Learning Environment, Teachers' Preparation and Management Practices As Predictors of Quality Assurance in Public Primary Schools, Southwest, Nigeria.

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Being a PhD Thesis Submitted to the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria.

In Partial Fulfilment of the Requirements for the Award of Doctor of Philosophy (PhD) Degree in Educational Management.

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Certification

This is to certify that **Mosunmola Anota OLANIYAN** with the matriculation number **LCU/PG/004064** carried out this research work titled: **Learning Environment, Teachers' Preparation and Management Practices as Predictors of Quality Assurance in Public Primary Schools, Southwest, Nigeria** in the Department of Arts and Social Sciences Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Philosophy Degree (PhD) in Educational Management and this has not been previously submitted.

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Dedication

This work is dedicated to the Almighty God, to my loving and highly supportive husband, my wonderful children and to humanity.

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Acknowledgement

The Researcher is grateful to Lead City University, Ibadan, Oyo State Library where I got access to some of the information used in this research work.

My sincere appreciation goes to my supervisor, Professor Senimetu Ileuma, an astute educationist who is always committed to students' success. Her passionate tutelage and encouragement contributed to this achievement in no small measure. The Researcher is equally grateful to Professor Afolakemi Olasunbo Oredein (Provost of Postgraduate College) for her careful and lasting tutoring on the course; Research Methodology and her consistent slogan "do it yourself". To my indefatigable Head of Department, Dr. Oluyomi Susan Pitan, thank you for all your efforts and sacrifices to ensure the timely completion of this work. To our selfless and hardworking PG Coordinator, Dr. Olaniyi Albert, you are well appreciated sir. To all my Departmental and Faculty Lecturers- Prof. Donald Odeyemi (Dean of Faculty of Education), Prof. Philias Olatunde Yara, Prof. Ezera Erwart, Dr. Ukamaka Akuche, Dr. Olabisi Kilian, Dr. Monilola Oyetade, Dr. Sam-Kayode, Dr. Deborah Ayeni, Dr. Mojirade Ayantunji, Dr. Omobola Gambo, Dr. Seyi David, Dr. Sunday Fabode, Dr. Oyetola Adebajo, Dr. Afusat Abdulsemhi, Dr. Bamidele Omoyajowo and Dr. Moyinoluwa Owojori, for their contributions to this research work.

I appreciate immensely, the prayers and support of my parents at all times, Mr. Amisu and Mrs. Philomina Elegbeji. Most importantly, I acknowledge the enormous support enjoyed from my darling husband, Barrister Adesina Ayodele Olaniyan from the start of this work to its successful completion. You were indeed passionate and pivotal to this achievement of no mean value. To my lovely children, Fauzliazm, Faridat, Farhart, and Farhizat; thank you for making it possible to accomplish this feat. I love you all. My gratitude to Mr. Abioye Saheed and Mr. Oluwasegun Ayorinde who made huge sacrifices to ensure this research work become a reality. Your contributions, in no small measure cannot be quantified. To everyone who has assisted or played a role or the other towards this accomplishment, you are all recognised. Above all, I return all glory to God; for the enablement, grace, strength, wisdom and the wherewithal in making this dream come true.

Even though the above-mentioned institutions and persons have assisted in the execution of this research work; I alone stand responsible for errors, if any, found in the work.

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Abstract

In Southwest Nigeria, concerns about the declining quality of education in public primary schools have grown, despite various efforts by stakeholders to improve standards. Low quality of the primary school system has posed a significant matter of apprehension given its substantial impact on the inputs, processes and outputs of educational system as well as on the entire educational system at large. Persistent challenges such as inadequate learning environments, sub-optimal teacher preparation, and ineffective management practices have hindered the attainment of quality assurance. Though, various researches have investigated some factors that mitigate against the quality of educational system especially in other regions, none has given adequate attention on these factors in Southwest region of Nigeria. While previous research has examined these variables in isolation, there is a paucity of empirical evidence addressing their joint contributions to quality assurance, thereby creating a gap in literature for which this study aims to fill. Descriptive research design was adopted for this study. The research was guided by the Total Quality Management Theory and the Social Learning Theory. Four research questions and two hypotheses were raised and tested. The study adopted a descriptive research design of the survey type. The population of the study comprised of 8,185 headteachers, 82,345 teachers and 690 quality assurance officers within the Southwest States of Nigeria. 2,231 Teachers, 1,421 Head Teachers, and 690 Quality Assurance Officers were sampled from the six Southwest States respectively. A multistage sampling procedure was used to select the sample size for the study. Three adapted questionnaire (Learning Environment and Teachers' Preparation Questionnaire (LETPQ), Management Practices Questionnaire (MPQ), and Quality Assurance Questionnaire (QAQ)) were used for the study. For this study, the Cronbach's Alpha reliability coefficient for all the instruments was .86 which is greater than 0.70, thereby confirming the reliability of the instruments. Results revealed a high level of quality assurance ($\bar{x}$ = 2.52) (r =.83), status of learning environment was low ($\bar{x}$ = 2.38), high level of teachers' preparation ($\bar{x}$ = 2.97) (r =.87) and a low level of management practices ($\bar{x}$ = 2.49) (r =.95). There was a significant joint influence of the three predictors on quality assurance (R^2 = .882, Adjusted R^2 = 0.777; $F_{(3, 610)}$ = 711.078, $p < 0.05$). Learning environment ($\beta = 0.521$, $t = 22.839$, $p < 0.05$) and management practices ($\beta = 0.482$, $t = 20.617$, $p < 0.05$) had significant relative positive influences, while teachers' preparation had a relevant significant but negative influence on quality assurance ($\beta = -0.305$, $t = -15.509$, $p < 0.05$). Based on the findings of this study, it is suggested that the government should provide safe and conducive environment for learners. Teachers should be well renumerated, subjected to constant and relevant training and development programmes to improve their professional competence. Management practices should also be effective and goal driving to bring about standardized quality. The study therefore recommended that for quality assurance to be truly effective in public primary schools in Southwest Nigeria, there is a pressing need for concerted efforts aimed at improving the learning environment, strengthening management practices, and ensuring that teacher preparation is complemented by a conducive environment and efficient leadership.

Keywords: Quality Assurance, Learning Environment, Teachers' Preparation, Management Practices and Public Primary Schools.

Word Count: 494

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Chapter One

Introduction

1.1 Background of the Study

Education has come to remain the bedrock of development in societies where which Nations have adopted formal education as a veritable instrument for national development. In this direction, schools have been institutionalized to dispense education at different levels and components[1]. Education is a tool which provides people with knowledge, skills, technique, information, and enables them to know their rights and duties toward their family, society as well as the Nation. It is the most important element in the evolution of the Nation. The widespread recognition that Education is a major driver of economic competitiveness in an increasingly knowledge-driven global economy has made high-quality education more important than ever before[2]. Therefore, it is imperative for countries to strive towards raising candidates with higher level employment skills and sustain a globally competitive research and knowledge breeding base to the benefit of the Society[2].

Among the strata of the education system, primary education has been identified as the most sensitive stratum, reason being that, it determines the success or failure of the entire system. Primary education is the cornerstone of any nation's educational framework, laying the foundation for individual and societal development[3]. In Nigeria, it is seen as a critical pathway for improving socio-economic conditions and fostering national development. Nigeria's 9-3-4 educational system is designed to enhance education accessibility and quality, aiming to provide students with the skills necessary for both academic and vocational success[3]. However, despite policy advancements, systemic challenges such as overcrowded classrooms, inadequate facilities, teacher shortages, and regional disparities persist[4]. Research shows that only

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66% of Nigerian primary school students can read a single word, and 78% perform basic arithmetic after grade four[5].

Primary School Education is the first agent of socialization as it is the first stage that introduces formal education or literacy to the children. In other words, Primary school education is the foundation upon which all other levels of education are built. It is universally accepted as the foundation laying level of education in all nations of the world. Elementary education is six years in duration, and runs from grade one through grade six (ages 6 - 12) after which students are awarded the Primary School Leaving Certificate[5].

Hence, the instructional activities that take place in these schools must not be at variance with laid down procedures and must result in the objectives set out for attainment in the schools. The need then arises to ensure that the instructions, processes involved in discharging these instructions and the outcomes of these instructions are quality assured. This calls for qualitative instructional delivery in the Primary Schools and Quality Assurance is required to ensure and sustain qualitative education at this level[4].

Quality Assurance in education is a critical aspect of maintaining and improving academic standards, particularly in educational institutions[6]. This encompasses both internal practices implemented by institutions and external policies established by governing bodies to monitor and enhance educational quality. The focus here has shifted towards student learning outcomes, emphasizing specific knowledge and skills acquired through educational programs[6]. Quality assurance initiatives, such as those by the Commonwealth of Learning, aim to develop frameworks and resources for assessing and improving primary education and teacher education[7].

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Quality Assurance in public primary schools is a fundamental component in ensuring the effective delivery of education, particularly in regions like South West, Nigeria. The comprehensive and integral growth of pupils' physical, emotional, social, cognitive and spiritual wellbeing is fostered through Quality Education and equips them with the skills needed to face future challenges. Hence, quality assurance is integral to social development, especially in education as it ensures the alignment of educational outcomes with societal needs[5].

Quality Assurance is characterized by a strong effective system and sound skills output. Operational performance of schools which depends largely of system effectiveness has become a source of concern in educational sectors and Quality Assurance in public primary schools across Southwest Nigeria demands significant reforms to improve both knowledge production and educational outcomes[8]. These reforms will help Nigeria meet the growing global demand for innovation and the development of cutting-edge technologies necessary for sustained economic and social advancement[9]. Since the essence of Education is to make an individual useful, quality assurance strategies should be monitored and evaluated on a regular basis in order to improve the quality of the Educational System in Nigeria[10]. In essence, Quality Assurance at the Primary level rests on the assumption that a solid foundation in Education is a dependable framework on which other layers of Education are built[4].

The analogy of constructing a building is apt; without an eye on quality at the foundation level, the super structure will collapse. Hence, if we fail to quality assure the foundation level of our educational system (which is the primary School), we will turn out poor quality products into other strata of Education with its negative implication on the entire educational system and the Nation[10].

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Without Quality assuring the school systems, it is impossible to achieve educational goals. There must be structures in place to facilitate Quality Assurance in schools. However, there exist numerous factors hindering the assurance of quality in schools. It is therefore, imperative to investigate Quality Assurance as well as the factors that could affect it with the intention of ensuring the effectiveness and efficiency of the educational system through quality of process, products and services[11].

Stakeholders in the education sector are therefore, advocating that the basic educational strata; which is the primary education and indeed education institutions at all levels should be encouraged and supported to develop strong internal quality assurance mechanisms to drive the sector's processes and Nation's progress. They observed that countries that thrive did embrace quality education as their bedrock[11]. However, Primary Education in Nigeria has left much to be desired. More attention has to be given to this sector of Education to avoid total collapse in standard and quality of education[5]. Therefore, the means of quality assuring our primary school education should be given priority[10].

In achieving quality education however, several factors come into play, including the learning environment, teachers' preparation, and management practices[12]. There exists a significant correlation between conducive environment, teacher's qualification and management practices ultimately leading to enhance Quality Assurance in schools. The learning environment refers to the physical, social, and psychological setting in which teaching and learning takes place. A conducive learning environment promotes student engagement, enhances cognitive development, and improves overall academic performance[12].

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To ensure quality education in a nation, therefore, the principal actors of learning (teachers, learners and the environment) should be co-operatively organized. In other words, the teachers must be adequate in quality and quantity; the students must be well trained under a conducive learning environment where required facilities are provided and management practices efficient enough to ensure educational inputs, processes and outputs produced desired results[13].

It is worthy to note also that, achieving a robust quality education status does not happen by chance, but, through the implementation of well thought out strategies that can upgrade the standard of education and improve quality of products churned out from the various citadels of learning. Amongst the strategies needed to guarantee the desired quality of education in the primary sector is to build quality assurance mechanisms into the learning process such as an Effective System leading to skilled and desired output of the primary Education System[11].

An effective system in education refers to structured mechanisms that monitor and enhance the quality of educational outcomes. Schools with well-defined quality assurance processes can assess their performance, identify areas of improvement, and implement necessary changes[6]. In Nigerian public primary schools where this is desired, establishing such systems would require a consistent approach to maintaining and improving educational standards. An effective system provides a framework for evaluating teaching methods, student performance, and administrative functions, ensuring that all aspects of schooling contribute positively to student learning. The effectiveness of Nigeria's primary education system hinges on factors like curriculum delivery, teacher quality, and learning environments[6]. Addressing systemic inefficiencies such as poor management practices, insufficient instructional resources,

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and inadequate monitoring frameworks is essential for achieving sustainable educational [4].

Skills output here are the products of Primary school education referred to as primary school graduates or elementary school graduates. They are students who have completed their primary education, usually around the ages of 11 and 12. The products of primary school education should be a well-rounded individuals equipped with fundamental skills in reading, writing, maths and basic understanding of various subjects. This stage lasts between 3 - 6 years and designed to establish a solid foundation for future learning. Skills output for students on completion of the primary education include literacy and numeracy proficiency, basic subject knowledge, social and emotional development, critical thinking skills and problem-solving abilities. Also, they should be able to further their education and have capacity for various career opportunities aside personal development.

Skills output is also a key indicator of quality assurance in education, reflecting the extent to which students gain practical and applicable skills. Schools that emphasize skill development alongside academic knowledge equip students with the competencies needed to succeed in the workforce and in daily life. In Nigerian public primary schools, skill-building activities, such as critical thinking exercises and problem-solving tasks, which could enhance students' readiness for future challenges are not reflective in the curriculum. Integrating them not only improves academic outcomes but also fosters students' ability to apply their knowledge effectively in real-world situations[11]. In other words, primary education equips students with critical literacy, numeracy, and problem-solving skills, forming the foundation for lifelong learning and professional success. The skills acquired at this level significantly

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influence future academic achievements and career readiness, underscoring the importance of improving curriculum and teaching methodologies[3].

Conversely, there are numerous factors that affect greatly, the quality of the Primary education. They include the environment in which learning takes place, the readiness of teachers in taking on the teaching and learning process and the practice of the management team in these institutions[12].

Learning environment determines largely, the effectiveness of teaching and learning process, academic achievement of students and has a significant relationship with the quality of Primary School Education making environment an essential ingredient at the primary education level. Children at this level should be made to unfold their natural talents through an action from the external world. Therefore, the environment must be conducive to learning and there must be provision of instructional materials which can provide experiences for all round development to stimulate their physical, mental, emotional and social development[15].

The learning environment which consists of the infrastructure or the physical conditions houses all the designs, facilities and amenities that create a supportive environment for students' academic pursuits in schools can be said to be far from being adequately available in Public Primary Schools and has gained constant attention as the influence of infrastructure on quality of primary schools is grossly unexplored[16]. Researchers revealed that poor infrastructure in Public Primary Schools significantly affects learning. Hence, it has been recognised as a significant area that needs further investigation[17]. Other literatures Research by the Ministry of Education, summarised that 26% of the schools are disadvantaged in physical

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facilities lacking important resources rooms such as libraries, staff rooms, laboratories, lack of proper hygiene infrastructure and clean drinking water[20].

The physical environment known as the "third teacher" in a school can either stimulate or hinder quality in the teaching and learning processes[17]. As a result, it requires careful planning and execution to build up meaningful structures to support the students' learning in schools[19]. The dimension, layout and interior designs must promote desirable social interaction, professional communication and motivation among students[19]. The spaces and facilities in a school must create environments that ensure equitable use by all students[20]. Literature also believed that physical conditions must cater for students' physical, cognitive, socio-emotional and sensing abilities as well-designed classrooms influences 16% of the learning outcomes of students[21]. A researcher examined the psychological angle and argued that physical-sensing elements in classrooms such as light, colour, sound and space are significant to maximise lessons' effectiveness [21].

Adequate physical infrastructure, such as classrooms, libraries, and laboratories, is essential for effective learning. Many schools face challenges like overcrowding, lack of water and sanitation facilities, and poorly maintained buildings, which hinder academic performance[20]. Even more, physical facilities such as libraries and well-equipped classrooms significantly impact the effectiveness of instructions and student academic performance in schools with challenges like inadequate libraries and outdated learning materials, which hamper educational outcomes[21].

Schools must therefore, prioritize the development and maintenance of learning spaces, ensuring they are equipped with up-to-date materials to meet the evolving educational demands and improve students' learning outcomes across all levels[24]. In

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schools without positive and conducive learning environment, students' engagement and motivation are hindered. Therefore, schools must prioritize safety, inclusivity, and respect for diversity to create an atmosphere conducive to learning[25]. Schools must be purposefully designed to inspire creativity, independence and a love for learning to provide students with an exceptional education. Great school environments prepare support for students' intellectual, physical, social and emotional development[25].

A positive environment can contribute to students' successful academic career, support, and peace that are essential to the well-being, psychological health and achievement of students[22]. A school should be a place where everyone feels a sense of belonging and feels content, and secured. Therefore, the collective liability of students, parents and school administrators is to compose a loving and happy school environment[24]. Schools with positive learning environment make students feel physically and emotionally safe. They see the classroom as a place where they can be themselves, express themselves and ideas without judgement[24].

In light of this, a conducive learning environment, which includes clean, bright, and well-ventilated spaces, is vital for student performance and motivation in Nigerian public schools, particularly in the South West region. Research shows that well-maintained classrooms with necessary facilities like whiteboards, computers, and attractive surroundings enhance student satisfaction and learning outcomes[25].

The availability of instructional materials, including textbooks, teaching aids, and digital tools, play a vital role in ensuring quality assurance and shaping educational outcomes. Schools often lack these resources, negatively impacting teaching quality and student learning experiences[27]. Likewise, the availability and proper use of

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instructional materials are essential for effective teaching and learning, especially in science and technical subjects. However, schools face a shortage of these materials, and teachers often lack the necessary training to utilize the available resources efficiently[27]. The lack of instructional support also, negatively impacts students' achievement, particularly in core subjects like languages and physics. To overcome these challenges, there is a need for better funding to provide necessary instructional materials, alongside continuous teacher training to ensure effective use[27].

Teachers' preparation which includes pre-service and in-service training, also plays a critical role in enhancing the quality of education in Nigeria[28]. In Public Primary Schools, inadequate funding, poor infrastructure, and a lack of institutional support hinder the professional development of teachers, affecting their ability to deliver quality instruction[29]. Effective teacher education programs must align with global best practices, and incorporate modern technologies to meet contemporary educational demands[30]. Lack of adequate teacher's preparation, poor salary payment, lack of incentives all demotivate teachers, affecting students' outcome. Collaborative efforts therefore, among educational stakeholders are necessary to promoting sustainable quality assurance in Nigeria's education system[31].

Therefore, ensuring regular salary payments, providing adequate incentives, and fostering a culture of continuous professional development are essential for motivating teachers and improving student outcomes[32].

In Nigeria, particularly in the South West, public primary schools encounter significant administrative challenges, inadequate infrastructure, under qualified teachers, and inefficient management practices, which directly impact teachers' productivity and the overall quality of education[33]. These issues are compounded by

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institutional corruption, poor funding, and weak admission policies, further hindering administrative efficiency[33]. The role of principals in managing teaching facilities and fostering teacher preparation is essential to improving administrative practices and enhancing educational outcomes. In other words, teachers' preparation is crucial if we want to make the most of the career and help students develop skills and competencies for success[34]. Furthermore, teachers' preparation will help develop skills and strategies to improve as a teacher; lead productive and engaging lessons for students and maximize the effectiveness of time and resources. Apart from involving aspects like planning daily activities, it also entails initial or ongoing training to gain competency as a Teacher. Adequate preparation will help teachers sharpen their teaching skills and perform effectively[35].

Training is employed to develop the right skills in Teachers. Training entails gathering skills on curriculum design, educational standards, resource and material usage, potential learning styles, student engagement and aspects of child development. It can also involve getting certification in new technologies and teaching methods or philosophies[35]. Teachers, being the cornerstone of Education must be well-equipped with subject-matter expertise, have access to laboratories, and effective strategies for qualitative teaching and learning process[36]. Hence, the quality of education that teachers deliver to students depends on their knowledge and understanding of the job. Different researches showed that teachers are expected to possess a wide range of knowledge including Subject Content Knowledge (SCK), Innovative Pedagogical Knowledge (IPK), and supportive, collaborative and creative skills to plan what and how to teach students in the Twenty First Century[33,34].

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Continuous Professional Development is meant to encourage capacity building of teachers, equip teachers with the right skills to take on teaching and learning, foster sense of ownership and empowerment, receive training on student centered teaching methodology, pedagogy and social & emotional learning[35,36]. This training will also enable them to make effective use of equipment, teaching aids and technology to ensure that each student gains enough knowledge from learning. Continuous Professional Development is a programme organized through systematic in-service training to improve teacher efficiency and effectiveness in knowledge delivery to students[36]. A researcher examined that Teachers should be prepared for the challenges through acquisition of new knowledge, skills, experience, research and development[37]. Continuous Professional Development provides teachers with the skills that engage students in the learning process, increase their attention and focus and motivate them to aspire to higher - level critical thinking[35].

Low salaries, poor working conditions, and limited incentives contribute to high teacher attrition rates in Nigeria. Addressing these issues through competitive remuneration and supportive policies can boost teachers' morale, retention and ensure quality delivery[37]. Teachers, in most cases are blamed for poor performance of pupils and students in the final examinations, but the socioeconomic needs of these teachers are not adequately catered for in both public and private school sector in Nigeria. Teachers encounter series of problems including lack of job satisfaction, irregular salaries and allowances payment, low status in the society. All these affect teachers' morale as basic teaching aids are in state of decay[37].

Similarly, shortage of qualified teachers, especially in rural areas, has hindered educational progress. Ensuring that all teachers meet minimum qualification standards

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and promoting higher academic credentials are critical steps toward improving teacher quality. Teachers' teaching qualification is another quality of the teacher. This means that the qualification of a teacher matters when it comes to effective teaching[39].

Effective management practices are essential for successful curriculum implementation and qualitative educational system. Poor coordination among administrators, teachers, and policymakers often results in gaps between curriculum design and delivery[40].

Educational management practices in public primary schools in Nigeria, especially in the Southwest region, are deeply affected by administrative inefficiency, cultural norms, time, and resource management. Addressing these issues requires a comprehensive approach that involves reforming teacher's education, improving infrastructure, adopting effective leadership styles, fostering a culture of accountability and transparency, ensuring alignment with global best practices and adopting a contextual approach to management which will be crucial in enhancing the overall quality of education in Nigerian public schools[41].

Cultural norms within Nigerian educational institutions heavily influence management practices and quality assurance. In public primary schools, institutional corruption, inadequate facilities, and weak admission policies are part of the broader cultural issues affecting educational process and the quality of schools[33]. Cultural traits, such as hierarchical relationships and rigid bureaucratic structures, often impede flexibility and innovation in management.

Finally, workplace culture and norms significantly influence curriculum success. Schools that foster a positive and inclusive culture promote collaboration, innovation, and professional growth among teachers. Encouraging practices such as peer

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mentoring, open communication, and respect for diversity can create an atmosphere that supports effective teaching and learning.

Time management is a crucial factor in the effective administration of public primary schools, especially in regions facing severe infrastructural and management challenges. Studies from various Nigerian states have shown that time management significantly correlates with teaching effectiveness and overall school performance[40].

In the Southwest, where public primary schools suffer from resource constraints and under qualified staff, effective time management by school leaders can alleviate some of these challenges by ensuring that teachers maximize their instructional time and adhere to well-structured timetables. Efficient time management ensures that instructional time is optimally utilized. Structured timetables and teacher training in time management can help achieve curriculum objectives[40].

Resource management is responsible for allocating the necessary resources, such as personnel, budget, and technology, to support quality assurance activities in schools. This includes ensuring that the right tools, equipment, and training are provided to employees to enable them to carry out their quality-related tasks effectively. Adequate resource allocation and equitable distribution of teaching materials are pivotal for educational success. Addressing resource shortages requires increased funding and targeted investment in underserved regions.

Administrative efficiency is critical to ensuring smooth operations within schools. Efficient administrative practices reduce delays and ensure that both staff and students can focus on educational tasks rather than bureaucratic hurdles[42]. In Nigerian public primary schools, administrative processes, such as enrollment, scheduling, and resource allocation, need to be streamlined[42]. This can significantly improve

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productivity. However, most schools lack efficient administration and a supportive environment that enables teachers to concentrate on their instructional roles, thereby enhancing the overall quality of education[43].

Pursuant to the above, the effectiveness of any educational or professional system is deeply influenced by the implementation of quality assurance (QA) strategies. Despite its significance none the less, primary education system still grapples with multifaceted challenges that threaten its efficacy. Chief among these challenges is poor learning environment characterized by inadequate infrastructure, lack of basic amenities such as classrooms, furniture, and sanitation facilities; low level of teachers' preparation characterized by unqualified teachers, lack of periodic training and development of teachers, lack of adequate motivation and incentives of teachers; poor management practices characterized by ineffective use of resources, poor time management, unhealthy work place culture[42].

In most findings, researches have revealed that the learning environment plays a significant role in ensuring Quality Assurance education. In most cases, learning environments are unattractive and there are no adequate indoor and outdoor learning materials in public primary schools. Most school buildings are dilapidated and, in some cases, classes are held in temporary structures. Even where classes are held in permanent structures, there are situations where the roofs of such buildings are leaking, walls cracking and many potholes in most of the floors, the paintings if there are any are bleached, ceiling, boards arc broken while windows and doors shutters are flung open from their position[44,45].

Further to this, other studies have also aimed to examine the relationship between teachers' preparation and Quality Assurance. Research suggests that teachers'

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qualifications, including subject mastery, can positively impact student's achievement. While subject mastery is important, it is not the only factor that determines effective teaching. Other essential qualities include pedagogical skills, communication abilities, and the ability to create a positive and inclusive learning environment. However, the lack of qualified teachers in primary schools have had a profound negative impact on the quality of education students receive with its attendant consequences[46].

Furthermore, Studies on teacher training and development consistently highlight a critical issue showing lack of regular in-service training. These studies revealed the absence of periodic professional development training which has significantly hindered teachers' ability to adapt to evolving educational needs and implement effective teaching practices. As a result, many teachers are not adequately prepared to address the diverse learning styles and challenges faced by their students[47]. Studies on teacher welfare highlight several factors that lead to teachers' lack of motivation and commitment. These includes: inadequate compensation and Incentives, low salaries, lack of performance-based bonuses and limited opportunities for professional development which all demotivate teachers. These factors can significantly impact teachers' commitment to their work and their overall job satisfaction[48].

Researches on management practices have also shown that poor management practices can significantly hinder the effective use of available human and material resources in educational settings, ultimately impacting negatively on learning outcomes and the achievement of educational goals[49]. All these have resulted in the dampened quality of education in the public primary schools across the states especially in the western region of Nigeria. Although numerous studies have investigated the relationship between other factors as they relate to the level of

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educational quality in public primary schools; no studies have investigated jointly, learning environment, teachers' preparation and management practices in relation to quality assurance in public primary schools. This is a gap that necessitated this study.

Further to this, though researches on learning environment, teachers' preparation and management practices in relation to quality assurance might have been conducted in some other regions of Nigeria, no research work has been discovered on these variables in relation to quality assurance in public primary schools in the South Western region of Nigeria. This has again, resulted in a geographical gap and the oversight created a critical need for research that addresses the unique characteristics and challenges of this region which is also the crust of this study.

1.2. Statement of the Problem

A lot of factors have left much to be desired in the Nigerian Educational Sector predominantly in the Public Primary Schools. The Primary school is the bedrock of the education system the world over on which all other strata of education depend upon. Output in terms of the primary school leavers are the ones turned out into the society from where higher education is pursued, thus serving as input into the other strata of Education. This lends credence to the importance of products from this system.

If the output from this system is going to serve its purpose according to the Nigerian Policy of Education therefore; the entire school system in terms of its inputs, processes vis-a-vis its standard, must be efficient and effective enough to achieve stated educational outcomes and goals. This can only be realised through institutionalized qualitative mechanisms and by consistently enhancing the quality of the school system. Above scenario has raised serious concerns and discussions on

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assuring quality of schools through raising the standard of the Nigeria Education System. The preponderance of factors such as poor teaching environment, inadequate physical facilities, inadequate and obsolete teaching materials, ineffective management practices, inefficient resource allocation, unqualified teachers, irregular professional training and development programme for teachers among other factors negatively affect system performance, institutional reputation[42].

All these have resulted in low quality of the Primary School System and poor educational outcomes in terms of primary school leavers and invariably, in the Nigeria Educational System. These have posed a significant matter of apprehension given their substantial impact on the inputs, processes and outputs of educational system as well as on the entire educational system at large. By this, the achievement of educational goals and objectives have been greatly impeded; posing a potential threat to all sectors of the Nation. Furthermore, there is scarcity of studies on the possible degree of relationship between Learning Environment, Teachers' Preparation, and Management Practices in Southwest, Nigeria. This also identifies a gap that needs to be addressed.

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1.3 Aim and Objectives of the Study

This study investigated Learning Environment, Teachers' Preparation and Management Practices as they influence Quality Assurance in Public Primary Schools, in Southwest, Nigeria.

The objectives are to:

(i) identify the level of quality assurance in public primary schools, Southwest, Nigeria;

(ii) examine the status of learning environment in public primary schools in Southwest, Nigeria;

(iii) determine the level of teachers' preparation in public primary schools in Southwest, Nigeria;

(iv) assess the status of management practices in public primary schools in Southwest, Nigeria;

(v) ascertain the relative influence of learning environment indices (conducive environment, physical facilities and instructional materials), teachers' preparation indices (Training and Development, Welfare and Teachers' Qualification) and management practices indices (Administrative efficiency, Culture/Norms at work place, Resource Management and Time Management) on quality assurance in public primary schools in Southwest, Nigeria;

(vi) determine the joint influence of learning environment (conducive environment, physical facilities and instructional materials), teachers' preparation (Training and Development, Teachers' Welfare and Teachers' Qualification) and management practices (Administrative efficiency, Culture/Norms at work place, Resource Management and Time Management) on quality assurance indices, (System Effectiveness and Skills Output) in public primary schools in Southwest, Nigeria;

1.4 Research Questions

To guide the study, the following research questions were addressed.

1. What is the level of quality assurance in Public Primary Schools in Southwest, Nigeria?

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2. What is the status of learning environment in Public Primary Schools in Southwest, Nigeria?
3. What is the level of Teachers' preparation in Public Primary Schools in Southwest, Nigeria?
4. What is the status of Management practices in Public Primary Schools in Southwest, Nigeria?

1.5 Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance. They include:

Ho1: There will be no significant joint influence of Learning Environment indices (conducive environment, physical facilities and instructional materials), Teachers' Preparation indices (Training and Development, Welfare and Teachers' Qualification) and Management Practices indices (Administrative efficiency, Culture/Norms at work place Resource Management and Time Management) on Quality Assurance in Public Primary Schools in Southwest, Nigeria.

Ho2: There will be no relative influence of learning environment (Conducive Environment, Physical Facilities and Instructional Materials), Teachers' Preparation (Training and Development, Welfare and Teachers' Qualification) and Management Practices (Administrative efficiency, Culture/Norms at work place, Resource Management and Time Management) on Quality Assurance in Public Primary Schools in Southwest, Nigeria.

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1.6 Limitation of the Study

Several limitations emerged during the course of this study that may have impacted both the research process and its outcomes. A significant challenge was the delayed return of completed questionnaires from some sampled schools, which prolonged the data collection period and created logistical difficulties as the area covered for the research is Southwest, Nigeria. Additionally, access to teachers was restricted in certain schools due to reluctance from school authorities, which reduced the initially projected sample size and further complicated data gathering. Nonetheless, the research team took deliberate steps to ensure the data collected was treated with rigor and objectivity. As a result, the study's findings are considered valid and reliable within the scope of its objectives and sample.

1.7 Significance of the Study

This study offers valuable insights into the impact of Learning environment, Teachers' preparation and Management practices on the extent to which Quality is assured in Public Primary Schools in Southwest, Nigeria. The Data presented in this study would potentially yield valuable insights to educational school administrators, education authorities, relevant bodies, schools, teachers, government and prospective scholars.

Findings of this study would be beneficial to Educational Policy Makers to a large extent as they can determine the worthiness of the Primary educational system, give insight to areas of improvement and strategies to be employed in ensuring quality is assured and sustained in the sector.

This study would also assist relevant Educational Institutions and Curriculum Developers to identify competence gap on the part of teachers and reveal the need for

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regular and intense training & development programs to raise the capability and competence of teachers in delivering on instructional goals. They also stand to gain tremendously as a result of improved quality of inputs, processes and outputs of the system ultimately leading to actualization of the goals of education in Nigeria.

It would increase the awareness of School Administrators on how Learning Environment, Teachers' Preparation, and Management Practices enhance Quality Assurance in schools through effective internal mechanisms. Findings of this study would assist relevant bodies in identifying school-based factors/challenges impeding quality assurance in the entire educational system; and remedial actions to be taken to ensure standardization of the school system.

Results would assist Management Personnel in employing the most efficient and effective management practices that can lead to smooth internal coordination and utilization of available scarce human and material resources towards actualizing educational goals. Students remain the main beneficiary of this study as all instructional activities would be carried out in a most effective and efficient way under safe, conducive and a positive environment with competent personnel, all leading to increased, understanding and engagement on their part and ultimately high performance and desired educational outcome.

Results of this study would also be utilized by School Administrators in providing best teaching and learning environment for academic purposes, identify the strategies of stimulating capacities in teachers/workers and ensuring effective and efficient internal administrative processes that will yield desire educational outcomes.

Furthermore, findings of this study would serve as a guide to the Government in ensuring the provision of adequate, appropriate and relevant facilities, instructional

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materials, conducive teaching and learning environment within the system and educational sector as a whole. Government would also ensure improved availability of funds, regular training and retraining of staff, provision of adequate security for teaching and learning all in a bid to assure quality in the Primary and most fundamental sector. Upon implementation of the results of this study, schools and Educational Institutions stand to be the better for it as strategies to quality assure schools are executed leading to desired educational outputs and a vibrant primary education sector. Finally, this study may serve as a valuable resource and blue print for scholars who desire to conduct more researches in this field of study. The study would also be significant knowledge when published.

1.8 Scope of the Study

This strictly covered independent variables of Learning Environment (with its measures of conducive environment, physical facilities, instructional materials); Teachers' preparation (with its measures of training and development, welfare of teachers, and teachers' qualification); Management Practices (with its measures of Administrative efficiency, Work place Culture/Norms, Resource Management and Time Management) and dependent variable which is Quality Assurance (with its measures of (System Effectiveness and Skills Output as Primary School leavers). The geographical scope covers all the Public Primary Schools in Southwest, Nigeria. Also, this study also covered Primary School Teachers, Head Teachers and Quality Assurance Officers in the Southwest region of Nigeria.

1.9 Operational Definition of Terms

Quality Assurance is a process of ensuring fitness for purpose. It is ensuring quality of process, products and services within the school system. It is a systematic process

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for making sure the entire teaching and learning process vis-a-vis the administrative process yield expected educational outcomes in Southwest.

Administrative Efficiency: this refers to the school system performing well enough, the functions necessary to achieve educational goals or objectives. This entails ensuring smooth operations within the school system leading to quality education outputs in Southwest.

