



Perceived Impact of Quality Assurance on Teachers' Job Performance in Nigerian Context

Jibril Almustapha^{1*}, Abbas Sani Dahiru², Hafsatu Abubakar³, Raihana Kabir Ibrahim⁴

¹Faculty of Education, Zamfara State University Talata Mafara, Nigeria

^{2,3}Department of Educational Foundations, Federal University Gusau, Nigeria

⁴Sa'adatu Rimi University of Education, Kumbotso, Kano State, Nigeria

Corresponding Author: Jibril Almustapha jibrilalmustapha@gmail.com

ARTICLE INFO

Keywords: Quality, Quality Assurance, Teacher, Teacher Performance

Received : 22, July

Revised : 21, August

Accepted: 30, September

©2024 Almustapha, Dahiru, Abubakar, Ibrahim: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study was purposely conducted on the assessment of the impact of quality assurance on teachers' job performance in senior secondary schools in Gusau Education Zone, Zamfara State, Nigeria. To maintain accuracy of the results, the data analysis was conducted on Statistical Package for the Social Science (SPSS) version '29. The study expressed the statistical value of ($r=0.613$, $P<0.05$), denoting that there exist a moderate significant relationship between quality assurance and teachers' job performance among senior secondary schools in Gusau education zone, Zamfara State. Based on findings the study recommends that there is need for the government should encourage quality assurance in education by providing human and financial resources required for effective quality assurance exercise in public secondary schools. The government in collaboration with relevant stakeholders in educational sector should maintain the culture of trainings, workshops, and seminars for teachers and school administrators to participate in the process of actualising an efficient quality assurance practices. Furthermore, school principals and in-service teachers should support the government's policies in promoting quality assurance initiatives while discharging the professional duties in their respective schools.

INTRODUCTION

Education is the process of developing human understanding and awareness, with the aim of enhancing the quality of life for both the nation and its people. Thus, it is crucial to recognize that education is shaped by teachers, who play a vital role in any educational system (Eziamaka et al., 2022). Education is a purposeful activity directed toward achieving specific goals, such as imparting knowledge, building skills, or shaping character. It encompasses the teaching and learning processes, particularly within schools and universities. Through education, individuals develop traits, abilities, and behaviours that are valued in their society. Ikegbusi (2014) emphasized that the quality of a nation cannot surpass the quality of its teachers. High-quality teachers lead to high-quality education, which is key to fostering changes in personal values, beliefs, and attitudes. Education also helps preserve the socio-cultural framework and equips individuals with skills that benefit both themselves and society (Ikegbusi, 2014). In the field of education, the performance of teachers significantly impacts the achievement of educational goals. No education system can exceed the capabilities of its teachers (Federal Republic of Nigeria [FRN], 2013). There is no doubt that teachers' contributions are crucial for the future development of the country (Eziamaka et al., 2022). High school teachers are expected to fulfil their core responsibilities of teaching and behaviour management in a way that ensures effective learning for all students in relation to educational objectives (Ikegbusi, 2018).

Ideally, a teacher, more formally an educator, is a person who helps impart knowledge, abilities, or virtues to students through the practice of education. A teacher's main job is to teach in a way that makes it easy for students to learn. Good teachers instil confidence in their students and demonstrate behaviour in different ways for different learners and styles. To be a good teacher, a teacher must create effective lesson plans, engage students, and follow up with feedback in the form of class evaluations (Okebukola, 2012). The role of the teacher is very important for effective and efficient learning. He is expected to make significant contributions including: Properly plan class notes, conduct effective lessons, properly monitor and evaluate student performance, provide regular feedback on student performance, improvise teaching materials, keep appropriate records, and monitor student performance appropriately, discipline etc. Job performance is determined by how an individual performs his or her job. The performance of teachers' tasks plays a fundamental and dynamic role in the educational system. It is said that good student performance depends on the effective guidance of teachers.

