

Teachers' Perceived Impact of Continuous Quality Assurance Practices on Standard of Public Primary Schools in Ilorin Metropolis, Kwara State, Nigeria

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Abstract

This study examined teachers' perceived impact of Continuous Quality Assurance (CQA) on the standard of public primary education in Ilorin Metropolis, Kwara State, against persistent concerns regarding the quality of school management, educational provision, and pupils' learning outcomes in public primary schools. Despite the implementation of quality assurance mechanisms, questions persist regarding their effectiveness in improving educational standards. The study therefore examined teachers' perceptions of the impact of Continuous Quality Assurance and determined whether such perceptions differ based on years of teaching experience and school location. A descriptive survey research design was adopted, with a target population of approximately 3,400 public primary school teachers across Ilorin East, Ilorin West, and Ilorin South Local Government Areas, from which a sample of 150 teachers was selected using stratified random sampling technique. Data were collected using a validated researcher-designed questionnaire with a reliability coefficient of 0.70. Descriptive statistics (mean and standard deviation) and Analysis of Variance (ANOVA) were used to analyse the data and test the hypotheses at the 0.05 level of significance. Findings revealed that teachers generally perceived Continuous Quality Assurance as having a positive impact on the standard of public primary education (average mean = 3.67). However, no significant differences were found based on years of teaching experience ($F = 1.308, p = .274$) and school location ($F = 1.710, p = .184$). The study concluded that Continuous Quality Assurance is perceived to contribute positively to pupils' learning outcomes, educational provision, and school management. It was therefore recommended that efforts be intensified to strengthen the consistency of supervision, provide adequate support for continuous quality assurance officers, and ensure effective implementation of feedback to sustain improvements in educational standards.

Keywords: Continuous quality assurance, teachers' perceived impact, public primary education, educational standard

Introduction

Primary education represents the foundation of any nation's education system, as it is at this level that children acquire basic literacy, numeracy, and social skills necessary for lifelong learning. The quality of education provided at the primary school level is crucial, as it determines learners' readiness for further education and their ability to contribute meaningfully to society. When the standard of primary education is high, pupils are more likely to develop essential competencies that support academic progression and personal development. Conversely, weaknesses at this level may have long-term consequences on learners' achievement and the broader educational system. The standard of primary education refers to the overall level of educational quality reflected in pupils' learning outcomes, the effectiveness of educational provision, and the efficiency of school leadership and management. UNESCO and UNICEF emphasize that quality primary education goes beyond school enrolment to include meaningful learning outcomes, effective teaching practices, safe and inclusive learning environments, and accountable leadership (UNESCO, 2020; UNICEF, 2021). These perspectives highlight the need for continuous monitoring and evaluation to ensure that educational standards are maintained. To ensure that these standards are achieved and sustained, quality assurance has been established as a central mechanism within education systems globally and in Nigeria. In the Nigerian context, the Federal Ministry of Education introduced policies such as the National Education Quality Assurance Policy (NEQAP) and the National Education Quality Assurance Handbook, which provide structured guidelines for monitoring learning outcomes, teaching practices, school environment, and leadership performance (FME, 2016). The NEQAP identifies three core focus areas of quality assurance at the basic education level: quality of outcomes for learners, quality of educational provision, and quality of leadership and management (FME, 2016). Within this framework, State Universal Basic Education Boards (SUBEBs) implement Continuous Quality Assurance (CQA) to maintain and improve educational standards in public primary schools. Continuous Quality Assurance (CQA) involves periodic school visits, classroom observations, assessment of teaching and learning processes, and provision of professional feedback to teachers and school administrators (FME, 2016). Empirical studies provide evidence on the

