Quality Assurance and Teacher's Productivity in Public Secondary Schools in Lagos State, Nigeria

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Abstract
This paper presented a comprehensive analysis of the interplay between quality assurance (QA) practices and teacher productivity in the context of public secondary schools in Lagos State, Nigeria. Drawing upon an extensive literature review, this study explored the existing body of knowledge surrounding QA initiatives and their impact on the performance and effectiveness of teachers, thereby influencing the overall quality of education in Lagos State. Through a systematic review of literature, this paper identifies common themes, key challenges, and best practices related to QA implementation and its effects on teacher performance. The findings from the literature review underscore the pivotal role of QA in enhancing teacher productivity and fostering an optimal learning environment for students. It revealed that well-designed QA mechanisms, such as teacher training programs, mentoring, and ongoing professional development, significantly contribute to teachers' effectiveness and job satisfaction. Conversely, the absence of robust QA systems can lead to a decline in teacher morale, instructional quality, and ultimately, student achievement. Furthermore, this paper highlights the barriers and limitations that hinder the successful implementation of QA practices in public secondary schools in Lagos State. Factors such as inadequate funding, bureaucratic challenges, and a lack of clear policy guidelines have been identified as impediments to effective QA implementation. Based on the findings from the literature review, this paper provides practical recommendations which included the establishment of a coherent QA framework, targeted investment in professional development

opportunities, and the adoption of innovative teaching methods to meet the diverse needs of students.

Introduction

Every nation desire to have quality education hence quality education has become one of the central issues accorded priority in the recent educational reforms going on worldwide (Nwagwu, 2021). Arguably, it is believed and agreed by academics that Education is the bedrock of national development as such every nation's spent substantial amount of money to improve the state of education system. In Nigeria the education system overtime has generated serious issues; the education stakeholders are yet to find a lasting solution to propel the system in achieving the stated goals across the level of education in Nigeria. In the secondary level the standard of education in Nigeria poses serious challenge to principals, teachers, and students who constitute the primary focus of the stakeholders. Hence to ensure standard education system the government established education Ministry Lagos State Office of Education Quality Assurance through an executive order on September 13th, 2013 and became operational on 2nd of March, 2015 (Office of Education Quality Assurance, 2016).

To enhance quality standard in educational institutions below tertiary level, setting clearly defined learning outcomes through holistic evaluation and ensuring that teachers are productive (Office of Education Quality Assurance, 2016). The notion of quality varies from that of providing a distinctive, special or even exclusive product or service, to meeting or conforming to predetermined specifications or standard. According to Whitely (as cited in Nwagwu, 2021) quality assurance in education has become an all-embracing concept that includes all policies, processes and actions through which the quality of education provided is developed and maintained. Nwagwu, (2021) posits that quality assurance is enforced due to the consideration that

quality education is a sine qua non for socio-economic, political and cultural transformation and development of any nation.

Teachers are seen as the direct interpreter and executor of the curriculum as such it is belief that teachers play pivotal role producing quality education although the government and the societies members are not excluded in this regard (Abdul, 2011). Therefore, adequate training/seminars and progressive supervisions by the quality assurance are pertinent to harness the ability of the teacher towards productivity. The preparation of such important function of teachers ought to get the highest priority, which is training of the trainees. Unfortunately, the professional education of teachers has been completely neglected in the post-independence period- the Educationists, policymakers, and parents in Nigeria also hold the view that good teachers produce good students (Ugwokeet al, 2012). Teachers are expected to be the mechanism through which the goals of education in any nation can be realized. Thus, teachers are expected to be at their best in order to produce the required efficiency in the education sector. "Teaching is the bedrock of knowledge and the quality of teaching among other things depends teachers' productivity. For example, most teachers are now either contractors, that is, supplying goods and services to schools or engage in commercial business within and outside the school at the detriment of the academic calling and purpose. Some argue that they have had to resort to this "moonlighting" to augment their salaries which are meager. We are faced daily with reports of teachers who prefer commercial business to their primary assignment, Nwagwu, (2021)".

Although the introduction of Office of Education Quality Assurance in Lagos state somewhat improved teachers productivity but much as to be done in the areas of intervention programme for school leaders and teachers to identify schools/districts intervention needs, poor supervision due to incompetent supervisor, poor external quality control, monitoring of teachers and inspection of teachers productivity and most importantly the recruitment process for new teachers should be base on merits in order to employed competent and qualified

teachers. Hence, the general objective of the study is to examine the quality assurance service on teacher's productivity in public secondary school education district five, Lagos state, Nigeria and the specific objectives is to examine the roles and functions of quality assurance and the influence of quality assurance supervision on teachers' productivity in public secondary school education district five, Lagos state, Nigeria.

