

Quality Assurance Practices And Teachers' Effectiveness In Public Senior Secondary Schools In Kwara State Nigeria

1st Adeseke Sunday Olaifa*, 2nd Joshua Durotoye Jolaoye, 3rd Oba Baba Ayoku,
4th Afeez Adeshina Shittu, 5th Sodiq Ajala
^{1,2,3,4,5} Al-Hikmah University Ilorin, Nigeria
asolaifa@alhikmah.edu.ng

Abstract— *The success of a nation relies heavily on the quality of teachers and their efforts. To improve educational standards, efforts should focus on teachers' effectiveness. However, inadequate facilities and lack of training hinder teachers' effectiveness in public senior secondary schools. This study aims to examine the predominant quality assurance practices, determine teachers' effectiveness, and investigate the relationship between these practices and teachers' effectiveness in Kwara State public schools. The study used a descriptive survey design to survey 7700 teachers in Kwara State's public senior secondary schools. The Krejcie and Morgan table was used to select 367 respondents. Data was collected using the Quality Assurance Practice Questionnaire (QAPQ) and Teachers' Effectiveness Questionnaire (TEQ), with reliability coefficients of 0.74 and 0.71 using the Cronbach Alpha method. The study found that evaluation was the most commonly used quality assurance practice in public senior secondary schools in Kwara State (3.16%). Teachers' effectiveness was high (3.05%), and there was a significant relationship between quality assurance practices and teachers' effectiveness ($F=0.474$; $p < 0.05$). The study concluded that teachers' effectiveness is largely dependent on the full usage of quality assurance practices such as capacity building, supervision, physical facilities, and accreditation. The sustainability of these practices will increase teachers' effectiveness. It was recommended that the level of quality assurance practices should be above moderate, with regular capacity building, supervision, physical facilities and accreditation.*

Keywords— *Quality Assurance Practices, Teachers Effectiveness, Capacity Building*

1 Introduction

Quality assurance practices significantly influence the effectiveness of teachers in public senior secondary schools, particularly in Kwara State, Nigeria. These practices directly affect students' educational experiences and outcomes. Understanding this relationship is crucial in improving the overall quality of education in the state. By examining the impact of quality assurance practices on teachers' effectiveness, valuable insights can be gained to enhance the educational landscape and contribute to the advancement of the Kwara State public senior secondary school system.

Quality assurance practices are systematic actions and processes that ensure education meets required standards and expectations [1][2][3]. These practices include curriculum development, assessment and evaluation, teacher training, infrastructure maintenance, and overall management of the educational system. Teacher effectiveness refers to the ability of educators to positively impact student learning and outcomes, including their pedagogical skills, subject knowledge, classroom management, motivation and engagement [4]. The relationship between quality assurance practices and teacher effectiveness is crucial in Kwara State, as they directly influence the working environment and support systems available to teachers, which can significantly impact their effectiveness in the classroom. Asiyai [5] and Stronge [6] emphasize the importance of robust quality assurance measures in ensuring

*Corresponding author

teachers have access to necessary resources, professional development opportunities, and a conducive working environment, including adequate teaching materials, updated curriculum guidelines, and ongoing training programs.

Teacher effectiveness directly influences the success of quality assurance practices in public senior secondary schools [7]. Teachers are at the forefront of implementing educational policies, delivering curriculum content and assessing student progress [8][9]. Their effectiveness in these roles is a critical factor in determining the overall success of quality assurance practices. The relationship between quality assurance practices and teacher effectiveness is deeply intertwined. Both variables are essential components of a successful educational system and their interdependency highlights the need for comprehensive support and investment in both areas. By prioritizing quality assurance practices and fostering teacher effectiveness, educational stakeholders can work towards ensuring students receive a high-quality education that prepares them for future success?

Quality assurance practices are a significant issue that hinders the delivery of high-quality education. These challenges include inadequate resources, lack of professional development opportunities for teachers, outdated teaching methodologies and insufficient monitoring and evaluation mechanisms. The absence of robust quality assurance measures leads to a lack of standardization in teaching methods, curriculum delivery and assessment processes which affects the overall effectiveness of teachers in imparting knowledge and skills to their students. Inadequate provision of resources such as teaching materials, modern technology and infrastructure hampers the ability of teachers to create an engaging learning environment. Kennedy [10] and Malik [11] suggest that teachers' inability to receive continuous professional development opportunities hinders their ability to stay abreast with the latest pedagogical approaches and subject matter knowledge.