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potential benefits of quality assurance practices in education. For instance, Olaleye and Oyewole (2013) reported that consistent supervision enhances teaching effectiveness and helps maintain educational standards in basic education. Similarly, Bukola-Ojumu et al. (2024) found that supervision improves teachers' instructional delivery, classroom management, and use of teaching materials, while Oshiomu and Effiom (2025) emphasized the importance of continuous monitoring and professional support in improving school performance. Adeyemi (2020) also emphasized the importance of supervision in ensuring schools' daily programme is implemented in consonance with the curriculum. These studies suggest that when properly implemented, quality assurance practices can positively influence both teaching and learning processes. However, despite these expectations, the extent to which Continuous Quality Assurance activities in Nigeria translate into measurable improvements in the overall standard of public primary education remains a subject of concern. Empirical evidence indicates that the standard of primary education is still faced with significant challenges. A large-scale assessment by Osere (2025) revealed widespread deficiencies in infrastructure, teacher quality, and pupils' learning outcomes, with about 68% of schools lacking adequate facilities, 45% of teachers being underqualified, and over half of pupils performing below national benchmarks. Evidence from other Nigerian studies suggests that the implementation of quality assurance is often constrained by challenges such as inadequate funding, shortage of qualified teachers, weak supervision, and poor implementation of educational policies (Olutola et al., 2022). The situation in Ilorin Metropolis reflects these broader national concerns. Although Continuous Quality Assurance units under the State Universal Basic Education Board are actively engaged in monitoring public primary schools, challenges related to teaching effectiveness, pupils' academic performance, and school management still persist. This suggests that the existence of quality assurance structures alone may not be sufficient to guarantee improvements in educational standards, thereby necessitating further investigation into their actual impact. Furthermore, a critical review of existing literature shows that most studies on quality assurance in Nigeria have focused largely on policy implementation, supervision practices, and institutional challenges, with limited attention given to teachers' perspectives. The lack of empirical studies focusing specifically on teachers' perceptions, particularly within Ilorin Metropolis, represents a significant gap in the literature. It is within this context that the present study examines teachers' perceived impact of Continuous Quality Assurance on the standard of public primary education in Ilorin Metropolis, Kwara State. By generating empirical evidence from teachers who directly experience these supervisory activities, the study seeks to bridge the existing gap in the literature and contribute to ongoing efforts to improve the quality of public primary education in Ilorin Metropolis.

Statement of the Problem

The standard of public primary education in Nigeria has remained a persistent concern for policymakers, educators, and stakeholders, despite the introduction of various quality assurance mechanisms aimed at improving educational standard. Continuous Quality Assurance (CQA) was institutionalized to ensure regular monitoring of school activities, enhance teachers' instructional practices, and promote effective school management. However, evidence from existing studies suggests that the anticipated improvements in educational standards have not been fully realized across many public primary schools. Empirical literature indicates that challenges such as inadequate funding, shortage of qualified teachers, weak supervision, and poor implementation of quality assurance recommendations continue to undermine the effectiveness of CQA practices in Nigeria. While these studies provide valuable insights into structural and systemic limitations, they largely focus on policy implementation, supervision practices, and institutional constraints, with limited attention given to how these quality assurance activities are perceived by teachers who directly experience CQA activities.

In Ilorin Metropolis, Continuous Quality Assurance units under the State Universal Basic Education Board are actively engaged in monitoring and evaluating public primary schools. Despite these efforts, concerns regarding teaching effectiveness, school leadership, and pupils' learning outcomes still persist. This raises critical questions about whether CQA activities are producing meaningful improvements in the standard of public primary education or merely functioning as routine administrative exercises without substantial impact. More importantly, there are limited studies that capture teachers' perceptions on the effectiveness of these quality assurance mechanisms. Given that teachers directly experience quality assurance activities, their perceptions are critical for understanding the actual impact of Continuous Quality Assurance on the standard of public primary education. The study aims to bridge the existing gap in literature and provide context-specific evidence that can inform improvements in quality assurance practices and educational standards.



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Purpose of the Study

The main purpose of this study is to examine teachers' perceived impact of Continuous Quality Assurance on the standard of public primary education in Ilorin Metropolis. Specifically, the study seeks to:

1. Identify teachers' perceived impact of Continuous Quality Assurance in Ilorin Metropolis.
2. Examine whether teachers' perceived impact of Continuous Quality Assurance differs based on their years of teaching experience and school location.

Research Questions

The study is guided by the following research question:

1. What is teachers' perceived impact of Continuous Quality Assurance on the standard of public primary education in Ilorin Metropolis?

Research Hypotheses

The following null hypotheses were tested in this study:

- H₀₁:** There is no significant difference in teachers' perceived impact of Continuous Quality Assurance on the standard of public primary education in Ilorin Metropolis based on years of teaching experience.
- H₀₂:** There is no significant difference in teachers' perceived impact of Continuous Quality Assurance on the standard of public primary education in Ilorin Metropolis based on school location.