Quality assurance, on the other hand, is a quality control process that establishes standard policies and procedures to prevent quality problems and maintain the integrity of a product or service throughout development. Quality assurance defines the effectiveness of the school for the benefit of the learner as an individual and for the development of financial education. Quality assurance involves systematic reviews to maintain and improve the quality, equity, and efficiency of educational services. This includes permanent self-evaluation of schools (including supervision), teacher and principal

evaluations, and student evaluations. Therefore, quality assurance in the educational system becomes an umbrella for many activities focused on improvisation (Okebukola, 2012). Quality assurance in the Nigerian education system presupposes the ability of the various objectives of the Ministry of Education to meet the expectations of the workforce regarding the quality of skills required for performance. The need for quality assurance in the education system cannot be overemphasized. Therefore, quality of education is a paradigm shift from the traditional practice of school inspection to a process of monitoring and evaluation, where practices are carried out according to established standards that lead to improved learning outcomes for learners. Therefore, quality assurance is a dimensional concept that encompasses various functions and activities of the educational system.

Furthermore, Quality assurance involves establishing a system to maintain and enhance standards within a specific organizational context. In education, it refers to the attitudes, objectives, actions, and procedures that, combined with quality control measures, ensure that academic standards are upheld and improved. This includes ensuring the quality of teaching staff, instructional materials, equipment, facilities, and the overall school environment, as well as the delivery of quality education. Quality assurance also encompasses all activities that ensure the academic quality (such as teaching and curriculum) and physical structures (like buildings and infrastructure) are subject to objective evaluation for program effectiveness (Fadokun, 2005).

Okaforcha and Eucharia (2021) describe quality assurance as a holistic practice aimed at enhancing organizational performance by fostering a strong culture of quality. It involves developing a set of values that make every employee aware that quality is the primary objective of the organization. Quality assurance includes procedures designed to ensure that a product or service meets specific quality standards or client requirements. It is a fundamental aspect of organizational performance and a critical part of management, guiding employees' efforts toward organizational goals. Akinboye (2005) explains that quality control involves motivating followers to pursue goals that align with the values, motivations, and aspirations of both leaders and followers.

These functions and activities include educational research, teaching, and services for the construction of facilities and equipment for students, communities and academic environments. Quality assurance aims to improve teachers' performance in their teaching work and curriculum implementation. Teachers are solely responsible for implementing the curriculum and rely on learning materials, classroom management, appropriate teaching methods, sound lesson planning, punctuality, and participation in decision-making (Adebayo, 2009). It is against this background this study intends to investigate assessment of quality assurance on teachers' job performance in senior secondary schools in Gusau education zone, Zamfara State, Nigeria.

Educational standards represent the learning objectives that outline what students should know and be able to do at each grade level. However, it has

been observed that these standards have declined across all levels of education, particularly at the primary level. The key factors contributing to this decline include inadequate funding for education, poor implementation of educational policies and programs, and a negative attitude towards schoolwork.

In line with this, UNICEF (2013) and Musa (2016) noted that quality assurance has been identified as one of the significant challenges hindering educational development in Zamfara State. In recent years, studies have shown that Zamfara State continues to face setbacks in its educational sector, evidenced by the poor performance of students in both internal and external examinations. This highlights the impact of quality assurance on teachers' job performance in senior secondary schools in the Gusau Education Zone, Zamfara State, Nigeria.

LITERATURE REVIEW

Educational standards represent the learning objectives that outline what students should know and be able to do at each grade level. However, it has been observed that these standards have declined across all levels of education, particularly at the primary level. The key factors contributing to this decline include inadequate funding for education, poor implementation of educational policies and programs, and a negative attitude towards schoolwork.

In line with this, UNICEF (2013) and Musa (2016) noted that quality assurance has been identified as one of the significant challenges hindering educational development in Zamfara State. In recent years, studies have shown that Zamfara State continues to face setbacks in its educational sector, evidenced by the poor performance of students in both internal and external examinations. This highlights the impact of quality assurance on teachers' job performance in senior secondary schools in the Gusau Education Zone, Zamfara State, Nigeria.

H01: There is no significant relationship between quality assurance and teachers' job performance among senior secondary schools in Gusau education zone, Zamfara State.

METHODOLOGY

The research design used for this study was descriptive-correlational design. The population of the study comprises the 63 school administrators of senior secondary schools in Gusau education zone. According to Zamfara Ministry of Education (2021) the zone comprises four (4) Local Government Areas/municipalities, they are: Gusau (24 Schools Principals), Tsafe (14 School Principals), Bungudu (17 School Principals), and Maru (8 School Principals). A total number of forty-one (41) schools principals were selected proportionately as sample size in the study using Research Advisors (2006) sample size determination table.