It implies sustains teaching and learning designed to prepare students to thrive in the world and make teachers willing to give in their best. This system that provides both teachers and learners with a diverse range of experiences capable of developing meaningful relationships.

Skills Output: This refers to students who have successfully completed the basic foundational learning stage (Primary Education). That is products of the Primary education system referred to as Primary school leavers.

Learning Environment refers to places where learning takes place. They include infrastructure design that houses facilities and amenities that create a supportive environment for students' academic pursuits in schools or physical spaces (such as conducive classrooms, and instructional materials).

Physical Facilities: Refer to buildings/spaces used principally for educational purposes wherein a school is located or a course of instruction or training programme is offered that has been approved or licensed by a state agency or board.

It is a structure useful for the instruction of students or the conduct of research or the operation of education. Includes library facilities, classrooms, well equipped learning materials e.t.c.

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A building used primarily for educational purposes by six (6) or more persons at one time for 12 hours per week or 4 hours in a day.

Instructional Materials are defined as varieties of materials that are read, listened to, manipulated, observed or experienced by students to influence learning in the instructional process such as audio, visual and audio-visual material. They make teaching and learning effective and endure quality student learning experiences. They include text books, teaching aids, digital tools.

Conducive Environment: This is a school environment where learners feel safe, respected and valued with sense of belonging, which enhances positive teacher-student relationships that foster motivation and engagement at the same time provide support for students' intellectual, physical, social and emotional development. It includes the physical setting of the classroom, availability of resources, and necessary facilities teaching approaches employed and the interaction between teachers and students.

Teachers' Preparation: It is a process that involves getting a teacher set to take on teaching qualitatively. Teachers' preparation places premium on quality over quality of Teachers. It involves teachers acquiring the right qualification, content knowledge, appropriate pedagogical skills, right and positive attitude to work, high level commitment, training and development of teachers, teachers' welfare all for the actualization of the goals of Education. Here, teachers' welfare, training and development and qualification define teachers' preparation.

Teachers Welfare: This refers to teachers' well-being, remuneration and their working conditions, with incentives and supportive policies that can boost teacher's morale and productivity within the educational setting.

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Training and Development: Training and Development involves improving the effectiveness of Teachers and workers within the school organization. It encompasses organizational processes designed to improve teachers' knowledge, skills, capabilities and job-related competencies.

Teachers' Qualification: This means the academic qualifications and certifications special training and proper pedagogical training acquired by teachers to make them capable of delivery quality instructions within the school system. It is about recognizing teaching as a full profession requiring periodic and regular specialized trainings.

Management Practices: These are activities related to the effectiveness of the process within the school system such as administrative efficiency, workplace culture, time management all geared towards accomplishing set educational goals.

Administrative Efficiency: This is the capacity of the educational institution to produce desired educational outcomes within a minimal use of available resources (inputs). It involves managing a school system in such a way that specific educational goals are achieved. It entails attaining teaching and learning with relative minimum cost of educational inputs yet achieving sound educational outputs.

Work place Culture: This refers to the school environment where teaching and learning takes place. It is the sum of the organization's practices, traditions, interactions, attitudes, values, and behaviours, shared values, belief systems, and the set of principles obtained within the educational setting.

Time Management: It is simply the process of organizing and planning and prioritizing instructional time between different activities yet achieving optimal

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educational outcomes. It is the ability of teachers/workers to work smarter, not harder, to get more done in less time even when time is tight and pressures are high.

Time Management can also refer to behaviours within the school organization that aims at achieving stated goals while performing certain goal-oriented activities. It is a way of monitoring and controlling time in the school.

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Chapter Two

Literature Review

This Chapter reviews all relevant literatures by various researchers on specific concepts as well as similar studies that have been conducted that are pivotal to the understanding of this study. This Chapter was discussed under the following headings:

2.1 Conceptual Review

2.1.1 Quality

2.1.2 Quality Assurance

2.1.3 Quality Assurance in Public Primary Schools

2.1.3.1 System Effectiveness

2.1.3.2 Skills Output

2.1.4 Learning Environment

2.1.4.1 Physical Facilities

2.1.4.2 Conducive Environment

2.1.4.3 Instructional Materials

2.1.5 Teachers' Preparation

2.1.5.1 Training and Development of Teachers

2.1.5.2 Teachers' Welfare

2.1.5.3 Teachers' Qualification

2.1.6 Management Practices

2.1.6.1 Time Management

2.1.6.2 Workplace Culture/Norm

2.1.6.3 Administrative Efficiency

2.1.6.4 Resource Management

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2.2 Theoretical Framework

2.2.1 Total Quality Management Theory

2.2.2 Social Learning Theory

2.3 Review of Empirical Studies

2.3.1 Learning Environment and Quality Assurance in Public Primary Schools

2.3.1.1 Physical Facilities and Quality Assurance

2.3.1.2 Conducive Environment and Quality Assurance

2.3.1.3 Instructional Materials and Quality Assurance

2.3.2 Teachers Preparations and Quality Assurance in Public Primary Schools

2.3.2.1 Training and Development of Teachers and Quality Assurance

2.3.2.2 Teachers' Welfare and Quality Assurance

2.3.2.3 Teachers' Qualification and Quality Assurance

2.3.3 Management Practices and Quality Assurance in Primary Schools

2.3.3.1 Time Management and Quality Assurance

2.3.3.2 Workplace Culture/Norm and Quality Assurance

2.3.3.3 Administrative Efficiency and Quality Assurance

2.3.3.4 Resource Management and Quality Assurance

2.4 Conceptual Model

2.5 Summary of Gaps in Literature Review

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2.1 Conceptual Review

2.1.1 Quality

Quality is generally understood as the extent to which something demonstrates excellence relative to comparable entities[1].

Within the academic context, the notion of quality encompasses both the inputs into and outputs from the educational process, reflecting a holistic evaluation of the educational experience. It is often conceptualized as a foundational standard that can be assessed along a continuum of preferences or expectations. Standards, in this framework, refer to the established principles, norms, or benchmarks that are defined and upheld by institutions, organizations, or societal groups. Nevertheless, the concept of quality remains inherently fluid and subjective, as its interpretation can vary significantly across different stakeholders[2]. Quality is that which best satisfies and exceeds customers‟ needs and wants. Quality can be said to lie in the eyes of the beholder. This is because the consumers, who make the judgment on quality, do these by reference to the best comparable performance indicators. Quality refers to the standard of a phenomenon when it is compared to other things like it: how good or bad something is[2]. Quality is truly a genuine position of a product, (goods and services) or a process attribute on good – bad scale. It is often associated or linked with defects and deficiencies in products or process. Quality is the capability of products, services or systems to knowingly satisfy those preconceived composite wants of the user(s) that are intelligently related to the characteristics of performance and do not cause major overt or convert reactions or actions by other people.[3]

The concept of quality combines two aspects – the first relates to the features and attributes of the product, service or system. The Second is the absence of deficiencies

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in product and system. Assurance is described as a promise, guarantee or statement that something is true[3]. Quality is perceived as grade of achievement, a standard against which to judge others. It is the total of the features of a process, product or service on its performance, in "customers" or "clients" perception of that performance[4].

Quality in education relates to the quality of work undertaken by teacher, which has significant effects upon his or her students. Thus, quality of a teacher is one of key determinants of the students' achievement. In order words, quality of education is defined and judged by students learning achievements, in terms of traditional curriculum and standards[4]. Thus, quality pertains to the relevance of what is taught and learned and how well it fits the present and future needs of the particular learner. The quality of teacher education is directly related to the quality of instruction in particular and some other factors like curriculum and environment. Educational enterprise has to do with establishing and maintaining standards, which form the basis of evaluation[5]. Quality therefore is an expression of standard or it is the means by which a certain set standard in education can be achieved. The term quality has no generally accepted definition but suffice it to say that quality refers to the standard of a phenomenon when it is compared to other things like it, how good or bad something is, that is, to be of quality or of a high standard[5].

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2.1.2 Quality Assurance

Quality Assurance is not just a process, it is systematic in nature. It entails the systematic review of educational provision to maintain and improve its quality, equity and efficiency. Quality assurance is an institution designed to improve the existing system towards achieving the stated goals. It also means 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.

In the education sector, quality assurance is an institution designed to improve the existing education system towards achieving the stated educational goals. It is a shared and 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[6].

In this context, Quality Assurance (QA) is the act or process of confirming that educational system's quality requirements are being met. Managing the quality of educational service delivery involves planning, fulfilling and monitoring activities within the educational sector.

Quality assurance approaches can encompass a range of mechanisms (tools, processes and actors) to monitor overall system performance, policy implementation, school and staff effectiveness and individual student outcomes. School systems include various layers, operate in diverse contexts and employ staff with a range of experience and competences. Quality assurance in tertiary institutions can be carried through various means; internal (within the system) and external control measure, checks and balances by regulatory agencies[6].

2.1.3 Quality Assurance in Public Primary Schools

Quality control practices in Nigerian education are based essentially on school inspection, monitoring and control. While such measures are appropriate for obtaining data on policy implementation and for strategic planning, and aid public accountability, they are of little value when it comes to managing classroom learning

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processes[7]. Also, while the provision and rehabilitation of school facilities assist in the delivery of quality, some intervention is needed to plan and utilize such. School inspection has been criticized for its inadequacy to assist classroom teachers to improve their performance. Most children come to school with hope and enthusiasm to learn but somewhere in the process, many fail even though teachers are teaching. Failure therefore, suggests that there is a dissonance between what the teachers teach and the needs of the learners. Inspectors on visits to the school may not be able to handle this problem successfully without the schools' input. Schools are therefore in the best position to address such a problem being in constant touch with their students. The worth of any management is based on its ability to produce quality products and satisfy clients and other stakeholders. Its tasks, therefore, include identifying and solving any problem that militates against quality delivery. Such a problem-solving approach will be directed at taking preventive measures against wastage.

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2.1.3.1 System Effectiveness

An effective system in education refers to structured mechanisms that monitor and enhance the quality of educational outcomes. Schools with well-defined quality assurance processes can assess their performance, identify areas of improvement, and implement necessary changes. In Nigerian public primary schools, establishing such systems would ensure a consistent approach to maintaining and improving educational standards. An effective system provides a framework for evaluating teaching methods, student performance, and administrative functions, ensuring that all aspects of schooling contribute positively to student learning.[10]

Furthermore, Pedagogical technologies, according to educators, researchers, and practitioners, are often associated primarily with information technologies, such as computers, distance learning, and various instructional methods. These tools are considered essential for use in the educational process.

However, at its core, pedagogical technology involves the deliberate selection and use of methods that enable teachers and students to work together toward specific educational goals and achieve consistent, guaranteed results. Effective educational technology should foster collaborative activities, helping students think independently, be creative, search for and analyze information, draw conclusions, and evaluate themselves and others. Meanwhile, the teacher's role is to create the environment and opportunities for such development.

For this to be effective, the educational process must be carefully planned in advance. Teachers need to consider the specifics of the subject**,** the learning environment**,** and each student's needs and abilities, ensuring that collaborative activities are well-organized. Only then can the desired outcomes be reliably achieved.

Ultimately, the student should be at the center of the learning process. Teachers must approach each lesson holistically, visualizing and planning future instruction. This includes preparing a technological map for each lesson, tailored to the subject matter and the students' individual characteristics and requirements.

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2.1.3.2 Skills Output

Skills output is also a key indicator of quality assurance in education, reflecting the extent to which pupils gain practical and applicable skills. Schools that emphasize skill development alongside academic knowledge equip pupils with the competencies needed to succeed in the workforce and in daily life. In Nigerian public primary

schools, integrating skill-building activities, such as critical thinking exercises and problem-solving tasks, into the curriculum could enhance pupils' readiness for future challenges. This approach not only improves academic outcomes but also fosters pupils' ability to apply their knowledge effectively in real-world situations[11].

Furthermore, skills output contributes to pupils' self-confidence and adaptability. When pupils acquire practical skills that extend beyond theoretical knowledge, they become more empowered and prepared to face diverse situations. By prioritizing skill development, Nigerian public schools can produce graduates who are not only knowledgeable but also capable of making meaningful contributions to society. This focus on skillful output aligns with national educational goals and addresses the growing demand for employable skills in the Nigerian labor market.

2.1.3.3 Brief History of Quality Assurance in Nigerian Education System

The history of quality assurance in Nigeria's education system is a journey marked by several milestones, challenges, and reforms. Over the years, the Nigerian government and various stakeholders have recognized the importance of quality assurance in ensuring educational excellence and have implemented measures to enhance educational standards. The foundations of quality assurance in Nigeria's education system can be traced back to the pre-independence era[12]. Efforts were made to establish educational institutions and implement basic quality control measures, such as curriculum development and teacher training. However, the focus during this period was primarily on expanding access to education rather than ensuring consistent quality. Following Nigeria's independence in 1960, there was a growing recognition of the need to improve the quality of education. The government took steps to strengthen quality assurance by establishing bodies such as the Nigerian Educational

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Research Council (NERC) in 1963. NERC was responsible for curriculum development and ensuring educational standards. In the 1970s, regulatory bodies were established to oversee and regulate the education sector[13.] The National Universities Commission (NUC) was created in 1974 to ensure quality standards in universities, while the National Board for Technical Education (NBTE) was established in 1977 to regulate technical and vocational education. These bodies played a significant role in ensuring quality standards in higher education. In the 1980s and 1990s, Nigeria witnessed several educational reforms aimed at improving quality assurance. The Universal Basic Education (UBE) Act of 2004 was a significant milestone, focusing on ensuring quality at the basic education level. The introduction of the National Policy on Education in 1981 and subsequent revisions also emphasized the importance of quality assurance in Nigeria's education system. Quality assurance in education plays a crucial role in Nigeria's quest for sustainable development and a prosperous future[14]. It encompasses a range of activities and strategies that aim to ensure that educational institutions meet predetermined standards of excellence. The role of quality assurance in Nigeria is multifaceted, addressing various challenges and contributing to the overall improvement of the education system. Quality assurance establishes and maintains standards of excellence in the Nigerian education system. It sets benchmarks for curriculum development, teaching methods, assessment practices, infrastructure, and student support services. By adhering to these standards, educational institutions can provide students with a consistent and high-quality learning experience[15].

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2.1.3.4 Requirements for Quality Assurance in Public Primary Schools

Because there is need for a shift of emphasis in education discourse from how much and how many to how well; from more to better and in fact to more of the better[15],

ensuring quality assurance in primary schools involves several key provisions that work together to create an effective and nurturing learning environment. Each of these components plays a significant role in fostering qualitative education and achieving desired learning outcomes.

One of the foremost considerations is curriculum relevance. The curriculum acts as a roadmap for learning, directing what is taught and how it is delivered. A relevant curriculum ensures that teaching and learning remain meaningful and responsive to the changing needs of society. This requires regular reviews and updates to reflect emerging societal issues, thus equipping teachers with clear guidance on what to teach and how best to engage pupils. A curriculum that aligns with learners' interests and societal challenges supports a more robust and effective education system[16].

Equally important are infrastructural facilities, which include physical resources such as classrooms, furniture, libraries, laboratories, health services, ICT tools, and sanitation amenities like toilets and water supply. These facilities create a conducive environment for both teaching and learning. When such infrastructure is adequately provided, it enhances the efficiency and effectiveness of school operations, offers comfort, and ultimately contributes to better educational outcomes[16].

Another crucial component is the availability and use of instructional materials. These materials serve as vital tools for facilitating instruction and enhancing the learning experience. They may range from simple teaching aids to advanced technological resources. By engaging learners through appropriate stimuli, instructional materials help them grasp concepts more effectively. These resources present knowledge, skills, attitudes, and values in ways that are accessible and meaningful to young learners[16].

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Adequate funding underpins many of these quality assurance measures. Without sufficient financial support, even the best plans can falter. Funding is essential for training and retraining quality assurance personnel, ensuring their mobility to reach all schools—including those in remote areas—and developing reliable quality assurance tools. It also supports the active involvement of teachers in quality assurance initiatives, further promoting accountability and improvement[16].

To maintain a high standard of education, regular capacity building for primary school teachers is necessary. Capacity building refers to the continuous professional development that enables teachers to grow and adapt in their roles. Through workshops, training programs, and other learning opportunities, teachers can acquire new knowledge, skills, and attitudes. These experiences not only help them to better implement the curriculum but also improve the overall quality of instruction delivered in the classroom[16].

Lastly, teacher qualification is a foundational aspect of quality assurance in education. Teachers must be well-trained and suitably qualified to effectively interpret and deliver the curriculum. The Nigeria Certificate in Education (NCE) is recommended as the minimum qualification for entry into the teaching profession. Ensuring that teachers meet this standard—and strengthening the training processes involved in earning the NCE—lays a strong foundation for quality education at the primary level and supports learners as they progress through higher stages of schooling[16].

In summary, quality assurance in primary education is multi-faceted, requiring attention to curriculum, infrastructure, instructional materials, funding, teacher development, and qualifications. When these elements are effectively addressed, they

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work together to foster an educational system that is capable of meeting the evolving needs of learners and society.

2.1.3.5 Strategies for Quality Assurance in Public Primary Schools

At present, several key steps are employed to ensure quality assurance in primary education. These steps serve as mechanisms for maintaining standards and promoting continuous improvement within the school system. One of the primary measures is monitoring, which involves the regular collection of data concerning ongoing projects or programmes within schools. This process allows stakeholders to track progress, identify challenges early, and make informed decisions to enhance educational delivery[17].

Closely related to monitoring is evaluation, which focuses on assessing the outcomes of various programme activities. By collecting and analyzing information about what has been achieved, evaluation provides valuable insights into the effectiveness of educational initiatives and helps determine whether goals and objectives have been met. Supervision is another important element of quality assurance. It entails overseeing the individuals involved in different aspects of the education process—whether it is teaching, learning, resource utilization, or school management. Through supervision, school authorities can ensure that educators and administrators are performing their duties effectively and in line with established standards.

Finally, inspection plays a crucial role in maintaining quality. It involves assessing whether the facilities and resources available in a school meet the required standards. This includes evaluating classrooms, teaching materials, sanitation, and other infrastructural elements to ensure they are adequate and conducive to learning. Together, these steps—monitoring, evaluation, supervision, and inspection—form a

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comprehensive framework for sustaining and improving the quality of education in primary schools[17].

2.1.3.6 The Role of Quality Assurance in Primary Education

Quality assurance is an umbrella concept for a host of activities that are designed to improve the quality of the primary education system. It embraces all the functions of the school including such activities as teaching, caring, staffing, pupils, building, facilities and child development[18]. Concern for quality assurance in primary education is most desirable for the fact that it serves as foundation for all other levels of education for if the foundation is destroyed what can the builders do? A researcher opined that an educational system's worthiness lies in its 4 capabilities to continuously serve its customers, (pupils/students, parents, employers, the society) better and remain relevant. While quantity in primary education is concerned with getting as many children of school age to school in large number within the shortest time allowed, quality answers the question: What manner of education? How good or bad are the products? The utility value of quality assurance can be seen through the provision of information to the public and other interested parties about the worth of the primary education delivery system. It equally ensures accountability in respect of the investment of public funds[18]. Quality assurance is about ensuring that the school is performing the best that it can. It is not about compliance with regulations or counting textbooks but about the quality of the work of a school and its impact on pupils. A researcher proposed a system approach to quality assurance. This demands that dimensions of input, process and output should be the focus. The input segment includes pupils, teachers, curriculum and facilities. On the process side, emphasis is on teaching/learning interactions, internal efficiency, evaluation procedure and

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management practices. The output includes the quality of primary school leavers as well as the system's external efficiency[19].

Understanding the Input and Output Dimensions of Primary Education

At the heart of primary education are the pupils themselves—children at a formative stage of life, beginning formal schooling during a period marked by physical and cognitive growth. This stage is often seen as one of quantitative deficiency, where abilities such as strength, stamina, and comprehension gradually develop until the full physical and mental maturity of adulthood is reached. With global declarations like Education for All (EFA) and the UN's Millennium Development Goals (MDGs), the pursuit of universal primary education has become a priority for most nations. In this context, mass schooling has emerged as a primary vehicle for cultural transmission across generations. Schools are no longer simply centers of learning, but also agents of socialization—expected to cultivate order, civility, and obedience in children, preparing them to function effectively within society. The success of this mission, however, heavily depends on the implementation of robust quality assurance systems[19].

Central to this system are the teachers. Teacher education, particularly at the primary level, plays a pivotal role in equipping educators to handle the unique needs of children aged between five or six and twelve or thirteen years. These early years are crucial, and teacher preparation has been recognized as essential to achieving both the EFA goals and the MDGs. The urgency of these global goals has led to widespread reforms in educational policy and practice, including significant developments in teacher training. In Nigeria, for instance, the National Teacher Education Policy (NTEP) of 2009 asserts the importance of continuous professional development.

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Principle 8 of this policy emphasizes that teachers must regularly update their skills to stay relevant in a rapidly changing world. This directive has been interpreted in implementation guidelines to mean that teachers must be equipped to navigate an era where knowledge is perhaps the most valuable human resource. Again, the vehicle through which this vision can be realized is quality assurance[19].

Equally important to the educational process is the learning environment. At the primary level, the environment plays a critical role in enabling children to explore and develop their innate abilities. Stimulating and supportive setting rich in instructional materials and learning resources can foster holistic development, engaging the child physically, mentally, emotionally, and socially. The environment, therefore, is not just a backdrop to education but an active agent in shaping learning outcomes[19].

The curriculum serves as the blueprint for all learning experiences offered in schools. It demands thoughtful consideration of the nature and value of knowledge, as well as its relevance to learners. In Nigeria, the Basic Education Curriculum developed by the Nigerian Educational Research and Development Council (NERDC) defines what is taught in schools. While teachers are expected to implement this curriculum effectively, critics argue that a rigid adherence to centrally-prescribed content may limit teachers' professional judgment and creativity. Questions remain about whether the curriculum is inclusive, contextually relevant, and equitable offering meaningful learning opportunities to all pupils, regardless of their background[19].

The teaching and learning process itself lies at the core of educational quality. Effective teaching requires not only a logical and engaging presentation of material, but also a deep understanding of the learners' pace and individual differences. Good teaching provides students with opportunities to practice, encourages them to apply

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what they learn, clearly communicates expectations, and continuously monitors and evaluates their progress. Feedback mechanisms are essential, enabling students to reflect on and learn from their mistakes, which in turn enhances their overall achievement[19].

Finally, the output dimension of primary education focuses on the results of these inputs namely, pupil achievement and progress. It emphasizes measuring academic standards, tracking how well students advance, and promoting their personal development and overall well-being. Together, these outcomes offer insight into the effectiveness of the educational system and guide future improvements[19].

2.1.3.7 Problems of Quality Assurance in Primary Education in Nigeria

At the different levels of the education system, poor quality is being experienced in Nigeria today and this is exhibited in many ways. At the lower and middle levels of education, there are reported cases of increases in the rate of absentee and ineffective teachers in schools and the inability of students (school outputs) to read and write effectively. It has also become clear that graduates of tertiary institutions are often not suitably qualified to fill available vacancies or to contribute effectively to national development. Teachers in some rural schools spend a proportion of their working hours in income generating activities such as farming, hunting, petty-trading and soon. This practice not only creates discipline problems in rural schools but also undermines the value of the learning process[20]. It is wrong, however to attribute the low levels of literacy and school achievement to school related factors alone. This is because other factors such as the home, the society, the mosques/church, government and personal characteristics are also important in child development. However, much as Nigerian governments may be aware of the need to provide more

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resources to improve the quality of education, there is a limit to the number of resources that these governments can allocate to education annually. For the education industry to carry out its functions of developing quality human capital, there is need for checks and balances by regular and effective supervision and inspection. Unfortunately, the inspectorate services both at the state and federal levels have not lived up to expectation. This is because the inspectorate service is plagued by a number of issues and challenges. A researcher found out those distances (location) of some schools made it inaccessible for supervisors to visit such schools[21]. Another researcher discovered that few supervisors were assigned to supervise too many primary schools in Nigeria[22].

2.1.4 Learning Environment

Learning environment is "an organism's natural surroundings," which might be either land, air, or water. There are three components to one's environment: the physical, the social, and the abstract. Objects or materials from the house, classroom, or neighborhood make up the physical environment. Parental figures, friends, and offspring are also included. The social environment consists of things like everyday society, clubs, and events[23]. The reactions and feedbacks acquired from interacting with others constitute the abstract environment. Culture is the physical environment as transformed by human action, whereas environment refers to the world physically inhabited by man or the domain of nature unspoiled by man (human action)[24]. It might also refer to whatever the youngster sees, hears, or touches in his environment.

A man's environment includes the atmosphere, land, water, and all forms of life. To put it another way, an organism's or a community's environment comprises all the potential external conditions that might have an impact on the organisms or

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community's growth or survival. Conditions such as those provided by the environment's air, light, moisture, temperature, wind, soil, and living things. It is "the totality of the external conditions in which an organism, a community, or an object is embedded[24]." Both physical and immaterial elements make up the School Environment. This encompasses the course materials, the professors, the students, the group dynamic, and the pedagogy. Students are more invested in and proud of their education when the school environment is safe and appealing[25].

Commenting on the relevance of learning environment a researcher noted that people's educational life histories are impacted not just by supply of learning opportunities, but also by the quality of the environment where they live or learn[25]. He went on to say that learning is about more than just getting an education and that a person's upbringing may have a major effect on their motivation to learn and grow as well as their openness to new information and skills and emphasized the importance of the learning environment in shaping the learner's cognitive success[25]. It has also largely been acknowledged that environmental and organisational elements have a significant impact on learning quality. "Learning is an intimate transaction between the learner and his environment[26]."

There is a special setting for this exchange. The benefits to the kid of learning in an environment that is conducive to learning go well beyond the classroom. It includes the entire neighborhood and country. The walls, floors, lighting, and mechanical systems of the school may all play an active role in the learning process for the students. He believes that schools may be transformed from "passive spaces housing a disarray of things" into "active spaces" where learning possibilities are embedded in the very fabric of the building. In a discussion of the significance of context for

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learning, growth depends upon internalizing events into a storage system" that corresponds to the environment; it is this system that enables the child's growing ability to go beyond the information encountered on a single occasion. He achieves this goal by extrapolating information from his internal picture of the environment. In contrast to the natural environment, which is a system within which living creatures interact with the physical components, the educational environment is a learning location where the learner learns and interacts with learning facilities in order to socialise and meet the difficulties of society[26].

The school building and its surroundings, including noise, temperature, and lighting, as well as any biological, chemical, or physical agents, are all considered to be part of the school environment[27]. As a result, the school environment may be considered as including both physical and human resources, creating a learning environment that is made up of the total interaction. Teaching and learning take place in what is called the "learning environment," which consists of the natural and artificial surroundings. [28]"teaching and learning environment" consists of "the physical and conceptual setting in which teaching and learning are carried out in accordance with deliberate, planned procedures." The term "learning environment" refers to the school's setting, the classroom's amenities, and the rapport between teachers and students[29].

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2.1.4.1 Physical Facilities

School facilities are fundamental to the educational experience, providing the necessary tools and infrastructure for effective learning. Facilities such as libraries, science labs, and ICT centers equip students with resources that foster a deeper understanding of subjects and enhance practical skills. Research highlights the critical role of school facilities in improving educational quality and student achievement in

developing countries. In Nigeria, primary education faces challenges including inadequate funding, poor infrastructure, and large class sizes[30]. Studies show that schools with better facilities demonstrate higher academic performance compared to those with inadequate resources.[31]

More so, effective management of school facilities and infrastructure is crucial for enhancing education quality, attracting students and teachers, and supporting improved learning outcomes.[32] In resource-scarce communities, hybrid learning approaches can help address educational disparities by increasing access to educational resources and improving student engagement.[33] As accessibility to well-maintained facilities promote a sense of pride among students and staff, contributing to a more positive school culture. Ensuring that facilities are in good condition demonstrates a commitment to quality education and provides students with a conducive space for exploring and enhancing their skills.

2.1.4.2 Conducive Environment

A conducive learning environment is essential for maximizing student focus and productivity. When classrooms are well-ventilated, clean, and quiet, students are better able to concentrate on their studies. Research indicates that learning environments that are physically comfortable with adequate lighting, appropriate temperatures, and organized spaces enhance student concentration and cognitive function[34]. In Nigerian public primary schools, improving the basic physical conditions of classrooms could help create a more conducive environment for learning, positively impacting students' educational outcomes.

Moreover, the psychological atmosphere of the classroom plays a crucial role in shaping students' attitudes towards learning. A supportive and non-threatening

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environment, where students feel respected and valued, fosters a sense of belonging and encourages active participation. Teachers who create an inclusive environment by using positive reinforcement and promoting respectful interactions contribute to a more engaging classroom experience. This positive atmosphere not only supports academic success but also aids in the social and emotional development of young learners.

2.1.4.3 Instructional Materials

Instructional materials are vital for effective teaching and learning, as they help clarify concepts and make abstract ideas more tangible. Visual aids, such as charts, diagrams, and models, support students' comprehension, particularly for complex subjects like science and mathematics. In Nigeria, where resources can be limited, providing adequate instructional materials in public primary schools would greatly enhance students' understanding and engagement. As research on instructional resources in Nigerian education highlights a crucial role in enhancing learning outcomes; thus, in primary schools, adequate materials cater to diverse learning styles and improve student engagement[35].

While some sub-Saharan African countries have policies on instructional leadership, there is limited evidence of its practice and developing awareness and providing appropriate training in instructional leadership could lead to more effective schools and improved student learning outcomes[36]. Technology-driven materials enable teachers to incorporate multimedia elements into lessons, appealing to digital-age learners and making subjects more relatable. Implementing these resources in Nigerian schools, even at a basic level, could revolutionize the teaching approach,

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fostering a more engaging learning environment and motivating students to participate actively in their education.

2.1.5 Concept of Teachers' Preparation

Teacher's preparedness can be referred to the collection of knowledge, attitudes and skills presented by teachers for the purpose of enhancing education outcomes[37]. It implies that teachers need to improve their knowledge based on content to be taught and effective use of technological tools as well as being ready to enhance teaching and learning environment to be more conducive. However also added that the insufficient number of trained qualified teachers in school setting proportionally reduces the level of teacher preparedness which significantly contributes to lower level of students' grade scores in various assessments established in school setting. It revealed that the standardization of curriculum depends on the level of teachers to be accountable and ability for implementation and lesson development that based on teamwork so as to improve their teaching experience considered to be intrinsic motivation which is also taken as motivating factor towards to students. The quality of education is equivalently associated with the level of teacher preparedness however, the preparation is not only accumulated to knowledge and skills but also school environment and leadership. It further indicates that teacher preparedness should include programs that strengthen teachers' characteristics like gender, race, qualifications and working experience. A high selective teacher preparedness attracts and improves teachers' performance with initial various traits. Teacher preparedness characteristics indicate various aspects of teachers' preparation done before content delivery that affect the remedial measures used to achieve the desired school performance[38]. Revealed that disparities in teacher' readiness based on in-service activities affect teachers in

course of duty as evidence in adequate and inadequate teacher-preparedness observed in schools and across schools affect students' performance[39]. Teachers who implement a curriculum must possess the requisite competences based on pedagogical content[40]. Also added that ability to use internet and technological tools facilitate teaching and learning methodology that makes effective implementation of designed curriculum and promotion of quality education[41]. Teachers of female gender as exhibiting stress arising from class work and students' behavior compared to teachers of male gender under a similar working environment. It was supported that teacher of male gender indicates better management of stress in class environment compared to female gender. There was gender disparity in levels of teachers' preparedness that may affect the quality of education. Despite, Teacher preparedness indicates teachers who effectively present a standard level of pedagogical knowledge that enhance the process related to lesson delivery[41]. However, Teacher' experiences and the qualification need to be enhanced by teachers' workshops and seminars that help to improve their career of teaching. This implies that teachers should participate in professional seminars and workshops to be prepared effectively.

2.1.5.1 Training and Development of Teachers

Periodic training and development opportunities for teachers are essential to maintain high standards in education. Continuous professional development equips teachers with up-to-date knowledge and teaching methodologies, enabling them to address the evolving needs of students. In Nigerian public primary schools, investing in regular training programs can improve teachers' skills and increase their effectiveness in the classroom, resulting in better student performance[42]. Access to training in areas such

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as curriculum updates, classroom management, and inclusive education also empowers teachers to create supportive and diverse learning environments.

Furthermore, training programs allow teachers to network, share experiences, and learn from each other, fostering a community of practice that enhances professional growth and engaging in collaborative learning, teachers can develop a repertoire of strategies that cater to different learning styles and needs, ultimately improving their instructional techniques[43]. In countries like Nigeria, where educational resources are often limited, creating a community of well-trained teachers can drive innovation in teaching, enhancing overall educational quality despite resource constraints.

2.1.5.2 Teachers' Welfare

Teachers' welfare is directly linked to their job satisfaction and performance and when teachers feel supported and valued, they are more likely to be committed to their roles to impact in students' academic success. Welfare considerations, such as fair salaries, job security, and access to health benefits, play a significant role in retaining skilled teachers[44]. In Nigeria, addressing welfare issues is crucial for reducing high turnover rates in public schools, ensuring that students benefit from the expertise and continuity provided by experienced teachers[45].

Providing adequate welfares in Nigerian public schools could not only enhance teacher performance but also promote a culture of excellence that directly benefits students.

2.1.5.3 Teachers' Qualification

Teachers' qualifications are a fundamental factor in ensuring high-quality education. Educators with specialized training and higher academic qualifications possess a deeper understanding of their subject matter, which enables them to deliver more

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effective lessons. In Nigerian public primary schools, prioritizing the hiring of qualified teachers can ensure that students receive a well-rounded education. Qualified teachers are also better equipped to identify and address students' unique learning challenges, offering tailored support that fosters individual growth and achievement[46].

Moreover, qualified teachers are more likely to engage in reflective practices that enhance their teaching effectiveness. Teachers who continually seek to improve their knowledge and skills demonstrate a commitment to their profession and a willingness to adapt to new educational trends. Encouraging teachers to pursue further qualifications, such as advanced degrees or certifications, is an investment in the future of education in Nigeria, leading to a workforce that is both competent and dedicated to fostering student success

Teacher' Preparedness for Effective Teaching

Effective teaching helps students to perform better on standardized assessment due to teacher experiences and level of preparedness. Variety of skills established by students depends on teachers' capacity and knowledge for the purpose of updating the students' memories for recollection[47]. The effective teaching should be prepared and planned for improved outcomes. The preparation of teachers enhances the classroom management and lesson preparation as well as other activities related to teaching[48]. Teacher' preparedness should focus on the lesson plan as significance indicator that can help teacher to make effective implementation of designed curriculum and learning objectives. Lack of effectiveness to teachers in improvement of classroom interaction leads students to experience poor performance that also reduce the level of quality education. This also influences teachers to have poor

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achievement of learning objectives due to having inadequate teaching conditions and insufficient teaching resources. Teacher preparedness promotes the effectiveness of teaching activities by facilitating teachers to make relevance lesson plan that also gives them to become more confident in implementation of curriculum instruction[49]. This implies that during the phase of lesson plan, teachers might get aware of content mastery in order to achieve the instructional objective effectively[50]. Teacher's knowledge in subject content to be taught and lesson planning are the most important based on teachers' instructional activities that lead to effective teaching and learning activities. Effective teaching requires the high level of teacher preparedness that should acknowledge teaching instructions based on documents and records for effective use of instructional development and practices that leads to adequate classroom instruction.

