant influence of use of instructional materials on teachers' productivity in Public secondary schools in Education District I of Lagos State?
3. There is no significant influence of regular assessment of teachers' teaching record on teachers' productivity In Public secondary schools in Education District I of Lagos State.
4. There is no significant influence of training and development programmes on teachers' productivity in Public secondary schools in Education District I of Lagos State.
5. There is no significant influence of implementation of government policy to improve teachers' performance on teachers' productivity in Public secondary schools in Education District I of Lagos State.

Methodology

The study adopted descriptive survey design. A descriptive research design is one which involves collecting of data from selected members of a population in order to determine the current status in that population with respect to one or more variables. This design primarily involves the researcher asking questions about the problem of investigation from a sampled group of people for the purpose of describing the characteristics of a population such as their belief, attitudes, behaviour, opinions, and so on.

The target population of the study comprised 99 public secondary school teachers in Education District I Lagos state comprising of 3791 teachers. The schools are zoned according to local government areas. They are; Agege zone with 21 schools, Ifako-Ijaiye zone with 19 schools and Alimosho zone with 59 schools.

From the public secondary schools in Education District I, ten schools were selected from the three zones using stratified sampling technique. However, 300 participants from the population of teachers were selected from the sampled schools as participants using simple random sampling. The sample was randomly selected with aim of finding out extent to which the quality assurance strategies influenced teachers' productivity in public secondary schools in the District.

The instrument used for this study was a questionnaire. The questionnaire consisted of two sections A and B. Items in section A sought for demographic data of teachers. These include gender, age, qualification and years of experience of teachers. Section B contained a number of statements drawn in lines with the variables of study in which the respondents indicated their choice from the four-point Likert-type rating scale of Strongly Agree (SA), Agree (A), Disagree

The researcher made available the draft copy of the instrument to the project supervisor for content validity where modifications and corrections were made based on supervisor's suggestions.

Twenty copies of the instrument were administered on 20 teachers in a pilot study conducted in two public secondary schools in Somolu LGA and the scores of the instrument was correlated to test its reliability using split-half reliability, where the instrument was divided into two halves; the even numbered items as one-half and odd numbered items as second half. Scores were obtained on each person of pilot study on each half of the study; the two sets of scores were correlated. The correlation coefficient of 0.71 was obtained which showed that the instrument was reliable.

The researcher personally administered the instrument to the sampled teachers in their schools locations and the instrument was retrieved on the spot. The demographic data of the participants as well as the research questions were analyzed and answered respectively using frequency counts

and percentages. The formulated hypotheses were tested using Pearson Product Moment Correlation at 0.05 level of significance.

Results

Demographic Characteristics of Participants

The table below represents the demographic characteristics of participants, these are personal data which involves; gender, academic qualification, age distribution and years of service.

Table 1 : Demographic Characteristics of Participants

		Respondent	Percentage%
Sex	Male	93	46.5
	Female	107	53.5
Academic Qualification	NCE	19	9.5
	BSC(ED), BA(ED), BSC, BA and HND	145	72.5
	MED, MSC	35	17.5
	PHD	1	0.5
	Others	Nil	0
Age Distribution	25 – 30 Years	40	20
	31 – 40 Years	72	36
	41 – 50 Years	59	29.5
	Above 50 Years	29	14.5
Years in Service	1 – 10 Years	84	42
	11 – 20 Years	60	30
	21 – 30 Years	56	28

According to gender, female respondent was 53.5% while 46.5% are male; this shows that there is more female teaching staff than male teaching staff in public secondary schools in Education District I of Lagos state.

Academic qualification shows that 72.5% of the total respondents are First degree holders [BSC(ED)/BA(ED)/BSC/BA and HND], 9.5 % of the respondents have NCE certificates, and 17.5

% are Master's Degree holders. This is satisfactory to the extent that respondents have required educational qualification, which allows them to judge correctly.

In age distribution, 36 % of the total respondents fall between ages of 31 – 40 years. 14.5 % fall between ages of 50 years and above. The age structure shows that teachers within the ages between 31 – 40 years are more in public secondary schools in Education District I of Lagos state than others.

