

Quality Assurance Strategies and Teachers' Productivity in Public Secondary Schools in Lagos State, Nigeria

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Abstract

This study examined quality assurance strategies and teachers' productivity in Lagos State public secondary schools, Nigeria. The research design adopted for this study was a descriptive survey of correlational type. Stratified random sampling technique was used to select 300 (50 principals and 250 HODs) out of the 1,944 principals and Heads of the Departments in the 324 public secondary school in Lagos State. Research instruments titled: "Quality Assurance Strategies Questionnaire" (QASQ) and "Students' Academic Performance Proforma" (SAPP) were used to obtain relevant data. The instrument (QASQ) was validated through face and content validities while the reliability coefficient of the instrument was 0.81. Four research questions were raised and one hypotheses were formulated to guide the study. Descriptive statistics of percentage and mean were used to answer the research questions while Stepwise Multiple Regression statistic was used to analyze the formulated hypothesis at 0.05 level of significance. The findings revealed that there was a significant relationship between quality assurance strategies (supervision, training and development programme and teachers' adequacy) and teachers' productivity in Lagos State public secondary schools ($r \text{ val.} = .634$ and $p\text{-value} = .011 < .05$). Based on the

findings of the study, it was recommended among others that; External supervisors should improve on their visitation to secondary schools in Lagos State. Also, Lagos State secondary school principals are urged to regularly carry out supervision so as to serve as professional guidance to teachers in order to improve their competencies for effective teaching process.

Keywords: Quality Assurance Strategies, Teachers' Productivity, Students' performance.

Introduction

Education is considered as the most valuable tool for human development. Federal Republic of Nigeria in the National Policy on Education (2013) stated clearly that government recognizes education as the greatest investment that the nation can make to bring about civilization, modernization, development and socio-economic progress. Specifically, secondary education is planned for human resource development. It is a preparatory ground for human development, where career abilities are groomed and potentials and talents are discovered and energized.

However, the secondary school level of education in recent times, has been facing a lot of criticism due to average performance of students in public examination. These are evident in the West African Examination Certificate (WAEC, 2018) reports that only 35.37% and 49.98% of candidates that sat for examination in 2015 and 2018 respectively had five credits and above (including English and Mathematics) throughout the whole federation upon the huge sum of money expended on education. Based on this report, concerned people have opened up to clamour for the rot in the system of education. For instance, former Lagos State Governor Babatunde Raji Fashola (SAN) called on Lagos State teachers to maintain quality and standards in schools. Fashola blamed teachers for being responsible for the mass failure of students in West African Examination Certificate (WAEC) and National Examination Council (NECO). Also, Akporehe (2011) asserted that judging from the products of the Nigerian secondary school, there is a big question mark on level of performance and the productivity of their teachers. As also expressed in the National Policy that no nation can rise above the quality of its teachers. Then, if the quality of existing stock of teachers in Nigeria is inadequate, inefficient and ineffective and teaching in low esteem; raising the level of societal enlightenment and the educational standard may be in jeopardy.

Based on these challenges in secondary schools, and to improve the quality and standard of education, the Lagos State Government through the Ministry of Education and Educational Districts, established Quality Assurance Bureau to improve and sustain quality of education at all levels. At this point, one begins to question as to what good the quality assurance put in place has brought to educational system in Lagos State. To start with, what is quality assurance?

According to Ayodele (2007), quality assurance entails the quality of teaching personnel, quality of available instructional teaching materials, equipment and facility, school environment and pupils and quality education delivery. It embraces all functions and activities that will ensure that quality of the academic (teaching, curriculum, etc.) and structures (buildings, infrastructures, etc.) will allow an objective review of the quality of the programme/instructional delivery. Fredricksson (2004) defined quality assurance as the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards. Some European countries like the United States, Britain, Canada and others have attained high level of quality assurance in their educational system as a result of some strategies and adequate attention given to teacher education, empowerment, motivation and all other aspects of education.

Quality assurance in education deals with proactive means of ensuring quality of inputs on teaching-learning process, academic achievement of students and school environment before things get out of hands. Hence, an educational institution of high quality should have high quality students, teachers, facilities, school curriculum and government policies as inputs. Furthermore, the manner in which the inputs are processed from the beginning to the final years of an educational programme and the quality of assessment of the entire teaching-learning activities, also constitute important aspects of quality assurance (Fasasi, 2006).