2.1.6 Concept of Management Practices

Management practices in educational institutions include leadership styles, decision-making processes, resource allocation, and strategies for continuous improvement, all of which contribute to quality assurance. Effective school management is critical for creating a structured and productive learning environment where educational goals align with organizational objectives. For instance, leadership styles like transformational and democratic approaches have been shown to foster collaboration, support teacher growth, and improve student performance. School administrators in Nigeria face unique challenges, as many public primary schools operate with limited resources and face issues like inadequate infrastructure, underscoring the need for strong management practices[51].

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The role of school management is also evident in the implementation of policies and practices that enhance educational outcomes, as resource allocation plays a significant role in ensuring the availability of instructional materials, infrastructure, and student support services. When resources are strategically allocated, schools are better equipped to foster an educational environment that promotes quality assurance[52].

In addition, management practices that prioritize continuous improvement, such as periodic staff training and curriculum evaluations, are essential for adapting to new educational challenges and improving school performance. Schools that invest in continuous improvement mechanisms, including teacher workshops and student assessment reviews, tend to experience higher student satisfaction and academic achievements. These practices help maintain high standards and address emerging educational needs, ultimately supporting the effectiveness of quality assurance frameworks in Nigerian public primary schools[53].

2.1.6.1 Time Management

Time management is a set of certain skills and methods to achieve targets, goals, and objectives such as setting goals, analyzing, allocating, and organizing the available time. Time management was introduced as a method for effectively coping with time issues on the job. The method consists of tips and techniques to determine which goals to pursue in the short term, how to translate these goals into tasks and activities to be performed immediately, how to plan and prioritize them daily, and how to avoid work interruptions that distract from executing these tasks. He argued further that since its introduction, there has been tremendously popular attention for the implementation of time management techniques at work and time management training programs.

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2.1.6.2 Workplace Culture/Norm

Workplace culture in schools influences the behavior, motivation, and engagement of both staff and students. A positive culture, characterized by respect, teamwork, and shared goals, creates an environment where individuals feel supported and motivated. Schools that prioritize an inclusive and respectful culture foster a sense of community and belonging, which enhances morale and productivity. In Nigerian public schools, where challenges like resource constraints are common, promoting a positive workplace culture can help offset these limitations and create a more harmonious learning environment[54].

A toxic workplace culture, on the other hand, can lead to high staff turnover, absenteeism, and a general lack of motivation, all of which negatively impact educational quality. Addressing workplace culture in Nigerian schools involves creating policies that promote mutual respect, open communication, and professional development[55]. By cultivating a supportive workplace, schools can ensure that teachers are motivated and students receive the best possible education.

2.1.6.3 Administrative Efficiency

Administrative efficiency is critical to ensuring smooth operations within schools. Efficient administrative practices reduce delays and ensure that both staff and students can focus on educational tasks rather than bureaucratic hurdles. In Nigerian public primary schools, streamlining administrative processes, such as enrollment, scheduling, and resource allocation, can significantly improve productivity. Schools with efficient administration create a supportive environment that enables teachers to concentrate on their instructional roles, thereby enhancing the overall quality of education[56].

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Additionally, efficient administration fosters transparency and accountability, essential factors in building trust among staff, students, and parents. When administrative tasks are handled promptly and effectively, it promotes a culture of responsibility and organization, which sets a positive example for students. Improving administrative efficiency in Nigerian schools can therefore contribute to a more structured learning environment, ultimately benefiting all stakeholders.

2.1.6.4 Resource Management

Resource management is responsible for allocating the necessary resources, such as personnel, budget, and technology, to support quality assurance activities in schools. This includes ensuring that the right tools, equipment, and training are provided to employees to enable them to carry out their quality-related tasks effectively.

Concept of Management

Management conceptually is said to mean the process of using available human and material resources achieve a pre stated goals of an organization[57]. Management as an effective and efficient organization of the utilization of the available human and material resources in a certain system with the purpose(s) of achieving the set goal(s) of that system. It involves exercising of designated authority and control. It demands from the leader selfless commitment to goals achievement. It is also as the co-ordination of all resources of an organizing, directing and controlling in order to attain organizational objectives. They also defined management as the guidance or direction of people towards organizational goals or objectives. In order words management has to do with supervising, controlling and coordinating of activities to attain optimum results with organizational resources[57].

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Educational Management

This is a field which is concerned with the operation of educational organizations. It is the process of planning, organizing and directing activities in a school, effectively utilizing human and material resources, in order to accomplish the school's objectives[58]. It is as an executive function for carrying out agreed policy. Education management simply refers to the operational side of running an institution, that is, the structures and processes by which decisions are planned, organized, and controlled. The general understanding is that educational management involves planning, organizing, leading, and controlling educational resources to achieve specified goals. - Educational management is a field of study and practice concerned with the operation of educational organizations[58].

The Importance of Educational Management is crucial to the smooth functioning of any educational institution. The school plans, organizes, supervises, and monitors tasks and duties for its smooth operation. We cannot overstate the importance of competent school management. The goal of effective educational management is to maximize learning outcomes for students while minimizing wasteful practices and maximizing the effectiveness of limited resources educational management cannot be overstated in achieving academic excellence[58]. Moreover, educational management involves setting goals and objectives for an institution and coming up with ways to reach those goals. By doing this, the institution can make sure that its resources are being used well and that it is on the right track. The faculty and staff are also hired, managed, and supervised by the school's administration. To reach this goal, management must give workers the right tools, training, and encouragement. The management of students at a school, such as enrollment, attendance, and academic progress, is also part of educational administration. This makes sure that children get

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the help they need to do well in school. The importance of educational management can help identify and address student and teacher needs to enhance academic outcomes. Also, running a school requires being able to change, being open to new ideas, and being willing to keep getting better. So, the school can change and grow over time to meet the needs of its students and the community around it. The importance of educational management plays a vital role in ensuring the smooth functioning of educational institutions[59]. For effective educational management, students, teachers, and other people involved in the learning process must build relationships with each other. As a result, the place where people learn will be more positive and encouraging. Making sure that all laws, rules, and policies are followed is also part of educational administration. This makes it easier for the organization to follow the law and act in an honest way. Moreover, the importance of educational management helps in promoting accountability and transparency in educational institutions[59].

Instructional Supervision for Effective Lesson Delivery

Teachers play a crucial role in ascertaining whether or not the desired educational results have been achieved. Observations over the past decade showed that the enthusiasm and devotion of teachers to their duty in schools are no longer the traits that characterized the teaching profession. Teachers have in recent times manifested unwholesome attitude toward discharging their duties. They go late to school, exhibit rudeness to school authority and trade at the expense of teaching. When they teach, they manifest poor knowledge of their subject areas, do not provide regular assessments for students nor keep proper students‟ performance records, show laxity to duties and cases of indiscipline has continually caused setbacks not only to the attainment of educational objectives, but also to the kind of education provided to the

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students)[58]. If teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized. This may also lead to low quality of instruction and invariably, teachers‟ lack of commitment to their job which results to ineffectiveness in schools. For teachers to perform their teaching duties effectively, the principals must always check their lesson notes to ascertain whether the content was effectively covered in the lesson notes. He maintained that if principals supervised teachers' lesson note regularly, it would enhance teachers‟ performance in the classrooms[59]. Instructional supervision has to do with the coordination of different tasks by autonomous and delegated authority and ensuring that personal consideration is excluded from official business as much as possible and that, there is fairness in the treatment of the clients all view to facilitating the attainment of goals for which the school is set up. Hence, the school instructional supervisor is an education auditor whose major responsibilities include making the school productive through a system of operational guidance on the major critical areas of the education process and to arrest the incidence of wastage in the school process[60].

In Nigeria, there has been a critical analysis of what instructional supervision should be. Instructional supervision is an internal process (micro-inspection). He opined that micro inspection concerns itself with regular resources utilization and process in a school and the maintenance of lines of action that promote effective learning. Instructional supervision is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets[58]. This definition describes instructional supervision from the point of establishing the relationship with stakeholders in the school system for the purpose of achieving the set objectives.

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Activities which are designed to improve instruction at all levels of the school enterprise and as behaviour officially designed by the organization that directly affects teacher behaviour in such a way to facilitate pupil learning and achieve the goals of the organization[59]. Instructional supervision is basically concerned with supporting and assisting teachers to improve instructions through changing their behaviour. The instructional supervisor does much than inspect. Instructional supervision is a service activity that exists to help teachers do their job better. An instructional supervisor may not be an official sent from the Ministry or Board of Education. Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system[59]. Teachers, whether new or old on the job need necessary support in implementing the instructional programmes. Principals as school heads therefore, need to provide this support to teachers, they have to be involved in the implementation of instructional programmes by overseeing what teachers are doing with the students.

In the school system, it is the responsibility of the school head to develop and maintain teachers' competence. The instructional supervisory activities by the school head include: checking of teachers' lesson notes, scheme of work, pupils' notes, teachers' punctuality, and teachers' regularity in class, classroom observation, demonstration, conferencing, workshop, and microteaching, moderation of examination question papers and moderation of marking schemes among others. To carry out these tasks, the school head must have supervisory capacity to enforce this

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task and also encourage the teachers to utilize their talents when necessary, so that at the end, instruction and instructional procedures can be improved[60].

2.2 Theoretical Framework

2.2.1 Overview of Total Quality Management (TQM)

In the global marketplace, increased levels of competition have resulted in quality becoming of increasing importance to organizations and consequently Total Quality Management (TQM) has become a key management issue. A considerable number of companies are applying TQM and the topic is the subject of many books and papers. As the end of the 20th century approaches, TQM appears to be a well-accepted system of management. Yet two decades ago the term was not used. What has been the process of development of TQM theory and practice and when and why did the term come into being? This paper attempts to answer these questions. Before discussing the origins of TQM, it is necessary to examine definitions of the term. This is not an easy task as almost every writer on the subject has their own definition, by and large devising it to suit their own beliefs, prejudices and business and academic experiences. To some degree this is also true in the organizations which have introduced a TQM approach to managing the business. The result is a proliferation of unique definitions which confound comparisons and add to the difficulties of understanding and analysis.

Quality is the degree to added value to products and/or service delivery as perceived by all the stakeholders through conformance to specifications and the degree to added excellence to products and/or service delivery through a motivated workforce, to meeting customer satisfaction.

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2.2.1.1 Total Quality Management Models

Total Quality Management is a combined effort of both top-level management as well as employees of an organization to formulate effective strategies and policies to deliver high quality products which not only meet but also exceed customer satisfaction[61]. Total Quality management enables employees to focus on quality than quantity and strive hard to excel in whatever they do. According to total quality management, customer feedbacks and expectations are most essential when it comes to formulating and implementing new strategies to deliver superior products than competitors and eventually yield higher revenues and profits for the organization. Credits for the process of total quality management go to many philosophers and their teachings. Drucker, Juran, Deming, Ishikawa, Crosby, Feigenbaum and many other individuals who have in due course of time studied organizational management have contributed effectively to the process of total quality management[62].

There are many models of total quality management and it is really not necessary that every organization should select and implement the same model. There are several established models of Total Quality Management (TQM) that organizations around the world adopt to enhance performance and ensure continuous improvement. Among the most recognized are the Deming Application Prize, which emphasizes the principles of quality laid out by W. Edwards Deming, particularly in relation to management practices and organizational processes.

Another widely used framework is the Malcolm Baldrige Criteria for Performance Excellence, which provides a comprehensive approach to evaluating and improving organizational performance across various sectors, including education, healthcare, and business. The European Foundation for Quality Management (EFQM) Excellence

Model is also a prominent TQM model, especially in Europe. It focuses on helping organizations achieve sustainable excellence through leadership, strategy, people, partnerships, and processes. Lastly, the ISO Quality Management Standards, particularly ISO 9001, offer a set of internationally recognized guidelines for establishing and maintaining a quality management system. These standards are applicable across a range of industries and help ensure that products and services consistently meet customer and regulatory requirements.

Customers and their feedbacks are the foundation of every Total Quality Management model. In simpler words, Total Quality Management begins with understanding customers, their needs and what they expect from the organization[63]. Design foolproof processes and systems to collect customer data, information to further study, analyze and act accordingly. Such activities not only help you understand your target customers but also predict customer behavior[62]. As a business marketer, you need to know the age group of your target customers, their preferences and needs. Employees need to know how their products or services can fulfill customer needs and demands. Total Quality Management model requires meticulous planning and research. Every total quality management model integrates customer feedbacks with relevant information and plans accordingly to design effective strategies to achieve high quality products. Strategies formulated to yield better quality products need to be evaluated and reviewed from time to time. Remember, customers are satisfied only when products meet their expectations, fulfill their needs and are value for money. Their overall experience with the organization needs to be pleasant for them to be happy and return to the organization even the next time. Continuous improvements, changes and modifications in the existing processes according to customer expectations are necessary to yield higher profits. Processes can’t be same always. If

a customer complaint about a particular product of yours, find out the root cause of problem. Understand and implement necessary total quality management models to rectify the problem, remove the defect for a high quality product[63].

The successful implementation of Total quality Management model needs extensive planning and most importantly participation of every single member who is benefited out of the organization (Management, suppliers, clients and even customers). Without the participation of each and every employee, total quality management model would be a complete failure. Total Quality Management model begins with research and collecting information about end-users followed by planning and full participation of employees for successful implementation. Top level Management needs to make other team members aware of the benefits of total quality management process, importance of quality to survive in the long run and how they can implement various TQM models by prioritizing their customers and their feedbacks [64].

The Eight Principles of TQM

The principles of Total Quality Management (TQM) provide a comprehensive framework for organizations to enhance performance, customer satisfaction, and overall effectiveness. At the core of TQM is the concept of customer advocacy, which emphasizes the importance of understanding and meeting customer needs. By providing accurate and reliable information to grasp customer expectations, organizations can align their goals with these needs, increasing market share and fostering customer loyalty. Measuring customer satisfaction and managing relationships in a way that balances customer satisfaction with the interests of other stakeholders are key to sustaining success[64].

Another critical aspect of TQM is leadership commitment. Effective leadership requires top managers to focus on the overall direction of the organization, while middle managers work to optimize the processes within their departments. Employees, at the operational level, must understand and comply with the quality system, ensuring that every task is executed to the highest standard, aiming for "zero defects." Strong leadership at every level of the organization is essential to embedding quality into the culture.

TQM also emphasizes employee involvement in decision-making. This principle encourages staff members to understand the importance of their roles and contributions. When employees are empowered to evaluate their performance against personal and organizational goals, they are more likely to continuously develop their skills and expertise. A culture of openness, where employees share knowledge and collaborate to solve problems, fosters innovation and improves organizational effectiveness[64].

The process-oriented management approach stresses the importance of managing an organization through well-defined processes. These processes cover strategic planning, quality policy formulation, and resource management, all of which ensure that the organization’s activities are aligned and efficient. The focus on process helps create consistency and accountability throughout the organization, ensuring that the desired outcomes are achieved in product or service development.

In TQM, a system-based approach to management encourages organizations to view themselves as interconnected systems of processes. By understanding the interdependencies between processes, an organization can better align efforts, prioritize resources, and make more informed decisions. This approach also helps

clarify roles and responsibilities, ensuring that everyone understands their contribution to the broader organizational goals. The continuous evaluation and improvement of the system also helps build confidence among stakeholders in the organization's capabilities.

The principle of continuous improvement promotes an ongoing effort to enhance performance across the organization. This requires not only the training of staff in methods and tools for improvement but also the establishment of measurable goals and a system for tracking progress. Recognizing and sharing improvements throughout the organization motivates employees and encourages a culture of growth and adaptability.

Management by facts is another cornerstone of TQM. Decisions should be based on accurate, reliable data that has been carefully analyzed using established methods. By making decisions grounded in facts, while also considering experience and intuition, organizations can ensure that actions are well-informed and effective. Providing access to data for those who need it further promotes transparency and accountability in decision-making[64].

Lastly, TQM emphasizes the importance of fostering mutually beneficial relationships with suppliers. Long-term partnerships with suppliers should be based on shared growth and continuous quality improvement. By selecting reliable suppliers and collaborating on quality initiatives, both the organization and its suppliers can achieve sustainable success[64].

2.2.1.2 The Total Quality Management (TQM) Strategy

Four components frequently cited as critical to a successful TQM strategy are customer satisfaction, employee involvement, managerial leadership, and process

improvement and control. Marketing theory has long recognized the importance of customer satisfaction to the business organization[65].

Quality focused organizations must identify their customers (both internal and external), determine the specific needs of these customers, integrate all activities of the organization (including marketing, production, finance, HRM, and IS) to satisfy the needs of these customers, and finally, follow up to ensure the customers have been satisfied. JIT, TQM, and SCM represent alternate approaches to improving the effectiveness and efficiency of an organization's operations function.

The cost of quality is considered by both Crosby and Juran to be the primary tool for measuring quality. In their approach, it is used to track the effectiveness of the TQM process, select quality improvement projects, and provide cost justification to doubters. By bringing together these easily assembled costs of review, inspection, testing, scrap, and rework, one can convince management and others of the need for quality improvement." Cost of quality has received increasing attention in recent years. It is effective in its intended purpose of raising awareness about quality and communicating to management the benefits of TQM in terms of dollars. Under TQM systems, product/service design efforts have two objectives: designing manufacture able products and designing quality into the products. Designing to simplify manufacturing utilizes cross-functional teams to reduce the number of parts per product and standardize the parts, which results in more efficient process management by reducing process complexity and process variance[65].

Effective supplier quality management is facilitated by long-term, cooperative relationships with as few suppliers as possible to obtain quality materials and/or services. Maintaining a small number of suppliers improves product quality and

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productivity of buyers by encouraging enhanced supplier commitment to product design and quality. Quality creates not only a price/value advantage over competitors but also enables the firm to charge a higher per/unit sale price through differentiation. A strategy of high-quality leads to a sustainable competitive advantage. Firms competing on quality pursue an operational strategy that controls quality of the product/service and seeks continuous improvement[65].

Relevance of the Theory

This study is grounded in Quality Management Theory, which emphasizes the importance of maintaining high standards across all levels of an organization to ensure quality assurance. Applied to education, Quality Management Theory suggests that continuous monitoring and evaluation of educational processes leads to sustained improvements in teaching and learning outcomes. Therefore, Quality Management Theory forms the basis of this study, emphasizing the need for high standards and continuous improvement across all organizational levels. In educational settings, the application of Quality Management Theory supports the systematic evaluation of teaching practices, curriculum, and administration, which are keys to achieving quality assurance.[1] The theory advocates for an environment of accountability where each stakeholder is responsible for maintaining and enhancing the quality of educational services. By applying this theory to public primary schools, administrators and teachers can implement a culture of continuous improvement that drives student success and institutional effectiveness.

2.2.2 Social Learning Theory

Social Learning Theory (SLT) posits that learning happens through social observation and subsequent imitation of modeled behavior[66]. Humans learn by seeing the acts and

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consequences of others. Individuals can either learn to replicate the observed behavior and reap the benefits, or they can learn not to imitate a certain activity and avoid the disagreeable. Children observe the people around them behaving in various ways. By observing the behaviors of others, people develop similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior. Behaviors learned through modeling, people who are being observed are called models and the process of learning is called modeling[66]. From this perspective, moral thinking and behavior are influenced by observation and modeling. Thus, learning involves moral judgments of right and wrong, and this part can be generated by modeling[66].

2.2.2.1 Social Learning Theory Concept

First, people can learn by observing, which is called observational learning.

Second, mental state is an important factor in learning, also known as intrinsic reinforcement.

Finally, it points out that learning does not necessarily lead to a change in behavior and follow this through the modeling process.

Observational Learning In 1961, Bandura conducted his famous experiment, the Bobo Doll Experiment, to study patterns of behavior, at least in part through social learning theory, and similar behaviors learned from individuals who shaped their own behavior after the model acted. In the process of observational learning, he identified three basic models of observational learning[67]:

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A live model refers to a real person who demonstrates or performs a specific behavior, providing an example for others to observe and learn from. Verbal instructional models, on the other hand, involve detailed behavioral descriptions and explanations, often used to guide individuals in understanding or replicating a particular action. Lastly, a symbolic model includes characters—either real or fictional—who exhibit certain behaviors in various forms of media, such as books, movies, TV shows, or online content, offering another avenue for learning through representation[67].

Modeling Process Social learning theory is increasingly recognized as an essential component of sustainability Manage natural resources and promotes desirable behavioral changes. The theory is based on the idea that we learn from interactions with others in a social setting[68]. In any case, by observing the behavior of others develops similar behaviors. After observing the behavior of others, people assimilate and mimic the behavior, especially when their observational experience is positive or include rewards associated with observed behaviors imitated by Bandura Involves actual reproduction of observed motor activity. Based on previous studies, learning is defined as "A persisting change in human performance or performance potential as a result of the learner's interaction with the environment" [69]. "The relatively permanent change in a person's knowledge or behavior due to experience" [70]. Learning is as "An enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience" [71]. Learning theories see the environment as the major force in development. Learning theories are divided into three categories: behaviorism, social learning theory (SLT), and social cognitive learning theory (SCLT). Albert Bandura is possibly the most eminent living psychologist in the field of psychology. His Social Cognitive theory has had an

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impact on a variety of fields, including education, health sciences, social policy, and psychotherapy. SLT has become the most important learning and development theory. Many of the central concepts of traditional learning theory are contained in it. Because it involves attention, memory, and motivation, this theory has been called a bridge between behaviorist and cognitive learning theories[68]. However, Bandura feels that direct reinforcement cannot account for all types of learning in this regard. As a result, he included a social component in his theory, saying that people can learn new ideas and behaviors by observing others. The concepts of social learning are thought to apply throughout one's life. At any age, observational learning is possible. New learning through the modeling process is always feasible insofar as exposure to new influential, powerful models that control resources occurs at any stage of life. People learn from one another, according to SLT, through: 1. observation, 2. imitation, 3. and modeling. Learning can be done without a change in behavior if these main rules are followed. So, look at it another way, behaviorists believe that learning must be reflected in a permanent change in behavior, but social learning theorists believe that because people can learn from observation alone, their learning may not always be reflected in their performance[72].

Advantages of Social Learning Theory

Social Learning Theory offers several advantages that make it an effective and natural method of learning. One of the key benefits is that it is a natural way to learn. People engage in social learning every day, both consciously and unconsciously, without needing to set aside specific time for it. In the workplace, for example, employees observe their colleagues, noting their behaviors and actions. If a colleague receives praise or a reward for their performance, others automatically analyze what actions led to that success and try to replicate them to achieve similar results[74]. Another

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advantage is that social learning leads to the development of better skills. By encouraging the sharing of ideas, experiences, and best practices, organizations can significantly enhance the skills and productivity of their employees.

Social learning also promotes higher learning retention. Research has shown that we retain only about 10% of what we learn from formal sources, while the remaining 90% comes from informal and social learning. When we learn directly from a person, we tend to remember the information better, often because it is connected to personal experiences, such as the tone of someone's voice, images, or even humorous anecdotes that make the content more memorable. In terms of cost efficiency, social learning can be more economical than traditional learning methods. Instead of paying for seminars or formal training sessions, organizations can bring employees together to share their expertise, which costs less and can be more effective in some cases.

Productivity and sustainability are also key benefits. As employees build networks of mentors within the organization, information spreads more easily, and over time, this fosters a culture of sharing. This reduces the need for external learning sources and enhances the overall knowledge base within the company. Additionally, social learning aids in employee retention. Many employees value opportunities to continue learning and exchanging ideas with colleagues. When a company encourages such interactions, it strengthens employee bonds and increases loyalty, as employees feel valued and supported in their development. Employees also become better informed through regular exchanges of ideas with colleagues. This not only broadens their perspectives but also helps them avoid mistakes and work more efficiently, as they gain new insights from different viewpoints.

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Collaboration is another natural outcome of social learning. As employees collaborate and help each other, they not only share knowledge but also build stronger working relationships. The best time to learn is often when knowledge is needed immediately, and in these moments, employees are more likely to seek advice from peers. Social learning helps capture organizational knowledge, ensuring that valuable information is retained even when key employees leave the company. By encouraging knowledge sharing, organizations can preserve insights and practices that might otherwise be lost.

Moreover, problem-solving in real-time is greatly enhanced through social learning. Employees often seek solutions to problems by asking colleagues for ideas, making it a faster and more efficient process than searching for answers online. Social learning also fosters the inclusion of passive employees. For individuals who are quiet or reluctant to ask questions, being part of group discussions can provide an opportunity to learn by listening to others, without the pressure of speaking up in smaller settings.

Finally, shorter onboarding times are a significant advantage of social learning. New employees benefit from having colleagues guide them through their responsibilities and the company culture, which helps them settle into their roles much faster than if they were to rely on impersonal online courses[74].

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Disadvantages of Social Learning Theory

Social learning also brings professional and psychological risks, which should be mentioned.

Inner conflict is based on the idea of adapting what is perceived as successful and positive behaviour in others, you are learning to behave more like someone else. If you use this tactic too often and too intensely, it can result in inner conflict if the new

behaviours are contrary to your own views. In the long run, this leads to active internal resistance and prevents any learning process[74].

While social learning offers many benefits, it also has some drawbacks that should be considered. One potential issue is less authenticity. While social learning does not necessarily alter a person's personality, long-term and repeated imitation of others' behaviors can sometimes lead to a loss of personal authenticity. People may start to feel disconnected from their true selves, and in many cases, they are quick to recognize when something doesn't feel genuine.

Another concern is the loss of innovation. When people prioritize imitating behaviors that are perceived to guarantee success, personal thoughts, opinions, and creative ideas may be neglected. Innovation often arises from unconventional thinking, so over-reliance on social learning might hinder the development of new ideas and progress.

Unexpected obstacles can also arise in social learning situations. Most individuals don't fully understand their own strengths and weaknesses, which can make it difficult to replicate another person's behavior. When unforeseen challenges emerge, it can lead to frustration, which may eventually result in resignation and a sense of defeat.

There are also consequences for self-esteem. Many people struggle to differentiate between observing or imitating others and comparing themselves to them. When we compare ourselves to others, we tend to focus on visible markers like performance and results. This can lead to frustration, especially when we compare ourselves to those who excel in areas where we may feel less competent. For individuals with fragile self-esteem, this kind of comparison can have long-term psychological

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consequences. It's important to clearly separate social learning from personal comparison and to incorporate positive reinforcement to protect individuals' well-being.

Self-doubt is another potential downside. In environments where everyone is both a teacher and a student, the absence of clear quality standards can create uncertainty and lead to self-doubt. Without guidance, individuals may question their abilities and feel unsure about their own knowledge.

Measuring the effectiveness of social learning is also a challenge. Measuring social learning requires modern solutions, such as advanced learning platforms, as there are few traditional methods for tracking the impact of informal learning apart from content usage.

Additionally, there are negative assumptions surrounding social learning, especially when it involves social media and videos. Many people still view these platforms as time-wasting distractions rather than valuable learning tools, which can limit their potential.

Group discussions, an important part of social learning, may also face difficulties if they are not properly managed. Without proper leadership, discussions can easily digress and turn into unrelated private conversations, losing focus and failing to address the intended topics. Intervention is necessary to keep these discussions on track and productive. Lastly, for social learning to be effective, certain requirements must be met. Participants need to be engaged, retain information, and be motivated to replicate the behaviors being learned. Without these factors in place, the effectiveness of social learning can be diminished[74].

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Relevance of the Theory

The Social Learning Theory offers insights into effective teaching and management practices. An individual learns by observing and imitating the behavior of others, which is applicable in classrooms where students emulate teachers' actions and attitudes. Teachers who exhibit positive behaviors, such as respect, patience, and enthusiasm, model these qualities for students, fostering a constructive learning environment which is key to Quality Assurance. This theory underscores the importance of teachers' preparation, as well-prepared educators are more likely to model positive behaviors that contribute to quality assurance in education.

Relevance of TQM and SLT Theories to Quality Assurance

Each of these theories supports the need for effective management practices in public primary schools, as administrators play a central role in facilitating conditions that align with quality assurance principles. Total Quality Management Theory emphasizes the importance of continuous improvement, which requires school leaders to actively monitor and address educational needs, while Social Learning Theory points to the importance of school leaders modeling positive behaviors to their students. Effective school management practices can ensure that teachers have the resources and support they need to fulfill their roles, thus creating an environment conducive to quality learning and sustained improvement in educational outcomes.

Finally, these theories collectively imply that a holistic approach is essential for achieving quality assurance in education. Quality Management Theory provides a framework for maintaining high standards and accountability across all school operations and Social Learning theory highlights the role of modeling and social influence in learning, underscoring the importance of teacher preparation. Together,

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these theories suggest that quality assurance in Nigerian public primary schools requires coordinated efforts in school management, teacher training, and infrastructure development. Addressing each of these dimensions could create a more structured, supportive, and effective educational system that aligns with global standards for educational quality.

2.3 Review of Empirical Studies

2.3.1 Learning Environment and Quality Assurance in Primary Schools

A Paper presented to highlight the importance of quality assurance as regards to learning environment in Nigeria. The researcher raised concerns over the trend of poor academic performance of students in all categories of schools Nigeria. Foremost concern has hitherto been narrowed on the quality of teachers, teaching process, school administrative efficacy and the apathetic attitude of students to their studies due to distractions that impede learning progress. Learning environment as a variable that contributes either positively or negatively to the academic achievements of student has attracted only little attention in the struggle of finding a lasting solution to the persistent lackluster result by students from the education system in the country. Since the learning environment has recently come to limelight as an essential area that should be considered and well managed to enhance students' academic performance. The aim of the paper is to evaluate the effect of learning environment on academic performance of students in Nigeria using a secondary research approach. The paper therefore examines the concept of learning environment and its relationship with students' performance in Nigeria. The findings revealed that learning environment plays a significant student academic performance in Nigeria. Based on the findings, recommendation on the modalities to make the learning environment productive and

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competitive like adequate funding of the education sector, proper supervision of school activities and regular training/re-training of staff are suggested[73].

In another study, the researcher reveals that the environment that children relate to significantly influences their learning and development. The study sought to assess the public preprimary school learning environment, basically, indoor and outdoor learning materials, based on the level of adequacy, aesthetics, and safety in the Ilorin East Local Government Area of Kwara State. The population of the study consists of teachers teaching pre-primary classes in Ilorin East. There are sixty-five (65) public primary schools in Ilorin East. The purposive sampling technique was used to select thirteen (13) schools, which make up 20% of the population of the study, and therefore, the respondents for the study were chosen from the targeted sample. One instrument used is a checklist titled Checklist on Public Pre-Primary Learning Environment (CPPLE) based on the contents of the environment models of Pre-Primary Education as spelt out in the National Minimum Standard for Early Childhood Care and Education (ECCE) in Nigeria, which was validated and a reliability coefficient of 0.72r was obtained in the study. Frequency count, percentage and mean were used to answer the four research questions. The findings revealed that the learning environments are slightly attractive and safe, and there are no adequate indoor and outdoor learning materials in public schools for teaching preprimary school pupils in Ilorin East Local Government Area. Hence, it was recommended that the relevant authorities, such as the Ministry of Education, among other development agencies, should facilitate the provision of adequate instructional materials such as toys, books, charts, educational media technology and school facilities such as toilets and game equipment so as to ensure the holistic development of preschoolers[74].

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Similar study examined the influence of School Environment on academic achievement of secondary school students in Social Studies: its implication for pedagogy and Quality Assurance in Social Studies classroom in Ekiti State Nigeria. The study was a descriptive research design, comprised of all the secondary school students in Ekiti State as the population. The sample of 200 students was drawn from 10 schools in 2 local government Areas of Ado and Irepodun/Ifelodun, using the simple random sampling technique. The instrument used for the study was a self-designed questionnaire, validated by experts, with reliability coefficient of 0-90. Data collected were analyzed using percentage, mean and chi square for two research questions and two hypotheses. The findings revealed that the quality of the physical school environment with regard to school building and school facilities have significant effect on academic achievement of students in Social Studies classroom. Based on the findings of the study, the implication of good and rich school environment was discussed in line with Pedagogy and Quality Assurance. Recommendations were made to schools, and government at all levels[75].

2.3.1.1 Physical Facilities and Quality Assurance

A study presented and linked performance of students to the provision of adequate physical facilities while referring to a survey of 51 primary schools in Botswana with judgmental and purposive techniques as well as 403 questionnaire and interviews data collection methods applied during the study. The study found that students performed significantly better on academic tests when they had adequate classrooms, desks and chairs. The study succinctly found that school buildings are very vital input to educational system; emphasizing that even though they do not teach but their use may facilitate or impede learning. However, the study found no evidence to show that an expensive school building would necessarily improve academic achievement [76].

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In another study conducted to reveal the positive relationship between school administration and school infrastructure towards academic achievement among the students. The study used a targeted population of 4560 form four secondary schools and a sample size of 100 were selected to represent the entire group. Mixed research design was used during the process of data collection together with questionnaire and interview guide. The study found that all facilities must be provided in the schools for the students' better, concrete, and real experiences. Physical facilities help to enhance the learning of the students. Research shows that availability of the physical facilities, including classrooms, water, electricity, boundary wall, toilets, furniture, playgrounds, libraries, and dispensaries have a significant positive influence on the performance of the students and their achievement[77].

Similarly, in a study carried out on effects of physical facilities on performance in Kenya Certificate of Secondary Examination in public schools in Bungoma. The study used 190 sample size with targeted population of 3480 from 7 selected schools, mixed design was also used, selection of respondents based on simple randomly and purposive technique, interviews and questionnaire applied during data collection. The study found that the academic performance of schools with adequate physical facilities has been improving over the years steadily while performance in schools that have inadequate physical facilities, in Kenya Certificate of Secondary Education (K.C.S.E) fluctuated with time despite new reforms and innovations that have been designed and introduced to make education relevant to socio-economic and political aspirations and expectations of the society at large[78].

Another study examined the link between instructional materials and pupils' English language learning in primary schools in Central Division, Ishaka Municipality. The

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study adopted cross sectional survey design. The quantitative data were collected using questionnaires. The data were presented and analyzed using percentage, frequency tables, and arithmetic means. According to the findings, instructional resources included textbooks, chalkboards, computers, exercise books, and other supplies. From the study, factors affecting students' performance in school include lack of school fees, as many students are chased home to get fees and miss assignments and tests, negative attitude, inadequate learning facilities like books, lack of basic needs like shelter, food, poor time management, and lack of school facilities like libraries. Based on these findings, the study proposes that government and private sector stakeholders must contribute financially and materially to provide instructional materials and resources for junior primary school students. More so, regular workshops/seminars for primary teachers, head teachers, and principals on the growth and progress of instructional materials and resources in schools are urgently needed[79].

2.3.1.2 Conducive Environment and Quality Assurance

In paper presented, a small-scale study was conducted that sought to explore in what ways Philosophy with Children (PwC) might support a classroom environment that is conducive to children's well-being. Following a series of Community of Philosophical Inquiry sessions with a class of nineteen Primary six children (ten- and eleven-year-olds) in a Scottish primary school, seven themes emerged as important when establishing a learning environment conducive to children's well-being: structure, participation, and dynamics of interaction, emotional response, listening, confidence, and teachers' practice. These themes were identified through analysis of the teacher's and CoPI facilitator's observations during the sessions and the recorded dialogues following the sessions. In addition, the teacher was interviewed at the end of the intervention period. The results of the study also suggest that the notion of

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well-being with a focus on the individual may be overly narrow and that nurturing community allows children to recognize themselves as part of a wider whole, thereby enriching their well-being[74].