Years in Service revealed that 42 % of respondents have spent 1 – 10 years which is satisfactory enough to know the quality assurance strategies that will increase teachers' productivity.

Answers to Research Questions

Research Questions 1: To what extent does supervision of school curriculum influence teachers' productivity in public secondary schools in Education District I of Lagos State?

Table 2: Response to Research Question on supervision of school curriculum and teachers' productivity.

S/N	Items	A	D	Total
1.	When school curriculum are adequately Supervised, there will be improved teachers' productivity.	300 (100%)	-	300
2.	Properly structured school curriculum increases teachers' performance and productivity.	255 (85%)	45 (15%)	300
3.	School curriculum should be evaluated and updated regularly to improve teachers' productivity.	225 (75%)	75 (25%)	300
4.	Frequent changes in school curriculum improves teachers' productivity.	120 (40%)	180 (60%)	300

Based on the participants' responses on how supervision of school curriculum influence teachers' productivity, a total of 100% agreed that when school curriculum are adequately supervised, teachers are more productive well while non disagreed with this view. Also a total of 85% agreed

that when school curriculums are properly structured, teachers' performance and productivity increases while 15% of the participants disagreed.

A total of 75% of the participants agreed that when school curriculum are updated and evaluated regularly, teachers' productivity improves while the remaining respondent 25% disagreed with this view. Another response from participants shows 40% agreed to the fact that frequent changes in school curriculum improves teachers' productivity whereas 60% disagreed to this fact.

Based on these responses, supervision of school curriculum influences teachers' productivity in public secondary schools in Education District I of Lagos State to a large extent.

Research Question 2: To what extent does use of instructional materials influence teachers' productivity in Public secondary school in Education District I of Lagos State?

Table 3 :Response to Research Question on use of instructional materials and teachers' productivity.

S/N	Items	A	D	Total
5.	When learning resources are utilized, teachers' productivity improves.	270 (90%)	30 (10%)	300
6.	Availability of instructional materials makes teaching easy thereby improves teachers' productivity.	285 (95%)	15 (5%)	300
7.	Teachers must compulsorily use instructional materials during teaching-learning process to improve teacher' productivity.	165 (55%)	135 (45%)	300
8.	Teachers should provide their own instructional materials to encourage increase teachers' productivity.	180 (40%)	120 (20%)	300

A total of 90 agreed from participants that, when learning resources are utilized, teachers' productivity improves while the remaining respondent 10% to this view. Another response from participants' shows 95% agreed to the fact that if instructional materials are available, it makes teaching easy and it improves teachers' productivity whereas 5% disagreed to this fact.

Based on the participants' responses on how use of instructional materials influence teachers' productivity, a total of 55% agreed that if teachers use instructional materials compulsorily during teaching-learning process, teachers are more productive well while 45% disagreed with this view. Also a total of 60% agreed that if teachers provide their own instructional materials, teachers' performance and productivity increases while 40% of the participants disagreed. Based on these responses, it was concluded that use of instructional materials influence teachers' productivity in Public secondary school in Education District I of Lagos State to a large extent.

Research Question 3: To what extent does regular assessment of teachers' teaching records influence teachers' productivity in Public secondary school in Education District I of Lagos State?

Table 4 : Response to Research Question regular assessment of teachers' teaching records and teachers' productivity.

S/N	Items	A	D	Total
9.	Teachers' teaching records is a measure for improved teachers' productivity.	180 (60%)	120 (40%)	300
10.	Regular assessment of teachers' teaching records improve teachers' productivity.	192 (64%)	10 (36%)	300
11.	Teachers' teaching records indicates and specifies the level and outcomes of teachers' performance and productivity.	219 (73%)	81 (27%)	300

Based on the participants' responses on how regular assessment of teachers' teaching records influence teachers' productivity, a total of 60% agreed that Teachers' teaching records is a measure for improving teachers' productivity well while 40% disagreed and with this view. Also a total of 64% agreed that if teachers' teaching records are assessed regularly, teachers' productivity improves while 36% of the participants disagreed.

Another response from participants shows 73% agreed to the fact teachers' teaching records indicates and specifies the level and outcomes of teachers' performance and productivity whereas 27% disagreed to this fact. Based on these responses, it was concluded to a large extent that regular assessment of teachers' teaching records influence teachers' productivity in Public secondary school in Education District I of Lagos State.