Concept of Quality and Quality Assurance
According to Oxford dictionary Quality mean the standard of something as measured against other things of a similar kind; the degree of excellence of something. According to Market Business News (MBN) (2023), quality refers to how good something is compared to other similar things in other words, its degree of excellence. While quality assurance is an institution designed to improve the existing system towards achieving the stated goals. As stated by Babalola *et. al.,* (2022), "quality assurance is a planned and systematic review process of an institution or programme to determine that acceptable standard of education, scholarship, teaching, and administration are being maintained and enhanced". Okebukola, (2010) posits that quality assurance is all encompassing – it involves activities designed to promote the input and process system. He further states that the major thrust of quality assurance covers activities an institution engages in "to assure itself that it is on course to fulfilling its vision and mission in terms of quality of input, process and output"

In the education sector, quality assurance is an institution designed to improve the existing education system towards achieving the stated educational goals. Kalusi (2013) shared a similar but a slightest difference in the definition of Quality assurance, he posits that in the education system-it implies all the activities that are conducted in order to achieve or maintain a certain quality level in every participant. According Ugwoke *et al.,* (2012) quality assurance is the process of ensuring effective resource input, control, refining the process and raising the standard of output in order to meet the set goals and satisfy

public accountability, preventing quality problems and ensures that the products of the system conform to the expected standards.

The inadequate preparation of teachers has an impact on student achievement outcomes, teaching effectiveness, teacher attrition rate and school collegiality. Owing to these observations by the researcher, Quality Assurance (QA) in teacher education is highly recommended. Quality assurance in education, encompass the need for quality learners, quality teachers, quality context, quality teaching, quality learning environment and quality outcomes, (Adegbile & Adeyemi, 2008).

Concept of Teacher's Productivity

The concept of teacher's productivity involves the interplay of various elements in the school. According to Oyedepo there are three categories of personnel that determine educational achievement; these are the teachers, the learners and the educational administrators. Of all the three, teachers appear to be the chief determinant of educational attainment, (Oyedepo, 2011). It was based on this that the Federal Republic of Nigeria (2004) in the National Policy on Education stated that "no quality of education can rise above the quality of the teacher". P.39.

Orunbon and Isaac-Philips, (2020) noted that when the teachers' productivity declines, it has a correlation to the standard of education in schools both in the short and the long term. Teachers exert a great influence on the students, and the children look up to them for guidance, support and protection. Children are supposed to learn from them informally by observing their attitude, mannerism, conduct and general behaviours and formally through their teaching in the classrooms (Adu, 2015). To achieve a high productivity, all efforts must be made to ensure that the teachers are secured, retained, developed and most importantly teachers. According to Babalola as cited in (Emunemu & Isuku, 2012) the general belief is that productivity can be increased by increasing the labour supply, increasing the hour worked and increasing wages. However, greater productivity does not come from spending more or from working harder, but smarter (Ashenden,

1990). The bottom line therefore is that productivity is concerned mainly with the maximization of output. The question therefore relates to how many students have we been able to influence positively as teachers? Although these concepts and definitions are not exhaustive, the focus of productivity in education is centered mainly on the output of the teachers in terms of their ability to increase the learning achievement of students through an effective classroom interaction and management, (Emunemu & Isuku, (2012).

Office of Education Quality Assurance Lagos State
The office of education district quality assurance was established through an executive order on September 13th, 2013 and became operational on 2nd of March, 2015. The mission and vision of the office is to strive for education excellence and enhance quality standard in educational institutions and setting clearly defined learning outcomes through holistic evaluation at pre-tertiary education level respectively.

Goal of Quality Assurance in Lagos State
a) The quest for sustained improvement of learner's achievement, particularly external examination.
b) The need of strengthen government's control and regulation of school below tertiary level.
c) The desire of redefine of criteria of delivery of Quantity Education in the state.
d) The growing number of public and private schools as well as vocational institutions in the state which require more analytic and evaluative supervision.

Quality Assurance Administrative and Human Resources Department in Lagos State
There are five (5) divisions in Admin and Human Resource Department that makes up the office of education quality assurance;
1. Learning and Development: the function of the department is to ensure that the employee productivity is increase by exposing

them to training that would increase ability/skills of an employee and knowledge in a particular subject.