A cluster sampling technique was employed in determining the sample size of participants in this study. Cluster sampling is a technique in which population is divided into groups. This study therefore divided the population into Local Government Areas/Municipalities wherein the sample size was

determined, hence the questionnaires were randomly distributed among the principals in the schools. The instrument for data collection was a structured questionnaire titled "Assessment of Quality Assurance on Teacher's Task Performance for Effective Management of Post Basic Schools (AQATPM)." The validity and reliability of the instrument was determined using test and re-test technique through the guide of experts in educational research who assessed the language, adequacy, and relevance of the items to answer the research questions, while keeping in mind the purpose of the study. Based on the experts' feedback, corrections and modifications were made to the questionnaire, resulting in a final version that is considered to be valid.

The respondents in this research work were senior secondary school's principals in Gusau education zone, Zamfara State. The data collection exercise was conducted through on-field visitation (survey approach) to the sampled senior secondary schools whereat copies of the questionnaire instrument were administered and returned.

For the purpose of data analysis, the study utilized two statistical tools namely: descriptive and inferential statistics. Descriptive statistics was applied to analyse the respondents' demographic data using Frequency Distribution (F) and Simple Percentage (%). While, inferential statistics was employed to assess the strength and significance of the correlation between the two research variables (Quality assurance and teachers' performance), using Pearson's Product-Moment Correlation Coefficient in SPSS version 29.

RESULTS AND DISCUSSION

Table 1. Demographic Data of the Respondents

Demography	Category	Frequency	Percentage (%)
Sex:	Male	30	88.24
	Female	4	11.76
Qualification:	B.Sc/B.Ed	25	73.53
	M.Sc./M.Ed	9	26.47
	Ph.D	0	0
Years of Experience:	10 - 15	4	11.76
	16-19	13	35.29
	20 - above	18	52.94
Total		34	100

Source: Researchers' Field Survey, 2024

Table 1 observed that 30 respondents (88.34%) were male, while 4 respondents (11.76%) were female. This indicates that the majority of senior secondary school principals in the Gusau education zone are male, with female principals being fewer.

In terms of educational qualifications, 25 respondents (73.53%) held a B.Sc/B.Ed, while 9 respondents (26.47%) had an M.Sc/M.Ed. None of the participants had a Ph.D. This suggests that most senior secondary school

principals in the Gusau education zone possess a Bachelor’s Degree, with fewer holding a Master’s Degree.

In terms of in-service experience in teaching profession, 4 respondents (11.76%) had 10 to 15 years of service, 13 respondents (35.29%) had 16 to 19 years, and 18 respondents (52.94%) had 20 years and above. This data indicates that the majority of senior secondary school principals in the Gusau education zone have 20 and above years of experience, followed by those with 16 to 19 years, and the least experienced group has 10 to 15 years.

Hypothesis Testing

H₀₁ There is no significant relationship between quality assurance and teachers’ job performance among senior secondary schools in Gusau education zone, Zamfara State.

Table 2. The Pearson Product Moment Correlation Analysis on the Relationship Between Quality Assurance and Teachers’ Job Performance

Variable	Quality Assurance	Teachers’ Job Performance
Quality Assurance	1	0.613
Sig. (2-tailed)		0.05
N	41	41
Teachers’ Job Performance	0.613	1
Sig. (2-tailed)	0.05	
N	41	41

Source: Researcher’s Field Survey, 2024. Note: Correlation is significant at $p < 0.05$ (2-tailed)

Based on the Pearson Product Moment Correlation Coefficient results ($r=0.613$, $p < 0.05$), there is a moderate significant relationship between quality assurance and teachers' job performance in senior secondary schools within the Gusau education zone, Zamfara State. Since the correlation is significant, this evidence led to the rejection of the null hypothesis, which posited that there is no significant relationship between quality assurance and teachers' job performance.

The findings of the study revealed that there exists a strong relation between quality assurance and teachers’ performance. This finding is in line with that of Kissa and Wandela (2022) who conducted a study on Secondary School Teachers’ Perceptions on Quality Assurance’s Feedback Reports for Effective Teaching in Morogoro Municipality, Tanzania; the authors observed in their study that quality assurance is potentially one of the key factors that