Research Question 4: To what extent do educational training and development programmes influence teachers' productivity in Public secondary school in Education District I of Lagos State?

Table 5 : Response to Research Question on educational training and development programmes and teachers.

S/N	Items	A	D	Total
12.	Teachers that attend training programmes tend to be more productive than teachers who don't	240 (90%)	30 (10%)	300
13.	Training improves teachers' knowledge on new innovations and ideas on subject matters which improves teachers' productivity.	240 (80%)	60 (20%)	300
14.	Regular in-service training for teachers can boost teachers' productivity. improve teacher' productivity.	285 (95%)	15 (5%)	300
15.	Teachers learn more in workshops and seminars which in turn leads to improve teachers' productivity.	225 (75%)	7 (25%)	300

Based on the participants' responses on how educational training and development programmes influence teachers' productivity, a total of 80% agreed that teachers that attend training programmes tend to be more productive than teachers who don't while 10% disagreed with this view. Also a total of 80% agreed that training improves teachers' knowledge on new innovations and ideas on subject matters which improves teachers' performance and productivity while 20% of the participants disagreed.

A total of 95% agreed from participants that when there is regular in-service training for teachers, teachers tend to be more productive while the remaining respondent 5% disagreed to this view. Another response from participants' shows 75% agreed to the fact that teachers learn more in workshops and seminars which lead to increase in teachers' productivity whereas 25% disagreed to this fact. Based on these responses, to a large extent, educational training and development programmes influence teachers' productivity in Public secondary school in Education District I of Lagos State.

Research Question 5: To what extent does implementation of government policy to improve teachers' performance influence teachers' productivity in Public secondary schools in Education District I of Lagos State?

Table 6 : Response to Research Question on implementation of government policy to improve teachers' performance and teachers' productivity.

S/N	Items	A	D	Total
16.	Implementation of good government policy on education will improve teachers' productivity.	285 (95%)	15 (5%)	300
17.	When teachers are involved in making educational policies, it improves teachers' productivity.	210 (70%)	90 (30%)	300
18.	Frequent changes in government policies on education enhance teachers' performance and productivity.	75 (25%)	225 (75%)	300
19.	Government policies to increase teachers' salaries improves teachers' productivity.	180 (60%)	120 (40%)	300
20.	Government policies to provide conducive teaching environment and infrastructure improves teachers' productivity.	180 (60%)	120 (40%)	300

A total of 95% agreed from participants that implementation of good government policy on education will improve teachers' productivity when while the remaining respondent 5% disagreed with this view. Another response from participants shows 70% agreed to the fact that when

teachers are involved in making educational policies, it improves teachers' productivity whereas 30% disagreed to this fact.

A total of 25% agreed that if government policies on education is changed frequently, teachers' performance and productivity improves while 75% disagreed with this view. Also a total of 60% agreed that if government increases teachers' salaries teachers' performance and productivity increases while 40% of the participants disagreed. Another response from participants shows 60% agreed that if government provides conducive teaching environment and infrastructure, it improves teachers' productivity whereas 40% disagreed with this fact. Based on this response, implementation of government policy to improve teachers' performance influence teachers' productivity in Public secondary schools in Education District I of Lagos State to a large extent.

Testing of Research Hypotheses

Hypothesis One

There is no significant influence of supervision of school curriculum on teachers' productivity in Public secondary schools.

Table 7: Relationship between supervision of school curriculum and teachers' productivity in Public secondary schools in Education District I of Lagos State.

Variable	N	\bar{X}	SD	DF	r-Cal	r-Crit	Decision
Supervision of School Curriculum	300	9.70	3.01	198	0.98	0.195	Rejected
Teachers' Productivity		9.04	2.67				

$$P < 0.05$$

Since the calculated value of $r = 0.98$, is greater than the critical value of $r = 0.195$ at 198 degrees of freedom and 0.05 level of significance. The null hypothesis was rejected. This means that there is a significant influence of supervision of school curriculum on teachers' productivity.

Hypothesis Two

There is no significant influence of the use of instructional materials on teachers' productivity in Public secondary schools in Education District I of Lagos State?