Baxley [12] and Zmuda et al [13] argue that outdated teaching methodologies, which do not align with modern educational requirements, create a disconnect between educators' methods and the learning styles and needs of contemporary students. The absence of a robust monitoring and evaluation system contributes to the challenges faced by teachers, making it difficult to identify areas for improvement and provide necessary support to enhance teachers' effectiveness. To address these pressing challenges, a comprehensive study should be conducted to identify the specific areas where the current system falls short and understand the nuanced dynamics at play.

Previous researchers Afolabi and Ayuba [14]; Atanda and Olaifa [15]; Ayuba [16] and Lawal [17] have highlighted a significant gap in understanding the relationship between quality assurance practices and teachers' effectiveness in public senior secondary schools in Kwara State, Nigeria. There is a lack of specific research focusing on how these practices directly influence teachers' effectiveness in the classroom setting. A key problem is the absence of a comprehensive framework that integrates quality assurance practices with teacher effectiveness in the context of senior secondary education in Kwara State. The specific impact of quality assurance mechanisms on the professional development and instructional effectiveness of teachers remains underexplored. Existing research often fails to account for the unique challenges and contextual factors that may influence the implementation of quality assurance practices in Kwara State, such as limited resources, infrastructure, bureaucratic hurdles and policy constraints.

Additionally, there is a lack of empirical evidence linking specific quality assurance practices, such as curriculum development, assessment strategies, and professional development initiatives, to measurable improvements in teachers' effectiveness. While there is a consensus on the importance of quality assurance in enhancing educational outcomes, the specific mechanisms through which these practices contribute to teacher effectiveness remain unclear. Previous studies had often focused on isolated aspects of either quality assurance or teacher effectiveness, rather than examining the dynamic interplay between these two factors. Addressing these gaps through rigorous empirical research and a holistic approach to understanding the dynamics of quality assurance and teacher effectiveness is essential to inform evidence-based policy and practice in Kwara State's public senior secondary education system. The study aims to assess how these practices contribute to the professional development and effectiveness of teachers in Kwara State.

Purpose of the Study

The major purpose of this study was to examine the quality assurance practices and teachers' effectiveness in public senior secondary schools in Kwara State. The specific objectives of this study are to:

1. Examine the quality assurance practices that are frequently used in public senior secondary schools in Kwara State
2. Determine the level of teachers' effectiveness in public senior secondary schools in Kwara State
3. Determine the relationship between quality assurance practices and teachers' effectiveness in public senior secondary schools in Kwara State.

Research Questions

1. What are the quality assurance practices that are frequently used in public senior secondary schools in Kwara State?
2. What is the level of teachers' effectiveness in public senior secondary schools in Kwara State?

Research Hypothesis

Ho: There is no significant relationship between quality assurance practices and teachers' effectiveness in public senior secondary schools in Kwara state.

Literature Review

Quality assurance practices in Nigeria require a clear definition of the term "quality." Quality has various definitions, ranging from industrial and commercial settings to higher learning, professional and public service settings. Quality in higher institutions is a challenging task due to its vagueness and controversy. There is no universally accepted definition of quality in literature. Dei [18] suggests that quality is a value judgement interpreted differently by different stakeholders, including governments, employers, students, administrators and lecturers. Quality assurance practices in education are systematic actions taken by educational institutions to ensure that teaching and learning processes meet established standards and objectives. In public senior secondary schools in Kwara State, Nigeria, these practices are crucial in enhancing the effectiveness of teachers and improving the overall quality of education. They help identify areas for improvement, provide necessary support and resources, and monitor teachers' performance to ensure they meet the expected standards.