Another study examined the relationship between quality assurance and internal efficiency of primary school teachers in Ekiti State. The study was a descriptive research design of the survey type. The study population comprised all the 9,310 primary school teachers and all primary school pupils in Ekiti State while a sample of 700 teachers and 700 primary six pupils were selected through random, proportionate and stratified sampling techniques. The instruments used to collect data were questionnaire titled "Quality Assurance Questionnaire" which was answered by teachers and "Teachers Internal Efficiency Questionnaire" which was administered on the pupils. The instruments were validated with reliability coefficients of 0.78 for QAQ and 0.75 for TIEQ. The hypotheses were tested using Pearson's Product Moment Correlation and t-test at 0.05 level of significance. The findings revealed that there was a significant relationship between quality assurance and internal efficiency of primary school teachers. It was also revealed that there was significant difference in the quality assurance measures provided in rural and urban schools. It was concluded on the basis of the findings of the study that quality assurance is an essential variable of primary school teachers' internal efficiency. It was therefore recommended that supervising agencies of primary education should closely monitor teachers' activities, especially those in the rural areas in order to boost their internal efficiency. It was also recommended that workshop and conferences should regularly be organized for primary school administrators, most especially those in the rural areas on the various ways through which their teachers' activities could be monitored in order to actualize school goals.[80]

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A paper also revealed how a positive environment can impact learning. A positive environment is fostered when learning outcomes and expectations are clearly communicated. Students have a wide range of learning needs and styles, and this diversity must be taken into account in employing a variety of teaching strategies. An environment that is conducive to learning is critical for an efficient Education System. The environment must be safe, neat & clean, peaceful, caring, tolerant, impartial, steady, corrective but not punishing, accountable, warm, responsive and inclusive. All these properties assume greater importance when it comes to School Education (from the pre-school stage to the pre-university stage) because that's when the System either makes or breaks young minds! The environment must prepare Students with the necessary Life Skills besides academic skills. India's NEP 2020 takes great care to address the common issues related to the learning Environment, and proposes measures to keep it in top shape & form. The new Education System takes over a kid when she or he is just three years old, and that certainly puts enormous responsibility on the System. That the local community of every School is considered a significant part of the Learning Environment, is a core aspect of India's NEP 2020.The size of the classroom, the arrangement of the furniture, the functioning of equipment and other physical aspects of the class all contribute to, or detract from, the learning environment. When these factors can be manipulated to be positive influences, an environment more conducive to learning will be created[76].

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2.3.1.3 Instructional Materials and Quality Assurance

A study identified the instructional materials that are available and examined the level of its utilization in public primary schools in Southwestern Nigeria. In addition, it established the influence of instructional materials on instructional quality in public primary schools in Southwestern Nigeria. The study adopted descriptive design with a

sample size of 450 respondents selected from the population of the study with the use of multi-stage sampling procedure. Instructional Materials Availability, Utilization and Instructional Quality Questionnaire (IMAUIQ) was used to collect data from the respondents which was trial tested on 90 respondents from selected public primary schools in local governments outside the selected ones for the study. The result revealed that chalkboard 450(100%) and textbooks 300(67%) are the predominant instructional materials available. Chalkboard 450(100%) was found to be sufficiently utilized. The result further showed that instructional materials have significantly influence on instructional quality in public primary schools in Nigeria. This is because the calculated value (4.82) is greater than the critical value (3.84) at 0.05 level of significance. The study concluded that there is inadequate utilization of instructional materials with their attendant consequences on instructional quality in public primary schools in Southwestern Nigeria[77].

Among the strata of the education system, primary education has been identified as the most sensitive stratum, the reason being that it determines the success or failure of the entire system. This calls for qualitative instructional delivery in the primary schools and quality assurance is required to ensure and sustain quality education at this level. This paper, therefore, reviews the concepts of primary education and quality assurance. Some requirements that are directly related to quality assurance in primary schools are discussed and challenges of quality assurance at this level of education enumerated. Based on the challenges, recommendations were made[79].

A study was carried out to investigate whether Instructional materials have significant effect on students' academic performance in Social Studies, in Junior Secondary Schools in Gashu'a educational Zone of Yobe state, Nigeria. Where instructional

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materials are available, relevant, adequate and efficiently utilized by Social Studies teachers, students' academic performance improves remarkably. But where they are inadequate, irrelevant and underutilized, students' academic performance tends to be low or poor. The study examined the effect of Social Studies instructional materials on students' academic performance in junior secondary schools of Yobe state, Nigeria. Findings of this study on the availability of Social Studies instructional materials in junior secondary Schools shows that, in all the 52 junior secondary Schools visited by the researcher, the available instructional materials in such Schools are not more than five, out of the 25 mentioned items in the checklist, which indicates that effective teaching of Social studies is deformed, and this poor state of affairs leads to poor performance of students in social studies [81].

2.3.2 Teachers Preparations and Quality Assurance in Primary Schools

In a study conducted to examine teacher's preparation and presentation of lesson indices as determinant of teachers' effectiveness for sustainable development. The study adopted a descriptive survey research design. The research instrument used for data collection was 'Teacher Self Report Inventory '(TSRI) with reliability value a = 0.85. The population of the study was that which represented all the teachers in senior secondary schools in Ekiti State. Random sampling techniques was employed to select a total of 315 teachers from different local government in Ekiti State and the distribution of the questionnaires (315 questionnaires) were retrieved (100 %) of the sample. Breakdown is listed as follow, in the first stage, Purposive sampling technique was used to select the required local governments. Second stage, selection of targeted schools in the selected local governments was done by using stratified sampling technique and at the third stage; the required teachers were selected using Simple Random Sampling techniques. Two research questions were formulated. Data

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collected for the study were analyzed using descriptive statistics for the research questions. The study concluded that teachers in Ekiti State Secondary School exhibited good preparation and presentation of their lessons, allowed students to participate in the teaching and learning. It is recommended that government should invest more on education sector to ensure adequate provision of educational facilities in all the schools for the teachers and regular training for more teacher effectiveness[82].

In a similar study aimed to examine the relationship between quality assurance and internal efficiency of primary school teachers in Ekiti State. The study was a descriptive research design of the survey type. The study population comprised all the 9,310 primary school teachers and all primary school pupils in Ekiti State while a sample of 700 teachers and 700 primary six pupils were selected through random, proportionate and stratified sampling techniques. The instruments used to collect data were questionnaire titled "Quality Assurance Questionnaire" which was answered by teachers and "Teachers Internal Efficiency Questionnaire" which was administered on the pupils. The instruments were validated with reliability coefficients of 0.78 for QAQ and 0.75 for TIEQ. The hypotheses were tested using Pearson's Product Moment Correlation and t-test at 0.05 level of significance. The findings revealed that there was a significant relationship between quality assurance and internal efficiency of primary school teachers. It was also revealed that there was significant difference in the quality assurance measures provided in rural and urban schools. It was concluded on the basis of the findings of the study that quality assurance is an essential variable of primary school teachers' internal efficiency. It was therefore recommended that supervising agencies of primary education should closely monitor teachers' activities, especially those in the rural areas in order to boost their internal efficiency. It was also recommended that workshop and conferences should regularly

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be organized for primary school administrators, most especially those in the rural areas on the various ways through which their teachers' activities could be monitored in order to actualize school goals[83].

Without quality teaching, achieving quality outcome in education in Nigeria which will lead to sustainable national development will not be possible. There is then need for quality assurance in the education received by teachers and would-be-teachers because the quality of any educational system depends in that system. This paper therefore, treated the concepts of sustainable development, and education for sustainable national development. It also looked at quality assurance in education, as well as teacher education in Nigeria. It stressed quality assurance and teacher education in Nigeria. It in addition highlighted the challenges to quality assurance in teacher education in Nigeria. The paper suggested among other things that the government of Nigeria and other stakeholders should make teacher education a priority and as such, ensure the provision of the resources needed in the training of student/would-be-teachers. To enable pre-service and in-service teachers upgrade and update their knowledge and skills, professional development programmes should always be organized for them[84].

2.3.2.1 Training and Development of Teachers and Quality Assurance

Another study was conducted to evaluate staff Training and Development Programmes (TDPs) in secondary schools based on the views of administrators and teachers. The research was implemented in public secondary schools in Cross River State, Nigeria. Design/Methodology/Approach: The study adopted the survey research design with 5408 participants (administrators = 542; teachers = 4595). Four research questions guided the study. The Staff Training and Development

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Programmes Questionnaire (STDPQ) were used for data collection. Findings revealed essential areas of staff training and development. Findings: Various methods are employed for staff training and development. The results further showed various constraints that impeded staff TDPs in secondary schools. Conclusion: Based on the findings, it was concluded that staff in secondary schools have different training and development needs adjudged by both the principals and teachers as crucial for job enhancement. Various staff training and development methods can serve as valuable programmes to improve the current methods adopted. Research Limitations and Implications: There are various limitations in this study such as the small scope which may affect the extent to which generalizations can be made. It is suggested that future studies focus on expanding the scope to other regions and nations. Practical Implications: Despite the limitations, the study has made some advances to human capital and self-determination theories by providing findings. The findings of this study may direct the attention of curriculum planners, the government and school management to offer training and development opportunities based on the needs of teachers. Contribution to Literature: The study has contributed to the literature on staff training and development which can constitute a basis for further research in related areas[85].

In a paper presented to show the importance of teachers training and development. Without quality teaching, achieving quality outcome in education in Nigeria which will lead to sustainable national development will not be possible. There is then need for quality assurance in the education received by teachers and would-be-teachers because the quality of any educational system depends in that system. This paper therefore, treated the concepts of sustainable development, and education for sustainable national development. It also looked at quality assurance in education, as

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well as teacher education in Nigeria. It stressed quality assurance and teacher education in Nigeria. It in addition highlighted the challenges to quality assurance in teacher education in Nigeria. The paper suggested among other things that the government of Nigeria and other stakeholders should make teacher education a priority and as such, ensure the provision of the resources needed in the training of student/would-be-teachers. To enable pre-service and in-service teachers upgrade and update their knowledge and skills, professional development programmes should always be organized for them[86].

Another paper seeks to discuss the impacts of teacher training and retraining in primary and secondary schools for a better teacher's performance. Teacher training and retraining is defined in the paper as the continuous provision of knowledge, skill and ability that are relevant to the professional life of a teacher. Teachers' training, retaining programmers are essential aspects of developing and deliberately improving the educative process targeted at the realization of the nation goals and educational objectives. The paper focused on the benefits of teacher training and retraining to include knowledge acquisition, skills, ability, competence, development of positive attitudes among other professional benefits. Teacher training and retraining is program that equips teachers with techniques and modern pedagogy strategies that help them to better connect with, manage, and teach to their students in a manner which ensures that all students are learning and benefitting.

This paper further identified that Teacher performance is an ability that shown by the teacher to performing their task or job. The performance its can be said good and satisfying if the goals that has been achieved its accordance with standards that has determined. The paper also identified some factors that can affect the performance of

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teachers as students' characteristics, effective school management, infrastructure, curriculum reform and language of instruction. teachers had a positive attitude towards teacher training and its effectiveness in classroom situation including actual instruction/academic work, classroom management, evaluation procedures, assignments, and developing human relationships with students, principal, and society in general. It was recommended among others that training and retraining workshops for teachers should be considered necessary, more funds are voted for to achieve quality education, teachers be motivated and given incentives, teachers be encouraged to develop themselves[87].

2.3.2.2 Teachers' Welfare and Quality Assurance

A study focused on the impact of teachers' welfare on quality of education in East African Community. Teacher's welfare was regarded as the independent variable, while quality of education was the dependent variable. This is an account of a cross-sectional study of how school welfare provision influences teacher performance in the East African Region. The study employed descriptive research design which was more suitable because it enabled the researcher to acquire information from a selected population and the sample findings were viewed as being a representation of the population as a whole. This usually calls for the attention of scholars and researchers. Teachers' welfare is an indispensable factor for consideration-while thinking about human resources element "which is fundamental to the achievement of the school objective. Teachers' welfare (regular payment of salary, prompt promotion, fringe benefit and /other incentives packages and in-service-training) as independent variable in the study is perceived to determine the level of enhanced quality academic achievement.

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From the Findings, School administrators and policy makers determine a minimum social welfare package for teachers. It should comprise of a set of welfare programmes that satisfy teachers' varied needs as well as providing the capacity to fulfill school goals. This welfare package should be implemented with the aim of arousing teacher behaviours that promote commitment to work and personal advancement.

The teaching profession provides useful avenues to enable teachers to meet their welfare needs and motivations with little hardships. There should be a process where teachers' needs and motivations intrinsically and extrinsically influence their behaviours to always look to high performance and positive change experiences in the schools. Through professional training and development programmes administrators can motivate teachers into high performers, creative and innovative employees. School administrators always reward teacher performance in order to optimize teachers' commitment, creativity and achievement. This is because the value of the reward should be highly productive. This could be done either through financial remuneration or improvement in the terms and conditions of service. For further research, there is need to replicate the same study on all other education institutions because the issue of welfare improvement is universally demanded in organizational growth and development. Secondly, there is need to investigate the factors influencing school welfare provision because these factors account for the level of welfare access in schools[88].

Similar study also sought to examine the influence of teachers' welfare on their job performance in public secondary schools in Danko-Wasagu Local Government, Kebbi State, Nigeria. The study used a mixed approach, the study employed

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descriptive correlational design. The population for the study was 384 teachers out of which the sample size of 196 respondents was drawn. Systematic random sampling was used to select respondents. The objectives were: to determine the level of teacher welfare; level of teachers' job performance; to examine the relationship between teachers' welfare and their job performance; and the influence of welfare on teachers' job performance. Data was collected using a self-designed questionnaire which validity and reliability were confirmed through computation of content validity index (CVI) and Cronbach Alpha test which were found to be 0.76 and 0.81 respectively. The quantitative data was analysed using mean, Pearson's linear correlation coefficient and multiple regression analysis. The quantitative results revealed that the level of welfare for teachers is poor and the level of teachers' job performance is moderate among others. The study concludes that, despite their reasonable job performance, employees' welfare is poorly cared for. The study recommends among others, that the government and the school administrators should improve on the welfare scheme they offer to teachers to achieve quality secondary education through a high-level teacher performance[85].

Another paper reveals that education is the most important vehicle for progress and overall development of individual in particular and society in general. Yearning for positive development and progress cannot come by without sound primary education background, teacher is the prime mover of education in general without whom, education can hardly be acquired. No education system can rise above the quality of its teachers, this gives important support for teacher on their role in the first place, as educators, implementers of the curriculum content and determinant factors that influence the needed learning outcomes of instruction. Primary school teachers in Nigeria suffer serious neglect in terms of their social welfare especially in the areas of

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salaries and allowances, in-service training, office accommodation as well as inadequate funding of primary education. The paper also brought the issues on child's needs for education, universal basic education and suggestions were proffered[89].

2.3.2.3 Teachers' Qualification and Quality Assurance

A related study also examines the effectiveness of teachers' quality on students' academic performance in public primary schools in Calabar education zone, Cross River State, Nigeria. Survey design was adopted for the study. A total sample of 400 respondents comprising teachers and pupils was selected. 200 primary school pupils (primary 5) consisting of 100 males and 100 females; 200 teachers from 10 primary schools were drawn for the study. A research questionnaire titled, Teachers' Quality on Students' Academic Performance Questionnaire (TQSAPQ) was used to collect data from teachers and pupils in the zone. Cronbach alpha reliability coefficient analysis was used to determine the reliability of the instrument at 0.78. The data was analyzed using Pearson product moment correlation coefficient (PPMC). The findings revealed that there is significant relationship between teachers' quality and students' academic performance, and that the higher the development of the content of classroom activities in terms of lesson note, classroom instructional delivery, the better the improvement on students' academic performance as related to classroom activities by the teachers. Based on the findings, it was recommended amongst others that teachers should ensure friendly and stress-free classroom environment where all students and teachers have mutual understanding on professional best practices[88].

Similar study further examined the effect of teachers' qualification on students' academic performance in mathematics. The study is vital as it portrays the extent to which students' performance are being influenced by the teachers' qualification. In

order to determine the relationship between students' academic performance in mathematics and teachers' qualification, some of these key variables were used in the study, NCE, PDE/PGDE, B.Sc, B.Ed, M.Sc and M.Ed while students' performance was represented by their performance in mathematics. The research design used is survey design and data for the study were obtained from the teachers of the selected secondary schools in Idemili North Local Government in Anambra State teaching mathematics. The statistical test of parameter estimates was conducted using the Wilcoxon statistical test tool to establish the relationship between the variables. The findings generally indicated that a significant difference existed in the performance of students taught by professional teachers and non-professional teachers. On the basis of this finding, the study concluded that students who were taught by professional teachers perform much more than students who were taught by non-professional teachers in mathematics. The study therefore recommended that only qualified mathematics teachers should teach mathematics at the secondary school level. While the holders of Nigeria Certificate in Education (NCE) should be allowed to proceed in their education either through part-time or study leave likewise teachers without teaching qualification should pursue their Post Graduate Diploma in Education. As a result, their teaching method shall be improved upon in order to better the performance of students in mathematics[90].

A study investigated 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. A descriptive design research design was adopted for this study where two instruments were developed. The purpose of this study is to find out (a) the effects of gender on the academic achievement of secondary school students in chemistry; (b) the effect of teachers' qualification on the

academic achievement of students in secondary school chemistry; and (c) the effects of teachers' teaching experience on the academic achievement of students in secondary schools. Effects of teachers' qualification on academic achievement of students' questionnaire (EQAASQ) for students and effects of teachers' qualification on academic achievement of students' questionnaire (EQAASQ) for teachers. Analysis of variance was used to analyse the data collected. We found no statistically significant difference among all the groups in academic achievement of students in chemistry [F (5,14) = 2.20; p > .05], no statistically significant difference in the academic achievement of students in chemistry and teachers' qualification [F (3,16) = .54; p > .05] and no statistically significant difference between the male and female students in academic achievement [t (138) = .50; p> .05]. The study recommended that the quality assurance unit of the ministry of education at both the federal and state level need to wake up to their duty by going for regular inspection of teachers in order to establish their effectiveness[91].

2.3.3 Management Practices and Quality Assurance in Public Primary Schools

A study conducted to investigate the influence of teachers' classroom management practices on pupils' academic performance in public primary schools in Benue State. Survey research design was adopted for the study. The population comprised 15,739 teachers from 2,748 public primary schools in Benue State. A sample size of 390 out of 15,739 teachers in public primary schools in Benue State was used for the study. Taro-Yaman's formula was used for the determination of the sample size. The population of teachers was sampled from 96 primary schools represenƟng3.5% of 2,748 public primary schools using multi-stage sampling procedure. A 25-item questionnaire titled; "Influence of Teachers' Classroom Management Practices on Pupils' Academic Performance Questionnaire" (ITCMPPAP)" was the instrument

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used for data collection. This instrument was validated by two experts from Educational Administration and Planning and one from Measurement and Evaluation, all of The Department of Educational Foundations and General Studies, Joseph Sarwuan Tarka University, Makurdi. Cronbach alpha reliability estimation was used to obtain a reliability coefficient of 0.78.

The researcher with the aid of three research assistants administered and retrieved the instrument from the respondents and the data collected was analyzed using descriptive Mean and Standard Deviation to answer the research questions while Chi-square (x2) test of goodness of fit was used to test the two null hypotheses at 0.05 level of significance. The findings showed that teacher's classroom management practices in the areas of classroom discipline and teachers' communication skills significantly influence pupils' academic performance in public primary schools in Benue State. Conclusion was made based on the findings of the study, it was recommended that school heads should ensure that classroom teachers maintain discipline during teaching and learning activities in other to curtail pupils' behaviour capable of jeopardizing their academic performance in primary schools. Parents also should be encouraged to be involved in the maintenance of discipline in schools. By ensuring parents' involvement, the disciplinary problems of pupils can thus be handled together. This would greatly increase the likelihood of becoming problems faced by pupils and consequently lead to enhanced pupils' academic performance[92].

Related work examined the impact of teachers' classroom management practices on students' academic performance in public secondary schools in Nnewi Education Zone of Anambra State. Four research questions were posed for the study while a descriptive survey research design was adopted. The population of for this study

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consisted of students of all the 48 secondary schools in the study area with a total of 45,432. Simple random sampling was used to select a population size of 1362 respondents drawn from 12 government owned secondary schools in the study area. The study used questionnaire, which was built from the four research questions, for collection of data. The questionnaire contained 24 question items, validated by 3 experts, with a reliability of 0.83 while the data were analyzed using mean. The major findings of the study show that the classroom management practices of teachers exert enormous influence on the academic performance of students. The teachers are well qualified to teach, but some still cannot manage classroom effectively. It was observed that there is an interaction gap between teachers and students which affects the academic performance of students negatively. To this end, the research recommended that seminars and workshop should be organized for teachers to train and acquit them with the necessary classroom management skills and practices, which will go a long to boost the academic performance of students[93].

A paper further reveals that Primary school education is the foundation education and it is vital for the development of education in Nigeria. It is unfortunate that as important as the primary school education is to the social economic and technological advancement of the country that the education is faced with many issues and problems. The paper article discussed issues and problems facing primary school administration in Nigeria and the way forward. Secondary data were used to support the various points raised in the paper. The secondary school data were sourced from print materials and online publication. The paper identified insecurity, large out of school children and poor quality of learning as some of the issues affecting the administration of primary schools. The paper also identified inadequate funding, shortage of professional teachers, inadequate infrastructural facilities, ineffective

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supervision, corruption and lack of data to plan as problems militating against effective administration of primary schools in Nigeria. To solve these problems identified, the following were recommended; that the government should increase the funding of primary school education by implementing the UNESCO 26% recommendation for an annual budget of education in Nigeria. This will aid effective administration of primary school education in the country[94].

2.3.3.1 Time Management and Quality Assurance

A study was carried out to established time as an important factor in management. The study notes that, in any school context, time is a scarce resource that affects a diverse variety of education stakeholders, including students, principals, teachers, supervisors, and parents. The purpose of this study was to investigate the impact of time management on students' academic performance at the Basic Education Certificate Examination in Jomoro Municipality, Ghana. The researchers used a stratified and simple random sample technique to pick 140 primary school instructors and 140 children for the study, as well as 12 head teachers who were chosen using a purposive sampling technique. The research was carried out in a descriptive manner, which was the goal of the study. To collect and analyze the data, a questionnaire, an interview schedule, and an observation guide were all used. Piloting of the study instruments was carried out in the neighboring Ellembele Municipality in order to fine-tune them. During a preliminary test, the questionnaire was validated with the help of supervisors and colleagues who provided expert advice. The Split-half technique was used to determine instrument dependability, which was found to be 0.87 for teachers and 0.75 for students using the results of the study. The qualitative data and findings that were provided in verbatim and narrative form were subjected to content analysis for evaluation. In SPSS,

descriptive statistics such as frequencies, percentages, and means were used to explore quantitative data, with the results displayed in tables. A statistically significant association between time management and students' academic achievement on the BECE was discovered, as indicated by a p-value of 0.001 for the study. To manage time in schools effectively, the report recommends that the 'School Board of Management' and other education stakeholders make use of contemporary technologies. A similar study at other institutional levels of learning, according to the findings, should be done in order to compare and contrast the findings of this study with those of previous studies[95].

In a similar work, the researchers notes that in any school setting, time is a limited resource that affect varied education stakeholders that include; pupils, head teachers, teachers, supervisors and parents. The study investigated influence of time management and pupils' academic performance at the Kenya Certificate of Primary Education in Vihiga County, Kenya. The sample for the study was 140 primary school teachers and 140 pupils selected through stratified and simple random sampling techniques and 12 head teachers selected through purposive sampling technique. The study adapted descriptive research design. Questionnaire, interview schedule and observation guide were instruments used to collect and aid in data analysis. Piloting was conducted from the neighboring Nandi County to refine the study instruments. The questionnaire was validated by conducting a pre-test through expert judgment by supervisors and colleagues. The Split-half technique was used to ascertain instruments' reliability and found to be 0.87 for teachers and 0.75 for pupils. Content analysis was used to analyze qualitative data and findings presented in verbatim and narrative form. Quantitative data were analyzed using descriptive statistics such as frequencies, percentages and means by use of SPSS and the findings

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presented in tables. The findings revealed a significant relationship between time management and pupils' academic performance at the KCPE as indicated by a p-value =0.001. The study recommended that 'School Board of Management' and other education stake holders to use modern technology in schools' management of time. The study suggested that similar studies be conducted at other institutional levels of learning in order to compare and contrast the findings of the study[96].

Another research work investigated time management practices and job performances of head teachers in public primary schools in Anambra State. The study adopted a descriptive survey research design and two research questions guided the study. From the population of 980 head teachers, a sample of 250 respondents were selected through proportionate stratified sampling technique from public primary schools in Anambra State. The instrument used for data collection was a structured questionnaire. Analysis of data was done through mean rating and the findings indicated that head teachers in public primary schools in Anambra State do engage in time management practices through setting of goals, delegate management and control of wasteful organizational practices. The implication was that non practice of time management in their job performances would make head teachers to waste a lot of organizational time in wrong things. It was therefore recommended among other things that State Education Commission should provide header teachers with relevant in-service-training which would help them to acquire a range of time management competences[96].

2.3.3.2 Workplace Culture/Norm and Quality Assurance

A study was also carried out to investigate organizational culture as correlate of teachers' job performance and attitude to work in secondary schools in Anambra State,

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Nigeria. Five research questions guided the study and six null hypotheses were tested. The study adopted correlational survey research design. The population of the study comprised all the 6396 teachers in public secondary schools in the state. Out of the population, a sample size of 1279 teachers were drawn through proportionate stratified random sampling techniques. Data was collected using three different questionnaires developed by the researchers. The questionnaires include school organizational culture questionnaire (SOCQ), Teachers' job performance questionnaire (TJPQ) and Teachers' attitude to work questionnaire (TAWQ). The instruments were validated by three experts from Faculty of Education Nnamdi Azikiwe University Awka. Cronbach Alpha method was used to determine the reliability of the instruments which yielded a reliability coefficient of .959, .957 and 0.701 respectively. The reliability indices were considered high enough and thus the instruments were deemed reliable. Data collection was done by the researchers with the help of ten research assistants. Aggregate score was used to answer research questions 1 to 3 while Pearson r was used to answer research questions 4 and 5 and critical probability table of Pearson r was used to take decision on the six null hypotheses at 0.05 level of significance. The findings showed among others that: teachers rated their school organizational culture to be good; teachers' job performance is good and teachers have positive attitude to their work. Also, it was found that there is no significant relationship between school organization culture and teachers' job performance; and no significant relationship between school organizational culture and teachers' attitude to work[97].

A similar study was also conducted to investigate the quality in education as fitness for purpose and one indicator for the quality of the learning environment within the school system. At play in this environment are factors of school culture, practice and structure and one measure of the quality of schools is students' performance. The

relationship between each of these factors and performance has been variously investigated but their combined predictive ability of performance does not seem to have been examined in the literature. This is the focus of the study. The survey design was utilized in the study. The population consists of all the 1700 teachers in Edo State, Nigeria who teach in the three hundred and nine public senior secondary schools. Out of the schools, 62 schools representing 20% of the schools were selected. From the schools selected, five teachers each of who teach English Language, Mathematics, Economics, Biology and Christian Religious Studies were selected to provide the information. On the whole, 285 teachers returned usable questionnaires. The draft questionnaire adapted from those constructed earlier by Gruenert and Valentine (1998) was composed of four sections, namely personal information of the teachers, School structure, school practices and school culture. The questionnaire was given to five experts knowledgeable in assessment, educational management and experienced senior secondary school principals. These experts were expected to examine the items on the questionnaire to ensure that they were adequate in content, comprehension and readability. Based on their comments, the items were modified and the resulting instrument was administered to 30 teachers outside the sample used in the study for purposes of determining the reliability using Cronbach alpha. The reliability coefficients that emerged were .78, .83 and .75 for school culture, school structure and school practice respectively. Cooperation of Principals of the schools selected for the study was solicited for the administration of the questionnaire and making available records of WASSCE results for their schools for the year 2018. The performance of the school was calculated by finding a weighted mean for the grades obtained by the students who sat for the WASSCE in each of the subjects and cumulated across the school subjects for each school. Multiple regression was used in

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the analysis at 5% level of significance. School culture was related to performance while school practice and structure were not. In addition, the three factors were useful in jointly predicting performance in schools. It was therefore recommended that schools should examine these factors properly if they intend to shore up their performance[98].

A research work shows that the planning, allocative and administrative efficiency of school facilities as correlates of academic performance of Senior Secondary School (SSS) students in Adamawa State, Nigeria. Correlational research design was adopted for the study. A sample of 153 school principals, 377 teachers and 19 staff of Adamawa State Ministry of Education Planning Division was randomly drawn from 248 SSS principals and 6,450 teachers using Proportionate sampling technique from five education zones of Adamawa State. School Facilities Planning and Allocation Questionnaire (SFPAQ) and Management of School Facilities Questionnaire (MSFQ), Students' Academic Performance Proforma and Checklist were used for data collection. The reliability coefficients for SFPAQ and MSFQ were 0.82 and 0.74 respectively using Cronbach alpha. Four research questions and three null hypotheses were answered and tested at 0.05 levels of significance using mean, standard deviation and Pearson Product Moment Correlation Coefficient. From the analysis, the study revealed efficient level of school facilities planning in Adamawa State, while level of school facilities allocative and administration efficiency was not efficient. The level of students' academic performance in WAEC/SSCE May/June 2013 – 2015 was found to be poor. The study equally revealed a significant relationship between school facilities planning efficiency, allocative efficiency, administrative efficiency and students' academic performance in Adamawa State, Nigeria. The study recommended that adequate equipping of all Senior SSS in the

State should be done using appropriate and efficient procedures for allocation by government, and school principals should frequently carry out comprehensive assessment of facilities in their schools to determine areas of need[99].

2.3.3.3 Administrative Efficiency and Quality Assurance

A study examined administrative support services and quality assurance in public secondary schools in Cross River State, Nigeria. Two research questions were raised to direct the study, and two hypotheses formulated to guide it. The correlational research design was adopted for this study. The population of this study comprised all the 281 public secondary schools in Cross River State. The census approach was used as the sampling procedure. One instrument tagged "Administrative Support Services and Quality Assurance Questionnaire (ASSQAQ)" was used for data collection. The instrument was trial-tested using the Cronbach Alpha method. The reliability coefficients ranged from .82 to .91. These figures indicated that the instrument was reliable to be used for the study. Simple Regression, Multiple Regression, mean and standard deviation were used for data analysis. The results of the analysis revealed that staff support service and school healthcare support service, individually and jointly relate significantly to quality assurance in public secondary schools in Cross River State. Based on this result, it was concluded that administrative support services have significant relationship with quality assurance in public secondary schools in Cross River State and government should ensure all public secondary schools in the State have functional and well-equipped sickbays, so as to improve the quality of teaching and learning in the schools[100].

Further study investigated quality assurance strategies as predictors of administrative effectiveness in public secondary schools in Rivers State. Two research questions and

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two hypotheses guided the study. The population of the study comprised the 290 public secondary schools in Rivers State with 290 Principal in the public senior secondary schools in Rivers State. The sample of this study comprised 290 Principal in the public senior secondary schools in Rivers State, representing 100% of the population was used as study participants. Census sampling technique was used for the study. Two sets of questionnaires structured in B and C that is the - Quality Assurance Strategies Questionnaire and Administrative Effectiveness Questionnaire were used for data collection. A reliability index of 0.76 was obtained. Mean scores and standard deviation were used to answer the research questions, while z-test was used to test the hypotheses at 0.05 level of significance. The result amongst others revealed that, there is a high positive relationship between merit-based staffing, performance evaluation, effective supervision, good leadership and adequate provision of teaching facilities as a quality assurance strategy and administrative effectiveness in public senior secondary schools in Rivers State. Judging holistically from the findings of the study, it is very clear that, quality assurance is seen a systematic way of establishing and maintaining quality improvement in the general school activities. In the education system, this includes all activities that contribute to the designed, assessment, monitoring of standards agreed upon by all stakeholders. It was recommended that, school principals should establish disciplinary measures that will compel every actor in the school to follow so that responsibilities, rule and regulations may take its place while administering the school programmes for quality control[101].

Another study was conducted to examine quality assurance indicators as predictor of principals' administrative effectiveness in secondary schools in Abia State, Nigeria. Specifically, the study investigated the contribution of school leadership and

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instructional supervision to principals' administrative effectiveness. Two null hypotheses were formulated to guide the study. The design adopted for the study was correlational research design. The population comprised 244 public secondary schools and 244 principals in Abia State covering three education zones in Abia State namely; Aba, Ohafia and Umuahia. Census technique was used to select all the 244 secondary school administrators for the study. The instrument used for data collection was a questionnaire designed and administered by the researcher tagged: "Quality Assurance Indicators and Principals' Administrative Effectiveness Questionnaire (QAIPAEQ)." The validity of the instrument was confirmed by three experts from the Department of Educational Management and the Department of Educational Foundations (Measurement and Evaluation Unit) University of Calabar. The reliability of the instrument was determined using the Cronbach alpha method, yielding coefficient values of 0.81 and 0.87, respectively. The null hypotheses were tested at .05 level of significance using Simple Linear Regression analysis. Findings of the study revealed that school leadership and instructional supervision significantly predicts secondary schools' effectiveness in Abia State. Based on the findings of this study, it was concluded that quality assurance indicators significantly predict principals' administrative effectiveness in Abia State, Nigeria. The study concluded that school leadership and instructional supervision are significant predictors of principals' administrative effectiveness. This means that effective school leadership which is characterized by clear vision, strong decision-making, and collaborative practices, combined with consistent instructional supervision, substantially enhances the ability of principals to manage school operations efficiently, support teachers, and improve student outcomes. Based on the findings, it was recommended that: Ongoing professional development programs should be provided for school leaders, focusing

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on instructional leadership, effective communication, and change management. This will enhance their capacity to foster a conducive learning environment and drive continuous school improvement[102].

2.3.3.4 Resource management and Quality Assurance

Quality assurance (QA) obtains in resource governance (RG) where and when resources are well harnessed and managed sustainably. RG issues in Nigeria question QA therein. This study examines the extent of QA in RG in Nigeria, highlighting issues and prospects of QA and GR. Leaning on the Integrity and Public Accountability Criteria of Ethical and Exemplary Leadership (IPACEEL) theory, the study argues that ethical leadership offers appreciable QA and RG to a reasonable extent. The study relies on observation and secondary data. Qualitative method, content analysis and descriptive and interpretive tools were employed. The analysis shows that following bad governance, leadership misdeeds, and politicians' and other elite's misdeeds, quality assurance in resource governance in Nigeria is currently low, while the RG is weak. The study concludes that effective resource governance allows for quality assurance, which has a lot of prospects for the nation having the resources. Among others, it recommends that sustained ethics-based criteria should be instituted and made operational for the attainment of effective and productive resource governance and to guarantee QA[103].