2. Employee Relations: To achieve the stated goals in any organization settings employer-employee relationship is important because employee are the cornerstone of any organization as such mutual relationship must be promoted in the system. Hence the department works together through the school authority to get feedback from the teachers in regarding the communication effectiveness and employee working environment, overseeing health and safety procedure for teachers to healthy and balanced relation between the employee and the employer.

3. Human Resources and Accountability: Accountability at work is important to a business's success as a whole. Hence, the department is saddle with the responsibilities of ensuring that the employees complete the assigned tasks, to perform the duties required by their job the goals of the organization.

4. Workforce Recruitment: the department is saddle with the responsibility of recruiting through captivating screening and selecting potential and qualified candidates based on objective criteria for a particular job. The idea is to encourage and enthrone merit process in recruiting educationist's most especially competent teachers that are motivated and qualified for the position.

5. General Administration: This department focuses on the generally activities of all other departments.

Quality Assurance Planning, Research and Statistics Department

The planning, research and statistics department are responsible to carry out the following functions-Planning intervention programme for school leaders, Collation of data on WSE, WASSCE and BESE to identify schools/districts intervention needs, Itinerary for OEQA activities for the year, organizing Stakeholders meeting on annual school calendar for

schools below tertiary institutions, formulating instruments for types and modalities for intervention, keeping an update on education policies and disseminating same to the Districts, ensuring improved monitoring of curriculum implantation in public and private schools below tertiary level, setting up of library in all the 26 offices and the headquarters, collation of data on WSE and analyze, collate WASSCE and BECE analysis of all to determine the progression level of schools, organizing annual education stakeholders' forum and any other duties assigned by the DG.

Monitoring and Investigation Department
The department ensures that schools compliance to government guidelines, coordinates monitoring of internal examinations in public schools, developing policies on safeguarding and child protection, monitoring of external examinations in government and private schools below tertiary level and investigating of all matter affecting learners and staff of educational institutions.

Quality Assurance and Teacher's Productivity
Ugwoke et al, (2012) states that Quality assurance no doubt is vital to ensure the continuous improvement of the content delivery and development of initial teacher preparation in National Institute of Education (NIE). The key initial teacher preparation programmes are the Bachelor of Arts/Science (Education), Postgraduate Diploma in Education (PGDE) and Diploma in Education (Dip Ed). The objective of these programmes is to prepare and develop student teachers with values, skills and knowledge required to teach competently in the primary and secondary schools, (Ugwoke et. al, 2012) but the work of quality assurance is to further enhance teachers' knowledge through series of programmes. Stamoulas (2006) buttress that the basic objective of quality assurance is to safeguard and uphold the standards of higher education by publicly providing verified qualitative and quantitative information on the programmes.

According to Orunbon & Isaac-Philips (2020) "Quality assurance agents are groups of individuals assigned with the responsibility of

positive execution of government educational policies and programmes, implementation and evaluation for the purpose of continuous quality assurance and maintenance for the production of relevant and employable graduates for the society". The agents are saddle with the responsibilities of ensuring quality in the following; teaching and learning, students' assessment, staff development, curriculum/courses and physical resources, (Orunbon & Isaac-Philips, 2020). According to Ayeni, (2012) Quality assurance in education is the efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce a quality output (students) that meets set standards and expectations of the society. Ugwoke et. al, (2012) put forward that quality assurance is the process of ensuring effective resource input, control, refining the process and raising the standard of output in order to meet the set goals and satisfy public accountability. Furthermore, quality assurance in education aims at preventing quality problems and ensures that the products of the system conform to the expected standards. Thus, the quality of teacher education is the degree of excellence of the input by teachers which is basically achieved through effective funding and provision of in-service training of teachers for quality assurance to be ascertained in teacher education, (Ugwoke et. al, 2012).

The quality assurance with diverse techniques such as quality monitoring, evaluation, supervision, inspection, quality control, access and equality will enhance teacher's productivity. For instance, some teachers have been found wanted in discharging their duties, some preferred to engage with other economics activities that would fetch them huge amount of money at the expense of teaching the students are the appropriate time so in other to cover up with the scheme of work they gave out notes to students to write without given them explicit explanation to the note given. This type of attitude among teachers can be penalized if there is quality supervision and inspection by the agents of quality assurance.

