

QUALITY ASSURANCE PRACTICES FOR TEACHER'S PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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Abstract

The study investigated quality assurance for teachers' productivity in public secondary schools in Anambra State, Nigeria. Four research questions and four hypotheses guided the study. The hypotheses were tested at 0.05 level of significance. The literature reviewed was conducted under conceptual frame work, theoretical framework, empirical studies and summary of literature. The study covered 261 public secondary schools, within the six education zones in Anambra State. The population of the study comprised 5,541 principals and teachers. The sample for the study was 372 which include 30% of the samples (112) was allotted to school principals while 70% of the samples (260) was allotted to classroom teachers the descriptive survey design was adopted for this study. A self structured questionnaire titled "Quality Assurance Questionnaire" (QAQ) and Teachers Productivity Questionnaire (TPQ) were used in the collection of data for the study. The validation of the instruments were carried out by three experts in the Department of Educational Foundations, two from Educational Management and one from Measurement and Evaluation who cross checked the structure, language, consistency and adequacy of the items. Cronbach Alpha was used to test the instrument with an overall reliability index of .87 which was considered adequate for the study. The instruments were administered to the respondents with the aid of two research assistants who were briefed on how to administer and retrieve the instrument from the respondents. Data collected for the study were analyzed using mean and standard deviation statistics for the research questions, while hypotheses were tested with t-test. Findings of the study showed that; Principals and teachers do not statistically differ in their opinion on influence of quality assurance for teachers' productivity. Based on this findings, it was recommended among others that there should be constant workshop for supervisors and that government should provide the needed logistics for supervisors to enable efficient visitations to public schools.

Keywords: Quality Assurance, Practices, Productivity, Public, Secondary Schools.

Introduction

Quality of education has become one of the central issues accorded priority in the recent educational reforms going on worldwide. It become one of the mechanisms used in achieving it. The declining of standard of secondary education in Nigeria poses serious challenge to principals, teachers, and students who constitute the primary focus in quality assurance system. 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 (2001), 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.

The desire for quality assurance has been considered as a driving force in educational systems across nations of the world, Nigeria and Anambra State in particular. In the bid to ensure quality in education output, quality assurance is considered as one of the vital mechanisms in educational management and it is assumed to be the responsibility of all stakeholders in the educational system. It is a way of ensuring that the laid down standards in education policy are implemented, sustained and retained. Consequently, the teachers as important force of quality assurance are a crucial factor for this study.

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. As a result, ensuring the quality of the teachers remains paramount. This is considering the fact that teachers are the engine that drives quality in the educational system; they are essential elements in the school organization whose cost effectiveness in maintaining them accounts for over 60 percent of the total cost of education (Adegbesan, 2011).

Ikegbusi (2014) and Ofojebe, Chukwuma and Onyekwe (2016) were of the opinion that teachers teach, train and process students to acquire the necessary life skills that would enable them survive and contribute meaningfully to the society they belong. However, they cannot effectively and efficiently execute the above duties without themselves being properly and adequately educated, provided for and monitored. Hence the quality of teachers has to be ascertained, sustained and retained.

It is with this view that the Federal Government (2014) in the National Policy on Education postulated the view of achieving the aims and objective of education in Nigeria. The policy identified the goals of teachers' education as: (a) to produce highly motivated, conscientious and efficient classroom level of our educational

system, (b) to encourage further the spirit of enquiry and creativity in teachers; (c) to help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals; (d) to provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; and e) to enhance teachers' commitment to the teaching profession.

The establishment of National Policy on Education (NPE) (2014) was done with the assumption that since no education system may grow above the quality of its teachers and that teachers' education shall continue to be given major emphasis in all educational planning and development. Corroborating the above, Alumode (2005) submitted that the development of a country's natural resources is dependent on the quality of its human resources and the quality of human resources in turn depends on education. In other words, education is the key to positive development of human potentials, the human talents, the human intellect, the human attitude and the human skills. In view of the importance of education, it is therefore very important to ensure quality of the teachers who are the drivers of education all over the world.