Similar study assessed the principals' performance on management of human resources in Katsina Zonal Education Quality Assurance, Katsina state Nigeria. The study has one research objective, and a research question. This study adopted survey research design. The population of the study was 1509 comprised 1324 teachers, 175 (SBMC) officials and 10 (MOE) officials. The sample of 306 respondents was used

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and appropriately selected using stratified random sampling technique. The questionnaire was used as instrument for data collection which was validated and pilot tested and the reliability index of 0.57 was obtained. Descriptive statistics of (frequencies, percentages, as well as mean and standard deviations) was used to answer the research question with the aids of micro-soft excel. The result of the finding revealed that public senior secondary school principals were committed towards ensuring prudent management of human resources in Katsina Zonal Education Quality Assurance. The study therefore recommended that, Katsina State Ministry of Education should encourage the principals through organizing capacity building programs such as workshop and seminars on managerial/administrative skills for more effective management of human resources for effective teaching and learning activities[104].

Another study was carried out to determine the influence of management of public primary schools on quality assurance in Cross River State, Nigeria. Ex-post-facto design was adopted for this study. Two research hypotheses were formulated to guide the study. Population of the study was 15,781 teachers in 1,105 public primary schools in Cross River, Nigeria. Yamane (1967) formula and simple random technique were used to generously draw a sample of 400 respondents from the population. The validated instrument for the study was Management of Public Primary Schools and Quality Assurance Questionnaire (MPPSQAQ). The internal consistency of the instrument was determined through a trial test which yielded a Cronbach Alpha reliability coefficient of .84 to .88 for the sub-scales. The data obtained from the field were analyzed using a One-way Analysis of Variance (ANOVA) at .05 level of significance. Results of the study indicated that quality assurance is significantly influence by availability of infrastructure (P=.000, F=20.538)

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and funding (P=.001, F=19.486). Based on this, it was recommended among others that adequate funds be made available by both the Federal, State and Local Governments for the procurement of educational facilities and services with a view to enhancing quality assurance in public primary schools in Cross River State, Nigeria[105].

2.3 Conceptual Model

Conceptual model consists of variables that are placed within a logical and sequential design. It is a model that explores the use of drawings and diagrams to explain the interrelationships between variables.

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Figure 2.3.1 shows the conceptual model for the study.

Independent Variables

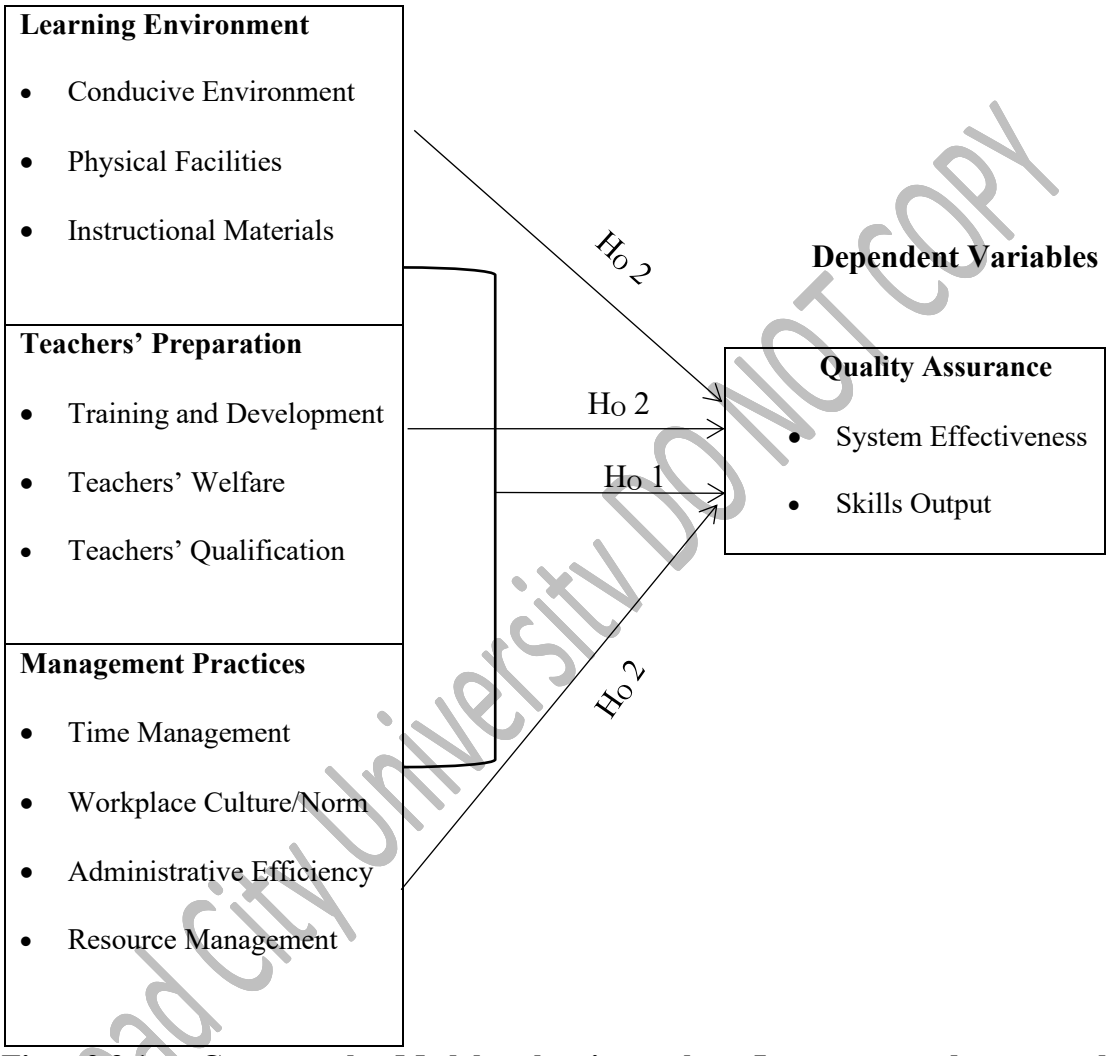


Fig 2.3.1: Conceptual Model showing the Interconnectedness and Interdependence of Learning Environment, Teachers' Preparation and Management Practices as correlates of Quality Assurance in Public Primary Schools in the Southwest, Nigeria.

Source: Researcher, 2025

The diagram in Fig.1 showed the Joint and relative influence of the Independent Variables (Learning Environment, Teachers' Preparation and Management Practices) on the Dependent Variable (Quality Assurance) for the Study. Quality Assurance was

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studied in the areas of Economic Development, Social Development, Effectiveness of the System and Skills Output.

Learning Environment was examined in three areas: Conducive Environment (airspace, clean, safe, and peaceful environment), Facilities (library, offices, class rooms, and school buildings), and Instructional materials (textbooks, computers, books, and other supplies).

Teachers' Preparation was examined using Training and Development, Teachers' Welfare, and Teachers' Qualification.

Management Practices was studied using Economic Development, Social Development, Effectiveness of the System, and Skills Output.

2.5 Summary of Literature Review

This chapter extensively reviewed and discussed literatures, reports, and studies of various writers, scholars and researchers on the phenomenon of Learning Environment, Teachers' Preparation and Management Practices on Quality assuring Public Primary Schools in South West Nigeria.

The chapter provided clear conceptual definitions and meaning of the concepts of Quality Assurance, Learning Environment, Teachers' Preparation and Management Practices. The theoretical framework of the study was formed under the foundation of two theories - Total Quality Management (TQM) and Social Learning Theory (SLT). the theoretical studies were discussed under the subheadings of importance of conducive learning environment in schools; Systematic processes for maintaining educational standards; need to develop Structural Quality Assurance Mechanisms; Quality Management Practices; need for regular professional training of teachers,

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continuous monitoring and evaluation of educational processes toward Quality assuring Primary Schools in Nigeria.

The empirical studies were reviewed to draw the similarities, differences and the gap with the current study. The studies examined the relationship between various AS conducive environment, physical facilities, instructional materials, training and development, Teachers' welfare, Motivation and Qualifications, Administrative efficiency, Leadership style, School culture, Time Management and how these factors impact on Quality Assurance.

However, the influence of individual factors on Quality Assurance has not been fully investigated and established in Public Primary Schools in South West Nigeria. None of these studies have tried to look into the joint contribution of Learning Environment, Teachers' Preparation and Management Practices on Quality Assurance. The essence of assuring qualitatively through conducive environment, adequate preparation of teachers' and positive managerial practices in Primary Schools in South West is of necessity and utmost importance as these would ensure qualitative processes towards achieving educational objectives. This has created a gap for the current study. In view of filling the existing gap in the education industry; this study emanated.

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Chapter Three

Methodology

This chapter focused on the methodology of the research work. It describes the methods and techniques utilised to achieve the aim and objectives of the study. It was organised under the following subheadings: research design, population of the study, sample and sampling techniques, research instrument, validity of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

3.1 Research Design

The present study employed a descriptive research design of the survey type to examine learning environment, teachers' preparation, and management practices as correlates of Quality assurance in Public Primary Schools in South West Nigeria without manipulations of the "dependent" and "independent variables". The utilisation of a descriptive research design was deemed essential for this study as it solely delineates the experiment attributes of the sample under investigation without any influence on the variables being studied[1]. A descriptive study extends the findings obtained from a representative sample to a wider target population[2].

3.2 Population of the Study

The Population of the study comprises of all the Headteachers- 8,185 (Eight Thousand One Hundred and Eighty-five), Teachers- 82,345 (Eighty-two Thousand Three Hundred and Forty-five), and 690 (Six Hundred and Ninety) Quality Assurance Officers within the South West States of Nigeria (Oyo, Ogun, Osun, Ondo, Lagos and Ekiti). By focusing on this comprehensive population, the study captures a range of educational perspectives, acknowledging the different challenges and resources that

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schools encounter based on their geographical location and socio-economic environment.

Table 3.1: Population of the Study (N = 91,220)

S/N	State	Total Number of Public Primary Schools	Total Number of Head Teachers	Total Number of Teachers (Public Primary)	Number of Quality Assurance Officers
1	**Oyo**	1570	1570	15230	120
2	**Ogun**	1345	1345	13145	110
3	**Osun**	1250	1250	11890	105
4	**Ondo**	1320	1320	12980	115
5	**Ekiti**	900	900	9650	90
6	**Lagos**	1800	1800	19450	150
Total		**8185**	**8185**	**82345**	**690**

Source[3]

These individuals play a crucial role in the educational system of Southwestern Nigeria, ensuring effective school administration and quality assurance.

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Table 3.2: Distribution of Population of the Study across the 18 Senatorial Districts in the South West States of Nigeria (Head Teachers = 8,185, Teachers = 82,345, Quality Assurance officers = 690)

S/N	South West States	Senatorial District	No of Public Primary Schools	No of Public Primary School Head Teachers	No of Public Primary School Teachers			No of Quality Assurance Officers in South West States
					Male	Female	Total	
1	Oyo	Oyo Central	686	686	2,021	3,756	5,777	45
		Oyo North	385	385	1,855	2,951	4,806	33
		Oyo South	499	499	1,988	2,659	4,647	42
		Sub Total	**1,570**	**1,570**	**5,864**	**9,366**	**15,230**	**120**
2	Ogun	Ogun Central	501	501	2,011	2,555	4,566	41
		Ogun East	414	414	1,901	2,186	4,087	31
		Ogun West	430	430	2,002	2,490	4,492	38
		Sub Total	**1,345**	**1,345**	**5,914**	**7,231**	**13,145**	**110**
3	Osun	Osun Central	512	512	1,523	1,974	3,497	41
		Osun East	366	366	2,243	2,858	5,101	29
		Osun West	372	372	1,486	1,806	3,292	35
		Sub Total	**1,250**	**1,250**	**5,252**	**6,638**	**11,890**	**105**
4	Ondo	Ondo Central	506	506	2,032	3,221	5,253	51
		Ondo North	403	403	1,158	1,631	2,789	31
		Ondo South	411	411	2,018	2,920	4,938	33
		Sub Total	**1,320**	**1,320**	**5,208**	**7,772**	**12,980**	**115**
5	Ekiti	Ekiti Central	321	321	1,521	2,145	3,666	38
		Ekiti East	285	285	899	1,136	2,035	27
		Ekiti West	294	294	1,732	2,217	3,949	25
		Sub Total	**900**	**900**	**4,152**	**5,498**	**9,650**	**90**
6	Lagos	Lagos Central	853	853	3,099	4,706	7,805	62
		Lagos East	444	444	2,052	3,179	5,231	35
		Lagos West	503	503	2,003	4,411	6,414	53
		Sub Total	**1,800**	**1,800**	**7,154**	**12,296**	**19,450**	**150**
	Grand Total		**8,185**	**8,185**	**33,544**	**48,801**	**82,345**	**690**

Source[4]

The selected population also includes quality assurance officers and education inspectors who play critical roles in monitoring and assessing educational standards across these schools. Their insights are essential for understanding the current state of quality assurance, as they provide an external perspective on school management, teaching practices, and overall educational quality. Involving these officers ensures that the study considers factors that influence quality assurance beyond the classroom level, including broader policy and administrative practices.

Furthermore, targeting a diverse population allows the study to assess how factors such as teachers' preparation, learning environment, and management practices differ

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across various contexts within the South West region. This diversity enriches the data, offering nuanced insights into the specific challenges faced by public primary schools in Nigeria. By capturing input from multiple stakeholders, the study builds a comprehensive picture of quality assurance and identifies key areas for improvement that may vary from one community to another, thereby providing targeted recommendations for policy and practice.

Table 3.3: Sampled Senatorial District for the Study (n=9)

S/N	South West States	Senatorial District	No of Public Primary Schools	No of Public Primary School Teachers	No of Public Primary School Teachers			No of Quality Assurance Officers in South West States
					Male	Female	Total	
1	Oyo	Oyo North	385	385	1,855	2,951	4,806	33
		Sub Total	**385**	**385**	**1,855**	**2,951**	**4,806**	**33**
2	Ogun	Ogun Central	501	501	2,011	2,555	4,566	41
		Ogun West	430	430	2,002	2,490	4,492	38
		Sub Total	**931**	**931**	**4,013**	**5,045**	**9,058**	**79**
3	Osun	Osun East	366	366	2,243	2,858	5,101	29
		Sub Total	**366**	**366**	**2,243**	**2,858**	**5,101**	**29**
4	Ondo	Ondo Central	506	506	2,032	3,221	5,253	51
		Ondo South	411	411	2,018	2,920	4,938	33
		Sub Total	**917**	**917**	**4,050**	**6,141**	**10,191**	**84**
5	Ekiti	Ekiti East	285	285	899	1,136	2,035	27
		Sub Total	**285**	**285**	**899**	**1,136**	**2,035**	**27**
6	Lagos	Lagos Central	853	853	3,099	4,706	7,805	62
		Lagos East	503	503	2,003	4,411	6,414	53
		Sub Total	**1,353**	**1,353**	**5,102**	**9,117**	**14,219**	**115**
	Grand Total		**4,237**	**4,237**	**18,162**	**27,248**	**45,410**	**367**

Source[4]

Table 3.3 shows a selected number of nine (9) Senatorial districts from a total number of eighteen (18) senatorial districts in the South West States by systematic random sampling technique. Going by this technique, the number of public primary schools now is 4,237 (Four Thousand Two Hundred and Thirty-seven), Headteachers now is 4,237 (Four Thousand Two Hundred and Thirty-seven) and the number of public primary school teachers now is 45,410 (Forty-Five Thousand, Four Hundred and Ten;

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male18,152 and female 27,248). Lastly, the number of Quality Assurance Officers now is 367 (Three Hundred and Sixty-seven).

3.3 Sample and Sampling Techniques

A multistage sampling procedure involving various sampling methods was used to select the sample size for the study. This sampling procedure included the Systematic Sampling Technique, Total Enumeration Technique and Taro Yamane Formular for the different stages of sampling.

Total Enumeration Technique

This is a type of technique where all the population is used as sample for the research. In this case, all the Four Thousand Two Hundred and Thirty-seven (4,237) public primary schools were used as sampled number of schools, at the same time all the six Hundred and Ninety (690) Quality Assurance Officers were equally used as sampled number of Quality Assurance Officers.

Systematic Sampling Technique

This was used to select 9 (nine) out of the 18 (Eighteen) Senatorial District in the South West State. The systematic sampling technique involves arranging the study population based on an ordered scheme (in this case, by senatorial districts across the South-West states of Nigeria) and then selecting elements at regular intervals. The process begins with a random selection point and continues by choosing every k-th element from the population.

In this study, the researcher systematically selected 9 senatorial districts out of the 18 available senatorial districts in South-West Nigeria. To determine the sampling interval (k), the formula used was:

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$$k = \frac{\text{Population size (N)}}{\text{Sample size (n)}}$$

A systematic sampling size technique was applied to ensure an equitable and unbiased selection of senatorial districts across the six states in Southwestern Nigeria. Given that there were 18 senatorial districts, a sampling interval (k) of 2 was used, meaning every second senatorial district was selected from a stratified list.

$$K=\frac{18}{2} = 9$$

To enhance geographical balance, the districts were categorized into North, South, East, West and Central zones before applying systematic sampling. The result was the selection of 9 senatorial districts, with Oyo North in Oyo State, Ogun Central and West in Ogun State, Osun East in Osun State, Ondo Central and South in Ondo State, Ekiti East in Ekiti State and Lagos Central with West in Lagos State. This selection ensured that each state contributed one or two senatorial districts to the study, covering distinct socio-economic and infrastructural conditions. This approach provided a fair representation of public primary schools across different regions, making it possible to capture regional disparities in educational resources, teacher-student ratios, and school infrastructure.

Taro Yamane Formula

The sample size for Teachers and Head Teachers in this study was determined using Yamane's formula:

$$n = \frac{N}{[1 + N (e)^2]}$$

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Where n is the sample size, N is the population size, and e is the level of precision. The level of precision is also the level of significance which id 0.05. According to the Yamane formula, the number of head teachers and teachers in the selected number of schools from the nine chosen Senatorial district is shown in the table below:

Table 3.4: Sample Size for Head Teachers and Teachers using Taro Yamane's Formula

S/N	South West States	Senatorial District	No of Public Primary Schools	No of Public Primary School Head Teachers	No of Public Primary School Teachers
1	Oyo	Oyo North	385	196	369
		Sub Total	**385**	**196**	**369**
2	Ogun	Ogun Central	501	159	201
		Ogun West	430	121	182
		Sub Total	**931**	**280**	**383**
3	Osun	Osun East	366	191	371
		Sub Total	**366**	**191**	**371**
4	Ondo	Ondo Central	506	162	211
		Ondo South	411	117	174
		Sub Total	**917**	**279**	**385**
5	Ekiti	Ekiti East	285	166	334
		Sub Total	**285**	**166**	**334**
6	Lagos	Lagos Central	853	186	229
		Lagos East	503	123	160
		Sub Total	**1,353**	**309**	**389**
	Grand Total		**4,237**	**1,421**	**2,231**

Source[5]

Using Yamane's formula with a 5% margin of error, the sample size for head teachers was calculated as 1,421 out of the total 4,237 head teachers from the South West zones of Nigeria. In the same vein, the sample size for teachers was also calculated as 2,231 out of the total 45,410 teachers from the South West zones of Nigeria. These 1,421 head teachers and 2,231 teachers were distributed across the 9 sampled senatorial districts, ensuring a fair representation of all head teachers and teachers across the selected regions. As shown from the table above, the distribution resulted in 196 head teachers from Oyo North in Oyo State, 280 head teachers from Ogun Central and West in Ogun State, 191 head teachers from Osun East in Osun State, 279

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head teachers from Ondo Central and South in Ondo State, 166 head teachers from Ekiti East in Ekiti State and lastly 309 head teachers from Lagos Central with West in Lagos State.

In addition, 369 teachers from Oyo North in Oyo State, 383 teachers from Ogun Central and West in Ogun State, 371 teachers from Osun East in Osun State, 385 teachers from Ondo Central and South in Ondo State, 334 teachers from Ekiti East in Ekiti State and lastly, 389 teachers from Lagos Central with West in Lagos State. Ultimately, the approach guarantees that the findings from the study will provide generalizable insights into the challenges and opportunities within public primary schools across Southwestern Nigeria.

To obtain this sample, this approach minimizes the risk of sampling bias and enhances the representativeness of the data, allowing findings to be generalized across various public primary schools across all the Southwest zones.

Table 3.5: Summary of the Sample and Sample Size of the Study

S/N	Sampled Senatorial District (Systematic Sampling)	Sampled Public Primary Schools (Total Enumeration Technique)	Sampled Head Teachers (Yamane's Formula)	Sampled Teachers (Yamane's Formula)	Sampled Quality Assurance Officers (Total Enumeration Techniques)
	9	4,237	1,421	2,231	690

Source: Fieldwork, 2025.

3.4 Research Instrument

The instruments for the data collection for this study were three (3) adapted questionnaires.

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3.4.1 The first instrument titled **Learning Environment and Teachers' Preparation Questionnaire (LETPQ).**

This questionnaire, which has been specifically designed to collect quantitative data on key variables: Learning Environment and Teachers' Preparation is divided into four (4) Sections.

Section A was designed to obtain demographic information of the respondents: (Teachers). This dealt with the gender, age, marital status, position, department or field, highest qualification and years of teaching experience, job role which will enable the researcher to analyze response across different demographics.

Section B consisted of questions relating to the learning environment aspects like conducive environment, classroom resources, school buildings, learning spaces etc within the public primary schools in South West, Nigeria. This Section answered research question two for the study. The rating technique was based on the four-point Likert type as follows:

- Strongly Agree (4 points)
- Agree (3 points)
- Disagree (2 points)
- Strongly Disagree (1 point)

Section C contained questions on teachers' preparation in public primary schools in South West, Nigeria. It covered topics such as training and development, teachers' welfare, and qualifications. This Section answered research question three for the study. The rating technique was based on the five-point Likert type as follows:

- Always (A) 4 points

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- Sometimes (S) 3 points
- Rarely (R) 2 points
- Never (N) 1 point

3.4.2 The second instrument titled **Management Practices Questionnaire (MPQ).** This questionnaire, which has been specifically designed to collect quantitative data on key variable: Management Practices is divided into two (2) Sections.

Section A consisted of demographic information of the Headteachers such as gender, age, marital status, and years of experience.

Section B: This was designed to answer questions on the level of Management Practices in Public Primary Schools in South West, Nigeria. This Section answered research question four for the study. The rating technique was based on the five-point Likert type as follows:

- Strongly Agree (4 points)
- Agree (3 points)
- Disagree (2 points)
- Strongly Disagree (1 point)

3.4.3 The third Instrument titled **Quality Assurance Questionnaire (QAQ)**.

This questionnaire was divided into two (2) Sections.

Section A consisted demographic information of the Quality Assurance Officers such as gender, age, marital status, and years of experience.

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Section B contained questions on the level of Quality assurance in Public primary schools in South West, Nigeria. This Section answered research question one of the studies. The rating technique for the Section was based on the following:

- Strongly Agree (4 points)
- Agree (3 points)
- Disagree (2 points)
- Strongly Disagree (1 point)

The Questionnaires designed ensured that each variable was thoroughly examined, enabling a comprehensive analysis of how each factor correlates with quality assurance in public primary schools. The structured nature of the instruments facilitates consistent responses, which enhances the reliability and validity of the data.

The questionnaire was adapted from established instruments in educational research, ensuring that it aligns with recognized theoretical constructs and empirical findings in the field. This approach enhances content validity, as the questions are grounded in previous studies on similar topics. By using a structured and validated questionnaire, the study ensures that data collected were relevant, comparable, and suitable for statistical analysis, thus supporting the study's objectives of examining the relationships between learning environment, teacher preparation, and management practices in South West Nigerian public schools.

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3.5 Validity of the Research Instruments

To establish validity, the research instrument underwent an extensive process of content and face validation in order to evaluate the extent to which operationalization of a construct actually measures what it tends to measure. Content validity was achieved by consulting with experts in education and research methodology, who

reviewed each question to ensure it accurately reflects the study's constructs. This validation process ensured the appropriateness of the instrument in terms of measuring what it intends to measure, aligning with key themes such as learning environment, teacher preparation, management practices, and quality assurance. Aligning questions with established theories and previous studies in the field bolsters the instrument's content validity, as it incorporates widely accepted constructs related to educational quality.

Face validity was ensured by having education professionals and academics assess whether the instrument appears to measure the intended variables effectively. This feedback was instrumental in refining the wording and structure of questions to improve clarity and relevance. By focusing on face validity, the study ensures that respondents understand and interpret the questions as intended, which minimizes the risk of misinterpretation and enhances the reliability of the responses.

3.6 Reliability of the Instruments

The measure of reliability is a way through which a research's validity and quality can be ascertained[5]. It is used in the identification of the level of accuracy in the research's technique and methodology. In every research work that involves the collection of data, there is a need for a reliability test as it relates to the level of consistency in the research instrument. There are different approaches which a research's reliability and validity can be ascertained but this study adopted the Cronbach's Alpha method. The Cronbach's Alpha approach was designed to determine the degree of accuracy in the method adopted by the research to measure the different Variables[6]. The questionnaire would be subjected to a test using Cronbach alpha.

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Reliability of the research instrument was tested through Cronbach's alpha coefficient, a measure of internal consistency, to determine if the questionnaire items consistently reflect the constructs of interest.

Table 3.6: Reliability Statistics for all the Research Instruments

Research Instruments	**Cronbach's**	**No of Items**
Quality Assurance Officers	**.**83	15
Head Teachers	**.**95	23
Teachers	**.**87	17
Total Samples	**.**86	55

For this study, the Cronbach's Alpha reliability coefficient for all the instruments was **.**86 which is greater than 0.70, thereby confirming the reliability of the instruments.

Internal consistency is crucial for ensuring that the responses are dependable and that similar results would be obtained upon repeated administrations of the questionnaire. High Cronbach's alpha values indicate that the questions within each section are measuring the same underlying construct, which is essential for drawing valid conclusions. For example, a high Cronbach's alpha for items on teacher preparation would imply that these items are cohesively capturing teachers' training and professional development aspects related to quality assurance.

3.7 Administration of the Research Instruments

The instruments were personally administered by the researcher through the help of three trained research assistants. This helped to reduce the difficulty in retrieval of the questionnaires. The researcher and trained research assistants had personal contacts with the respondents in the selected public secondary schools which enhanced their

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understanding of the items in the instruments. The copies of the questionnaires were collected from the respondents after completion.

3.8 Method of Data Collection

Data collection was conducted through the distribution of questionnaires to the selected sample of teachers, administrators, and quality assurance officers. To ensure accessibility, the questionnaires were offered in both electronic and paper formats to accommodate participants' preferences and technological capabilities. This dual approach is particularly important given the varying levels of internet accessibility across South West Nigeria, allowing all participants equal opportunity to contribute to the study regardless of their location or resources.

To facilitate efficient and organized data collection, field assistants were trained to assist with the distribution and collection process. These field assistants; with the help of the school administrators, scheduled and coordinated visits to ensure that participants completed the questionnaires. Additionally, field assistants provided support to participants as needed, clarifying questions and addressing any concerns that may arise during the completion of the questionnaire.

The researcher established prior contact with school authorities to gain permission and encourage collaboration in the data collection process. Building rapport with school authorities is essential to secure their support and promote a smooth data collection process. All collected data were stored securely, with strict protocols in place to protect participants' confidentiality and privacy. This careful planning ensures that data collection is both efficient and ethically sound, fostering trust among participants and enhancing the quality of the study's findings.

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3.9 Method of Data Analysis

Data collected from the questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS) software, which enables comprehensive quantitative analysis. Descriptive statistics, including measures of central tendency and frequency distributions was used to summarize demographic data and Likert-scale responses, providing a general overview of participants' characteristics and perceptions. These descriptive results offer initial insights into the factors influencing quality assurance in public primary schools across the region.

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Endnotes

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Chapter Four

Results and Discussion of Findings

4.1 Instrument Response Rate

This Chapter presents the results and discussions of findings which was based on the data collection and analysis with respect to the objectives (research questions and hypothesis) of the study. This Chapter shows the instruments' response rate followed by the presentation and interpretation of data (demographic characteristics, research questions and hypotheses) and then, the discussion of findings.

Table 4.1: Instrument Response Rate

S/N	Research Instruments	Amount Administered	Amount Retrieved	Amount Validated	Rate of Response
1	Learning Environment and Teachers' Preparation Questionnaire (LETPQ) **(Teachers)**	2,231	2,040	1,897	85%
2	Management Practices Questionnaire (MPQ) **(Headteachers)**	1,421	1,245	1,071	75%
3	Quality Assurance Questionnaire (QAQ) **(Quality Assurance Officers)**	690	644	614	89%

Source: Researchers Fieldwork, 2025

The table 4.1 presents data on the response rates for three research instruments used in this study: Learning Environment and Teachers' Preparation Questionnaire

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(LETPQ), Management Practices Questionnaire (MPQ) and Quality Assurance Questionnaire (QAQ). The Learning Environment and Teachers' Preparation questionnaire (LETPQ) was administered to Public Primary School teachers in Southwest Nigeria. Out of Two Thousand, Two Hundred and Thirty-one (2231) questionnaires administered to the respondents (Teachers), Two Thousand and Forty (2040) were retrieved and One Thousand Eight Hundred and Ninety-seven (1897) were validated and useful for analysis, yielding a response rate of 85%.

The Management Practices Questionnaire (MPQ) was administered to Head Teachers in Public Primary Schools in Southwest Nigeria. One Thousand Four Hundred and Twenty-one Questionnaires (1421) were administered to the sample respondent, One Thousand Two Hundred and Forty-five (1245) copies were retrieved and One Thousand Seventy-one (1071) copies rendered valid and useful for analysis at a response rate of 75%.

Also, the Quality Assurance Questionnaire (QAQ) was administered to Quality Assurance Officers across overseeing Public Primary Schools across the Southwest Nigeria. Six Hundred and Ninety questionnaires (690) were administered to the respondents were retrieved and Six Hundred and Fourteen copies found valid and useful for analysis. This analysis was based on return valid copies and gave response rate of 89%.

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4.2 Demographic Data Analysis

Table 4.2: Frequency Distribution of Quality Assurance Officers' Demographic Data (N 614)

Demographic Variable		Frequency (n)	Percentage (%)
Gender	Male	363	59.1
	Female	251	40.9
	Total	**614**	**100.0**
Age	Below 30 years	86	14.0
	30-39 years	142	23.1
	40-49 years	293	47.7
	Above 50 years	93	15.1
	Total	**614**	**100.0**
Marital Status	Single	173	28.2
	Married	433	70.5
	Divorced	8	1.3
	Total	**614**	**100.0**
Educational Qualification	NCE/OND	39	6.4
	B.Sc/B.A/B.Sc (Ed.)/B.A(Ed)/HND	358	58.3
	M.Ed/MSc/M.A(Ed.)/MSc(Ed)/MA	217	35.3
	Total	**614**	**100.0**
Years of Experience	1-4 years	106	17.3
	5-10 years	274	44.6
	11-15 years	211	34.4
	Above 15 years	23	3.7
	Total	**614**	**100.0**

Source: Researchers Fieldwork, 2025

Table 4.2 presents the demographic distribution of the quality assurance officers and an overview of their age distribution, gender composition, marital status educational qualifications, and years of professional experience with a total sample size of 614.

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These characteristics offer valuable insights into the background and expertise of individuals responsible for maintaining and monitoring educational standards.

Nearly half of the Quality Assurance Officers (293) representing 47.7% of the sample fall within the 40–49 years age group. This indicates that majority of these professionals are in their mid-career stage, likely bringing with them, significant experience, expertise and maturity in handling quality assurance objectives of the educational institutions. 142 Officers aged 30–39 years make up 23.1% of the sample, while those aged above 50 years (93) account for 15.1%. The youngest group, below 30 years, represents the smallest proportion at 14.0%. This overall age distribution suggests a workforce that is largely composed of mature professionals with a solid foundation of practical experience on assuring quality and related functions in the academic institutions.

With respect to gender, male Quality Assurance Officers make up a larger share at 59.1% (363), while females represent 40.9% (251) of the sample. This indicates a gender imbalance in favor of males, although there is still a significant presence of female officers contributing to the quality assurance processes in the education sector.

When examining educational qualifications of the respondents, a majority of the officers hold either a Higher National Diploma (HND) or a Bachelor of Education (B.Ed.) and other first degrees, accounting for 58.3% (358) of the sample. This is followed by 217 Officers (35.3%) who possess postgraduate degrees such as Masters of Education (M.Ed.) or Masters of Science (M.Sc.), which reflects a high level of academic attainment among the officers. Only (6.4%) 39 Officers hold the Nigeria Certificate in Education (NCE) and Ordinary National Diploma, indicating

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that most officers have moved beyond the minimum qualification level, thereby reinforcing the professional credibility of the group.

Regarding the professional experience of these respondents, a significant portion of the officers, 44.6% (274), have between 5 to 10 years of experience. This is followed closely by 211 Officers with 11 to 15 years of experience, making up 34.4% of the sample. Officers with less than 5 years of experience constitute 17.3% (106), suggesting a notable number of relatively new entrants in the field. Only 3.7% (23) of the respondents have more than 15 years of experience, which may be due to career advancement, retirement, or limited long-term retention in the role.

As regards marital status, the distribution indicates that out of a total of 614 respondents, the majority—433 individuals, representing 70.5%—are married. A smaller proportion, 173 individuals or 28.2%, are single. Additionally, 8 respondents, accounting for 1.3% of the total, are divorced. This suggests that most of the individuals in the sample are married, with single individuals forming a significant minority and divorced individuals making up a very small fraction of the population.

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Table 4.3: Frequency Distribution of Teachers' Demographic Data (N = 1897)

Demographic Variable		Frequency (n)	Percentage (%)
Gender	Male	1145	60.4
	Female	752	39.6
	Total	**1897**	**100.0**
Age	Below 30 years	314	16.6
	30-39 years	426	22.4
	40-49 years	866	45.7
	Above 50 years	291	15.3
	Total	**1897**	**100.0**
Marital	Single	681	35.9
Status	Married	1216	64.1
	Total	**1897**	**100.0**
Educational	NCE/OND	156	8.2
Qualification	B.Sc/B.A/B.Sc (Ed.)/B.A(Ed)/HND	1080	56.9
	M.Ed/MSc/M.A(Ed.)/MSc(Ed)/M.A	661	34.9
	Total	**1897**	**100.0**
Teaching	1-4 years	375	19.8
Experience	5-10 years	822	43.3
	11-15 years	620	32.7
	More than 15 years	80	4.2
	Total	**1897**	**100.0**

Source: Researchers Fieldwork, 2025

Table 4.3 provides a frequency distribution of teachers across various demographic variables with a total sample size of 1897. From the table, this distribution provides important insights into their age distribution, gender, marital status, educational qualifications, and years of professional experience. In terms of age, the largest group of respondents fell within the 40 to 49 years age range, accounting for 866 individuals or 45.7% of the total sample. This suggests that nearly half of the

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respondents are in their mid-career stage, likely bringing substantial work experience and maturity to their roles. The next largest age group comprises individuals aged 30 to 39 years, representing 426 respondents or 22.5% of the sample. Respondents below 30 years constitute 314 individuals or 16.6%, while those aged above 50 years make up 291 individuals or 15.3%. Overall, this age distribution indicates that the majority of the participants are between 30 and 49 years of age, highlighting a predominantly mature workforce in the teaching profession. With regards to gender, the data reveals that 1,145 respondents, representing 60.4% of the total, are male. Meanwhile, 752 respondents, or 39.6%, are female. This reflects a gender imbalance, with male respondents making up a larger proportion of the study population.