Consequently, to ensure quality assurance in education, Babalola (2004) provides five quality assurance strategies to put in place. These are Monitoring; keeping a watchful eye on the input, process, output and the environment of an education system, Evaluation; assessment, appraisal, valuation and estimation of the worth of education inputs, process and outcome, Supervision; overseeing those who are responsible for one thing or the other (teaching, learning, resource utilization, management, etc) in the process of educating a pupil, Inspection; involves close examination, check, scrutiny and assessment of available facilities and assessment of available resources, and Quality control; ensure quality of input to the system.

On productivity, Fadipe (2003) refers to it as a measure of how well resources such as information, financial, human and physical are combined and utilized to accomplish specific and desirable results. Productivity may therefore, be regarded as the relationship between output and any oral associated inputs measured in real term. Sofoluwe (2000) opined that productivity is efficient performance resulting in high level output of goods and services both in quality and quantity with minimal wastes in resources and minimal cost in money, energy and time as well as the users of the product. Sofoluwe further explained on productivity in the school system, that the general education of the learner within the school system can be

attributed to the learners, the teachers and the school administrators (principals). The educational output of the learner can be measured in terms of individual achievement. Achievement is used to represent a composite of the change in behavior in the cognitive, affective and psychomotor domains. The extent of the productivity accomplished by the learner is a reflection of an increased change in behaviour in an acceptable positive direction which is mostly measure by their academic performance. A productive teacher, therefore, is one who strives to implement the curriculum in such a way as to bring about a productive learner. Hence, this study examined the extent of the relationship between quality assurance strategies and teachers' productivity in public senior secondary schools in Lagos State, Nigeria.

Statement of the Problem

The downward trend in academic performance of students at all level of education has been a great concern to stake-holders in the educational system and the general public. In educational institution, success is measured by academic performance which is generally refers to how well a student is accomplishing his or her tasks and studies, or how well a student meets standard set out by the institution itself. However, as shown in reports, students in secondary school performed poorly in public examination conducted by West Africa Examination Council (WAEC) and National Examination Council. From this position, one beginning to ask if it our standard of education that is falling or inability of our schools to meet up with the set standard.

Fagbamiye (2004) correctly observed that the standard of education is not what the issue is. "What is actually falling is our ability to meet the set standards". The implication of this is that standards had already being established for education, but the practitioners or implementers have often failed in ensuring that such standards are attained and maintained. This may be true as pointed out by Ajayi (2007), that our teachers have been accused of abandoning their classrooms and not being as dedicated and committed to duty as they used to be inthe past. Fagbamiye (2004) was of the opinion that the availability of complete and committed teachers will enhance the efforts being made by all concerned to solve the prevailing problem that bedevil the educational system, since it is a foregone conclusion that no educationssystem can rise above the quality of its teachers.

To this effect, series of studies have been conducted on various quality assurance strategies for improvement of teachers' job performance in secondary schools. For instance, Akpo (2012) carried out a study on teacher-related variables on students' junior secondary certificate Mathematics results. Similarly, Ogbu (2015) conducted a study on capacity building for the productivity of public secondary school teachers in Ebonyi State, Nigeria. Also, Ekpoh and Eze (2015) carried out a study on principals' supervisory techniques and

teachers' job performance in secondary schools in Ikom Educational Zone, Cross river State, Nigeria. The study indicated that principals' workshop and classroom visitation techniques had a positive effect on teachers' job performance. In addition, Oladimeji (2018) investigated quality assurance and secondary school students' academic performance in Kwara State, Nigeria. The study found out that there was a positive significant relationship between quality assurance practices (staff supervision, teacher input, and teaching-learning environment) and secondary school students' academic performance in Kwara State.

However, the empirical studies reviewed suggested that there were gaps in knowledge yet to be filled to ensure quality in the area of study. This was because these earlier studies focus on variables of quality assurance differ to this present one. More so, there is dearth of study of such in the area of present one. Hence, this study examined the quality assurance strategies on teachers' productivity in public senior secondary schools in Lagos State.

Purpose of the Study

The main purpose of this study was to examine the relationship between quality assurance strategies and teachers' productivity in public secondary schools in Lagos State, Nigeria.

Specifically, the purposes of this study were to:

1. examine how frequent external supervisor from Ministry of Education visit the public secondary schools in Lagos State;
2. investigate the extent to which principal carry out their supervisory roles in public secondary schools in Lagos State;
3. determine the frequency of public secondary school teachers' exposure to developmental programme in Lagos State; and
4. examine the adequacy of teachers in public secondary schools in Lagos State.

Research Questions

The following research questions were raised and answered:

1. How frequent do the external supervisors from the Ministry of Education visit the public secondary schools in Lagos State?
2. To what extent do principals carry out their supervisory roles in public secondary schools in Lagos State?
3. How frequent do the teachers in public secondary schools attend capacity training programme in Lagos State?
4. How adequate are teachers in public secondary schools in Lagos State?