Quality assurance practices involve curriculum development and implementation, teacher training and professional development, assessment and evaluation, resource management, and monitoring and feedback. Curriculum development aligns with national educational objectives and caters to student needs, while teacher training and professional development ensure they stay updated with the latest teaching methodologies and technologies. Assessment and evaluation mechanisms help identify areas for improvement, contributing to enhanced learning outcomes. Resource management ensures a conducive learning environment and supports teachers in delivering high-quality education. Continuous monitoring and feedback help teachers identify their strengths and weaknesses, allowing them to make necessary adjustments to improve their effectiveness. This leads to better student engagement, improved learning outcomes, and overall academic success. By implementing systematic quality assurance measures, educational institutions can enhance the quality of education, support teachers in professional development, and contribute to the overall improvement of the education system.

An effective teacher is someone who is intellectually challenging, motivating, setting high standards, and encouraging self-initiating learning. They are crucial for students' success and difficult to define due to the lack of consensus on what can be used to measure their quality. Some scholars view teacher effectiveness as the single biggest contributor to students' success, focusing on increasing academic questions and decreasing ineffective practices. Teachers demonstrate knowledge of the curriculum, provide instruction in various approaches, and measurably increase students' achievements. Adelodun and Lawal [19] emphasize that teacher effectiveness is about producing desired results in the course of discharging duty. It goes beyond just imparting knowledge but involves purposeful activities carried out by specialized individuals to enhance cognitive, affective, and psychomotor

development. Livingston [20] posits that an effective teacher keeps themselves updated in their field and communicate their knowledge effectively to others. Additionally, teacher effectiveness involves performing both curricular and extra-curricular activities conscientiously.

2 Method

This study used a descriptive survey research design. The study focuses on measuring quality assurance practices, including capacity building, supervision, physical facilities, evaluation, and accreditation, and teachers' effectiveness in time management, classroom control, and use of learning resources. The population consisted of 7700 teachers in public senior secondary schools in Kwara State. A sample size of approximately 367 teachers was selected according to Krejcie and Morgan's table. Two adapted research instruments titled Quality Assurance Practices Questionnaire (QAPQ) and Teachers' Effectiveness Questionnaire (TEQ) were used for the study. The research instruments used for the collection of data were adapted from the works of Eziamaka et al [21] and Ibrahim et al. [22]. The instruments were divided into three sections: A, which deals with the demographic characteristics of respondents; B, which contains 22 items related to quality assurance practices and C which includes 15 items on teachers' effectiveness. The researcher and two research assistants were trained to administer the questionnaires. A total of 367 questionnaires were administered, but 364 was retrieved and used for the study. The research questions were answered using percentages and mean ratings. The mean score was determined using scale 0-1.0 (Used) 1.1-2.0 (Rarely Used) 2.1-3.0 (Occasionally Used) 3.1-4.0 (Frequently Used) for Research Question 1. While the scale of 0-1.0 (low Effective) 1.1-2.0 (Moderately Effective) 2.1-3.0 (Effective) 3.1-4.0 (Highly Effective) was used for Research Question 2. The null hypothesis was tested using Pearson Product Moment Correlation at a 0.05 significance level. Statistical Package for Social Science (SPSS) version 25 was used for the study.

3 Findings And Discussion

3.1 Finding

Research Question 1: *What are the quality assurance practices that are Frequently used in public senior secondary schools in Kwara state?*

Table 1. Response on Quality Assurance Practices that are Frequently used in Public Senior Secondary Schools in Kwara State