Quality assurance refers to the system of ensuring standard within a particular organizational context. In the educational context, it connotes attitudes, objectives, actions and procedures that through their existence and use and together with quality control activities ensure that appropriate academic standards are being enhanced and maintained (Fadokun, 2005). It entails ensuring the quality of teaching personnel, quality of available instructional teaching materials, equipment and facility, school environment and pupils and quality education delivery. It also embraces all functions and activities that will ensure that quality of the academic (teaching, curriculum, etc.) and structures (buildings, infrastructures, etc.) will allow an objective review of the quality of the programme/instructional delivery.

It is also with this view that the Federal Republic of Nigeria (FRN) (2013) stressed that the main policy objectives in education in Nigeria is to raise the quality of education at all level, in order to make the products of the system more useful to the society and to maintain education as one of the prime engines for development. This cannot be achieved without first and foremost addressing the issue of quality teaching. The general feeling was that unless the expansion of the teacher education kept pace with the overall rapid growth in the educational system, there was bound to be a problem with educational standards.

Over the past few decades, the value of education in Nigeria has been eroded by various socio-political and economic factors ranging from political instability, poor allocation of funds to the educational sector, periodic industrial actions and emphasis on certificate than on the quality of knowledge produced, etc., and so is the quality of teachers. Okoye, Onyali and Ezeugbor (2016) reacted to this challenge by noting that with the exception of few private schools in Nigeria, most public schools lack quality teachers and this has resulted in poor academic performance of students. Also, those that seem qualified are seriously affected by the poor conditions of service with low salaries, which contribute to make them less motivated to improve their abilities through on-the-job training programmes, further academic courses and personal and professional development ventures with regards to teaching. This is why quality assurance practices are introduced into the educational system. This has led to emergence of school inspection, supervision, quality control, and monitoring etc

Supervision is a tool of ensuring quality teaching and learning in schools. It is an internal mechanism adopted by principals for school self-evaluation, geared towards helping teachers and students to improve on their teaching and learning activities for the purposes of achieving educational objectives. The principals ensure effective supervision by interacting academically and socially at a regular basis with teachers and students within and outside the classrooms. The primary aim is to monitor the implementation of curricular and ensure desirable increase in teachers' capabilities, upgrade their conceptual knowledge and teaching skills, giving them support in their work to facilitate better performance in teachers' pedagogical practices setting (Olagboye, 2004; Adetula, 2005; Ayeni, 2012).

Quality assurance is a comprehensive practice that aims to promote the performance of organizations through the cultivation of sound quality culture. It is also the development of a set of values and convictions that make every employee aware of the fact that quality is the main goal of his organization. Quality control is a procedure or a set of procedures intended to ensure that a manufactured product or performed service adheres to a defined set of quality criteria or meets the requirements of the client or customer. Quality control is a central feature of organizational performance. It is an essential part of management activities of people and directing their efforts towards the objectives of the organization. There must be an appropriate form of behavior to enhance performance. Akinboye (2005) defined quality control as inducing followers to act for certain goals that represent the values and the motivations, the wants and needs, the aspirations and expectations of both leaders and followers.

Monitoring is an activity that involves continuous and systematic checking and observing of a program or a project. Evaluation on the other hand is judging, appraising or determining the worth, the value and quality of a program. It involves comparing the present situation with the past in order to find out the extent to which the laid down objectives have been achieved (Handbook for inspection of educational institutions, 2000) Monitoring and evaluation is done in the education sector to monitor programs like quality of education. In education two activities take place these are teaching done by the teachers and learning by the students. Teachers who teach in secondary schools are usually degree or diploma holders in education. During training the teachers go through methodologies of teaching and are therefore well versed with good teaching practices. The principal is responsible for monitoring and evaluation at the school level to ensure effective teaching and learning is going on (Williams, 2000)

Productivity within the teaching context measures how efficiently a given set of resources is utilized to achieve given set of objectives. The effects of this venture in the educational field can be measured based on the knowledge, skills, and competencies of teachers in carrying out their roles as teachers and the total performance of the students who are placed under the direct care of the teachers (Ndugu, 2014). It also takes into account a teacher's ability in: being punctual to school, organizing extra-lessons for students, submitting examination grades on time and participating in extra-curricular activities etc. It is against this background that the researcher investigated the influence of quality assurance on teachers productivity in public secondary school in Anambra State.

Statement of the Problem

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.