Table 8: Relationship between use of instructional materials and teachers' productivity in Public secondary schools in Education District I of Lagos State.
in Public secondary schools in Education District I of Lagos State.

Variable	N	\bar{X}	SD	DF	r-Cal	r-Crit	Decision
Supervision of School Curriculum	300	10.48	5.05	198	0.76	0.195	Rejected
Teachers' Productivity		9.01	4.19				

$P < 0.05$

Since the calculated value of $r = 0.76$, is greater than the critical value of $r = 0.195$ at 198 degrees of freedom and 0.05 level of significance. The null hypothesis was rejected. This means that there is a significant influence of the use of instructional materials and teachers' productivity.

Hypothesis Three

There is no significant influence of regular assessment of teachers' teaching record on teachers' productivity In Public secondary schools in Education District I of Lagos State.

Table 9: Relationship between regular assessment of teachers' teaching record and teachers' productivity in Public secondary schools in Education District I of Lagos State.
in Public secondary schools in Education District I of Lagos State.

Variable	N	\bar{X}	SD	DF	r-Cal	r-Crit	Decision
Supervision of School Curriculum	300	8.16	2.63	198	0.99	0.195	Rejected
Teachers' Productivity		6.71	1.89				

$P < 0.05$

Since the calculated value of $r = 0.99$, is greater than the critical value of $r = 0.195$ at 198 degrees of freedom and 0.05 level of significance. The null hypothesis was rejected. This means that there is a significant influence of regular assessment of teachers' teaching record on teachers' productivity.

Hypothesis four

There is no significant influence of training and development programmes on teachers' productivity in Public secondary schools in Education District I of Lagos State.

Table 10: Relationship between training and development programmes and teachers' productivity in Public secondary schools in Education District I of Lagos State.
in Public secondary schools in Education District I of Lagos State.

Variable	N	\bar{X}	SD	DF	r-Cal	r-Crit	Decision
Supervision of School Curriculum	300	8.16	2.63	198	0.99	0.49	Rejected
Teachers` Productivity		6.71	1.89				
$P < 0.05$							

Since the calculated value of $r = 0.99$, is greater than the critical value of $r = 0.195$ at 198 degrees of freedom and 0.05 level of significance. The null hypothesis was rejected. This means that there is a significant influence of training and development programmes on teachers' productivity.

Hypothesis Five

There is no significant influence of implementation of government policy to improve teachers' performance on teachers' productivity in Public secondary schools in Education District I of Lagos State.

Table 11: Relationship between implementation of government policy to improve teachers' performance and teachers' productivity in Public secondary schools in Education District I of Lagos State.

Variable	N	\bar{X}	SD	DF	r-Cal	r-Crit	Decision
Supervision of School Curriculum	300	12.16	3.73	198	0.95	0.195	Rejected
Teachers` Productivity		11.67	3.49				
$P < 0.05$							

Since the calculated value of $r = 0.95$, is greater than the critical value of $r = 0.195$ at 198 degrees of freedom and 0.05 level of significance. The null hypothesis was rejected. This means that there is a significant influence of implementation of government policy to improve teachers' performance on teachers' productivity.

Discussion of Findings

Hypothesis one states that there is no significant influence of supervision of school curriculum on teachers' productivity. Since the calculated value of $r = 0.98$ is greater than the critical value of $r = 0.195$ at 198 degree of freedom at 0.05 level of significance, the null hypothesis was rejected. This means that there is significant influence of supervision of school curriculum on teachers' productivity. This finding was in line with Mgbodile (2000), Ukeje (2000) and Ibukun (2003) discovered in their studies that the problem of curriculum implementation in Nigeria does not lie with knowledge and adequate policies but effective planning and sustained implementation. They attributed the failure of such educational programmes in Nigeria to several factors. Among these are teacher factors (shortage of teachers, inadequate training and poor motivation of teachers). Iyeke, P. O. (2013) discovered that one of the problems emanating from the UBE programme and curriculum implementation is population explosion in primary and junior secondary schools. Free

compulsory education brought many children into the school system without the schools being prepared for it. It is in the attempt to cope with the possible Astronomical increase in pupil enrolment at the Basic Education subsector that the Federal Government of Nigeria introduced the Federal Teachers Scheme (FTS) in 2006.