| S/N | Quality Assurance Practices Statement | Mean | Standard Deviation | Remark |
|------------------------|--|------|--------------------|-----------------|
| 1 | School principal encourages staff training and development by recommending them for refresher courses. | 3.47 | 0.90 | Frequently used |
| 2 | Staff development is based on performance appraisal rather than the length of years in the service. | 3.46 | 0.87 | Frequently used |
| 3 | Teachers are motivated to embark on self-sponsored training activities on ICT competency. | 3.47 | 0.86 | Frequently used |
| 4 | Training of teachers on ICT skills is given priority in the schools. | 2.93 | 0.99 | Used |
| 5 | Capacity building on ICT knowledge keeps teachers abreast of new trends in the profession. | 2.98 | 0.80 | Used |
| 6 | Committees are constituted for the supervision of teaching and learning activities in the schools. | 2.76 | 0.88 | Used |
| 7 | Teachers are usually assisted in overcoming their teaching challenges. | 3.10 | 0.79 | Frequently used |
| 8 | The internal supervisor assists in making teachers punctual to class in this school. | 3.07 | 0.86 | Frequently used |
| 9 | Senior teaching staff are assigned as mentors to the less-experienced teachers. | 2.99 | 0.83 | Used |
| 10 | Supervisors are guided by the supervision manual in the schools. | 2.93 | 0.81 | Used |
| 11 | My school has functional classrooms. | 3.13 | 0.83 | Frequently used |
| 12 | The school has adequate and functional furniture for the use of staff. | 3.11 | 0.82 | Frequently used |
| 13 | The teachers' staff room has sufficient and serviceable facilities. | 2.95 | 0.86 | Used |
| 14 | My school has a functional e-library. | 2.99 | 0.88 | Used |
| 15 | The school has a well-equipped sick bay. | 3.05 | 0.82 | Frequently used |
| 16 | The school conducts teachers' performance appraisals annually. | 2.89 | 0.92 | Used |
| 17 | My school compels teachers to embark on classroom observations. | 3.30 | 0.85 | Frequently used |
| 18 | School principals have implemented adequate measures to ensure teachers teach to standard. | 3.05 | 0.78 | Frequently used |
| 19 | The school trains teachers on teaching standards. | 2.96 | 0.89 | Used |
| 20 | Teachers are being allowed regularly to further their education based on professional opportunities. | 3.03 | 0.86 | Frequently used |
| 21 | The school provides the content of pedagogical knowledge to achieve its goals. | 3.23 | 0.78 | Frequently used |
| 22 | My school has clinical partnership practices to achieve its missions. | 2.97 | 0.93 | Used |
| 23 | The school has qualified teachers who ensure students' quality in terms of academic performance. | 2.90 | 0.88 | Used |
| 24 | My school provides quality teaching and learning in a conducive environment. | 3.07 | 0.82 | Frequently used |
| 25 | The school provides a positive program with a relevant impact in terms of ICT knowledge. | 3.05 | 0.86 | Frequently used |
| Weighted Mean = | | | 3.07 | |

The quality assurance practices in public senior secondary schools in Kwara State are characterized by dedication, passion, and effective classroom management. Teacher's craft comprehensive lesson notes, ensuring every instructional moment is maximized for student learning. They balance various school activities while prioritizing instructional time, fostering an environment where learning thrives and distractions are minimized. Their dedication to content mastery reflects a deep-seated commitment to academic rigour, ensuring students receive the highest quality instruction. Effective classroom management is a cornerstone of their practice, with teachers skillfully navigating diverse learning environments to create spaces where every student feels valued and supported. Interactions between teachers and students are characterized by warmth and mutual respect, fostering a culture of collaboration and engagement. Teachers prioritize student safety, leveraging time judiciously and integrating technology and multimedia resources to enhance instructional delivery. They continually seek innovative ways to enrich the learning journey, harnessing digital resources, modern facilities, and various instructional aids to cater to diverse learning styles. The collective efforts of these dedicated educators culminate in a learning environment where students thrive academically, socially, and emotionally. Their unwavering commitment to excellence sets the stage for the holistic development of every student, empowering them to reach their fullest potential and become lifelong learners.

Research Question 2: *What is the level of teachers' effectiveness in public senior secondary schools in Kwara state?*

Table 2. Response on Level of Teachers' Effectiveness in Public Senior Secondary Schools in Kwara State