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Importance of Quality Assurance in Nigerian Secondary Schools
The need for quality assurance in secondary schools is to ensure quality education delivery. It is the bedrock for efficiency and effectiveness in the education sector - the need for productivity in the education sector is the need for quality assurance. Fadokun, (2005) states that quality assurance enhances efficiency in meeting educational goals, very relevant to human and environmental conditions and needs, and promotes the exploration of new ideas, pursuit of excellence and encouragement of creativity in educational system. Quality assurance in secondary schools in Nigeria is crucial for ensuring the delivery of effective education and promoting overall development among students. Here are five key importance of quality assurance in secondary schools as put forward by Ademola *et. al,* (2021)

    i.   Academic Excellence: Quality assurance measures help maintain and improve the standard of education provided in secondary schools. By setting clear learning objectives, designing effective teaching methods, and monitoring student performance, schools can strive for academic excellence and ensure that students receive a high-quality education.

    ii.   Student Achievement: A robust quality assurance system focuses on identifying and addressing individual student needs. This leads to improved learning outcomes and increased student achievement. By implementing tailored teaching strategies and providing necessary support, students are more likely to reach their full potential.

    iii.   Teacher Development: Quality assurance also emphasizes the professional growth of teachers. Continuous teacher training and development workshops enable educators to enhance their teaching skills and keep up-to-date with best practices, which ultimately benefits the students.

    iv.   Accountability: Implementing quality assurance measures introduces accountability into the educational system. By assessing the effectiveness of teaching methods and learning

outcomes, stakeholders can identify areas for improvement and take corrective actions.

v. Stakeholder Confidence: When secondary schools have a robust quality assurance system, it instills confidence in various stakeholders, including parents, students, and the community. Parents are more likely to trust the school's commitment to their children's education, and students feel supported in their learning journey.

In summary, quality assurance in secondary schools in Nigeria plays a vital role in maintaining academic excellence, improving student achievement, fostering teacher development, promoting accountability, building stakeholder confidence, and obtaining official recognition and accreditation. It is an integral part of ensuring the overall growth and success of the education system in the country.

Challenges of Quality Assurance in the Secondary Schools

The following are the highlighted problems of quality assurance in the secondary schools

1. Problem poof funding to execute the stated programmes that would enhance teacher's productivity. According to Ademola et al, (2021)many of these secondary schools are characterized with poor facilities and overcrowded classrooms which has recently degenerated to students learning under a tree. Introduction of free education programme by many of the states of the federation has also aggravated the state of secondary schools, with many parents believe that, secondary education has been declared free by the government, and hence government alone should bear all the financial burdens.

2. Another striking problem is the process of recruiting new teachers into the system. The process is more of political offer and ethnicity problems – the concept of who you know has replace merit process. Hence, the problem of unqualified and competent teachers cannot be ruled out the education system of secondary school.

3. The issue of poor teaching and learning environment cannot be overlook although the government is trying in this aspect but more work still needs to be done. The existing infrastructures in some secondary schools are fast dilapidating, some schools don't have modern library settings, some students are still learning under trees due to lack of classrooms… this calls for serious concern. If all these are not put in place then there is need for quality assurance inspection and supervisions.
4. Unqualified Quality Assurance Personnel is another problem. Most of the quality assurance agents saddle with the responsibilities of inspecting and supervising the teachers are found to be unqualified as such they are not capable to do quality work that would propel the teachers' productivity.
5. Unprofessionalism among the quality assurance agents. Most of the agents prefer to collect money at the expense of quality supervisions and inspection. This is highest level of gross misconduct.

Conclusion

The Quality assurance in education, encompass the need for quality learners, quality teachers, quality context, quality teaching, quality learning environment and quality outcomes, (Adegbile & Adeyemi, 2008). Hence, Lagos State government must work collectively with other stakeholders to promote the secondary school education. The quality assurance agents in Lagos State should work to improve teacher's skills and knowledge, the teachers in return ensure that the students benefit by impacting right knowledge that would make them fit socially, morally and academically sound so as to function well in the society – which is the best outcome of education goal describe as teachers' productivity.

Recommendations

To establish quality and standard are to be assured in secondary school all stakeholders of secondary education must join hands together in moving the secondary education to high standard.

1. The government must ensure that proper funding of the secondary school education since the government have introduced free education at the level.
2. The educational institutions like quality assurance must discharge their work with high level of transparency and accountability. Any teachers found lackadaisical in discharging his/her duties should be brought to book. The quality assurance must organized special trainings and seminars to improve teacher's skills.
3. The parents must be ready to play their role since they are the first agent of socialization; this would also help the teacher productivity.
4. The teachers who are the curriculum executor must develop themselves overtime by attending training and seminars, workshops and conferences to broaden their horizon.
5. On the recruitment process, employers in the school system should make sure appointment is properly done by employing qualified teachers into the subject area.

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