Hypothesis two states that there is no significant influence of the use of instructional materials on teachers' productivity. Since the calculated value of $r=0.76$ is greater than the critical value of $r=0.195$ at 198 degree of freedom at 0.05 level of significance, the null hypothesis was rejected. This means that there is significant influence of the use of instructional materials on teachers' productivity. This was in line with the report by Jacob (1999), that the benefits of instructional media include: (a) promoting increased learning; (b) providing the learners the opportunities of direct interaction with the realities of their social and physical environment; (c) providing the learner with opportunities for independent and individualized learning; (d) promoting greater acquisition and longer retention of factual knowledge; (e) offering rich opportunities for students to develop communication skills while actively engaged in solving meaningful problems; and (f) offering a variety of experiences which stimulates self-activity on the part of the learner. Also noted by Adekunle (2008), transfer of learning is only possible if experience is meaningful, real and purposeful. Also, Abolade (2014) asserted that cost effectiveness criteria refer to the amount of time, money, effort etc involved in procuring and using the materials viz-a-viz the accomplishment of the learning objectives. In this area of eroding financial supports given by the Federal Government to finance education, the State Ministries of Education must consider carefully before selecting a material for use in schools. Similarly, a teacher must take into consideration whether or not it worth it to recommend a text book on a particular subject when that book does not actually cover all the specific areas in the subject syllabus. It is equally

inexpedient to procure a video recording set with his actual fact; there are more urgent things to satisfy in an educational instruction. Beck and Gaguilo (1983) assert that continued stressful situation seriously deplete the teacher's emotional and physical resources leaving him unable to cope with further distress.

Hypothesis three states that there is no significant influence of regular assessment of teachers' teaching record on teachers' productivity. Since the calculated value of $r=0.99$ is greater than the critical value of $r=0.195$ at 198 degree of freedom at 0.05 level of significance, the null hypothesis was rejected. This means that there is significant influence of regular assessment of teachers' teaching record on teacher's productivity. This finding was in line with charterhouse square school (2012), the assessment record in its learning has the same functions as the old-fashioned paper grade book. Managing the grades of an entire class in its learning makes the grading process easier, and the teachers have a clearly-set-out overview when the final assessment is to be decided. Assessment of teaching record is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It has a major role to play in increasing levels of achievement within the school. It is believed that effective assessment of teacher's teaching records provides information to improve teaching and learning. Springer (2011) asserted that record keeping tracks students' progress and provides evidence to support the grading decisions. Developing good record-keeping habits is essential for organizing, processing, and communicating the students' understanding of the curriculum.

Hypothesis four states that there is no significant influence of training and development

programmes on teachers' productivity. Since the calculated value of $r=0.99$ is greater than the critical value of $r=0.195$ at 198 degree of freedom at 0.05 level of significance, the null hypothesis was rejected. This means that there is significant influence of training and development programmes on teacher's productivity. This is in line with Owens (2006) had a similar finding in his study of training and organizational outcomes. Although Owens' study cantered on the overall impact of training he was able to find a correlation between commitment and turnover. The study found that employees that had a higher level of commitment also had a higher level of "turnover cognitions". A higher score in "turnover cognitions" indicated that the employee had a more favourable attitude and was less likely to consider turnover. By applying the results of his survey to independent t-tests, Owens was able to determine that trained employees had a mean turnover cognition of 31.15 and organizational commitment of 83.54. In comparison, the untrained employees had a mean of 28.94 for turnover and 75.87 for Schmidt Labor Research center Seminar Research series 3 commitment. These statistics are relevant as they are representative of the inverse relationship of commitment and turnover. By separating the trained and untrained employees, Owens was able to show that the more committed employees are, the less likely they will consider turnover. The aforementioned studies are representative of much of the research available relating to commitment and turnover. Commitment has a significant and positive impact on job performance and on workforce retention. The underlying belief is that a more committed employee will perform better at their job (Walton, 1985).