However, these expectations may be far from realization in Nigeria due to the fact that over the past few decades, the value of education has been eroded by poor quality assurance, which is manifested in poor supervision, poor external quality control, monitoring of teachers and inspection of teachers productivity etc. Hence,

these situations have often resulted in low productivity of teachers and educational instructors. These inconsistencies are made more difficult by the fact that there seem to be low quality assurance practice of what goes on in the educational system of many public schools in Nigeria.

Purpose of the Study

The general purpose of this study is to examine the influence of quality assurance on teachers' productivity in public secondary schools within Anambra State, Nigeria. The specific objectives are to:

1. Determine the extent supervision influence teachers' productivity in public secondary schools in Anambra State.
2. Examine the extent quality assurance influence teacher's productivity in public secondary schools in Anambra State.

Research Questions

The following research questions are raised to guide the study:

1. To what extent does supervision on teachers' productivity in public secondary schools in Anambra State?
2. To what extent does quality assurance influence productivity in public secondary schools in Anambra State?

Research Hypotheses

The following null hypotheses guided the study and were tested at .05 level of significance:

- H₀₁:** There is no significant difference between the mean ratings of teachers and principals on the influence of supervision on teachers' productivity in public secondary schools in Anambra State.
- H₀₂:** There is no significant difference between the mean ratings of teachers and principals on the influence of quality assurance on teachers' productivity in public secondary schools in Anambra State.

Methodology

The descriptive survey design was adopted for this study. This is because the study aims at collecting data in the field and analyzing them in terms of features and characteristics which will lead to the establishment of facts about the data. According to Aggarwal in Salaria (2012), descriptive survey research design is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This research design is chosen for this study because it. This research design is chosen for this study because it allows for the study of a given population using a sample for the purpose of drawing generalizations to the population parameter. It is also perceived to be economical and has the capacity of gathering data in real time situations. Therefore, the design is employed to gather information from the sample of teachers and principals from the specific area of study.

The area of study is Anambra State. It is one of the five states in the South-East geopolitical zones of the Federal Republic of Nigeria. It was created from the old Anambra state on the 27th August, 1991 and currently has 21 local government areas and 117 local communities. The name of the state is the anglicized version of the original “Oma Mbala”, the native name of the Anambra River. The capital of the state and the seat of government is Awka. Onitsha and Nnewi are the biggest commercial and industrial cities in the State. The sample for study is 372 teachers. Due to the consideration of the limited resources and time at the disposal of the researcher, Stratified random sampling technique was used to stratify the population according to the six education zones, three education zones are selected out of the six education zones in Anambra State using the simple random sampling technique (simple ballot method). The instrument was a self- structured questionnaire. titled: “ Quality Assurance’ Questionnaire (QAQ) and Teachers Productivity Questionnaire.(TPQ) The Quality Assurance’ Productivity Questionnaire ‘QAQ’ is a 37-items questionnaire that consisted of two part-sections - A and B. Section A sought for the personal data of the respondents, such as name of school, age, gender, qualification, rank and location of school. Section B sought information from the principals and teachers on the influence of quality assurance for teachers’ productivity in public secondary schools in Anambra State. This section were arranged in four clusters reflecting the four research questions raised in this study. 4-point response options ranging from Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE) were used to elicit information from the respondents. The questionnaire was subjected to face validation. The purpose of the study, the research questions, hypotheses and the draft of the questionnaire were given to three experts in the Department of Educational Foundations, one expert from Measurement and Evaluation and two others from Educational Management who cross-checked the structure, language, consistency and adequacy of the items. This served as a critical step to