Research Hypothesis

Ho: There is no significant relationship between quality assurance strategies and teachers' productivity in public secondary schools in Lagos State.

Literature Review on Quality Assurance Strategies in Secondary Schools

Quality of education is now an issue of global concern. As the nation's attention is increasingly focused on the outcomes of education, policy makers have undertaken a wide range of reforms to improve schools, ranging from setting new standards and tests, to redesigning schools, new curriculum and new instructional strategies. Rising expectations about what students should know and be able to do, break-through in research on how children learn, and the increasing diversity of the student population have all put significant pressure on the knowledge and skill teachers must have to achieve the ambitious goal demanded of public education. The goal is to ensure that children of all backgrounds master a demanding core curriculum and other materials that will prepare them to assume their civic and social responsibilities in a democratic society and be able to compete within the global economy. The minds of the young need to be exposed to critical thinking, analysis and problem-solving strategies in a fast-changing world.

According to Maduewesi (2005), quality is a multifaceted concept, which encompasses how learning is organized and managed; what the content of learning is, what level of learning to be achieved, what it leads to in terms of outcomes and what goes on in the learning environment. Babalola (2004) posited that quality of education refers to the worth of education (with reference to its input, the teaching- learning process and the output/ outcome). It is measured against set standards and could either be seen as below, exactly or as above a given standard. Babalola furthered to explain that, the quality could be poor, just as expected, excellent or exceptional. When it is exactly as it ought to be, we say it is an expected quality. Above the standard, we say it is either excellent or exceptional.

Quality assurance in education therefore involves in a broad sense the prevention of quality problems through planned and systematic activities. This prevention strategy concentrates all the attention on the front end of the process -the inputs- and changes emphasis to making sure that the inputs are capable of meeting the requirements of the process. Little wonder then, the International standard organization (ISO) puts it that the concept of quality should be seen as the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs. Quality Assurance therefore provides a set of rules which if followed, can provide for more effective ways of operating a viable educational enterprise; it will permit eradication of the demanding negative view of customers, which is pervasive in many other organizations. Generally, stakeholders are anxious to see that educational institutions deliver what they should deliver and that which they deliver produces desirable outcomes. Therefore, for an educational programme, quality assurance refers to the systematic monitoring

and evaluation of the various aspects of the programme to maximize the possibility of achieving programme goals.

The term productivity according to Adetoro and Amadi (2011) denotes the ratio of some specified output to the input of resources required to produce it. By relating output to input, productivity therefore attempts to assess the cost-effectiveness of any given system programme. In the educational system, therefore, productivity refers to the ratio between the total educational output and the input resources utilized in the production process. To some extent, therefore, productivity focuses on the cost of production. That is, what it costs to produce a given unit of output. Teachers' productivity therefore can be seen as the relationship between the total output of the teacher and the total resources input utilized in the production process.

However, a safe measure of teachers' productivity in education is through the product of the system, that is, the students. The success of the students which is usually measured by academic performance generally refers to as how well a student is accomplishing his or her tasks and studies, or how well a student meets standard set out by the institution itself (Bell, 2013). El-anzi (2005) stressed that academic achievement is interestingly an important issue, a fundamental premium upon all teaching-learning activities are measured using some criteria for excellence such as good academic performance, poor academic performance and academic failure. Academic achievement has a special importance for both the student and the people around him or her.

Series of studies have been conducted on quality assurances in secondary schools. Ekpoh and Eze (2015) carried out a study on principals' supervisory techniques and teachers' job performance in secondary schools in Ikom Education Zone in Cross River State. The study revealed principals' workshop and classroom visitation techniques had a positive effects on teachers' job performance. Also, Ogbu (2015) findings revealed that provision of induction programme enhances the productivity of secondary school teachers and help to build confidence in the teacher. This is also in line with the findings of Wong (2004) that provision of adequate training and support for beginning teachers enhance the retention of more competent, qualified and confident teachers in schools.

Akinsolu (2010) investigated teachers and students' academic performance in Nigerian secondary schools and its implications for planning found that teachers' qualifications, years of experience, and teacher-student ratio were significantly related to students' academic performance (productivity). In the same vein, Akpo (2012) examined the impact of teacher-related variables on students' junior secondary certificate Mathematics results found that teacher educational qualifications, teaching experience, subject specialization, standards-based professional development, standard-based classroom activities, and classroom management beliefs are related to students' academic achievement (productivity) in JSC Mathematics.