Hypothesis five states that there is no significant influence of implementation of government policy to improve teachers' performance on teachers' productivity. Since the calculated value of $r=0.95$ is greater than the critical value of $r=0.195$ at 198 degree of freedom at 0.05 level of significance, the null hypothesis was rejected. This means that there is significant influence of

implementation of government policy to improve teachers' performance on teacher's productivity. This was also confirmed by McKinney (2014) which is unequivocal in its conclusions – the best school systems do three things: recruit the best teachers, develop them well and target support at students who need it most. In US research, an eight year-old consistently given a teacher in the top quintile of performance was found to perform 50 percentile points better three years later than a similarly performing eight year-old consistently given a teacher in the bottom quintile of performance. Internal Department for Education analysis suggests that this translates into a difference of between 6.7 and 7.9 National Curriculum points at key stage two – which is more than two years' progress. Analysis of data in England shows much the same (Slater, Davies and Burgess, 2009): good teachers make a substantial difference to overall attainment and progress, and this can be shown to be likely to have an impact on GCSE grades. Likewise, the DFES VITAE study. (Day et al, 2006) shows that in relation to pupil progress, the influence of the teacher was more important than pupils' background characteristics. So, the evidence is clear that improving average teacher quality has considerable potential for improving educational standards. The key question is therefore what should be done to improve teacher quality.

The paper claims that three strategies are effective and reform should focus on these elements: recruiting more of the most effective people; improving their initial training and induction; and improving the systems for their professional development. The latter element has been stressed by Professor Dylan William of the IOE who believes that we should stop focusing on how to get rid of poor teachers, because there is no guarantee that they will be replaced by better ones, and instead focus on better in profession training and CPD for the teachers we already have. According to the policy paper 2010 to 2015 from Department for Education, GOV.UK, To improve standards in schools, we need to raise the quality of teachers and leadership through; raising the status of the

teaching profession to make it more attractive to top graduate; make sure that teachers receive solid training that gives them the practical skills they will need; and give teacher access to high quality professional development so they can continue to improve throughout their careers.

Summary of the Study

This research work was conducted to examine the quality assurance strategies and teachers' productivity in Public secondary school in Education District I of Lagos State. The survey research design was used in carrying out the study since required the collection of data from a large number of participants within the limited time scheduled for the completion of the project. Relevant research questions and hypotheses were answered and tested respectively to show the findings of the study.

A questionnaire was designed by the researcher and validated by the supervisor and it was administered on the participants for the generation of the required data. A total number of 300 participants comprising male and female teachers were selected through simple random sampling method as the sample for the study. The analysis of the data collected from participants was carried out with the use of percentage and frequency distribution tables, while the hypotheses earlier stated in the study were tested with the Pearson Product Moment Correlation Coefficient statistical tool. The following are the findings; there was significant influence of supervision of school curriculum on teachers' productivity; there was significant influence of the use of instructional materials and teachers' productivity; there was significant influence of regular assessment of teachers' teaching record on teachers' productivity; there was significant influence of training and development programmes on teachers' productivity; there was significant influence of implementation of government policy to improve teachers' performance on teachers' productivity.

Implication of Finding for Policy

Quality assurance in education is a consistent provision and utilization of high standard resources to foster effective teaching and learning at every stage and aspect of the educational system. It is meaningful when application of its strategy is not deferred till the end of an educational programme thus, may adversely affect teachers' productivity. The implications of finding for policy this study offers includes; Government providing schools with modern technologies which can generate lot of materials to the teachers to aid them in making subject matter more meaningful, clear and vivid in the classroom. They should also assist in building a conducive environment for school where audiovisual and ICT resources can be used to improve teaching- learning process. Since education remains the largest industry, government should continue to ensure that funds, instructional materials and teaching personnel are made available for the sector. There must be critical review of available literature on the subject of availability of professionally trained teachers in public secondary schools, so as to reduce and bring back to normal the wide gap between the curriculum recommendation and the reality on ground.

Teacher should be the central figure in the implementation of the curriculum process, because teacher is the key factor in determining the qualities and successes of any learning programmes. Competent teachers who understand how to use the curriculum materials effectively are needed in our system.