ensuring that the instrument measured exactly what it ought to measure and addressed the specific aims of this study. The inputs and corrections were reflected in the final questionnaire that was used for the collection of data for the study. The reliability of the instrument was determined using Cronbach Alpha Coefficient method to ascertain the internal consistency of items in the sections of the instrument. This technique is appropriate for this study because it is ideally suited for providing a good estimate of the internal consistency of questionnaire items. In testing for reliability, copies of the questionnaire were administered on a sample of 20 teachers of public secondary schools in Enugu State. The responses were analyzed, while the reliability coefficients values of .84, .88, .91, .87, and .84 with an average reliability coefficients of .87 were obtained indicating that the items in the instrument were homogenous. The researcher used direct delivery method with the help of two research assistants to distribute the questionnaires. The assistants were drawn from two L.G.As in Nnewi Education Zone. They were tutored and properly briefed on how to guide the respondents in the completion of the questionnaire. The above method is expected to make it possible for at least, 95% the questionnaires distributed to be retrieved accordingly. After coding the data into Statistical Package for Social Sciences (SPSS Version 23) software, the coded data was processed using the software. However data analyses were done using descriptive statistics involving mean and standard deviation. In order to answer the research questions. On the other hand, the null hypotheses were tested using the independent sample t-test statistics at .05 significant levels. Data collected for the study were analyzed using mean and standard deviation to answer research questions and independent sample t-test to analyze the hypotheses at .05 level of significance.

Results

Research Question 1: To what extent does external supervision influence teachers' productivity in public secondary schools in Anambra State?

Table 1: Mean ratings of teachers on the extent of influence of supervision on teachers' productivity in public secondary schools in Anambra State?

S/N	Item Description	Principals			Decision	Teachers			
		N	($\bar{X}$)	SD		N	($\bar{X}$)	SD	Decision

1.	Supervision helps in keeping me punctual in class	110	3.21	1.03	HE	253	3.00	1.00	HE
2	Supervision helps in keeping me regular in class	110	2.96	1.13	HE	253	2.90	1.24	HE
3	Supervision improves my abilities to create a democratic climate while teaching	110	2.90	1.03	HE	253	2.61	1.19	HE
4	Supervision helps me to imbibe appropriate techniques for teaching in classroom	110	2.92	1.29	HE	253	2.89	1.21	HE
5	Supervision helps me to acquire new ideas to be innovative	110	2.81	1.09	HE	253	2.70	1.00	HE
6	Supervision stimulates my innovativeness in teaching	110	2.85	0.87	HE	253	2.62	0.91	HE
7	Supervision equips me with the knowledge of schools' programme studies	110	3.19	1.1	HE	253	3.10	0.95	HE
8	Supervision helps me in demonstrating humorous character in classroom	110	1.99	1.1	LE	253	2.11	1.18	LE
9	Supervision helps me in developing more friendly attitudes with students	110	2.66	0.98	HE	253	2.50	1.21	HE
10	Supervision keeps me orderly in my work behaviors.	110	3.01	1.10	HE	253	2.99	1.01	HE
11	Supervision keeps me alert on my work schedules	110	2.82	1.06	HE	253	2.92	1.05	HE
12	Supervision helps me to acquire new ideas on curriculum of instruction	110	2.54	1.11	HE	253	2.50	1.12	HE
13	Supervision contributes to my professional growth	110	2.97	1.02	HE	253	2.91	1.21	HE
14	Supervision often helps to improve my instructional materials.	110	3.51	1.11	VHE	253	2.99	1.01	HE

TOTAL MEAN		40.32	15.54		38.7	15.2
					8	6
GRAND MEAN	2.88		1.07	HE	2.77	1.09
						HE

Analysis in Table 1 showed the influence of supervision on teachers' productivity in public secondary schools in Anambra State. The table revealed that teachers agreed to a high extent on items 1-7 and 9-13 that external supervision influenced teachers' productivity in public secondary schools with the response to all the items on the table except item 8. Teachers agreed to a very high extent to item 14 (Supervision often helps to improve my instructional materials) while the teachers agreed to a high extent. The findings showed that teachers alike agreed to item 8 with a mean rating of 1.99 and 2.11 respectively that supervision helps me in demonstrating humorous character in classroom to a low extent. On the other item, Teachers agreed to item 14 with a mean rating of 3.51 that supervision often helps to improve my instructional materials to a very high extent. Teachers agreed to item 14 with a mean rating of 2.99 that supervision often helps to improve my instructional materials to a high extent.

Considering the grand (average) mean ratings, the study showed that teachers agreed with mean ratings of 2.77, and principals with a mean rating of 2.88. This means that teachers agreed to a high extent that supervision influenced teachers' productivity in public secondary schools in Anambra State. The study therefore concluded that external supervision influenced teachers' productivity in public secondary schools in Anambra State to a high extent.