| S/N | Teachers Effectiveness Statement | Mean | Standard Deviation | Remark |
|------------------------|--|------|--------------------|------------------|
| 1 | Teachers always prepare their paperwork efficiently in terms of lesson notes. | 3.24 | 0.8278 | Highly Effective |
| 2 | I do not allow other school activities to affect my classroom instructions | 3.00 | 0.7696 | Highly Effective |
| 3 | Engagement with friends and family does not affect my teaching activities | 3.10 | 0.7779 | Highly Effective |
| 4 | School Time table schedules are strictly adhered to | 3.10 | 0.8277 | Highly Effective |
| 5 | I take my classroom activities as a priority. | 3.02 | 0.8732 | Highly Effective |
| 6 | Teachers are very dedicated when it comes to content management in terms of mastery of subject matters | 2.90 | 0.8172 | Effective |
| 7 | Effective classroom management is the top priority of a teacher | 3.07 | 0.8002 | Highly Effective |
| 8 | The interpersonal relationship between teacher and students is very cordial | 2.90 | 0.8105 | Effective |
| 9 | Teacher protects students when it comes to risk matters | 2.96 | 0.7982 | Effective |
| 10 | Teachers always leverage time judiciously in the teaching and learning process | 2.94 | 0.7726 | Effective |
| 11 | Teacher uses current textbooks to teach in the classroom | 3.16 | 0.7312 | Highly Effective |
| 12 | Teacher teaches with audio-visual aids for the clarity of their lesson | 3.00 | 0.7120 | Highly Effective |
| 13 | The teacher uses pictorial charts/models as instructional aides to teach | 3.15 | 0.8006 | Highly Effective |
| 14 | Teacher utilizes digital learning resources to aid teaching and learning | 3.11 | 0.7940 | Highly Effective |
| 15 | Teacher employs modern facilities to teach anywhere | 3.07 | 0.8278 | Highly Effective |
| Weighted Mean = | | | 3.05 | |

The above table revealed that in public senior secondary schools in Kwara State, teachers exhibit a commendable level of effectiveness across various aspects of their professional duties. They consistently prepare their paperwork efficiently and prioritize classroom instructions, ensuring minimal interference from other school activities or personal engagements. Adherence to school timetable schedules is strictly maintained, reflecting their commitment to punctuality and organizational discipline. Moreover, teachers demonstrate a strong dedication to content management, emphasizing mastery of subject matters and effective classroom management as paramount objectives. Despite challenges, they foster cordial interpersonal relationships with students and prioritize student safety in all matters. Additionally, teachers judiciously utilize time during the teaching and learning process, leveraging modern teaching aids such as current textbooks, audiovisual materials, pictorial charts/models, and digital learning resources. Their adaptability and utilization of modern facilities underscore their commitment to delivering quality education, regardless of location or resources. Collectively, these qualities contribute to an overall weighted mean of 3.05, signifying a positive and effective teaching environment in public senior secondary schools in Kwara State.

Ho: *There is no significant relationship between quality assurance practices and teachers' effectiveness in public senior secondary schools in Kwara state.*

Table 3. The Relationship Between Quality Assurance Practices and Teachers' Effectiveness in Public Senior Secondary Schools in Kwara State

| Variables | N | Mean | SD | Df | Cal. r-value | Cal. p-value | Decision |
|-------------------------|-----|------|------|-----|--------------|--------------|-------------|
| Quality Assurance | 364 | 2.46 | 4.58 | 362 | .607 | .000 | Ho Rejected |
| Teachers' Effectiveness | 364 | 2.67 | 5.14 | | | | |

The results indicate a significant difference between quality assurance practices and teachers' effectiveness with a p-value of 0.000, much lower than the significance level of 0.05 at 362 degrees of freedom. Therefore, we reject the null hypothesis and conclude that there is a significant relationship between quality assurance practices and teachers' effectiveness in public senior secondary schools in Kwara State. The null hypothesis which stated that there is no significant relationship between quality assurance practices and teachers' effectiveness in public senior secondary schools in Kwara state was rejected. Thus, it was concluded that there is a significant relationship between quality assurance practices and teachers' effectiveness in public senior secondary schools in Kwara State.

3.2 Discussion

The research question focuses on the quality assurance practices in Kwara State's public senior secondary schools, highlighting the emphasis on creating an environment conducive to effective teaching and learning. According to Fullan and Quinn (2015), effective quality assurance practices in education are essential for ensuring continuous improvement and accountability within educational institutions. The data reveals that several practices are consistently implemented, such as staff training and development facilitated by school principals, performance-based staff development, and encouragement for teachers to engage in self-sponsored training activities. These findings resonate with the research by Day et al. [23], which emphasizes the crucial role of school leadership in promoting professional development and fostering a culture of continuous learning among educators.