Implication of Finding for Practice

Teachers are the key to students' success academically because without effective teaching, effective learning cannot take place. Teachers play a vital role in making the students understand the topic. Teachers should ensure they have a good mastery of the subject matter, they should prepare very well before going to class. Teachers should adopt the use of contextual and learning theory, especially in teaching of lexis and structure, composition and essay writing skills. This will help the teacher relate the topic to real life situation as it motivates making connection between knowledge and its application, which will in turn, improves teachers' productivity. Teachers' records must be up to date and continuously checked to get the actual performance of students in terms of their academics, morals etc, to be able to know where attention is needed concerning the students. The school authority should provide necessary teaching aids for teachers use. More time (or periods) should be allotted to the teaching and learning on the time table. The school authority should help to update teachers by organizing workshops, in-service training and seminars on a regular basis. They should monitor teachers' activities, ensuring that they are in class at the appropriate time and also ensure that the school environment is conducive enough for effective learning.

Conclusion and Recommendations

Based on the finding of the study, school curriculum needs to be supervised on a regular period so as to ensure it meets the changes in trend of modern education system. Instructional resources and materials, teaching resources, audiovisual aids, instructional media and instructional technology must be provided and be used by the teacher to ensure effective teaching and learning. Training programme, Orientations, Workshops and Seminar must be organized regularly to ensure staff development in terms of skills and knowledge on innovations in teaching. Monitoring of teaching-learning process through performance of student can be also carried out through

assessment of teachers' teaching records. Policy makers expect each teacher to possess some records for teaching purpose which involves; detailed scheme of work, diary of daily record of work and anecdotal records. Government should implement policies to improve teachers' performance in terms of facilities, conducive environment, remunerations, funds, security etc.

Quality assurance strategies in education involves method of achieving the educational goals through monitoring processes, systematic measures and comparison with educational standard thereby ensuring that quality of inputs in the teaching-learning process, achievement of student and school environment are closely monitored, supervised and evaluated before things get out of hand. Educational institution of high quality should have high quality students, teachers, facilities, school curriculum and government policies as inputs. Furthermore, the manner in which the inputs are processed from the beginning to the final year of an educational programme and the quality of assessment of an entire teaching-learning activities also constitute important aspects of quality assurance and educational resources such as; information, financial, human and physical when combined and utilized to accomplish specific and desirable result, bring about productivity.

References

- Adekunle, M. O. (2008). Method and resources in teaching social studies. Retrieved April 10, 2008 from <http://www.ijeunilorin.net/alphabeticlist.php>
- Aitken, J. E. (2004). Teachers' welfare problems: Implications for education in the 21st century. Unique research chronicle. *Journal of the University of the North, South Africa*, 2(2). 48-61
- Al-Mutawa, N. & Kailani, T. (1989). *Methods of teaching English to arab students*. Harlow: Longman
- Apeyuan, K. D. & Anondokaa, M. A. (2001). *Enhancing performance by conductive work*. Nigeria. 1(1), 73
- Ayeni. K. P. (2010). Quality and productivity of teachers in selected public secondary schools in Oyo State, *Journal of Social Sciences*, 5(1) 10 – 12

- Ayot, N. O. & Briggs, D. (1992). *Economics of the education*. Nairobi: Educational Research and Publication
- Beeby, C. E. (1966). *The quality of education in developing countries*. Massachusetts: Harvard University Press
- Boraham, N. G. & Ziarati, R. (2002). Developing quality criteria for application in higher education sector in Turkey. *Total Quality Management*,
- Bridges, C. B. (1986). *Training and retraining of teachers*. London: nriggles Educational Publication
- Clark, S. A. & Starr, G. S. (2002). *Methods of teaching in middle school and high schools*. Boston: Harper
- Cullen, R. (1994). Incorporating a language Improvement Component in Teacher Training Programmes.
- Darling – Hammond, L. (2000). Teacher quality and student achievement: a review of state policy evidence. *Educational Policy Analysis. Archives*, 8(1)
- Eshiwani, A. S. (1986). *A studies of women's access to higher Education in Kenya*. Kenya: Vanview Publication
- Federal Ministry of Education. (2004). *National Policy on Education*. Lagos: NERDC
- Fester, M. G. D. (1996). *Philosophy of research on teaching*. In M. C. Wittrock (Eds). Handbook of research and teaching (3rd ed). New York: Macmillan
- Garuba, A. (2003). Teachers and teaching in Nigeria. A paper presented in 11th biennial conference of international study association for teachers and teaching (ISATT). Leiden, Netherland. Retrieved June 14, 2006, from <http://www.isatt.org>
- Gaynor, W. J. (1998). Teachers' development: what went wrong? In K. Fieldgat (Eds.), *Helping to establish a culture of learning and teaching in South Africa*. South Africa: Wordflute Press Publications
- Goldhaber, D. D. & Brewer, D. J. (1997). Evaluating the effect of teacher degree level on educational performance. In W. J. Fowler (Ed.), *Developments in school finance*. Washington, D.C. National Center for Education Statistics
- Kyriacou, C. (1975). *School teacher association study*. Chicago: University of Chicago Press Limited
- Lafayette, R. C. (1993). Subject matter content: what every foreign language teacher needs to know. In G. Gunterman (Eds.), *Developing language teachers for a changing world*. Chicago: national Text Book Company
- Lemleck, J. K. (2000). *Curriculum and instructional methods for elementary school*. New York: Macmillan publishing Company