Question 2: To what extent is the influence of quality assurance on teachers' productivity in public secondary schools in Anambra State?

Table 2: Mean ratings of teachers on the influence of quality control on teachers' productivity in public secondary schools in Anambra State.

	Principals	Teachers
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S/N	Item Description	N	($\bar{X}$)	SD	Decision	N	($\bar{X}$)	SD	Decision
1.	Quality control activities help to force some untrained teachers to go for diploma courses in education which also improves their productivity.	110	3.01	1.20	HE	253	2.90	1.04	HE
2	Quality control helps to ensure that teachers improve in their professional course areas.	110	2.69	0.95	HE	253	3.10	1.04	HE
3	Quality control activities ensures quality in teaching standards	110	3.12	1.03	HE	253	2.99	1.00	HE
4	Quality control improves professional growth of teachers	110	2.99	1.29	HE	253	3.11	1.04	HE
5	Quality control ensures that teachers engage in periodic seminars and workshops which improve their professional development	110	3.22	1.09	HE	253	3.01	1.02	HE
TOTAL MEAN			15.05	5.55			15.1	5.15	
GRAND MEAN			3.01	1.11	HE		3.02	1.03	HE

Analysis in Table 2 showed the influence of quality control on teachers' productivity in public secondary schools in Anambra State. The table revealed that teachers and principals accepted that quality control influenced teachers' productivity in public secondary schools to a high extent. Considering the grand (average) mean ratings, the study showed that teachers agreed with mean ratings of 3.02 and 3.01 respectively. This means that teachers agreed that quality assurance influenced teachers' productivity in public secondary schools in Anambra State to a high extent.

Test of Hypotheses

Hypothesis One: There is no significant difference between the mean ratings of teachers on the influence of external supervision on teachers' productivity in public secondary schools in Anambra State.

Table 5: Independent sample t-test of teachers and principals on the influence of external supervision on teachers' productivity in public secondary schools in Anambra State.

Variables	N	Mean	Std. Dev.	Df	p-value
Teachers	253	2.77	1.09	361	.8226
Principals s	110	2.88	1.07	361	

***Significant at $p < .05$**

Analysis in Table 5 showed the independent sample t-test of teachers and principals on the influence of supervision on teachers' productivity in public secondary schools in Anambra State. The result showed that p-value of $0.8226 > 0.05$ level of significance which resulted in the decision not to reject the null hypothesis which states that there is no significant difference between the mean ratings of teachers and principals on the influence of external supervision on teachers' productivity in public secondary schools in Anambra State and reject the alternative hypothesis. Therefore, the study concluded that there is no significant difference between the mean ratings of teachers and principals on the influence of external supervision on teachers' productivity in public secondary schools in Anambra State.

Hypothesis Two: There is no significant difference between the mean ratings of teachers and principals on the influence of quality assurance on teachers' productivity in public secondary schools in Anambra State.

Table 6: Independent sample t-test of teachers and principals on the influence of quality control on teachers' productivity in public secondary schools in Anambra State.

Variables	N	Mean	Std. Dev.	Df	p-value
Teachers	253	3.02	1.03	361	.9339
Principals	110	3.01	1.11	361	

***Significant at $p < .05$**

Analysis in Table 6 showed the independent sample t-test of teachers and principals on the influence of quality control on teachers' productivity in public secondary schools in Anambra State. The result showed that p-value of $0.9339 > 0.05$ level of significance which resulted in the decision not to reject the null hypothesis which states that there is no significant difference between the mean scores of teachers and principals on the influence of quality control on teachers' productivity in public secondary schools in Anambra State and reject the alternative hypothesis. Therefore, the study concluded that the mean ratings of teachers and principals on the influence of quality control on teachers' productivity in public secondary schools in Anambra State do not differ significantly.

Summary of the Findings

From the result of the study, the following findings were drawn from the study:

1. This study shows that teachers and principals agreed that supervision influenced teachers' productivity in public secondary schools in Anambra state to a high extent.
2. The study revealed that teachers and principals accepted that external supervision influenced teachers' productivity in public secondary schools in Anambra State to a high extent.
3. The study upheld that teachers and principals accepted that monitoring influenced teachers' productivity in public secondary schools in Anambra state to a high extent.
4. The study confirmed that teachers and principals agreed that inspection influenced teachers' productivity in public secondary schools in Anambra State to a high extent.