Methodology

The research design adopted for this study was descriptive survey of correlational type. The population for this study comprised all the 324 principals and 1,620 Heads of Departments (H.O.Ds) in the 324 public senior secondary schools in the six Education Districts of Lagos State as at the time of the study. Stratified random sampling technique was used to select 50 out of 324 principals and 250 out of 1620 H.O.Ds totally 300 respondents for the study. The instruments used for this study were researchers' designed questionnaire titled "Quality Assurance Strategies Questionnaire" (QASQ) and "Students' Academic Performance Proforma (SAPP)". QASQ was used to obtain data on quality assurance strategies while SAPP was used to collect students' results in West African Senior Secondary School Certificate Examination (WASSCE) in core subjects (including English Language and Mathematics) between 2015/2016, 2016/2017 and 2017/2018 academic sessions which serves as a measure of teachers' productivity.

Furthermore, to ensure validity of the instrument, copy of QASQ was reviewed by expert in the field of measurement and evaluation. Also, the reliability of the instrument was established through test-retest. The data collected were analyzed using Pearson product-moment correlation statistic which yielded 0.81 correlation coefficient and this was considered as appropriate reliability measure for an instrument of this nature in order to determine the relationship between quality assurance strategies and teachers' productivity.

The researchers with the help of trained research assistants administered the instrument to the respondents in the sampled schools at their various locations and the instrument was collected on the spot after responses have been provided. Therefore, the 300 copies of the questionnaire that were administered were all retrieved. This gave a response return rate of 100%. The data collected were analyzed using both descriptive and inferential statistics with the use of Statistical Package for Social Sciences (SPSS). Specifically, descriptive statistic of percentage and mean were used to answer the research questions raised while inferential statistic of Stepwise Multiple Regression statistic was used to analyze the formulated hypothesis at 0.05 level of significance.

Presentation of Results and Discussion

Research Question One: How often do the external supervisors from the Ministry of Education visit the public secondary schools in Lagos State?

Table 1: Frequency distribution on External Supervisors' Visit

How Often	Frequency	Percent
Once a year	53	17.7
Twice a year	59	19.7
Three times a year	104	34.7
Four times a year	80	26.7
Not at all	4	1.3

Total	300	100.0
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From Table 1, result shows that 17.7% (53) of the respondents noted that external supervisors from the Ministry of Education visit schools once a year, 19.7% (59) of the respondents noted twice a year, 34.7% (104) of the respondents noted three times a year, 26.7% (80) of the respondents noted four times a year and 1.3 (4) of the respondents noted that external supervisors do not visit schools at all. This means that external supervisors from Ministry of Education visit schools at most threetimes a year. This finding corroborate with Federal Republic of Nigeria (2013) in the National Policy on Education that government will continue to run good and well staff inspectorate services for all levels of education to ensure effective service delivery.

Research Question Two:To what extent do principals carry out their supervisory roles in public secondary schools in Lagos State?

Table 2: The extent principals carry out their supervisory role

S/N	Items	Mean
1	There is a supervision of activities in my school by the principal	1.90
2	The principal regularly organize seminars to educate teachers on their expected duties	2.08
3	The principal ensures that curriculum contents are appropriate	2.86
4	There is a supervision of financial transactions in my school by the principals	1.89
Weighted Mean Score		2.18

Decision Range: Mean score of 2.50 and above is significant, while mean score below 2.50 is not significant.

Table 2 shows the extent to which principals carry out their supervisory role. The responses to items that sought information on this was low, because the benchmark weighted mean score stood at 2.50 and their weighted mean score was 2.18 which is below the benchmark weighted mean score. This finding show the low level of commitment of principals toward supervision in the school. The principals are to provide a professional guidance to teachers in order to improve their competencies for effective teaching process to enhance the learning and growth of the students. The principal in carrying out their duties assist the teachers to perform effectively in the areas of preparation of lesson plan and lesson notes before lesson delivery, good use of instructional methods and teaching aids, keeping and maintaining of school records, classroom management, among others.

Research Question Three:How often do the teachers in public secondary schools attend capacity training programme in Lagos State?

Table 3: Frequency distribution of teachers' attendance in capacity training programmes

Performance	Frequency	Percent
Once a year	71	23.7
Twice a year	143	47.7
Three times a year	59	19.7
Four times a year	22	7.3
Not at all	5	1.7
Total	300	100.0

From Table 3, result shows that 23.7% (71) of the respondents noted that teachers attend capacity training programmes once a year, 47.7% (143) of the respondents noted twice a year, 19.7% (59) of the respondents noted three times a year, 7.3% (22) of the respondents noted four times a year and the remaining 1.7 (5) of the respondents noted that teachers do not attend capacity training programmes at all. This means that Lagos State secondary school teachers attend capacity training programmes at most twice a year. As postulated by Isyaku (2000), training and development is a continuous process that require extensive planning. Therefore, with the finding of this study, the objectives of training and development may not be achieve due to insufficient training.