In examining the educational qualifications of the respondents, it is evident that a majority, comprising 1,080 individuals or 56.9%, hold a first degree, Higher National Diploma (HND) or a Bachelor of Education (B.Ed.) degree. A substantial number of respondents—661 individuals, accounting for 34.8%—possess postgraduate qualifications such as a Masters of Education (M.Ed.) or Masters of Science (M.Sc.). Only 156 respondents, representing 8.2%, obtained a Nigerian Certificate in Education (NCE) or Ordinary National Diploma (OND). This educational profile suggests that the respondents are generally well-qualified, with a significant proportion having advanced academic qualifications/credentials. In terms of professional experience, the largest segment of respondents, 822 individuals or 43.3% of the sample populations, have between 5 to 10 years of experience. This is followed by 620 respondents representing 32.7% of the sample, having worked for 11 to 15 years. A smaller group of 375 respondents (19.8%) have less than 5 years of experience, while only 80 individuals (4.2%) reportedly have more than 15 years of

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experience. These figures indicate that most respondents are relatively experienced, with the majority having spent between 5 and 15 years in their professions, potentially indicating stability and institutional expertise within the educational institutions.

In terms of marital status, the data reveals that out of a total of 1897 respondents, a majority of 1,216 individuals, representing 64.1% of the sample, are married. In contrast, 681 individuals, accounting for 35.9% of the population, are single. This indicates that married individuals make up a significantly larger portion of the surveyed group compared to those who are single.

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Table 4.4: Frequency Distribution of Head Teachers (N 1071)

Demographic Variable		Frequency (n)	Percentage (%)
Gender	Male	726	67.8
	Female	345	32.2
	Total	**1071**	**100.0**
Age	30-39 years	228	21.3
	40-49 years	425	39.7
	Above 50 years	418	39.0
	Total	**1071**	**100.0**
Marital Status	Single	43	4.0
	Married	1028	96.0
	Total	**1071**	**100.0**
Educational Qualification	HND/B.Ed/B.Sc/B.A/B.Sc(Ed.)/B.A(Ed.)	479	44.7
	M.Ed/M.A(Ed.)/MSc(Ed)/MSc	589	55.0
	PhD	3	0.3
	Total	**1071**	**100.0**
Years of Experience	5-10 years	133	12.4
	11-15 years	597	55.7
	More than 15 years	341	31.8
	Total	**1071**	**100.0**

Source: Researchers Fieldwork, 2025

Table 4.4 shows the Demographic Distribution of Head Teachers across various demographic variables with a total sample size of 1071. This distribution provides a comprehensive overview of their age, gender, marital status, educational qualification, and years of experience. From the table, in terms of age distribution, the majority of the head teachers are within the age brackets of 40–49 years and above 50 years, constituting 39.7% and 39.0% of the sample respectively. A smaller proportion, 228 (21.3%), falls within the 30–39 years age group. This indicates that most head teachers are relatively mature and are likely to have had several years of

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professional experience, which may contribute positively to their professional competence, leadership capacity and administrative competence.

Regarding gender, there is a notable disparity, with male head teachers constituting 67.8% of the total population, while female head teachers make up only 32.2%. This suggests that school leadership roles in the area covered by the study are predominantly held by men, reflecting a gender imbalance especially in educational leadership positions.

Furthermore, a significant proportion of the head teachers, precisely (589) representing 55.0% of the sample, hold a Master's degree, while 479 (44.7%) possess either a Higher National Diploma (HND) or a Bachelor of Education (B.Ed.) degree. Only a very small fraction, 3 respondents accounting for 0.3%, have attained a Doctoral (PhD) degree. This implies that a large number of the head teachers are well-educated, with the majority having advanced degrees, which is likely to enhance their pedagogical and administrative effectiveness.

The distribution of years of experience among the head teachers underscores their professional maturity. More than half of the respondents 597 (55.7%) have between 11 and 15 years of experience in the education sector, while 341 (31.8%) have been in service for more than 15 years. Only 133 (12.4%) have between 5 and 10 years of experience. This suggests that a vast majority of the head teachers are seasoned professionals, having spent over a decade in the field, and are therefore likely to possess a deep understanding of school management practices.

The data on marital status shows that out of a total of 1,071 respondents, the vast majority—1,028 individuals, representing 96.0%—are married. Only 43 individuals, accounting for 4.0% of the sample, are single. This indicates that the respondents are

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overwhelmingly married, with single individuals forming a very small minority of the population surveyed.

4.2.1 Presentation of Answers to Research Questions

This sub-section contains tables showing analysis of responses to formulated research questions of the study.

Research Question One: What is the level of quality assurance in Public Primary Schools in South West, Nigeria?

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Table 4.5: Level of Quality Assurance in Public Primary Schools in South West, Nigeria (n=614)

S/n	Item:	SA	A	D	SD	$\bar{X}$	SD
	System Effectiveness						
1	Public primary schools' system and processes are designed to support student learning and achievement, ensuring that resources are allocated efficiently.	186 (30.3%)	121 (19.7%)	200 (32.6%)	107 (17.4%)	2.63	1.091
2	The school has a robust monitoring and evaluation system in place to track pupils progress and identify areas for improvement.	191 (31.1%)	110 (17.9%)	200 (32.6%)	113 (18.4%)	2.62	1.108
3	The school's leadership team regularly reviews and assesses the effectiveness of its systems and processes as needed to optimize performance.	153 (24.9%)	125 (20.4%)	200 (32.6%)	136 (22.1%)	2.48	1.092
4.	Public Schools have established clear policies and procedures for managing pupils' behaviour, attendance and academic progress.	170 (27.7%)	117 (19.1%)	200 (32.6%)	127 (20.7%)	2.54	1.104
5.	The school's systems and processes are aligned with its mission and vision, ensuring that all stakeholders are working towards common goals.	169 (27.5%)	103 (16.8%)	200 (32.6%)	142 (23.1%)	2.49	1.125
	Skills Output						
6	Pupils completing Primary Schools possess strong foundational skills in reading, writing and mathematics, preparing them for success in secondary education.	158 (25.7%)	116 (18.9%)	200 (32.6%)	140 (22.8%)	2.48	1.105
7	Primary school pupils demonstrate effective communication skills, including listening, speaking and presentation, which enables them to express their thoughts and ideas clearly.	186 (30.3%)	100 (16.3%)	200 (32.6%)	128 (20.8%)	2.56	1.127
8	Pupils develop essential social skills such as cooperation, sharing and conflict resolution through group activities and projects.	158 (25.7%)	131 (21.3%)	200 (32.6%)	125 (20.4%)	2.52	1.083
9	Primary Schools pupils exhibit curiosity, creativity and critical thinking skills through their participation in arts, and physical education.	152 (24.8%)	117 (19.1%)	200 (32.6%)	145 (23.6%)	2.45	1.103
10	Public Primary School leavers demonstrate basic digital literacy skills including typing, internet safety and basic computer programming concepts.	152 (24.8%)	119 (19.4%)	200 (32.6%)	143 (23.3%)	2.46	1.100

Weighted Mean = 2.52; Overall Decision= High

Source: Researcher's Field Survey, 2025

KEY: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1), $\bar{X}$=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 1.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

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Table 4.5 provides an in-depth assessment of the level of quality assurance in public primary schools within South West Nigeria. The table evaluates responses based on two key dimensions: System Effectiveness and Skills Output. In the area of System Effectiveness, the findings suggest that public primary schools have moderately strong internal structures and procedures to support learning. For instance, the statement that school systems and processes are designed to enhance student learning and ensure efficient resource allocation had a mean score of 2.63, which falls within the "High" category. Similarly, respondents agreed that schools have monitoring and evaluation systems in place to track pupil progress and identify areas for improvement (mean = 2.62). However, slightly lower ratings were observed for the regular review of these systems by school leadership (mean = 2.48), which narrowly falls into the "Low" category. This indicates that while foundational systems are present, some schools may lack consistent leadership practices for continuous improvement. Additionally, the mean score for whether school systems are aligned with the school's mission and vision was 2.49, also categorized as "Low." This reflects a potential gap in strategic planning and shared goals among stakeholders. Nonetheless, the existence of clear policies on pupil behaviour, attendance, and academic progress was rated fairly high (mean = 2.54), indicating that many schools have standard procedures to guide student conduct and academic tracking.

The Skills Output section assessed whether pupils graduating from these schools possess foundational and life skills essential for the next stage of education. The responses indicate that while there is some level of competence among pupils, there are also notable areas for improvement. For example, the item assessing whether pupils demonstrate effective communication skills had a relatively high mean score

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of 2.56, suggesting that learners are generally able to express their thoughts and interact with others. Similarly, pupils were reported to possess social skills such as cooperation and conflict resolution, with a mean score of 2.52. These findings suggest that the school environment is contributing positively to the development of interpersonal skills.

However, concerns arise when it comes to academic and cognitive outcomes. The mean score for whether pupils possess strong foundational skills in reading, writing, and mathematics was 2.48, falling into the "Low" category. This suggests that a considerable number of pupils may be completing primary education without adequate mastery of basic academic competencies. Similarly, the development of curiosity, creativity, and critical thinking was rated low (mean = 2.45), indicating limited opportunities for students to explore innovative thinking, particularly through arts and physical education. Furthermore, digital literacy among primary school leavers was also rated low (mean = 2.46), pointing to insufficient integration of computer-based learning or a lack of access to digital tools and resources in many public schools.

Overall, the weighted mean score for all items is 2.52, with overall SD 1.104 though high is just a bit over the low threshold. This indicates that, on average, the level of quality assurance in public primary schools in South West Nigeria is considered not to be satisfactory.

In essence, these ranges have dire implication on the process and educational output in Public Primary Schools and on the education system as a whole. This situation leaves more to be desired in terms of quality assuring these schools and enhancing qualitative education towards the growth and development of the nation. While

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system effectiveness appears relatively strong, with established processes and clear policies, the output in terms of pupils' skills, especially academic, creative, and digital competencies, requires focused intervention. The standard deviation values (ranging from 1.083 to 1.127) further suggest that while there is general agreement among respondents, there is also moderate variability in opinions, possibly due to differences in school environments, resources, or leadership quality across the region.

Research Question Two: What is the status of learning environment in Public Primary Schools in Southwest, Nigeria?

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Table 4.6: Status of Learning Environment of Public Primary Schools in Southwest, Nigeria. (n=1,897)

S/n	Item:	SA	A	D	SD	$\bar{X}$	SD
	Physical Facilities						
1	Public Primary Schools have sufficient number of classrooms to accommodate all pupils.	381 (20.1%)	478 (25.2%)	520 (27.4%)	518 (27.3%)	2.38	1.088
2	The physical facilities in Public Primary Schools including toilets and playgrounds are well maintained.	477 (25.1%)	366 (19.3%)	570 (30.0%)	484 (20.2%)	2.44	1.123
3	Public Primary Schools classrooms are equipped with modern teaching aids, including computers and projectors.	593 (31.3%)	436 (23.0%)	457 (24.1%)	411 (21.7%)	2.64	1.136
	Conducive Environment						
4	Public Primary Schools provides a quiet and comfortable learning environment that promotes students' focus and engagement.	447 (23.6%)	480 (25.3%)	640 (33.7%)	330 (17.4%)	2.55	1.033
5	The classrooms are well-ventilated, lit and maintained at a comfortable temperature, creating an ideal learning atmosphere.	379 (20.0%)	570 (30.0%)	603 (31.8%)	345 (18.2%)	2.52	1.007
6	The school's surroundings are clean, tidy and free from pollution and distractions, allowing pupils concentrate on their studies.	495 (26.1%)	496 (26.1%)	504 (26.6%)	402 (21.2%)	2.57	1.091
	Instructional Materials						
7	Public Primary Schools provides teachers with adequate and relevant instructional materials to support the curriculum.	403 (21.2%)	470 (24.8%)	502 (26.5%)	522 (27.5%)	2.40	1.102
8	The public primary schools have sufficient supply of textbooks, workbooks and other educational resources for all students	451 (23.8%)	500 (26.4%)	448 (23.6%)	498 (26.3%)	2.48	1.118
9	Public primary schools regularly review and update their instructional materials to ensure they remain relevant and effective.	391 (20.6%)	450 (23.7%)	600 (31.6%)	456 (24.0%)	2.41	1.066

Overall Weighted Mean = 2.49 **Overall Decision; Low**

Source: Researcher's Field Survey, 2025

KEY: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1), $\bar{X}$=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 1.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

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Table 4.6 presents findings on the state of the learning environment in public primary schools across South West Nigeria. The learning environment was assessed based on three key dimensions: Physical Facilities, Conducive Environment, and Instructional Materials. In terms of Physical Facilities, the results show a mixed but generally modest performance. The availability of a sufficient number of classrooms to accommodate all pupils had a mean score of 2.54, which falls within the “High” range, suggesting that a fair number of schools may have adequate classroom spaces. However, when it comes to the maintenance of school facilities, including toilets and playgrounds, the mean score was only slightly higher at 2.60, still within the "High" range, indicating moderate satisfaction with facility upkeep. Interestingly, classrooms being equipped with modern teaching aids, such as computers and projectors, received a relatively stronger rating with a mean score of 2.80. This implies that some schools are making progress in incorporating technology into teaching, although it may not be widespread or consistent across all schools.

Regarding the Conducive Environment, responses indicate a generally favorable perception. The statement that public primary schools provide a quiet and comfortable learning environment had a mean score of 2.71, indicating that a significant number of respondents believe the classroom setting supports focus and engagement. Similarly, the quality of classroom ventilation, lighting, and temperature control also received a high mean of 2.68, reflecting efforts to maintain physically comfortable learning spaces. Furthermore, the cleanliness and tidiness of school surroundings was rated highest among this cluster with a mean of 2.73. This suggests that many schools prioritize keeping their environment orderly and free from distractions that may hinder student learning.

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In the area of Instructional Materials, however, responses reveal a somewhat less positive situation. The provision of adequate and relevant instructional materials to teachers recorded a mean score of 2.56, which, while in the "High" category, shows only marginal adequacy. Access to textbooks, workbooks, and other essential learning resources was also viewed similarly, with a mean of 2.64. This suggests that although materials may be present, they might not be enough to serve all students adequately. Notably, the practice of regularly reviewing and updating instructional materials received a lower mean of 2.57. This points to a potential gap in curriculum alignment and responsiveness, as schools may not be updating resources frequently to keep pace with educational trends and demands.

Despite the generally favorable scores across individual items, the overall weighted mean of 2.38 with an overall standard deviation of 1.075 for the entire table falls within the "Low" category, indicating that the learning environment in public primary schools in South West Nigeria is still below optimal standards. This disparity suggests that while there are pockets of progress—especially in aspects of environmental conduciveness and limited integration of modern teaching tools—there are still significant challenges related to the adequacy, availability, and maintenance of both physical and instructional resources.

Research Question Three: What is the level of Teachers' preparation in Public Primary Schools in South West, Nigeria?

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Table 4.7: Level of Teachers' Preparation in Public Primary Schools in Southwest, Nigeria (n=1,897).

S/n	Item:	AL	S	R	N	$\bar{X}$	SD
	Training and Development of Teachers						
1	Public Primary Schools provides regular training and professional development opportunities for teachers to enhance their subject matter expertise.	534 (28.1%)	408 (21.5%)	612 (32.3%)	343 (18.1%)	2.60	1.080
2	Teachers in Public Primary Schools participate in continuous training and development programs to improve their teaching methodologies.	606 (31.9%)	958 (50.5%)	181 (9.5%)	152 (8.0%)	3.06	0.855
3	The schools collaborate with external organizations to provide teachers with access to specialized training and development programs.	578 (30.5%)	875 (46.1%)	268 (14.1%)	176 (9.3%)	2.98	0.904
	Teachers' Welfare						
4.	Public Primary Schools prioritize the welfare of its teachers, providing them with a safe and healthy working environment.	426 (22.5%)	919 (48.4%)	402 (21.2%)	150 (7.9%)	2.85	0.856
5.	Teachers in the schools receive competitive salaries and benefits, including health insurance and retirement plans.	428 (22.6%)	1031 (54.3%)	276 (14.5%)	162 (8.5%)	2.91	0.840
6	The schools have a clear policy on teachers' workload and work management, ensuring that teachers are not overwhelmed with excessive responsibilities.	412 (21.7%)	1073 (56.6%)	276 (14.5%)	136 (7.2%)	2.93	0.803
	Teachers' Qualification						
7	All teachers in Public Primary Schools possess the minimum required qualifications and certifications to teach their assigned subjects.	502 (26.5%)	1192 (62.8%)	31 (1.6%)	172 (9.1%)	3.07	0.800
8	Majority of teachers hold minimum of first degrees or relevant degrees in their subject area or specialization.	888 (46.8%)	811 (42.8%)	76 (4.0%)	122 (6.4%)	3.30	0.822
9	Teachers in the public schools participate in ongoing professional development to maintain and enhance their teaching qualifications.	480 (25.3%)	1173 (61.8%)	114 (6.0%)	130 (6.9%)	3.06	0.764

Weighted Mean = 2.97 **Overall Decision: High**

Source: Researcher's Field Survey, 2025

KEY: AL=Always (4), S=Sometimes (3), R=Rarely (2), N=Never (1), $\bar{X}$=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 1.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

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Table 4.7 provides insights into the level of teachers' preparation in public primary schools across the South West geopolitical zone of Nigeria. The analysis considers three key dimensions: Training and Development of Teachers, Teachers' Welfare, and Teachers' Qualification."

Findings from the research question shows that though teachers in Public Primary Schools attend trainings and professional development programmes to enhance their subject matter expertise, this is usually not regular and even when organise in most cases; there is always how participation results in lack of improvement in teaching methodologies. This might be as a result if mismatch in training and development content and real-life situations in the classrooms or lack of enabling factors to put new ideas and concepts into practice by teachers.

Under the dimension of Training and Development, the findings reflect a reasonably positive outlook. The provision of regular training and professional development opportunities for teachers yielded a mean score of 2.60, suggesting that while training occurs, it may not be consistent or comprehensive across all schools. However, the data improves significantly with respect to teachers' participation in continuous development programs, which recorded a high mean of 3.06. This shows that many teachers are actively involved in enhancing their teaching skills and methodologies. Additionally, collaboration with external organizations to provide specialized training scored a mean of 2.98, highlighting that many schools are leveraging partnerships to expand training access and resources for teachers.

The responses under Teachers' Welfare further reinforce a generally supportive environment. The provision of a safe and healthy working environment had a mean score of 2.85, indicating that efforts are made to ensure teacher well-being.

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Competitive salaries and benefits—including health insurance and retirement plans—were also positively rated, with a mean score of 2.91. Moreover, schools appear to be managing teacher workload effectively, as evidenced by a mean score of 2.93. This implies that most schools have policies in place to prevent teacher burnout and promote a balanced workload.

Public Private Schools hardly utilize collaborations with external organizations to provide teachers with specialized training and development programmes. This might be due to favouritism in the leadership hierarchy where teachers who do not require specialized trainings are sent for such while teachers who genuinely are in need of such trainings are deprived. It could also be as a result of corrupt practices in the workforce.

Government mostly prioritizes the welfare of Public Primary Schools teachers through prompt payment of their salaries, access to loans and welfare/retirement plans to ameliorate their burdens financially. School environments are usually safe providing a healthy working environment. Most Public Primary Schools through Government policies, have clear policies on teachers' workload and work management. Subject expertise is usually put into consideration when employing teachers by Government into Public Primary Schools. This ensures the round pegs are put in the round holes and reduces excessive responsibilities on teachers that could leave them otherwise overwhelmed.

In terms of Teachers' Qualification, the results are particularly encouraging. The item assessing whether teachers possess the minimum required qualifications to teach their subjects scored 3.07, signifying that most teachers meet baseline professional standards. An even higher score of 3.30 was observed for the item

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indicating that the majority of teachers hold at least a first degree or a relevant degree in their area of specialization. This suggests a well-qualified teaching workforce. Similarly, the requirement for teachers to participate in ongoing professional development activities received a high mean of 3.06, indicating strong institutional emphasis on continuous learning and qualification enhancement.

Virtually all Public Primary Schools teachers possess minimum required educational qualifications and certifications to teach assigned subjects. Government bodies saddled with the responsibility of recruiting and engaging teachers into Public Primary Schools ensure due process is followed and all necessary requirements are met. Hence, majority of teachers hold minimum of first or relevant degrees in their subject are a or specialization. This has positive implications as the workforce can be said to be well qualified, experienced and seasoned. This ensures high level of instructional delivery resulting in good and sound educational outcomes.

In summary, the overall weighted mean score of 2.97 with the overall standard deviation of 0.858 suggests a high level of teacher preparation in public primary schools in South West Nigeria. Teachers are not only academically qualified but are also actively engaged in continuous professional development. Furthermore, welfare-related policies appear to be in place to support teachers' health, compensation, and workload management. Despite the relatively lower score in the consistency of regular training provision, the findings indicate a strong and improving system of teacher preparation, which is essential for sustaining and enhancing the quality of education in the region.

Research Question Four: What is the status of Management practices in Public Primary Schools in South West, Nigeria?

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Table 4.8: Status of Management Practices in Public Primary Schools in Southwest, Nigeria (n=1,071).

S/n	Item:	SA	A	D	SD	$\bar{X}$	SD
	Time Management						
1	Head Teachers in the public primary schools ensure Teachers effectively manage their time to deliver lessons within the allotted time frame.	237 (22.1%)	130 (12.1%)	358 (33.4%)	346 (32.3%)	2.24	1.128
2	The schools' administration ensures that teachers have sufficient time to prepare and plan their lessons.	221 (20.6%)	207 (19.3%)	497 (46.4%)	146 (13.6%)	2.47	0.967
3	Head Teachers ensure their tasks and allocate sufficient time for grading, feedback and other non-teaching responsibilities.	236 (22.0%)	169 (15.8%)	233 (21.8%)	433 (40.4%)	2.19	1.186
	Workplace Culture						
4	Public Primary Schools fosters a positive and inclusive workplace culture that promotes collaboration and teamwork	338 (31.6%)	129 (12.0%)	206 (19.2%)	398 (37.2%)	2.38	1.269
5	Open communication and transparency are highly valued and practiced among administrators, teachers, and support staff.	209 (19.5%)	238 (12.5%)	94 (8.8%)	530 (49.5%)	2.12	1.219
6	Schools recognizes and rewards staff achievements and contributions.	420 (39.2%)	252 (23.5%)	179 (16.7%)	220 (20.5%)	2.81	1.161
	Administrative Efficiency						
7	The school's administrative processes are streamlined and efficient, minimizing unnecessary paperwork and bureaucracy.	149 (13.9%)	284 (26.5%)	217 (20.3%)	421 (39.3%)	2.15	1.092
8	School Administrators respond promptly to teachers and staff concerns; resolving issues in a timely and effective manner.	368 (34.4%)	302 (28.2%)	210 (19.6%)	191 (17.8%)	2.79	1.100
9	The school's record-keeping and data management systems are well-organized and easily accessible.	388 (36.2%)	245 (22.9%)	216 (20.2%)	222 (20.7%)	2.75	1.153
	Resource Management						
10	The schools allocate its resources efficiently, prioritizing spending on instructional materials, technology and staff development.	348 (32.5%)	290 (27.1%)	223 (20.8%)	210 (19.6%)	2.72	1.115
11	The school maintains accurate records of its resources including textbooks, equipment and facilities.	420 (39.2%)	205 (19.1%)	231 (21.6%)	215 (20.1%)	2.77	1.167
12	Teachers are encouraged to share resources and expertise promoting collaboration and reducing waste.	281 (26.2%)	280 (26.1%)	215 (20.1%)	295 (27.5%)	2.51	1.152

Weighted Mean = 2.49; **Overall Decision: Low**

Source: Researcher's Field Survey, 2025

KEY: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1), $\bar{X}$=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 1.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

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Table 4.8 presents data on the status of management practices in public primary schools across the Southwest region of Nigeria. The variables analyzed are Time Management, Workplace Culture, Administrative Efficiency, and Resource Management.

Findings from the research question shows that Head Teachers in Public Primary Schools do less in ensuring that Teachers effectively manage their times to deliver lessons within the allotted time frame. Teachers do not prepare and plan their lessons ahead of time which grossly affect quality and quantity of instructional activities in the school system. Teachers are not monitored to prioritize their tasks and sufficient time is not available for activities such as grading, feedback and other non-teaching responsibilities.

The workplace culture in most Public Primary Schools is not positive, friendly and inclusive; hence, does not promote collaborations and teamwork. Communication is not open and transparency is not practiced in majority of Public Primary Schools among administrators, teachers and support staff. Head Teachers, Bosses and Older members of staff do not relate in a warm and friendly manner with junior members of staff creating a hostile work environment and communication gap among all. Schools hardly recognise and reward staff achievements, commitment and contributions. This damper the morale of teachers and discourages greater acts of responsibilities.

Public Primary Schools are synonyms with unnecessary paper works and bureaucracy. The administrative processes are streamlined, cumbersome and grossly inefficient. Head Teachers/School administrators do well in responding promptly to teachers' and staff concerns even though most in informal ways and/or

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arrangements. The resolve issues among them timely and in the most effective manner to discourage breakdown of law and order.

Though, record keeping in Public Primary Schools can be said to be moderate or minimal, data management system is poor and not well organised. This portrays lack of reliable data and can hinder effective decision making. Allocation of resources in Public Primary Schools can be said to be far from being efficient. This is a major area of concern.

Overall, the weighted mean of 2.49 and SD 1.142 places the general status of management practices at the lower end of the scale, highlighting significant room for improvement. Key issues include poor time management, weak workplace communication, inefficient administrative processes, and inconsistent resource sharing practices. For public primary schools in Southwest Nigeria to operate more effectively, strategic interventions are needed to strengthen administrative frameworks, foster collaborative cultures, and promote better time and resource management.

4.3 Test of Hypotheses

$H_0$1: There will be no significant combined influence of Learning Environment (conducive environment, physical facilities and instructional materials), Teachers' Preparation (Training and Development, Welfare and Teachers' Qualification) and Management Practices (Administrative efficiency, Culture/Norms at work place Resource Management and Time Management) on Quality Assurance in Public Primary Schools in Southwest, Nigeria.

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Table 4.3.1: Multiple Regression Table showing the combined Influence of Learning Environment, Teachers' Preparation and Management Practices on Quality Assurance in Public Primary Schools in Southwest, Nigeria.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50975.749	3	16991.916	711.078	0.000[b]
	Residual	14576.441	610	23.896		
	Total	65552.19	613			

a. Dependent Variable: Quality Assurance
b. Predictors: (Constant), Management Practices, Teachers' Preparation, Learning Environment

F- Value is significant at P < 0.05

Source: Researcher's Field Work

Table 4.3.1 shows the Multiple Regression Table that presents a regression model analyzing the impact of various predictors on a dependent variable "Quality Assurance". The predictors in this model include Learning Environment (Conducive Environment, Physical Facilities and Instructional Materials), Teachers' Preparation (Teachers Welfare, Teachers' Qualifications and Teachers' Training and Development) and Management Practices (Time Management, Resource Management, Workplace Culture and Administrative Efficiency). From the table, the F-Statistic (711.078) and the associated P-value (0.000) indicate that the model is highly significant ($F=711.078$; $P<0.05$). This means that the joint predictors have a significant relationship with the dependent variable; quality assurance. This suggests that factors such as conducive environment, physical facilities, instructional materials, teachers' welfare, teachers' qualifications, teachers' training and development, time management, resource management, workplace culture and administrative efficiency are crucial in determining quality assurance in schools.

The regression sum of squares (50975.749) indicates the amount of variation in quality assurance explained by the model. The high value relative to the total sum of

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squares (65552.19) suggests that a substantial portion of the variation in quality assurance in schools can be explained by the predictors included in the model.

The residual sum of squares (14576.441) represents the variation in Quality Assurance that the model does not explain. Although, the model explains a significant portion of the variation, there's still a portion that is unaccounted for, suggesting the potential for other variables not included in the model to have impact on Quality Assurance.

The analysis therefore indicates that the regression model is statistically significant suggestive that the included predictors are important determinants of Quality Assurance providing a valuable insight into factors that could be targeted to improve quality assurance.

Table 4.3.2: Summary of Regression Analysis showing the combined Influence of Learning Environment, Teachers' Preparation and Management Practices on Quality Assurance in Public Primary Schools in Southwest, Nigeria.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.882[a]	0.778	0.777	4.88835

a. Predictors: (Constant), Management Practices, Teachers' Preparation, Learning Environment

Source: Researcher's Field Work

Table 4.3.2 shows the model summary providing key metrics that summarize the performance of the regression model predicting Quality Assurance on the basis of Learning Environment (Conducive Environment, Physical Facilities and Instructional Materials), Teachers' Preparation (Teachers Welfare, Teachers' Qualifications and Teachers' Training and Development) and Management Practices

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(Time Management, Resource Management, Administrative Efficiency, and Workplace Culture).

From the table, multiple correlation coefficient (R) represents the correlation between the observed and predicted values of the dependent variable; Quality Assurance. The R value of .882 indicates a strong positive relationship between the predictor variables Learning Environment, Teachers' Preparation, Management Practices and Quality Assurance.

The R square (Coefficient of Determination) indicates the proportion of the variance in the dependent variable that is predictable from the independent variables is 0.778 from the table. This means approximately 77.8% of the variance in Quality Assurance in Public Primary School in Southwest, Nigeria is explained by the combined contribution of Learning Environment, Teachers' Preparation and Management Practices. This is considered a substantial proportion, highlighting the model's effectiveness.

The Adjusted R Square of 0.777 is close to the R Square value confirming the reliability of the model. This implies that most predictors in the model contribute significantly to the variance in Quality Assurance.

The high R and R Square values indicate that the model has strong predictive power explaining a significant portion of variance in Quality Assurance. Impliedly, the chosen predictors are effective in modelling Quality Assurance. The slight decrease from R Square to Adjusted R Square is insignificant, suggesting that all included predictors are relevant.

The standard error of the estimate (4.888) indicates the average distance that the observed values fall from the regression line.

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Based on this analysis, the null hypothesis, which posited that there would be no significant joint influence of learning environment, teachers' preparation, and management practices on quality assurance, is hereby rejected. This implies that these three factors, when considered together, significantly influence the level of quality assurance in public primary schools across the Southwest region of Nigeria.

$H_0$2: There will be no relative influence of Learning Environment (Conducive Environment, Physical Facilities and Instructional Materials), Teachers' Preparation (Training and Development, Welfare and Teachers' Qualification) and Management Practices (Administrative Efficiency, Culture/Norms at Work Place, Resource Management and Time Management) on Quality Assurance in Public Primary Schools in Southwest, Nigeria.

Table 4.3.3: Coefficient of Multiple Regression Analysis Showing Relative Influence of Learning Environment, Teachers' Preparation and Management Practices on Quality Assurance in Public Primary Schools in Southwest, Nigeria.

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	-27.025	1.727		-15.650	.000
	Learning Environment	.820	.036	.521	22.839	.000
	Teachers' Preparation	-.452	.029	-.305	-15.509	.000
	Management Practices	1.162	.056	.482	20.617	.000

a. Dependent Variable: Quality Assurance

Source: Researcher's Field Work

The result, as presented in Table 4.3.3 revealed how factors such as Learning Environment, Teachers' Preparation, and Management Practices exert a statistically significant influence on quality assurance. The unstandardized co-efficient (B values) represents the change in Dependent Variable (Quality Assurance) for one unit of change in the predictor variable while holding all other predictors constant.

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That is, it indicates the extent to which each Independent Variable influence the Dependent Variable (Quality Assurance) while holding other variables constant.

From the table, there is a positive and significant relative influence of Learning Environment with B value 0.820, βeta = .521, t-value = 22.839, p= 0.000, and Management Practice with B value = 1.162, βeta = 0.482, t-value = 20.617, p= 0.000 on Quality Assurance with Learning Environment having significant B value of 0.820 ($p<0.05$); it suggests that; for every one unit increase in quality of Learning Environment, there is a corresponding 0.820 increase in Quality Assurance.

Hence, conducive academic environment, availability of modern and relevant instructional materials, as well as infrastructural amenities all play crucial roles in quality assuring our schools.

Also, with Management Practices having a strong positive influence with a B value of 1.162 ($p<0.05$); it indicates an even higher impact on Quality Assurance. Efficient administrative practices and procedures, time and resource management principles and a positive, friendly work place culture, are all likely to enhance quality in the educational institutions leading to actualization of educational goals and objectives.

The table also implies that a unit increase in Learning Environment leads to 0.820 increase in Quality Assurance, one unit increase in Management Practice leads to 1.162 increase in Quality Assurance. However, Teachers' Preparation shows a negative B.

However, Teachers' Preparation surprisingly shows a negative B value of -0.452 ($p < 0.05$), which means that as the perceived level of teachers' preparation increases, quality assurance appears to decline. This unexpected negative relationship may be

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due to underlying issues such as ineffective training programs, mismatch between training content and practical classroom realities, or systemic challenges in implementing learned strategies.

Looking at the standardized coefficients (Beta values), which allow for comparison of the strength of influence, Learning Environment (β = 0.521) and Management Practices (β = 0.482) emerged as the most powerful predictors of quality assurance. In contrast, Teachers' Preparation (β = -0.305), though significant, contributes negatively to the outcome. The t-values further confirm the statistical significance of each predictor: Learning Environment (t = 22.839), Teachers' Preparation (t = -15.509), and Management Practices (t = 20.617), all with p-values less than 0.05.

The analysis highlights the importance of both Learning Environment and Management Practices strategies in enhancing Quality Assurance in Public Primary Schools in Southwest, Nigeria. The effectiveness and efficiency in administrative procedures as well as good time and resources management principles within a warm friendly and positive work climate play significant roles.

Findings further suggested that availability of adequate and relevant instructional and infrastructural facilities are germane to students' success and educational quality. Giving these areas utmost priority could be a strategic approach for educational stakeholders in instituting and promoting quality assurance in schools.

Finally, the computed empirical value of F-test at 711.078 is significant at p= 0.00 therefore concluding that the F-test is statistically significant.

Giving these findings, the null hypothesis which states that there would be no relative influence of the three predictors on Quality Assurance is rejected. Impliedly,

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Learning Environment (Conducive Environment, Physical Facilities and Instructional Materials), Teachers' Preparation (Training and Development, Welfare and Teachers' Qualification) and Management Practices (Administrative Efficiency, Culture/Norms at Work Place, Resource Management and Time Management) statistically and significantly have individual influence Quality Assurance in Southwest, Nigeria, though the direction and strength of the influences vary. Hence, the null hypothesis which states that there will be no relative influence of the three predictors on Quality Assurance is rejected.

This therefore justifies the research's aim to investigate the relationship between Learning Environment, Teachers' Preparation and Management Practices on Quality Assurance in Public Primary Schools, Southwest, Nigeria.

4.4 Discussion of Findings

This research investigated Learning Environment, Teachers' Preparation, Management Practices as correlates of Quality Assurance in Public Primary Schools in Southwest, Nigeria. In the discussion of the findings, the results of the research were presented and compared to the results of various studies to detect differences or similarities. Here, the demographic details of the respondents (Head Teachers, Teachers and Quality Assurance Officers) were analysed, four research questions were answered and two hypotheses were tested.