Discussion of the Findings

Findings on the influence of external supervision on teachers' productivity in public secondary schools in Anambra State. It revealed that public secondary school teachers were positive, to a high extent, in their responses on the influence of external supervision on teacher's productivity. This indicates that the principal officers from the ministry of Education charged with the responsibility of monitoring teacher's productivity in secondary schools through supervision are carrying out this function effectively and that external supervision keeps teachers at alert and orderly at their work and behavior to a high extent. This finding is in line with Modebelu (2008) and Walker (2016) who found out that external supervision is highly effective because public secondary school teachers regard external supervisors as intellectuals with sound knowledge and authority to punish teachers by delaying their promotion, surcharging their salaries and issue query

based on certain level of misconduct. Also in agreement with this, Ughamadu (2015) discovered that external supervision has helped teachers to handle students effectively. It has also helped to promote effective learning and improved the teaching and academic environment. High regard for external supervisors has helped public secondary school teachers to maintain proper work ethics and behavior in order to avoid sanctions from external supervisors.

Findings on the influence of quality control on teachers' productivity in public secondary schools in Anambra State. The result of this finding showed that secondary school teachers were positive, to a high extent, in their responses to the influence of quality control on teachers' productivity. This indicates that quality control has ensured that teachers improve in their professional areas of specialization by enrolling for professional diploma courses and participating in periodic seminars and workshops for professional development. Segun (2004) agrees in his opinion to this that supervision is the stimulation of professional growth and development of teachers. Segun's view highlights the essence of supervision in the area of teacher's professional development and the processes that must be followed to achieve the desired educational objectives. To an extent, it is evident that some teachers however considers themselves as birds of passage within the teaching career, in effect they lack commitment and tend to remain in static position without improvement knowing full well that there is inadequate quality control of the secondary education system. This, Affianmagbon (2007) tagged as 'professional laxity. The findings of this study reveal that such laxity can be forestalled through effective quality control.

Findings on the influence of monitoring on teachers' productivity in public secondary schools in Anambra State. The result of findings revealed that those secondary school teachers showed positive responses, to a high extent, to the influence of monitoring on teachers' productivity in public secondary schools in Anambra State. These findings indicate that principals of public secondary schools in Anambra State conduct proper monitoring and evaluation of their staff teachers thus ensuring that they adhere strictly to work ethics which include control of teachers and students movement during teaching and learning process, attendance and teachers punctuality, implementation of current changes and improvements in academic curriculum, updating scheme of work and lesson notes regularly, efficient use of their time in teaching and motivation of their students in the teaching and learning process.

The positive response of the secondary school teachers showed that inspection influenced teachers' productivity in public secondary schools in Anambra state to a high extent. In consonance with the findings of this study, Osika (2002) asserts that teachers tend to be committed to their duties if principals visits classroom

regularly. Also a principal who never visits classroom to observe teachers will encourage laziness among teachers. Ekpo and Eze (2015) opines that a principal supervisory technique of visiting the classroom on regular basis to observe not only how teachers teach but also the total learning situation and teacher-students relationship enhances teacher Job performance. The affirmation of respondents in the study showed that inspection has helped to improve the productivity of teachers to a high extent.

Conclusion

It is evident from the findings of this study that quality assurance influence teachers' productivity. The findings of this study depict the importance of quality assurance in the productivity and development of public secondary school teachers. Sequel to this, it could be asserted that quality assurance in terms of quality control, monitoring and evaluation, external inspection, teachers inspection, dissemination of current research findings, inspection visits amongst others enable the teachers of public secondary school to metamorphose to higher level in their job performance based on new trend acquired in quality assurance thus leading to improved productivity.

Based on the findings of this study, public secondary school teachers cannot be productive without effective quality assurance measures, hence the challenges bedeviling the system such as poor performance and low productivity must be addressed squarely through maintaining proper and effective quality assurance measures.

Recommendations

Based on the findings of this research, the following recommendations are put forward.

1. Government should provide the needed logistics for supervisors to enable efficient visitations to public secondary schools.
2. Ministry of education should ensure that teachers abide by the gender of the school to ensure standards through quality assurance.

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