- Maduewesi, B. A. (2008, August). *International Journal of Evidence Based Coaching and Mentoring*, Vol. 6, No.2, Page 45
- Medley, D. (1991). Assessing teacher performance from observed competency indicators defined in class teachers. *Journal of educational research*.
- Mezieobi, K. A. (1992). *Theme in social studies education in Nigeria*. Owerri: Whyte and Whyte Publishers
- Mezieobi, K. A. (2004). Evaluation of the implementation of the junior secondary school social studies curriculum in Abia State. Unpublished doctoral dissertation, delta State University, Abraka, Nigeria.
- Nakpodia, E. D. (2008). The role of educational administration in the promotion of in-service teacher education for primary school teachers in Nigeria. *Current issues in educational management in Nigeria*. Benin City: Ambik Press
- National Assessment and Accreditation Council (NAAC) (2007). *Qualtiy indicators for teacher education*
- NCSS. (1993). Standard for teaching and learning in the social studies. Washington D.C: National Council for the Social Studies
- Nwadiani, M. (2008). Education in foreign countries. Lessons for policy planning and practice. Benin City: Monose Amalgamates
- Odejide, A. I. (2007). Quality and relevance in University of Ibadan's general studies programme: *A public lecture to commemorate the general studies programme's*. Twenty-first anniversary of University of Ibadan, Nigeria
- Oganwu, P. (2004). The effectiveness of guided discussion, problem solving, inquiry and expository lecturer strategies on social concept attainment. Unpublished doctoral dissertation, Delta State University, Abraka, Nigeria
- Ogonor, B. O. (1992). Methods of teaching social studied in primary schools. In M. A. Izuagie (Eds.), *Subject methods NEC series*. College of Education, Benin City
- Ojwang, J. A. (1995). A study of quality of education in private schools in Siaya and Kisumu districts. Unpublished doctoral dissertation, Moi University, Kenya
- Okobia, E. L. (2009). An assessment of the implementation of the junior secondary school social studies curriculum in Edo State. Unpublished doctoral dissertation, University of Benin, Benin City
- Ololobou, Y. P. S. (1989). Social studies: the search for a definition. *Nigeria Journal of Social Studies*.
- Ololobou, Y. P. S. et al. (1999). *Dimension of social studies*. Pankshin: Academic Trust Fund

- Otieno, K. (1997). The relationship of role overload, locus of control, years of teaching experience and gender to perceived burn out among secondary school teachers in Nairobi. Unpublished doctoral dissertation, Kenyatta University
- Psacharopolons, G. & Woodhalla, M. (1985). Education for development. *An analysis of investment choice*. New York: Oxford University Press
- Reilly, D. H. (2000). The learner centered high school prescription for adolescent success in education. Winter . 121(2), 219
- Stigler, E. W. & Hiebert, J. (2002). The teachers gap, best ideas from the world's teachers from improving education in the classroom sample of school. The research bulletin No 11
- Thias, J. E. & Camoy, C. M. (1972). Learning from teaching. *A developmental perspective*. Boston: Allyn and Beacon