help in the enhancement and/advancement of teachers' performance, profession growth and improvement in secondary schools. The finding is also in agreement with that of Agatha (2015) who conducted a study on teachers and quality assurance in education. In his study Agatha established that there exist a strong yet significant correlation between quality assurance and teachers' performance. Agatha further upheld that the practices of quality assurance, obstacles to maintaining quality, and the methods by which teachers can support quality assurance in schools are all important. Teachers' readiness and capability to pursue paths that enhance school performance will significantly contribute to ensuring quality in education. Similarly, Adeyemi and Adeyemi (2020) reported that quality assurance in a formal school setting is not restricted to students' academic achievement however, it could be considered as a mechanism for the teachers' professional competence, productivity, and performance which would add value to the school success in terms of the attainment of the school's mission, goal and objectives. Furthermore, Eziamaka et al. (2022) investigated the influence on teachers' job performance in public secondary schools in Awka Education Zone of Anambra State wherein the authors explored that, effective quality assurance has an antecedent characteristic to teachers' performance in a secondary school in Nigeria.

CONCLUSIONS AND RECOMMENDATIONS

The main focus of this study aimed at examining the perceived impact of quality assurance on teachers' task performance in senior secondary schools in Gusau Education Zone, Zamfara State, Nigeria. The study revealed that there exists a moderate significant relationship between quality assurance and teachers' job performance among senior secondary schools in Gusau education zone, Zamfara State. This implies that in order to promote teachers' professional performance, effective quality assurance measures should be put in place.

Based on the findings of the study, the following recommendations were made:

1. Government should encourage quality assurance in education by providing human and financial resources required for effective quality assurance exercise in public secondary schools.
2. Government in collaboration with relevant stakeholders in educational sector should maintain the culture of trainings, workshops, and seminars for teachers and school administrators to participate in the process of actualising an efficient quality assurance practice.
3. School principals and in-service teachers should support the government's policies in promoting quality assurance initiatives while discharging the professional duties in their respective schools.

FURTHER STUDY

This research still has limitations so further research on this topic is still needed "Perceived Impact of Quality Assurance on Teachers' Job Performance in Nigerian Context".

REFERENCES

- Adebayo, F.A. (2009). Parents' Preference for Private Secondary Schools in Nigeria. *International Journal of Educational Sciences*, 1(1), 1-6.
- Adeyemi, B.S., & Adeyemi, O.O. (2020). Teachers' Perception of Implementation of Quality Assurance on Senior Secondary School Students' Academic Performance in Ilesa West Local Government Area, Osun State, Nigeria, 5(2), 183-188
- Agatha, O.C. (2015). Teachers and Quality Assurance in Education. *International Journal of Humanities Social Sciences and Education*, 2(4), 151-161.
- Akoto, M.A & Allida, D. (2018). Relationship of School Climate and Organizational Teacher's Commitment. International Book Market Service Ltd, Scholar's Press.
- Eziamaka, C.N., Manafa, F.U., & Iheanacho, R.C. (2022). Influence of Quality Assurance Measures on Teachers' Job Performance in Public Secondary Schools in Awka Education Zone of Anambra State. *Journal of Educational Research and Development*, 5(2), 62-76.
- Fadokun, J.B. (2005). Educational assessment and quality assurance implication for principal instructional leadership roles. Paper presented at the 31st Annual Conference of International Association for Educational Assessment 4-9 September, Abuja.
- Federal Republic of Nigeria (2013). National policy on education. Lagos: NERDC.
- Ikegbusi, N. G. (2014). Towards enhancing staff personnel management in secondary schools in Anambra State, *Journal of Educational Research*, 2 (3), 117-124.
- Ikegbusi, N. G. (2018). Effects of teachers' effectiveness on students' academic performance in secondary schools: A review of literature. *Niger Delta Journal of Education*, 10(2), 218-223.
- Kissa, C.M., and Wandela, E.L. (2022). Secondary School Teachers' Perceptions on Quality Assurance's Feedback Reports for Effective Teaching in Morogoro Municipality, Tanzania. *American Journal of Education and Information Technology*, 6(2), 66-80. <https://doi.10.11648/j.ajeit.20220602.12>
- Okaforcha, C., & Eucharia, N.N. (2021). Quality Assurance Practices for Teacher's Productivity in Public Secondary Schools in Anambra State, Nigeria. *Journal of Educational Research and Development*, 4(2), 232 - 255.
- Okebukola, F.O. (2012). The view of Nigerian teachers in public and private primary schools on the teaching of early literacy. United Kingdom Literacy Association. Wiley & Blackwell, 94-100.
- Research Advisors (2006). Table of Determining Sample Size. Retrieved from <https://research-advisors.com> 10th October, 2023.