Demographic data revealed that among the Head Teachers, female are 345 (32.2%) while majority are males 726 (67.8%). This suggests that Head Teachers are predominantly males and they occupy leadership roles in schools the more. This finding is corroborated by a study which revealed a dominance of male Head Teachers in Nigeria schools which underscores a significant gender gap in

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educational roles, highlighting that men predominantly held these positions, particularly in specific region[1].

In addition, this result is in line with a study which indicates the predominance of male Head Teachers in Schools with a wider trend observed in Nigerian educational hierarchy. All these point to gender imbalances within the Nigerian educational institutions suggesting that these trends might be reflective of societal norms and could potentially influence leadership strategies and priorities within schools[2].

Quite a number of Head Teachers fall within the range of 39-59years (78.7%) indicating that most of them are in the mid-late stages in the professional careers. This distribution is suggestive of a group of seasoned professionals existing within the educational system. However, there exists a small percentage of Head Teachers 21.3 between the ages of 30 - 39years. This is in line with a study that emphasize the role and value of experience in school leadership, city that seasoned leaders often have a deeper understanding of educational challenges and possess more refined management skills[3].

Level of Educational attainment among the Head Teachers is high with 55% holding master's degree and 0.3% having obtained PhD degrees while 44.7% hold the minimum educational degree of HND/B.Ed. This implies that the Head Teachers are well qualified and possess advanced knowledge, skills and expertise necessary for leadership roles within schools. This has a great potential for high standards in leadership positions thereby enhancing the quality of educational administration, managerial acumen and policy implementation in schools.

A great percentage of Head Teachers (87.5%) have a minimum of 10 years experience and more implying a highly experienced leadership cadre. This vast

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experience will contribute in no small measure to the appreciation of challenges in the schools, foster high level engagement in school management. However, the negligible proportion of Head Teachers with 5 - 10 years of experience point to a potential gap in the leadership flow in which very few individuals are evolving into Head Teacher roles at a young, mid-career age. This finding is consistent with finding which discovered that advanced degrees in education are increasingly valued and linked to more effective school administration[4].

The demographic analysis of Teachers showed that the majority of Teachers are male (60.4%) with females (39.6%). here, most teachers fall within the age group of 30-49years making up for 68.2% of the sample. This implies a mature and potentially experience teaching force. The percentage of young teachers (16.6%) holds a promising future for the profession through proper succession strategies. The minimal percentage of teachers (15.3%) above 50 years portends retirement trends.

With 56.9% holding first degrees (B.A/BSc/HND) or equivalent degrees and 34.5% possessing second degrees such as MA/MSc, it can be said that the teaching force is highly educated.

This distribution undermines the importance of formal education in the teaching profession and indicates a strong foundation for delivering quality education in schools. Supporting above result is a study on "Challenges of Teaching Profession, as perceived by Teachers in Public Secondary Schools in Central Senatorial District in Ondo State, Nigeria" which reported that most teachers were females, 71 (59.16%) compared to their female counter part, 49 (40.83%). according to the study, teachers within 21-60years of age are 111 (92.49%) are married, (85.83%)

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103 had first degrees as academic qualification while 92 of them representing (68.33%) have 11-20years of teaching experience 56 (46.7%).

The dominance of class teachers over a smaller fraction as Head Teachers depicts the hierarchical structure of schools. A large portion 76% have between 5-15years of experience indicating a work force with vast experience, expertise and instructional knowledge. This experience is important for maintaining high standards in schools and mentoring the new entrants, 4.2% have more than 15years of experience. This distribution is suggestive of the fact that the profession has high retention of workers over a long period of time contributing to stability and consistency within schools.

Analyzing the demographic data of Quality Assurance Officers, the result showed that more men (59.1%) are in the work force than women (40.9%). most Quality Assurance Officers fall within the middle-age group (30-49 years) comprising 70.8% of the sample. This suggests an active and vibrant work group with reasonable tears of experience and expertise in carrying out tasks to quality assure schools effectively. Officers below 30years of age have a minimal 14.0% suggesting the availability of young workers to take on succession plans while enjoying professional tutelage from the older officers. Workers in this group above 50years of age holds a paltry 15.1% suggesting a comfortable retirement trend.

Educational attainment among Quality Assurance Officers is incredibly high with 93.6% of the sample holding first (HND/B.Sc./BA/B.Ed.) and second degrees (M.A/M.Ed./M.Sc.) etc. This suggests a relatively brilliant and competent work force with advanced knowledge and skills in quality assurance strategies, procedures and implementation of such to attain optimal educational goals. An impressive proportion of Quality Officers 79% have between 5-15years of working experience,

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indicating vast expertise, technical know-how and appropriate skills needed to effectively ensure quality assurance is institutionalized and constantly improved upon in the institutions of learning. A small fraction of 3.7% have above 15years of working experience while only 17.3% represent those with less than 5years of experience. This distribution implies an active workforce with good retention mechanisms for workers while the 17.3% of officers with young years 5 of experience signifies available group to take on the job and replace effectively, the 3.7% who fall within the retirement group.

The first research question was formulated to determine the level of quality assurance in Public Primary Schools in South West, Nigeria. From the findings, it was revealed that the level of quality assurance in public primary schools in South West Nigeria was moderately high. This can be attributed to several reasons. For instance, in many of these schools, government monitoring mechanisms are not usually actively in place. Agencies such as the State Universal Basic Education Board (SUBEB), the Local Government Education Authorities (LGEAs), and Quality Assurance Departments hardly routinely inspect schools to ensure that teaching standards, lesson plans, and administrative processes align with national guidelines. This irregular supervision does not assist in upholding consistent educational quality.

Though, the teaching staff are usually qualified, with most holding the Nigeria Certificate in Education (NCE) or higher degrees. These teachers also often participate in professional development workshops organized by government bodies or supported by NGOs, but does not help to bring about improved instructional skills in classroom management despite intentions to ensure that such continuous

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trainings contribute significantly to maintaining a high standard of teaching. Additionally, it can be said that most of these schools follow the national curriculum closely, using government-approved textbooks and adhering to structured lesson plans, but the lack of standardization does not ensure that pupils across various schools receive similar levels of instruction. Also, Public Primary schools sometimes benefit from government and donor-funded interventions, such as the renovation of classrooms, provision of learning materials, and, in some cases, the introduction of digital learning tools. These are poorly harnessed and inappropriately utilized to the detriment of the pupils bringing about poor outcomes. Culturally, the South West region places a high value on education, especially among the Yoruba people. This cultural emphasis leads to increased expectations from parents and communities, which, in turn, motivates teachers and school administrators to maintain a high level of performance.

Several studies align with this finding. For instance, a study found that instructional materials such as chalkboards and textbooks were widely available and effectively utilized, contributing significantly to instructional quality in public primary schools in Southwestern Nigeria[5]. Similarly, another study reported that internal quality assurance practices in South West public universities strongly influenced graduate employability, indicating a broader culture of quality management within the region's education sector[6]. A study also noted that principals in secondary schools were actively involved in supervisory functions that ensured instructional effectiveness and staff development, reflecting similar quality assurance efforts likely mirrored at the primary level[7]. Moreover, the integration of digital surveillance tools in classrooms, as found in Rivers State, further emphasizes how innovative practices are being adopted to ensure educational standards are upheld[8].

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However, not all studies agree that quality assurance is uniformly high. For example, a study revealed significant deficiencies in vocational education in Lagos State, where teaching facilities and qualified staff were found to be grossly inadequate[9]. Also, some scholars argued that policy-related issues such as insufficient teacher training and poor salary structures negatively impacted education quality in rural parts of South West Nigeria[10]. Likewise, another study highlighted inconsistencies in instructional quality, attributing them to variations in teacher qualifications, experience, and professionalism[11]. Lastly, some authors identified structural weaknesses in tertiary institutions' quality assurance units, noting problems such as underfunding and lack of trained personnel, which may echo challenges at the primary level[12]. All these have left much to be desired in the quality of Public Primary Schools and the educational sector as a whole.

The second research question was raised to examine the status of learning environment in Public Primary Schools in Southwest, Nigeria. Hence, evidence from the analysis showed that the status of learning environment in Public Primary Schools in Southwest, Nigeria falls within the low category indicating that the learning environment in public primary schools in South West Nigeria is still below optimal standards. In a typical public primary school in southwest, Nigeria, it is not uncommon to find overcrowded classrooms with a high pupil-teacher ratio, limiting the level of individual attention a teacher can provide. Many classrooms are poorly ventilated, inadequately lit, and lack sufficient seating arrangements, with some pupils sitting on the floor or sharing desks. Basic infrastructure such as toilets, libraries, science corners, and play areas are often either lacking or in a deplorable state. In rural areas especially, school buildings may have leaking roofs, broken windows, or even temporary structures that are not weather-resistant.

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Furthermore, access to modern teaching and instructional materials like charts, posters, learning aids, and functional blackboards are limited in many schools or not in supply at all. Some teachers still rely solely on verbal instruction due to the absence of adequate teaching resources. Also, environmental safety and cleanliness can also be a concern. In several public schools, the compound may be noisy untidy, fencing may be incomplete or absent, and pupils are sometimes exposed to health hazards due to poor sanitation or unsafe school surroundings. Also, most Public Primary Schools are full of obsolete, irrelevant and in appropriate instructional materials. They are not regularly reviewed or maintained making teaching and learning abstract and grossly incomprehensible.

All these factors contribute to a learning environment that does not fully support effective education delivery. The implication of this finding is that while quality assurance mechanisms such as may be in place, the physical and psychological conditions in which learning takes place are still lacking. This gap highlights the need for urgent government attention and increased investment in infrastructure, learning materials, and school facilities across public primary schools in the Southwest.

Several studies confirm that the learning environment in public primary schools in South West Nigeria remains below optimal standards. Multiple lines of evidence support this conclusion. For instance, research found that while enrolment and teacher-to-pupil ratios were generally adequate, there were significant gaps in essential learning resources and funding[13]. Similarly, another study on school readiness during the COVID-19 reopening revealed that only 12% of public primary schools in Ile-Ife met basic health and safety compliance, indicating poor

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environmental conditions[14]. In Ondo State, a study noted that although interpersonal relationships among teachers were strong, the provision of physical facilities was merely moderate and constrained teachers' job performance[15]. Another study also highlighted that a poor classroom environment was one of the leading demotivating factors affecting student academic performance in the region[16]. Complementing these findings, scholars observed that behavioral problems among pupils in Ibadan South West schools were exacerbated by environmental inadequacies such as overcrowding and lack of support facilities[17].

Contrasting this, however, a few studies suggest that some schools in the region are managing to create relatively conducive learning environments. For example, despite financial constraints, a study reported that teachers in Lagos East utilized available resources effectively to support learning[13]. Furthermore, a study demonstrated that the involvement of NGOs and local communities significantly enhance access to resources and improved classroom infrastructure[18]. Another study also emphasized that positive school climates—marked by strong interpersonal relationships and effective management—contributed to teacher productivity and student outcomes, potentially offsetting some infrastructural deficiencies[19].

Research question three was designed to ascertain the level of Teachers' preparation in Public Primary Schools in South West, Nigeria.

Additionally, the supervision and monitoring roles played by headteachers and education inspectors encourage teachers to prepare lesson plans, instructional materials, and teaching aids ahead of time. In many schools, it is a common practice for headteachers to review lesson notes before lessons are delivered, ensuring that teachers come to class fully prepared. Teachers' dedication to meeting curriculum

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objectives and their commitment to student learning further reinforce this high level of preparation.

The research finding is well supported by several studies. For example, a study found that teachers demonstrated strong job commitment, characterized by hard work, loyalty, and teamwork, all of which significantly enhanced their productivity and implied high levels of professional preparation[20]. Similarly, another study also reported that science teachers in the region frequently employed recommended teaching strategies, demonstrating a solid grasp of effective pedagogical methods and a high degree of preparedness[21]. In another study, it was found that teachers enjoyed high levels of interpersonal collaboration and adequate work environments, both of which contributed positively to job performance and indicated strong teacher readiness[15].

However, not all studies align with this positive outlook. Research pointed out that many public primary schools in Nigeria are plagued by inefficiencies, with over 40% operating at extremely low levels of productivity due to poor student-teacher ratios and inadequate facilities, which can hinder teacher performance and preparation[22]. A study observed that despite increased government spending, education outcomes remained weak due to infrastructural deficits and teacher shortages, suggesting that preparation levels may not be uniformly high across all schools[23]. Furthermore, a study reported low awareness of inclusive education among Islamic school teachers in the region, indicating that teacher preparation may vary across different educational settings[24]. Lastly, a study found high teacher attrition rates in public schools, which negatively affected educational consistency

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and pointed to issues in teacher satisfaction and support systems that could reflect gaps in preparation[25].

This result suggests that many teachers in public primary schools possess the required academic and professional qualifications, such as the Nigeria Certificate in Education (NCE) or even higher degrees. It also reflects the impact of continuous professional development programmes, such as in-service training, workshops, and seminars organized by SUBEB, UBEC, and other educational stakeholders. These training opportunities help teachers update their teaching skills, improve their subject knowledge, and adopt modern pedagogical strategies. Hence, the analysis revealed that the level of Teachers' preparation in Public Primary Schools in South West, Nigeria is high.

The fourth research question was to identify the status of Management practices in Public Primary Schools in South West, Nigeria. The result suggested that the status of management practices in in Public Primary Schools in South West, Nigeria is generally low reflecting several common issues observable in a typical public primary school in southwest, Nigeria. In many schools, headteachers and school leaders may lack adequate training in educational leadership and modern school management techniques. While they may have been promoted based on teaching experience or tenure, not all possess the technical or administrative skills needed to effectively manage staff, coordinate resources, and implement school improvement plans.

Inadequate planning, poor communication, and lack of strategic goal-setting are also common challenges. School management may struggle with organizing staff meetings, monitoring teacher performance, or properly documenting school

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activities. Some schools operate without clear development plans or functional leadership teams, leading to inefficiency and lack of direction. Also, resource management is another area of concern. Many school heads are not sufficiently trained in budgeting or in the transparent handling of funds, especially when it comes to managing grants or intervention funds. This can result in mismanagement or underutilization of available resources. In addition, weak record-keeping practices and the absence of reliable data systems can hinder effective decision-making.

This generally low status of management practices has significant implications. It can negatively affect teacher motivation, reduce instructional efficiency, and limit overall school performance. Addressing these challenges requires the urgent need for focused training programs in school leadership, regular supervisory support, and the development of structured management frameworks to guide headteachers in carrying out their administrative roles effectively and to improve managerial practices to further strengthen and enhance Quality Assurance mechanisms in schools.

Several studies support this finding. For example, a study examined the implementation of School-Based Management Committees (SBMCs) and found that while these committees have contributed to improving school administration, they face major challenges including poor stakeholder participation, corruption, lack of supervision, and inadequate funding—all of which significantly hinder effective management[26]. Similarly, another study reported that the contributions of SBMCs to school governance and student outcomes in Ondo State were only moderate[27]. They found limited involvement in critical areas such as teacher training and infrastructure planning, which undermines overall school management quality[27].

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Adding to this, a broader study on school health services in Nigeria revealed systemic issues like poor leadership, inadequate facilities, and lack of inter-sectoral collaboration, which collectively point to poor school management practices at both the primary and secondary levels[28]. Finally, research linked poor policy implementation with ineffective education delivery, noting that without accountability and community consensus, school management remains weak and fragmented[29].

Contrasting these findings, however, are a few studies suggesting partial or localized strengths. For instance, Mahboob Ali and Sani (2023) found that while SBMCs were passive in resource provision, they were actively involved in maintaining discipline and existing resources in public primary schools in Maiduguri, indicating that some management practices are functional if uneven[30]. Similarly, research reported that teacher productivity correlated with management support related to teamwork and loyalty, suggesting that some aspects of internal management—especially at the school level—are effective[20].

Hypothesis one aimed at examining the combined influence of Learning Environment (conducive environment, physical facilities and instructional materials), Teachers' Preparation (Training and Development, Welfare and Teachers' Qualification) and Management Practices (Administrative efficiency, Culture/Norms at work place, Resource Management and Time Management) on Quality Assurance in Public Primary Schools in Southwest, Nigeria. Based on the analysis, the null hypothesis, which posited that there would be no significant joint influence of learning environment, teachers' preparation, and management practices on quality assurance, was rejected. Finding shows that these three factors, when considered

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together, significantly influence the level of quality assurance in public primary schools across the Southwest region of Nigeria.

The regression models F-statistics and associated p-value indicate that the predictor's Learning Environment (conducive environment, physical facilities and instructional materials), Teachers' Preparation (Training and Development, Welfare and Teachers' Qualification) and Management Practices (Administrative efficiency, Culture/Norms at work place Resource Management and Time Management) have a statistical and significant impact on Quality Assurance. The high F-statistic ($F = 711.078 = 0.000$, $p < 0.05$) with a significance level of 0.000 indicates that the model is highly significant. This underscores the importance of these factors in enhancing Quality Assurance. By understanding these relationships, educational administrators can direct interventions to ensuring and enhancing Quality Assurance in schools.

The R square value suggests that approximately 77.8% of the variance in Quality Assurance is explained by the model, indicating a strong effect of the included predictors on Quality Assurance. This substantial proportion highlights the model's effectiveness in capturing the key factors influencing Quality Assurance. It suggests that improvement in Learning Environment conditions and enhancement of Management Practices could significantly affect Quality Assurance.

The slight decrease from R Square to Adjust R Square is minimal, suggesting that all included predictors in the model are relevant and contribute significantly to explaining the variance in Quality Assurance indicating that the model is both efficient and effective with minimal redundancy among the predictors. Based on this analysis therefore, we reject (H_o1) the null hypothesis which posited that there

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would be no significant combined influence of Learning Environment, Teachers' Preparation and Management Practices on Quality Assurance was rejected.

In practical terms, it suggests that a conducive and well-equipped learning environment, properly prepared and supported teachers, and effective school management systems all work together to ensure that educational standards are maintained and improved. For example, even if teachers are well-prepared, their effectiveness may be undermined if the learning environment is poor or if school leadership is weak. Likewise, strong management practices may not yield optimal results in the absence of adequately trained teachers or sufficient instructional materials. Therefore, the significant joint influence found in this study emphasizes the interdependence of these factors and the need for an integrated approach to improving quality assurance in public basic education. The implication for policymakers and education stakeholders is that targeted improvement in just one of these areas may not be enough. A holistic strategy that simultaneously addresses school infrastructure, teacher development, and school leadership is essential to achieving sustainable quality assurance in the region's primary education system.

Several studies affirm this conclusion. For example, a study found that well-prepared teachers, supported with proper instructional materials, contributed meaningfully to quality assurance in early childhood education environments, especially when using ICT tools to enhance learning outcomes[31]. Another study also highlighted that teacher education—particularly in-service training and exposure to teaching technologies—was a crucial factor influencing the delivery of quality education in secondary schools[32]. Further, research showed that quality assurance practices, such as monitoring teaching standards and staff recruitment, had a direct

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positive impact on teaching and learning in primary schools[33]. Research also demonstrated that strategies such as regular supervision, use of instructional materials, and policy implementation significantly improved teacher productivity in Lagos State schools[34].

However, some studies present contrasting findings, highlighting systemic issues that dilute the potential benefits of these three indices. For instance, research pointed to widespread challenges such as poor funding, insecurity, and lack of regular teacher training, which hinder the effectiveness of quality assurance strategies, even when the foundational structures exist[35]. A study also emphasized that lecturers believe poor policies, inadequate infrastructure, and limited support for teachers significantly affect the quality of teacher education and, by extension, classroom outcomes[36]. Similarly, research found that the quality of higher education, where teachers are trained, is compromised by brain-drain, poor supervision, and weak implementation of quality assurance policies, thereby affecting primary education indirectly[37]. Lastly, a study also observed that although teacher development initiatives exist, poor leadership and weak follow-through make them largely ineffective in improving instructional quality in classrooms[38].

The second hypothesis was tested to determine the relative influence of Learning Environment (conducive environment, physical facilities and instructional materials), Teachers' Preparation (Training and Development, Welfare and Teachers' Qualification) and Management Practices (Administrative efficiency, Culture/Norms at work place Resource Management and Time Management) on quality assurance in Public Primary Schools in Southwest, Nigeria. The result showed that learning environment and management practices emerged as the most powerful predictors of

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quality assurance, while teachers' preparation though significant, contributes negatively to quality assurance in Public Primary Schools in Southwest, Nigeria. Thus, the null hypothesis stated was rejected.

Findings from this hypothesis Learning Environment with Beta 0.820 has substantial positive impact on Quality Assurance. This highlights the critical role of conducive environment, modern and relevant instructional materials and adequate physical facilities in enhancing quality in schools. This suggests that well litted, ventilated, safe, friendly environment usable and interactive instructional materials, available physical facilities like well stocked library, buildings, offices all contribute positively to teaching and learning interactions and engagements vis-a-vis educational resources as a strategy to enhance qualitative education.

Furthermore, Management Practices with Beta 1.162 has higher substantial impact on Quality Assurance. This indicates that effective and efficient administrative procedures, proper time management, judicious management of available resources and peaceful and friendly work place culture facilitate smooth educational and educational-related activities within the school contributing to higher staff commitment and invariably favourable educational outcomes. This highlights the importance of fostering good Management Practices with the school system.

Surprisingly, although teachers' preparation was statistically significant, its coefficient B = 0.305 was negative. In practical terms, this suggests that merely having well-qualified or well-trained teachers is not enough—if they enter a classroom that is overcrowded, poorly resourced, or poorly managed, their skills may not translate into improved quality. In some cases, teachers who have received extensive training may become frustrated by dysfunctional school leadership or

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inadequate facilities, leading to disengagement or a decline in instructional effectiveness.

Together, these findings underscore the fact that quality assurance in public primary schools is not driven by teacher qualifications alone. It is the synergy between a supportive physical and psychological learning environment and competent, visionary school leadership that most powerfully propels schools toward higher standards. For policymakers, this means that investments in infrastructure and stronger management training for headteachers should go hand-in-hand with teacher professional development—otherwise, the benefits of teacher preparation risk being undermined by environmental and administrative shortcomings.

Several studies reinforce this finding. For instance, a study found that effective school leadership and internal quality assurance mechanisms significantly contributed to achieving educational objectives in Akwa Ibom State[39]. In Lagos State, scholars reported that regular supervision, curriculum monitoring, and resource provision enhanced teacher performance and reinforced institutional quality assurance[30]. The impact of a well-structured learning environment was also evident in a study which showed that outdoor pedagogy significantly improved both teaching practices and student engagement in pre-primary schools in Oyo State[40].

Conversely, a number of studies highlight concerns with teacher preparation. A study found that many teachers lacked adequate educational backgrounds and had limited exposure to technological tools, reducing their effectiveness despite formal qualifications[32]. Research also showed that while teacher experience and professionalism positively influenced instructional quality, formal qualifications had a negligible or even negative effect[11]. Some scholars noted that inconsistent

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standards in teacher education programs compromised their ability to prepare educators adequately for classroom demands[41]. Finally, research revealed that many teachers involved in vocational curriculum delivery lacked the competence required for quality teaching, emphasizing the need for retraining[42].

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Chapter Five

Conclusion

This chapter focuses on the summary of findings, of the research as well as the conclusions, recommendations, contribution to knowledge and the areas of further research.

5.1 Summary of Findings

The research investigated learning environment, teachers' preparation and management practices as correlates of quality assurance in Public Primary Schools, South West, Nigeria. The study analyzed demographic data of Head Teachers, Teachers and Quality Assurance Officers, answered four research questions and tested two hypotheses.

Finding of the first research question formulated to determine the level of Quality Assurance in Public Primary Schools in Southwest Nigeria revealed a weighted mean($\bar{x}$ = 2.52), SD = 1.104 which implies that the level of Quality Assurance in Public Primary Schools in Southwest, Nigeria is low.

The second research question formulated to examine the status of Learning Environment in Public Primary Schools in Southwest, Nigeria revealed a weighted mean($\bar{x}$ = 2.38), SD = 1.084 This indicates that the status of Learning Environment in Public Primary Schools fall is low and still below optimal standards.

Analysis on the third research question designed to ascertain the level of Teachers' Preparation in Public Primary Schools in Southwest, Nigeria revealed a weighted mean($\bar{x}$ = 2.97), SD = 0.858. This reveals that the level of Teachers' Preparation in Public Primary Schools in Southwest, Nigeria is high.

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Findings on the fourth research question which was to identify the status of Management Practices in Public Primary Schools in Southwest, Nigeria suggested a weighted mean($\bar{x}$= 2.49), SD = 1.142 indicating that the status of Management Practices in Public Primary Schools in Southwest, Nigeria is generally low.

Hypothesis one aimed at examining the joint influence of Learning Environment indices (conducive environment, physical facilities and instructional materials), Teachers' Preparation indices (Training and Development, Welfare and Teachers' Qualification) and Management Practices indices (Administrative efficiency, Culture/Norms at work place Resource Management and Time Management) on Quality Assurance in Public Primary Schools in Southwest, Nigeria. Result showed a significant combined influence of Learning Environment, Teachers' Preparation, and Management Practices on Quality Assurance with ($F_{(3;610)}$= 711.078, Adj R^2=0.777, P<0.05).

Based on the analysis, the null hypothesis, which posited that there would be no significant joint influence of learning environment, teachers' preparation, and management practices on quality assurance, was rejected. This implies that these three factors, when considered together, significantly influence the level of quality assurance in public primary schools across the Southwest region of Nigeria.

The second hypothesis which was tested to determine the relative influence of learning environment**,** teachers' preparation and management practices on quality assurance in Public Primary Schools in Southwest, Nigeria was rejected. Findings revealed an existence of a significant relative influence of Learning Environment (B = **.**820, Beta = **.**521, t-value = 22.839, P < 0.05), Teachers' Preparation (B= - **.**452, Beta= - **.**305, t-value = -15.509, P <0.05) and Management Practices (B = 1.162,

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Beta = .482, t-value = 20.617, P <0.05) on Quality Assurance in Public Primary Schools. The result showed that learning environment and management practices emerged as the most powerful predictors of quality assurance, while teachers' preparation though significant, contributed negatively to quality assurance in Public Primary Schools in Southwest, Nigeria.

5.2 Conclusion

This study examined the various factors influencing quality assurance in public primary schools in South West Nigeria, focusing on the learning environment, teachers' preparation, and management practices.

The study highlighted the predominance of male, middle aged, highly experienced educators with vast teaching and working experience which suggest a stable and mature workforce in the Public Primary School in Southwest, Nigeria. This demographic foundation is germane in implementing educational strategies that will enhance and assure quality in the Public Primary Schools.

A pivotal finding of this research is the significant combined and relative influence of Learning Environment (conducive environment, physical facilities and instructional materials), Teachers' Preparation (Training and Development, Welfare and Teachers' Qualification) and Management Practices (Administrative efficiency, Culture/Norms at work place Resource Management and Time Management) on Quality Assurance. This relationship underscores the critical role of favorable Learning Environment conditions, high level of Teacher's Preparation towards instructional roles and institution of effective Management Practices in enhancing and assuring quality in Schools. The positive co-efficient and significant t-values for these variables emphasize their impact on Quality Assurance.

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The findings revealed that while the level of quality assurance is relatively high, the learning environment still falls short of optimal standards. Although teachers are well-prepared through training and qualifications, the physical environment and management practices have a stronger influence on quality assurance. The study showed that learning environment and management practices are the most significant predictors of quality assurance. However, despite being important, teachers' preparation had a negative relationship with quality assurance. This suggests that even well-trained teachers may struggle to perform effectively in poorly equipped or poorly managed schools. In conclusion, for quality assurance to be truly effective in public primary schools in South West Nigeria, there is a pressing need for concerted efforts aimed at improving the learning environment, strengthening management practices, and ensuring that teacher preparation is complemented by a conducive environment and efficient leadership.

5.3 Recommendations

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

1. Education authorities should sustain effective quality assurance mechanisms through continuous monitoring, evaluation, and improvement of the entire educational system in terms of their input, processes and output, thereby giving support for best practices that yield positive educational outcomes.
2. Government and all stakeholders should invest in improving and sustaining conducive learning environment, provision of school infrastructure, such as adequate, non-overcrowded, well-ventilated, safe, and well-equipped classrooms with sufficient furniture, well stocked libraries and laboratories, sanitation facilities all to enhance learning effectiveness and academic performance towards achieving educational goals.

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3. Continuous professional development trainings should be appropriately directed to the educational needs and goals of the educational institutions. Training programmes should accommodate teachers' competence needs to match realities in our public primary schools. Teaching aids and instructional materials should be relevant and adequate to equip teachers in dispensing effective pedagogical skills. Additionally, professional development trainings should be complemented with enabling work conditions and support systems to help teachers apply their training skills effectively in the classroom.

4. Headteachers and school leaders should be constantly exposed to managerial and leadership trainings and experiences that can enhance their administrative competence and accountability. Positive, friendly and enabling work culture and ethics should be encouraged in our primary schools and educational institutions. Strong internal efficiency mechanisms should also be put in place and sustained to ensure effective processes that will support and yield desired educational outcomes.

5. Government should ensure sustainable and engaging learning and teaching environment, regularly provide public schools with modern, appropriate and relevant instructional materials, ensure adequate and competent teaching force while strengthening effective and efficient internal managerial processes aimed at assuring quality in our public primary schools.

6. More resources should be allocated to the educational sector, integrated school improvement strategies should be adopted, teachers training programmes should align with actual classroom conditions and needs, learning environment should prioritise safety, inclusivity, sense of belongness at the same time inspire creativity and love for learning. School leadership and

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management practices should be strengthened, remuneration packages should be regularly improved upon, incentives and support policies that encourage retention of teachers should all be institutionalised to boost and sustain overall quality assurance in our public primary schools.

5.4 Contribution to Knowledge

This study makes significant contributions to knowledge in conceptual, theoretical, and empirical terms, particularly within the context of basic education in Nigeria.

Conceptually, the study advances the understanding of quality assurance in public primary education by presenting a more integrated and holistic framework. It draws attention to the interconnected roles of the learning environment, teachers' preparation, and management practices in shaping the quality of education delivered in schools. Prior studies often treated these factors in isolation; however, this study demonstrates that these elements do not function independently, but rather interact to produce meaningful educational outcomes. By examining their joint and relative influences, the study introduces a more comprehensive conceptual model for assessing school quality. This approach is especially relevant in the Nigerian context, where systemic challenges are often multi-dimensional and interrelated. The study therefore provides a conceptual foundation for school reform efforts that go beyond addressing a single variable—such as infrastructure or teacher training—and instead promote systemic improvements across multiple domains of school functioning.

Theoretically, the study is grounded in two key frameworks: Total Quality Management (TQM) Theory and Social Learning Theory (SLT), both of which are applied in educational settings to explain how quality and effectiveness are sustained. Through the lens of Total Quality Management Theory, the study affirms the

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importance of continuous improvement, coordinated processes, stakeholders' engagement, and accountability as essential elements of a quality-driven school system. It reinforces the idea that for quality assurance to be achieved, schools must focus not only on teaching but also on effective management practices, such as administrative efficiency, time and resource management, and workplace culture. The finding that management practices significantly influence quality assurance supports the TQM principle that leadership and strategic management are central to institutional success. The study extends the application of TQM to basic education in Nigeria, demonstrating its relevance in contexts where public schools often operate under resource constraints and managerial limitations.

In addition, the study draws on Social Learning Theory by emphasizing the role of teacher preparation—which includes training, professional development, and qualifications—in shaping not only the competencies of individual teachers but also the learning behaviors and outcomes of pupils. Social Learning Theory posits that learning occurs within a social context and is largely influenced by observation, imitation, and modeling. By showing that the preparedness of teachers can influence, and even in some cases, negatively impact quality assurance when not supported by enabling conditions, the study adds depth to the theory by highlighting how contextual variables shape the effectiveness of modeled behaviors. In this way, the study reinforces the view that teacher behavior and professional efficacy are socially constructed and require supportive systems for optimal expression.

Empirically, the study contributes valuable data and evidence to the growing body of literature on educational quality in sub-Saharan Africa, particularly in Nigeria. Unlike previous studies that may have focused solely on one dimension of school quality—

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such as teacher qualifications or infrastructure—this research takes a broader and more nuanced approach by analyzing the combined and relative effects of multiple school-based factors on quality assurance. The findings that the learning environment and management practices are the most significant predictors of quality assurance, while teachers' preparation, though statistically significant, contributes negatively, offer new insights into the complex dynamics of school improvement. This counter intuitive result challenges prevailing assumptions that teacher training and qualifications automatically translate to improved educational outcomes. Instead, it suggests that when teacher preparation is not matched with conducive environments and strong leadership, its impact may be diminished or even counterproductive.

The study's empirical findings are especially relevant for policymakers and educational planners in Nigeria, as they offer concrete, context-specific evidence to guide resource allocation, school improvement strategies, and professional development initiatives. The data highlight the importance of investing not just in human capital, but also in the physical and managerial systems that enable teachers and learners to thrive.

5.5 Suggestion for Further Studies

While this study has provided useful insights into the influence of learning environment, teachers' preparation, and management practices on quality assurance in public primary schools in South West Nigeria, it also opens several avenues for further research.

1. First, since the study was geographically limited to the South West region, future researchers could extend the investigation to other geopolitical zones in Nigeria. This would allow for a broader comparison of regional differences and

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potentially uncover patterns or challenges unique to specific areas, thereby contributing to more inclusive and regionally responsive education policies.

2. Second, the study focused on three key variables. Future studies may consider exploring other important factors that could influence quality assurance in primary education. Variables such as teacher-student ratio, parental involvement, curriculum content, and monitoring and evaluation systems could provide a more comprehensive understanding of what drives quality in schools.

3. Another important area for further research is the comparison between public and private primary schools. Conducting a comparative study would help identify best practices across both systems and shed light on the structural and operational differences that affect quality assurance. Such studies could guide reforms in public education by adapting successful strategies from the private sector.

4. Lastly, this study was largely quantitative in design. Future researchers could adopt qualitative or mixed-method approaches to gain richer, more detailed perspectives from teachers, headteachers, and other stakeholders. Through interviews, focus group discussions, and classroom observations, researchers can uncover deeper nuances that are not easily captured through structured questionnaires.