Furthermore, the emphasis on classroom resources and infrastructure, such as functional classrooms, adequate furniture, and well-equipped facilities, underscores the importance placed on creating conducive learning environments. Hattie [24] has highlighted the significance of the physical learning environment in influencing student outcomes and teacher effectiveness. Overall, the prevalence of these quality assurance practices suggests a commitment to enhancing the educational experience and outcomes for students in public senior secondary schools in Kwara State. These findings align with the broader literature on effective educational practices and underscore the importance of proactive quality assurance measures in driving positive educational outcomes.

Research question two examines the effectiveness of teachers in Kwara State's public senior secondary schools, highlighting their dedication to providing high-quality instruction and creating positive learning environments. According to Morrison et al [25] and Darling-Hammond et al [26], effective teaching practices are essential for promoting student achievement and engagement. The data indicates that teachers in Kwara State exhibit commendable effectiveness across various dimensions of their professional roles. They prioritize meticulous lesson preparation, effective classroom management, and utilization of diverse instructional strategies and resources. These findings align with research emphasizing the importance of teacher effectiveness in driving student learning outcomes [27][28].

Moreover, the emphasis on maintaining cordial interpersonal relationships with students and prioritizing student safety reflects educators' holistic approach to their roles beyond academic instruction. Gabriel and Allington [29] have highlighted the significance of positive teacher-student relationships in fostering a supportive learning environment. Overall, the findings underscore the dedication and effectiveness of teachers in public senior secondary

schools in Kwara State, contributing to positive educational outcomes for students. These insights align with the broader literature on effective teaching practices and the critical role of teachers in promoting student success.

The study examines the correlation between quality assurance practices and teachers' effectiveness in Kwara State's public senior secondary schools through statistical analysis using PPMC results. This relationship is of paramount importance, as effective quality assurance practices can significantly impact teachers' ability to deliver high-quality instruction and positively influence student outcomes [30]. The significant difference observed between quality assurance practices and teachers' effectiveness, with a p-value much lower than the significance level of 0.05, indicates a strong relationship between these variables. These findings corroborate the notion that proactive quality assurance measures, such as staff training and development, supportive leadership, and conducive learning environments, contribute to enhancing teachers' effectiveness [31][32].

Moreover, the moderate positive correlation coefficient further supports the notion that quality assurance practices play a crucial role in shaping teachers' effectiveness. Özdemir et al. [33] have emphasized the importance of supportive school environments and effective leadership in promoting teacher effectiveness and improving student outcomes. Overall, the findings suggest that investing in quality assurance practices can have a significant impact on teachers' effectiveness and ultimately contribute to positive educational outcomes in public senior secondary schools in Kwara State.

4 Conclusion

The study found that the quality assurance practices used in public senior secondary schools in Kwara State were primarily evaluated. This indicates that other quality assurance practices were not used enough by teachers. The results also revealed a significant relationship between capacity building and teachers' effectiveness in public senior secondary schools. Unqualified teachers and lack of capacity building were identified as factors contributing to teachers' ineffectiveness. Instructional supervision was also found to be a significant factor in teachers' effectiveness. Physical facilities were found to be an integral part of the school environment designed for instructional and self-development. Evaluation was found to be a significant factor in teachers' effectiveness, as it provides insight into how teachers facilitate learning and translate into students' learning achievement. Lastly, accreditation was found to be a significant factor in teachers' effectiveness in public senior secondary schools in Kwara State, as it aims to ensure and improve the quality of teacher education programs and institutions. To improve teachers' effectiveness in public senior secondary schools in Kwara state, the study recommends that stakeholders efforts should focus on other indicators of quality assurance practices such as: (1) Supervision of instructional activities of the schools, (2) Staff capacity building such as in-service training, seminars, workshops and further studies to enhance teachers' performance, (3) Provision of adequate physical facilities such as classrooms, laboratories for science subjects and ICT, (4) Accreditation of schools/ subjects to ensure adequacy and quality of teaching and learning activities.

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