Research Question Four:How adequate are teachers in public secondary schools in Lagos State?

Table 4: Frequency and mean distribution on teachers' adequacy

S/N	Items	Mean
1	There is adequate number of teachers for all the subjects in my school	2.86
2	Students' concentration is very high due to adequate number of teachers in my school	2.71
3	The teachers have required qualifications	2.56
4	In my school, teacher-students ratio is not more than the prescribed (1-40)	2.52
Weighted Mean Score		2.66

Decision Range: Mean score of 2.50 and above is significant, while mean score below 2.50 is not significant

Result from Table 4 shows the adequacy of teachers in public secondary schools in Lagos State. The responses to items that sought information on this was high, because the benchmark weighted mean score stood at 2.50 and weighted mean score 2.66 which is above the benchmark weighted mean score. This finding implies that, teachers in public secondary schools in Lagos

State are adequate. This finding is in line with the National Policy on Education that the teacher-students ratio in secondary schools shall be 1-40, that is, a teacher to 40 students.

Hypothesis Testing

Ho: *There is no significant relationship between quality assurance strategies and teachers' productivity in Lagos State public secondary schools.*

Table 5: Regression analysis between quality assurance strategies and teachers' productivity in Lagos State public secondary schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig. P
1	.222 ^a	.634	.031	2.95019	2.639	.011 ^b

*Significant P<0.05

From Table 5, it was revealed that the R square value was .634 (63.4%) which shows the amount of variation in teachers' productivity that was accounted for by quality assurance strategies. Also, the F value yielded 2.639 which is significant with P value .011 < 0.05. This shows a significant result. Hence, the null hypothesis is rejected. This means that there is a significant relationship between quality assurance strategies and teachers' productivity in Lagos State public secondary schools.

Table 6: Contributions of each sub-variable to the dependent variable

Model	Unstandardized Co-efficient		Standardized Co-efficient	T	Sig.
	B	Std. Error	Beta	T	Std. Error
Constant(a)	-.002	.173		-.009	.993
Teachers Adequacy	0.13	.006	.214	1.992	.047
Principals' Supervisory Roles	.359	.016	.576	21.837	.000
External Supervisory Roles	0.15	.004	.224	1.864	.039
Capacity Training Programme	.164	.011	.426	15.482	.000

Table 6 shows the various contributions of the sub-variables to the dependent variable. The standardized coefficient on the beta column shows that principals' supervisory roles of .576(57.6%) contributed higher to the relationship that exist between the two variables, next to this is Capacity training programme which yielded .426 (42.6%), follow by External supervisory roles .224 (22.4%) and Teachers adequacy .214 (21.4%). These results are in consonance with (Fasasi, 2006; Akinsolu, 2010; Akpo, 2012; Agboola, 2013); Ogbu, 2015) that discovered a positive significant relationship between various quality assurance strategies

and teachers productivity in secondary school. Furthermore, it validated the position of Fasasi (2006) who concluded that quality assurance foster effective teaching and learning in every stage and aspect of the educational system. The implication of this is that, if the quality assurance strategies put in place are religiously implemented will bring about effective teaching and learning in secondary schools.

Conclusion and Recommendations

The findings of this study indicate the impact of quality assurance strategies on teachers' productivity in the school. To maintain quality in the schools therefore, there is need to employ various quality assurance strategies such as the ones examined in this study, that is, supervision (internal and external), training and development of teachers, and provision of adequate teachers in the schools. The study concluded based on the findings therefore that: effective supervision by both external supervisors and principals in the schools enhance teachers' productivity; training programme which address specifically the need of the teachers bring about improvement in their job performance; and provision of adequate teachers in the schools make the teachers to perform better.

Thus, on the basis of the findings obtained and the conclusions drawn, the following recommendations are forwarded to improve the quality assurance practices in secondary schools;

1. External supervisors are trained and experience personnel to improve teachers' productivity for better, therefore, the former should improve on their visitation to secondary schools in Lagos State.
2. Lagos State secondary school principals are urged to regularly carry out supervision in the school so as serve as mentoring process to the teachers.
3. Government should improve on training and retraining of all the teachers in their various area of specialization to maintain high standard in instructional delivery.
4. There should be periodic man-power planning so as to determine the quality and quantity of teachers require in the schools at every point in time.

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