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Appendices

Appendix 1 - SPSS Computation Results (Raw Scores)

Statistics

		Age of Teachers	Gender of Teachers	Academic Qualification of Teachers	Years of Teaching Experience
N	Valid	1897	1897	1897	1897
	Missing	0	0	0	0
Percentiles	100	4.00	2.00	3.00	4.00

Age of Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 30 Years	314	16.6	16.6	16.6
	30-39 Years	426	22.5	22.5	39.0
	40-49 Years	866	45.7	45.7	84.7
	Above 50 Years	291	15.3	15.3	100.0
	Total	1897	100.0	100.0	

Gender of Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	1145	60.4	60.4	60.4
	Female	752	39.6	39.6	100.0
	Total	1897	100.0	100.0	

Academic Qualification of Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	156	8.2	8.2	8.2
	HND/B.Ed	1080	56.9	56.9	65.2
	M.Ed/MSc	661	34.8	34.8	100.0
	Total	1897	100.0	100.0	

Years of Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 Years	375	19.8	19.8	19.8
	5-10 Years	822	43.3	43.3	63.1
	11-15 Years	620	32.7	32.7	95.8
	More than 15 Years	80	4.2	4.2	100.0
	Total	1897	100.0	100.0	

Marital Status of Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	681	35.9	35.9	35.9
	Married	1216	64.1	64.1	100.0
	Total	1897	100.0	100.0	

Statistics

		Age of Head Teacher	Gender of Head Teacher	Academic Qualification of Head Teachers	Years of Teaching Experience
N	Valid	1071	1071	1071	1071
	Missing	826	826	826	826
Percentiles	100	4.00	2.00	4.00	4.00

Age of Head Teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30-39 Years	228	12.0	21.3	21.3
	40-49 Years	425	22.4	39.7	61.0
	Above 50 Years	418	22.0	39.0	100.0
	Total	1071	56.5	100.0	
Missing	System	826	43.5		
Total		1897	100.0		

Gender of Head Teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	726	38.3	67.8	67.8
	Female	345	18.2	32.2	100.0
	Total	1071	56.5	100.0	
Missing	System	826	43.5		
Total		1897	100.0		

Academic Qualification of Head Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HND/B.Ed	479	25.3	44.7	44.7
	M.Ed/MSc	589	31.0	55.0	99.7
	PhD	3	.2	.3	100.0
	Total	1071	56.5	100.0	
Missing	System	826	43.5		
Total		1897	100.0		

Years of Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5-10 Years	133	7.0	12.4	12.4
	11-15 Years	597	31.5	55.7	68.2
	More than 15 Years	341	18.0	31.8	100.0
	Total	1071	56.5	100.0	
Missing	System	826	43.5		
Total		1897	100.0		

Marital Status of Head Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	43	2.3	4.0	4.0
	Married	1028	54.2	96.0	100.0
	Total	1071	56.5	100.0	
Missing	System	826	43.5		
Total		1897	100.0		

Statistics

		Age of Quality Assurance Officers	Gender of Quality Assurance Officers	Academic Qualification of Quality Assurance Officers	Years of Experience as Quality Assurance Officer
N	Valid	614	614	614	614
	Missing	1283	1283	1283	1283
Percentiles	100	4.00	2.00	3.00	4.00

Age of Quality Assurance Officers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 30 Years	86	4.5	14.0	14.0
	30-39 Years	142	7.5	23.1	37.1
	40-49 Years	293	15.4	47.7	84.9
	Above 50 Years	93	4.9	15.1	100.0
	Total	614	32.4	100.0	
Missing	System	1283	67.6		
Total		1897	100.0		

Gender of Quality Assurance Officers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	363	19.1	59.1	59.1
	Female	251	13.2	40.9	100.0
	Total	614	32.4	100.0	
Missing	System	1283	67.6		
Total		1897	100.0		

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Academic Qualification of Quality Assurance Officers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	39	2.1	6.4	6.4
	HND/B.Ed	358	18.9	58.3	64.7
	M.Ed/MSc	217	11.4	35.3	100.0
	Total	614	32.4	100.0	
Missing	System	1283	67.6		
Total		1897	100.0		

Years of Experience as Quality Assurance Officer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 Years	106	5.6	17.3	17.3
	5-10 Years	274	14.4	44.6	61.9
	11-15 Years	211	11.1	34.4	96.3
	More than 15 Years	23	1.2	3.7	100.0
	Total	614	32.4	100.0	
Missing	System	1283	67.6		
Total		1897	100.0		

Marital Status of Quality Assurance Officers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	173	9.1	28.2	28.2
	Married	433	22.8	70.5	98.7
	Divorced	8	.4	1.3	100.0
	Total	614	32.4	100.0	
Missing	System	1283	67.6		
Total		1897	100.0		

Public primary schools system and processes are designed to support student learning and achievement, ensuring that resources are allocated efficiently.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	107	5.6	17.4	17.4
	Disagree	200	10.5	32.6	50.0
	Agree	121	6.4	19.7	69.7
	Strongly Agree	186	9.8	30.3	100.0
	Total	614	32.4	100.0	
Missing	System	1283	67.6		
Total		1897	100.0		

The school has a robust monitoring and evaluation system in place to track pupils progress and identify areas for improvement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	113	6.0	18.4	18.4
	Disagree	200	10.5	32.6	51.0
	Agree	110	5.8	17.9	68.9
	Strongly Agree	191	10.1	31.1	100.0
	Total	614	32.4	100.0	
Missing	System	1283	67.6		
Total		1897	100.0		

Public Schools have established clear policies and procedures for managing pupils behaviour, attendance and academic progress.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	127	6.7	20.7	20.7
	Disagree	200	10.5	32.6	53.3
	Agree	117	6.2	19.1	72.3
	Strongly Agree	170	9.0	27.7	100.0
	Total	614	32.4	100.0	
Missing	System	1283	67.6		
Total		1897	100.0		

The school's systems and processes are aligned with its mission and vision, ensuring that all stakeholders are working towards common goals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	142	7.5	23.1	23.1
	Disagree	200	10.5	32.6	55.7
	Agree	103	5.4	16.8	72.5
	Strongly Agree	169	8.9	27.5	100.0
	Total	614	32.4	100.0	
Missing	System	1283	67.6		
Total		1897	100.0		

Pupils completing Primary Schools possess strong foundational skills in reading, writing and mathematics, preparing them for success in secondary education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	140	7.4	22.8	22.8
	Disagree	200	10.5	32.6	55.4
	Agree	116	6.1	18.9	74.3
	Strongly Agree	158	8.3	25.7	100.0
	Total	614	32.4	100.0	
Missing	System	1283	67.6		
Total		1897	100.0		

Primary school pupils demonstrate effective communication skills, including listening, speaking and presentation, which enables them to express their thoughts and ideas clearly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	128	6.7	20.8	20.8
	Disagree	200	10.5	32.6	53.4
	Agree	100	5.3	16.3	69.7
	Strongly Agree	186	9.8	30.3	100.0
	Total	614	32.4	100.0	
Missing	System	1283	67.6		
Total		1897	100.0		

Pupils develop essential social skills such as cooperation, sharing and conflict resolution through group activities and projects.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	125	6.6	20.4	20.4
	Disagree	200	10.5	32.6	52.9
	Agree	131	6.9	21.3	74.3
	Strongly Agree	158	8.3	25.7	100.0
	Total	614	32.4	100.0	
Missing	System	1283	67.6		
Total		1897	100.0		

Primary Schools pupils exhibit curiosity, creativity and critical thinking skills through their participation in arts, and physical education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	145	7.6	23.6	23.6
	Disagree	200	10.5	32.6	56.2
	Agree	117	6.2	19.1	75.2
	Strongly Agree	152	8.0	24.8	100.0
	Total	614	32.4	100.0	
Missing	System	1283	67.6		
Total		1897	100.0		

Public Primary School leavers demonstrate basic digital literacy skills including typing, internet safety and basic computer programming concepts.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	143	7.5	23.3	23.3
	Disagree	200	10.5	32.6	55.9
	Agree	119	6.3	19.4	75.2
	Strongly Agree	152	8.0	24.8	100.0
	Total	614	32.4	100.0	
Missing	System	1283	67.6		
Total		1897	100.0		

Public Primary Schools have sufficient number of classrooms to accommodate all pupils.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	518	27.3	27.3	27.3
	Disagree	520	27.4	27.4	54.7
	Agree	478	25.2	25.2	79.9
	Strongly Agree	381	20.1	20.1	100.0
	Total	1897	100.0	100.0	

The physical facilities in Public Primary Schools including toilets and playgrounds are well maintained.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	484	25.5	25.5	25.5
	Disagree	570	30.0	30.0	55.6
	Agree	366	19.3	19.3	74.9
	Strongly Agree	477	25.1	25.1	100.0
	Total	1897	100.0	100.0	

Public Primary Schools classrooms are equipped with modern teaching aids, including computers and projectors.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	411	21.7	21.7	21.7
	Disagree	457	24.1	24.1	45.8
	Agree	436	23.0	23.0	68.7
	Strongly Agree	593	31.3	31.3	100.0
	Total	1897	100.0	100.0	

Public Primary Schools provides a quiet and comfortable learning environment that promotes students' focus and engagement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	330	17.4	17.4	17.4
	Disagree	640	33.7	33.7	51.1
	Agree	480	25.3	25.3	76.4
	Strongly Agree	447	23.6	23.6	100.0
	Total	1897	100.0	100.0	

The classrooms are well-ventilated, lit and maintained at a comfortable temperature, creating an ideal learning atmosphere.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	345	18.2	18.2	18.2
	Disagree	603	31.8	31.8	50.0
	Agree	570	30.0	30.0	80.0
	Strongly Agree	379	20.0	20.0	100.0
	Total	1897	100.0	100.0	

The school's surroundings are clean, tidy and free from pollution and distractions, allowing pupils concentrate on their studies.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	402	21.2	21.2	21.2
	Disagree	504	26.6	26.6	47.8
	Agree	496	26.1	26.1	73.9
	Strongly Agree	495	26.1	26.1	100.0
	Total	1897	100.0	100.0	

Public Primary Schools provides teachers with adequate and relevant instructional materials to support the curriculum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	522	27.5	27.5	27.5
	Disagree	502	26.5	26.5	54.0
	Agree	470	24.8	24.8	78.8
	Strongly Agree	403	21.2	21.2	100.0
	Total	1897	100.0	100.0	

The public primary schools have sufficient supply of textbooks, workbooks and other educational resources for all students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	498	26.3	26.3	26.3
	Disagree	448	23.6	23.6	49.9
	Agree	500	26.4	26.4	76.2
	Strongly Agree	451	23.8	23.8	100.0
	Total	1897	100.0	100.0	

Public primary schools regularly review and updajte their instructional materials to ensure they remain relevant and effective.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	456	24.0	24.0	24.0
	Disagree	600	31.6	31.6	55.7
	Agree	450	23.7	23.7	79.4
	Strongly Agree	391	20.6	20.6	100.0
	Total	1897	100.0	100.0	

Public Primary Schools provides regular training and professional development opportunities for teachers to enhance their subject matter expertise.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	343	18.1	18.1	18.1
	Rarely	612	32.3	32.3	50.3
	Soemtimes	408	21.5	21.5	71.9
	Always	534	28.1	28.1	100.0
	Total	1897	100.0	100.0	

Teachers in Public Primary Schools participate in continuous training and development programs to improve their teaching methodologies.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	152	8.0	8.0	8.0
	Rarely	181	9.5	9.5	17.6
	Soemtimes	958	50.5	50.5	68.1
	Always	606	31.9	31.9	100.0
	Total	1897	100.0	100.0	

The schools collaborates with external organizations to provide teachers with access to specialized training and development programs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	176	9.3	9.3	9.3
	Rarely	268	14.1	14.1	23.4
	Soemtimes	875	46.1	46.1	69.5
	Always	578	30.5	30.5	100.0
	Total	1897	100.0	100.0	

Public Primary Schools prioritize the welfare of its teachers, providing them with a safe and healthy working environment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	150	7.9	7.9	7.9
	Rarely	402	21.2	21.2	29.1
	Soemtimes	919	48.4	48.4	77.5
	Always	426	22.5	22.5	100.0
	Total	1897	100.0	100.0	

Teachers in the schools receive competitive salaries and benefits, including health insurance and retirement plans.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	162	8.5	8.5	8.5
	Rarely	276	14.5	14.5	23.1
	Soemtimes	1031	54.3	54.3	77.4
	Always	428	22.6	22.6	100.0
	Total	1897	100.0	100.0	

The schools have a clear policy on teachers' workload and work management, ensuring that teachers are not overwhelmed with excessive responsibilities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	136	7.2	7.2	7.2
	Rarely	276	14.5	14.5	21.7
	Soemtimes	1073	56.6	56.6	78.3
	Always	412	21.7	21.7	100.0
	Total	1897	100.0	100.0	

All teachers in Public Primary Schools possess the minimum required qualifications and certifications to teach their assigned subjects.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	172	9.1	9.1	9.1
	Rarely	31	1.6	1.6	10.7
	Soemtimes	1192	62.8	62.8	73.5
	Always	502	26.5	26.5	100.0
	Total	1897	100.0	100.0	

Majority of teachers hold minimum of first degrees or relevant degrees in their subject area or specialization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	122	6.4	6.4	6.4
	Rarely	76	4.0	4.0	10.4
	Soemtimes	811	42.8	42.8	53.2
	Always	888	46.8	46.8	100.0
	Total	1897	100.0	100.0	

Teachers in the public schools are required to participate in ongoing professional development to maintain and enhance their teaching qualifications.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	130	6.9	6.9	6.9
	Rarely	114	6.0	6.0	12.9
	Soemtimes	1173	61.8	61.8	74.7
	Always	480	25.3	25.3	100.0
	Total	1897	100.0	100.0	

Teachers in the public primary schools effectively manage their time to deliver lessons within the allotted time frame.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	346	18.2	32.3	32.3
	Disagree	358	18.9	33.4	65.7
	Agree	130	6.9	12.1	77.9
	Strongly Agree	237	12.5	22.1	100.0
	Total	1071	56.5	100.0	
Missing	System	826	43.5		
Total		1897	100.0		

The schools administration ensures that teachers have sufficient time to prepare and plan their lessons.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	146	7.7	13.6	13.6
	Disagree	497	26.2	46.4	60.0
	Agree	207	10.9	19.3	79.4
	Strongly Agree	221	11.6	20.6	100.0
	Total	1071	56.5	100.0	
Missing	System	826	43.5		
Total		1897	100.0		

Public Primary Schools fosters a positive and inclusive workplace culture that promotes collaboration and teamwork

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	398	21.0	37.2	37.2
	Disagree	206	10.9	19.2	56.4
	Agree	129	6.8	12.0	68.4
	Strongly Agree	338	17.8	31.6	100.0
	Total	1071	56.5	100.0	
Missing	System	826	43.5		
Total		1897	100.0		

Open communication and transparency are highly valued and practiced among administrators, teachers, and support staff.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	530	27.9	49.5	49.5
	Disagree	94	5.0	8.8	58.3
	Agree	238	12.5	22.2	80.5
	Strongly Agree	209	11.0	19.5	100.0
	Total	1071	56.5	100.0	
Missing	System	826	43.5		
Total		1897	100.0		

The school's administrative processes are streamlined and efficient, minimizing unnecessary paperwork and bureaucracy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	421	22.2	39.3	39.3
	Disagree	217	11.4	20.3	59.6
	Agree	284	15.0	26.5	86.1
	Strongly Agree	149	7.9	13.9	100.0
	Total	1071	56.5	100.0	
Missing	System	826	43.5		
Total		1897	100.0		

School Administrators respond promptly to teachers and staff concerns; resolving issues in a timely and effective manner.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	191	10.1	17.8	17.8
	Disagree	210	11.1	19.6	37.4
	Agree	302	15.9	28.2	65.6
	Strongly Agree	368	19.4	34.4	100.0
	Total	1071	56.5	100.0	
Missing	System	826	43.5		
Total		1897	100.0		

The schools allocates its resources efficiently, prioritizing spending on instructional materials, technology and staff development.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	210	11.1	19.6	19.6
	Disagree	223	11.8	20.8	40.4
	Agree	290	15.3	27.1	67.5
	Strongly Agree	348	18.3	32.5	100.0
	Total	1071	56.5	100.0	
Missing	System	826	43.5		
Total		1897	100.0		

The school maintains accurate records of its resources including textbooks, equipment and facilities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	215	11.3	20.1	20.1
	Disagree	231	12.2	21.6	41.6
	Agree	205	10.8	19.1	60.8
	Strongly Agree	420	22.1	39.2	100.0
	Total	1071	56.5	100.0	
Missing	System	826	43.5		
Total		1897	100.0		

Teachers are encouraged to share resources and expertise promoting collaboration and reducing waste.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	295	15.6	27.5	27.5
	Disagree	215	11.3	20.1	47.6
	Agree	280	14.8	26.1	73.8
	Strongly Agree	281	14.8	26.2	100.0
	Total	1071	56.5	100.0	
Missing	System	826	43.5		
Total		1897	100.0		

Model Summary

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.782[a]	.612	.610	6.455	.612	321.042	3	610	.000

a. Predictors: (Constant), Management Practices, Learning Environment, Teachers' Preparation

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40133.497	3	13377.832	321.042	.000[b]
	Residual	25418.693	610	41.670		
	Total	65552.191	613			

a. Dependent Variable: Quality Assurance

b. Predictors: (Constant), Management Practices, Learning Environment, Teachers' Preparation

Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
Model	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1(Constant)	-30.178	2.308		-13.074	.000	-34.711	-25.645
Learning Environment	.319	.051	.269	6.239	.000	.218	.419
Teachers' Preparation	-.820	.066	-.553	-12.485	.000	-.949	-.691
Management Practices	1.976	.065	.820	30.362	.000	1.848	2.104

Appendix 2

Appendix 2: Instrument (Questionnaires) used for the Study

Department of Art and Social Sciences Education, Faculty of Education, Lead City University, Ibadan, Oyo State.

Research Questionnaire

Learning Environment, Teachers' Preparation And Management Practices As Predictors Of Quality Assurance In Public Primary Schools, South West, Nigeria.

Dear Sir or Ma,

Request to Participate in a Research

I am a Doctorate Degree Student in the Department of Art and Social Sciences Education and I am carrying out a research study on Learning Environment, Teachers' Preparation And Management Practices as Predictors of Quality Assurance in Public Primary Schools, Southwest, Nigeria. Your responses and cooperation are highly needed. Confidentially to your responses will strictly be adhere to. Your cooperation is highly solicited,

Yours faithfully,

The Researcher.

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LEARNING ENVIRONMENT AND TEACHERS' PREPARATION QUESTIONNAIRE 1 (LETPQ)

Section A: Demographic Information of Teachers

Instruction: This questionnaire is designed to collect data for academic purposes. Your responses will remain confidential. Please indicate your opinion about the

following statements by checking the scale below. Place an (√) mark in the box of your answer. Please answer each question honestly.

1. **Age**:
   Below 30 years[ ], 30-39 years[ ], 40-49years[ ], 50 and above[ ]
2. **Gender**:
   Male[ ], Female[ ]
3. **Educational Qualification**:
   NCE [ ], HND/B.Ed [ ], M.Ed./M.Sc.[ ], PhD [ ]
4. **Position:**
   Teacher [ ], Head Teacher [ ]
5. **Years of Teaching Experience:**
   Less than 5 years[ ], 5–10 years[ ], 11–15 years, [ ], More than 15 years[ ]
6. **Marital Status:**
   Single[ ], Married [ ], Divorced[ ], Widowed[ ]

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Section B: Learning Environment (to be answered by Public Primary School Teachers)

Instructions: This questionnaire is designed to collect data for academic purposes. Your responses will remain confidential. Please answer each question honestly. Put (√) mark in the box of your answer.

Key: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, Strongly Disagree (SD) = 1 point.

S/N	Physical Facilities	SA_4	A_3	D_2	SD_1
1	Public Primary Schools have sufficient number of classrooms to accommodate all pupils.				
2	The physical facilities in Public Primary Schools including toilets and playgrounds are well maintained.				
3	Public Primary Schools Libraries are equipped with wide range of books and other educational resources.				
4	Public Primary Schools classrooms are equipped with modern teaching aids, including computers and projectors.				
5	Public Primary Schools physical infrastructures and utilities are in good conditions to support effective teaching and learning.				
	Conducive Environment				
1	Public Primary Schools provides a quiet and comfortable learning environment that promotes students' focus and engagement.				
2	The classrooms are well-ventilated, lit and maintained at a comfortable temperature, creating an ideal learning atmosphere.				

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3	The school's surroundings are clean, tidy and free from pollution and distractions, allowing pupils concentrate on their studies.				
4	The schools promote a culture of respect, inclusivity and empathy to foster a positive and supportive learning environment.				
5	The school's policies and practices prioritize pupils' safety and well-being in the cause of their learning.				
	Instructional Materials				
1	Public Primary Schools provides teachers with adequate and relevant instructional materials to support the curriculum.				
2	The instructional materials used in the Public Primary Schools are up-to-date, accurate and align with the relevant and up to date Curriculum				
3	The public primary schools have sufficient supply of textbooks, workbooks and other educational resources for all students				
4	The instructional materials used in Public Primary Schools cater to the diverse learning needs and abilities of pupils.				
5	Public primary schools regularly review and update their instructional materials to ensure they remain relevant and effective.				

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Section C: Teachers Preparation (to be answered by Public Primary School Teachers)

Instructions: This questionnaire is designed to collect data for academic purposes. Your responses will remain confidential. Please answer each question honestly. Put (√) mark in the box of your answer.

Key: Always (A) = 4 points, Sometimes (S) = 3 point, Rarely (R) = 2 point, Never (N) = 1 point.

S/N	Training and Development of Teachers	A_4	S_3	R_2	N_1
1	Public Primary Schools provides regular training and professional development opportunities for teachers to enhance their subject matter expertise.				
2	Teachers in Public Primary Schools participate in continuous training and development programs to improve their teaching methodologies.				
3	The schools collaborate with external organizations to provide teachers with access to specialized training and development programs.				
4	The schools have mentorship and in-house programmes in place to support new teachers and provide them with guidance and training.				
5	Teachers in Public Primary Schools are encouraged to pursue higher education and certification programs to enhance their professional growth and development.				
	Teachers' Welfare				
1	Public Primary Schools prioritize the welfare of its teachers, providing them with a safe and healthy working environment.				
2	Teachers in the schools receive competitive				

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	salaries and benefits, including health insurance and retirement plans.				
3	The schools have a clear policy on teachers' workload and work management, ensuring that teachers are not overwhelmed with excessive responsibilities.				
4	The schools provide teachers with opportunities for streets management and material health support, recognizing the emotional demands of teaching.				
5	Teachers in Public Primary Schools are recognized and rewarded for their hard work and contributions through various incentives and appreciation programs.				
	Teachers Qualification				
1	All teachers in Public Primary Schools possess the minimum required qualifications and certifications to teach their assigned subjects.				
2	Majority of teachers hold minimum of first degrees or relevant degrees in their subject area or specialization.				
3	Teachers in the public schools are required to participate in ongoing professional development to maintain and enhance their teaching qualifications.				
4	Relevant Authorities verify the qualifications and certifications of all teachers before employment.				
5	Teachers in the Primary Schools are qualified and certified to teach pupils with diverse learning needs, including special education and English Language learners.				

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MANAGEMENT PRACTICE QUESTIONNAIRE 2 (MPQ)

Section A: Demographic Information of Head Teachers

Instruction: This questionnaire is designed to collect data for academic purposes. Your responses will remain confidential. Please indicate your opinion about the following statements by checking the scale below. Place an (√) mark in the box of your answer. Please answer each question honestly.

1. **Age**:
   Below 30 years[ ], 30-39 years[ ], 40-49years[ ], 50 and above[ ]
2. **Gender**:
   Male[ ], Female[ ]
3. **Educational Qualification**:
   NCE[ ], HND/B.Ed[ ], M.Ed/MSc[ ], PhD[ ]
4. **Position:**
   Teacher[ ], Head Teacher [ ]
5. **Years of Teaching Experience:**
   Less than 5 years[ ], 5–10 years[ ], 11–15 years, [ ], More than 15 years[ ]
6. **Marital Status:**
   Single[ ], Married[ ], Divorced[ ], Widowed[ ]

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Section B: Management Practice (to be answered by Public Primary School Head Teachers)

Instructions: This questionnaire is designed to collect data for academic purposes. Your responses will remain confidential. Please answer each question honestly. Put (√) mark in the box of your answer.

Key: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, Strongly Disagree (SD) = 1 point.

S/N	**Time Management**	**SA_4**	**A_3**	**D_2**	**SD_1**
1	Teachers in the public primary schools effectively manage their time to deliver lessons within the allotted time frame.				
2	The school's administration ensures that teachers have sufficient time to prepare and plan their lessons.				
3	Teachers prioritize their tasks and allocate sufficient time for grading, feedback and other non-teaching responsibilities.				
4	School schedules are designed to minimize disruptions and optimize instructional time.				
5	Teachers use digital tools and calendars to study, organize and manage their time efficiently.				
	Workplace Culture				
1	Public Primary Schools fosters a positive and inclusive workplace culture that promotes collaboration and teamwork				
2	Open communication and transparency are highly valued and practiced among administrators, teachers, and support staff.				
3	Schools recognizes and rewards staff				

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	achievements and contributions.				
4	Professional development opportunities are provided to support staff growth and well-being.				
5	Schools promote culture of respect, empathy and trust to encourage staff to feel valued and supported.				
	Administrative Efficiency				
1	The school's administrative processes are streamlined and efficient, minimizing unnecessary paperwork and bureaucracy.				
2	School Administrators respond promptly to teachers and staff concerns; resolving issues in a timely and effective manner.				
3	The school's record-keeping and data management systems are well-organized and easily accessible.				
4	Administrative tasks are delegated effectively.				
5	The school's budgeting and financial management processes are transparent and efficient.				
	Resource Management				
1	The schools allocate its resources efficiently, prioritizing spending on instructional materials, technology and staff development.				
2	The school maintains accurate records of its resources including textbooks, equipment and facilities.				
3	Teachers are encouraged to share resources and expertise promoting collaboration and reducing waste.				

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4	The school has a clear policy for managing and maintaining its physical resources, including regular maintenance and upgrades.				
5	The school explores alternative sources of funding and partnerships to supplement its resources.				

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QUALITY ASSURANCE QUESTIONNAIRE 3 (QAQ)

Section A: Demographic Information of Quality Assurance Officers

Instruction: This questionnaire is designed to collect data for academic purposes. Your responses will remain confidential. Please indicate your opinion about the following statements by checking the scale below. Place an (√) mark in the box of your answer. Please answer each question honestly.

1. **Age**:
   Below 30 years[ ], 30-39 years[ ], 40-49years[ ], 50 and above[ ]
2. **Gender**:
   Male[ ], Female[ ]
3. **Educational Qualification**:
   NCE[ ], HND/B.Ed[ ], M.Ed./M.Sc.[ ], PhD[ ]
4. **Position:**
   Head Teacher/l[ ], Quality Assurance Officer[ ]
5. **Years of Teaching Experience:**
   Less than 5 years[ ], 5–10 years[ ], 11–15 years, [ ], More than 15 years[ ]
6. **Marital Status:**
   Single[ ], Married[ ], Divorced[ ], Widowed[ ]

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Section B: Quality Assurance (to be answered by Quality Assurance Officers)

Instructions: This questionnaire is designed to collect data for academic purposes. Your responses will remain confidential. Please answer each question honestly. Put (√) mark in the box of your answer.

Key: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, Strongly Disagree (SD) = 1 point.

S/N	Economic Development	SA_4	A_3	D_2	SD_1
1	The school partners with local business and organizations to provide pupils with relevant skills training and workforce development.				
2	The school's curriculum includes courses on entrepreneurship, financial literacy and economic principles.				
3	The school's vocational training programs equip students with industry-specific skills.				
4	The school's emphasis on STEM education (Science, Technology, Engineering, and Mathematics) prepares pupils for higher demand careers.				
5	The school collaborates with government agencies, non-profits, and private sectors to promote economic development.				
	Social Development				
1	Schools promote social cohesion and inclusivity by fostering positive relationship among pupils, teachers and the broader community.				
2	The school curriculum includes courses and programs that focus on social-emotional learning, character development and civic engagement.				

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3	The school provides opportunities for students to participate in community service and social activism to promote social responsibilities.				
4	Public Primary School support the social and emotional well-being of its pupils through counselling, mentorship and peer support initiatives.				
5	The school celebrates diversity and promotes cultural awareness and understanding through event, festivals and educational programs.				
	System Effectiveness				
1	Public primary schools' system and processes are designed to support student learning and achievement, ensuring that resources are allocated efficiently.				
2	The school has a robust monitoring and evaluation system in place to track pupils progress and identify areas for improvement.				
3	The school's leadership team regularly reviews and assesses the effectiveness of its systems and processes as needed to optimize performance.				
4	Public Schools have established clear policies and procedures for managing pupils' behaviour, attendance and academic progress.				
5	The school's systems and processes are aligned with its mission and vision, ensuring that all stakeholders are working towards common goals.				
	Skills Output				
1	Pupils completing Primary Schools possess strong foundational skills in reading, writing and mathematics, preparing them for success in				

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	secondary education.				
2	Primary school pupils demonstrate effective communication skills, including listening, speaking and presentation, which enables them to express their thoughts and ideas clearly.				
3	Pupils develop essential social skills such as cooperation, sharing and conflict resolution through group activities and projects.				
4	Primary Schools pupils exhibit curiosity, creativity and critical thinking skills through their participation in arts, and physical education.				
5	Public Primary School leavers demonstrate basic digital literacy skills including typing, internet safety and basic computer programming concepts.				

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Appendix 3

Pictures of Researcher during Administration of the Instruments



Picture showing the Sample of Schools used in Administration of Research Instruments. (Ogun State)



Picture showing the Sample of Schools used in Administration of Research Instruments. (Osun State)



Picture showing the Sample of Schools used in Administration of Research Instruments. (Oyo State)



Picture showing the Sample of Schools used in Administration of Research Instruments. (Oyo State)



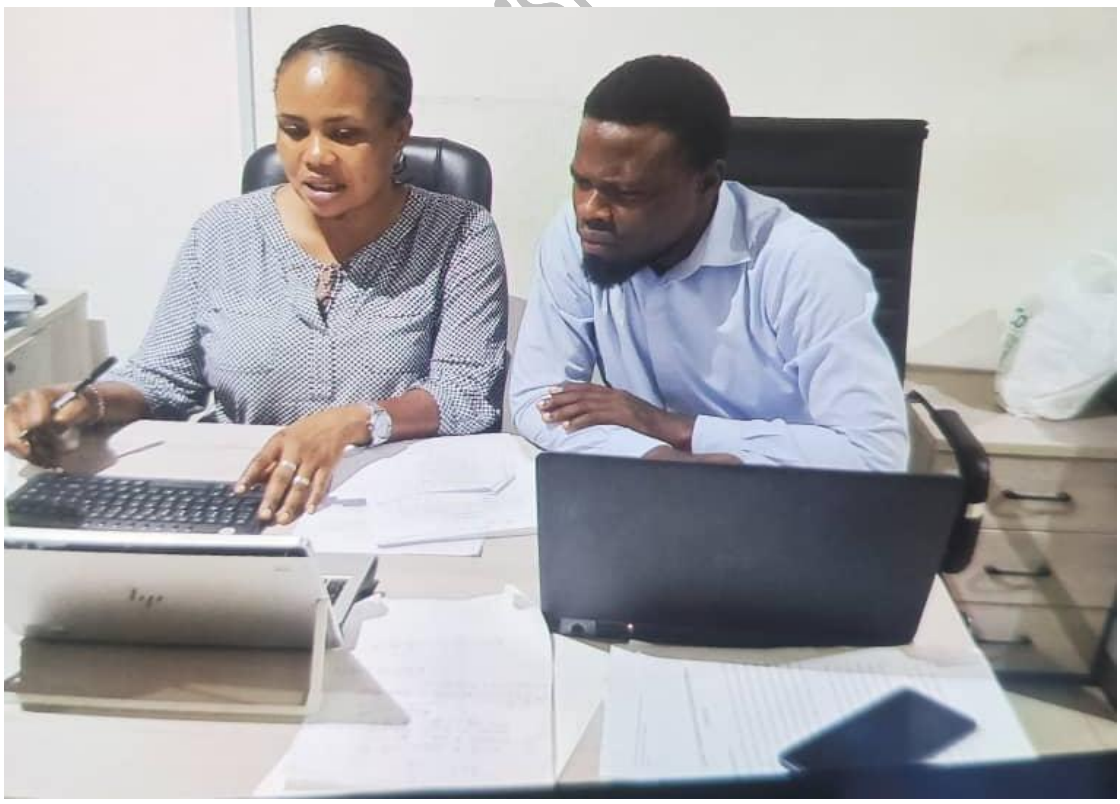
Picture showing Respondent (Teacher) Answering the Questionnaire



Picture showing Respondent (Head Teacher) Answering the Questionnaire



Picture showing Respondent (Quality Assurance Officer) Answering the Questionnaire



Picture showing Researcher and Research Assistant



Picture showing Respondent (Teacher) Answering the Questionnaire



Picture showing Respondent (Quality Assurance Officer) Answering the Questionnaire



Picture showing Respondent (Quality Assurance Officer) Answering the Questionnaire



Picture showing Respondent (Teacher) Answering the Questionnaire

Bio-data

A. Personal Data

1. **Full Name:** Mosunmola Anota OLANIYAN

   Home Address: No.13, Prince Adeoye Adeosun Estate, Akala, Ibadan, Oyo State.

   Email Address: rockedge21@gmail.com

   Phone Number: 08131019753

2. **Date and Place of Birth:** 16th of August, 1981, Lagos State**.**
3. **Nationality:** Nigerian
4. **Name and Address of Next of Kin:** Barr. Adesina Ayodele, Olaniyan, No.13, Prince Adeoye Adeosun Estate, Akala, Ibadan, Oyo State.

B. Education Background

Educational Institutions attended with dates and qualifications obtained.

	Educational Institutions	Qualification Obtained	Date
1.	LeadCity University Ibadan, Oyo State.	PhD	2025
2.	Obafemi Awolowo University	MBA	2008
3.	Obafemi Awolowo University	M.Ed.	2014
4.	Obafemi Awolowo University	B.Sc. Ed	2004
5.	Obafemi Awolowo University	OND	1999
6.	May flower Secondary School	SSCE	1997
7.	Pampers Primary School	Pry Six	1991

C. Working Experience with Dates:

1. Graduate Assistant at First Bank of Nigeria Plc. 2006-2009
2. Proprietress, RockEdge Academy

D. Awards and Fellowships (If any): Nil

E. Membership of Academics Professional Bodies

1. Member, National Institute of Marketing of Nigeria.
2. Member, Chartered Economists of Nigeria (ACE).
3. Member, National Association of Proprietors of Private Schools (NAPPS)

F. Publications:

1. Thesis:

- Inspection and Supervisory Experiences of Basic School Teachers in Oyo State, Nigeria.

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- Home Related Factors: Causes and Recommendations Towards Students' Academic Performance In Public Secondary Schools In Oyo State, Nigeria.
- Learning Environment and Quality Assurance in Public Primary Schools in Southwest, Nigeria.
- Learning Environment, Teachers' Preparation and Management Practices As Predictors of Quality Assurance in Public Primary Schools, Southwest, Nigeria.
- Teacher-Subject Expertise and Students' Academic Performance in Public Primary Schools.

2. Books

1. The Child I want to Raise.

G. Notable Scholarly or Professional accomplishments: Nil

H. Major Conferences or Workshops Attended:

I. References

i. **Professor Senimetu Ileuma**
Department of Educational Management,
Faculty of Education,
LeadCity University, Ibadan.

ii. **Professor Francis Fagbohun**
Dean, Faculty of Administration,
Obafemi Awolowo University, Ile-Ife.
08037233599

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Signature **Date**

The University Compliance Certification

This is to certify that the thesis by **Mosunmola Anota OLANIYAN** with the matriculation number **LCU/PG/004064** in the Department of Arts and Social Sciences Education, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University Format and Style.

Signature	**Date**

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