Methodology

The study adopted a descriptive survey research design to examine teachers' perceived impact of Continuous Quality Assurance (CQA) on the standard of public primary education in Ilorin Metropolis, Kwara State. This design was considered appropriate as it enabled the systematic collection of data from teachers who directly experience quality assurance practices within their schools. The study population comprised approximately 3,400 public primary school teachers across Ilorin East, Ilorin West, and Ilorin South Local Government Areas, which together constitute Ilorin Metropolis. A sample size of 150 teachers was selected using a stratified random sampling technique. The sample was proportionally allocated across the three Local Government Areas based on their teacher population to ensure adequate representation, Ilorin East (1,250 teachers) contributed 55 respondents, Ilorin West (1,100 teachers) contributed 49 respondents, and Ilorin South (1,050 teachers) contributed 46 respondents. Data were collected using a researcher-designed questionnaire titled "Questionnaire on the Impact of Continuous Quality Assurance on the Standard of Public Primary Education." The instrument consisted of two sections: Section A captured demographic information of respondents, while Section B contained items measuring teachers' perceived impact of CQA in relation to learners' outcomes, educational provision, and school leadership and management. The items were structured on a four-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1), with a criterion mean of 2.50 used for decision-making. The instrument was validated by experts in Primary Education and Educational Management to ensure content validity. A pilot study was conducted to determine the reliability of the instrument using Cronbach's alpha, which yielded a reliability coefficient of 0.70, which was considered acceptable. Ethical approval was obtained from relevant educational authorities, participants were informed of the purpose of the study and their responses were treated with confidentiality. Data collected were analysed using descriptive and inferential statistics. Mean and standard deviation were used to answer the research question, while Analysis of Variance (ANOVA) was employed to test the hypotheses at the 0.05 level of significance.

Presentation of Results

Research Question One: What is teachers' perceived impact of Continuous Quality Assurance on the standard of public primary education in Ilorin Metropolis?

Table 1: Mean and Standard deviation showing teachers' perceived impact of Continuous Quality Assurance on the standard of public primary education in Ilorin Metropolis

S/N	Items	Mean	SD
2	CQA supervision encourages active participation of learners during lessons.	3.79	.438066
5	CQA visits encourage teachers to make better use of instructional materials during teaching.	3.73	.443698
3	CQA monitoring ensures effective implementation of the approved primary school curriculum.	3.72	.506601

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1	Regular Continuous Quality Assurance (CQA) visits lead to improvement in pupils' academic performance.	3.72	.503633
9	Implementation of recommendations from CQA visits improves school management practices.	3.70	.498947
8	CQA supervision strengthens school leadership practices.	3.70	.501675
10	CQA supervision encourages school to carry out self-evaluation and improvement planning.	3.65	.530754
7	CQA monitoring improves the safety and conduciveness of the learning environment.	3.60	.565567
4	CQA supervision promotes pupils' participation in extra curricular activities.	3.59	.519378
6	Professional support provided by CQA officers contributes to improved teaching practices.	3.50	.663021
Average Mean		3.67	

Key; SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree.

Table 1 presents teachers' perceptions of the impact of Continuous Quality Assurance (CQA) on the standard of public primary education in Ilorin Metropolis. The average mean score of 3.67 indicates a high level of agreement among respondents. The item with the highest mean score ($M = 3.79$, $SD = 0.438$) indicates that teachers generally agree that CQA supervision encourages active participation of learners during lessons. This is closely followed by the view that CQA visits encourage teachers to make better use of instructional materials during teaching ($M = 3.73$, $SD = 0.444$). Teachers also highly agreed that CQA monitoring ensures effective implementation of the approved primary school curriculum ($M = 3.72$, $SD = 0.507$), as well as the perception that regular CQA visits lead to improvement in pupils' academic performance ($M = 3.72$, $SD = 0.504$). Other highly rated items include the belief that implementation of recommendations from CQA visits improves school management practices ($M = 3.70$, $SD = 0.499$) and that CQA supervision strengthens school leadership practices ($M = 3.70$, $SD = 0.502$). Additionally, teachers perceived that CQA supervision encourages schools to carry out self-evaluation and improvement planning ($M = 3.65$, $SD = 0.531$), while CQA monitoring improves the safety and conduciveness of the learning environment ($M = 3.60$, $SD = 0.566$). Items with slightly lower mean scores include the perception that CQA supervision promotes pupils' participation in extracurricular activities ($M = 3.59$, $SD = 0.519$), and the perception that professional support provided by CQA officers contributes to improved teaching practices ($M = 3.50$, $SD = 0.663$).

H₀₁: There is no significant difference in teachers' perceived impact of Continuous Quality Assurance on the standard of public primary education in Ilorin Metropolis based on years of teaching experience.

Table 2: ANOVA Results of difference in teachers' perceived impact of Continuous Quality Assurance based on years of teaching experience.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.239	3	10.413	1.308	.274
Within Groups	1161.934	146	7.958		
Total	1193.173	149			

Table 2 presents the Analysis of Variance (ANOVA) showing that there is no significant difference in teachers' perceived impact of Continuous Quality Assurance based on years of teaching experience ($F = 1.308$, $p = 0.274 > 0.05$). Therefore, the null hypothesis is not rejected, indicating that teachers' perceptions do not differ based on their years of teaching experience.

H₀₂: There is no significant difference in teachers' perceived impact of Continuous Quality Assurance on the standard of public primary education in Ilorin Metropolis based on school location.

Table 3: ANOVA Results of difference in teachers' perceived impact of Continuous Quality Assurance based on school location.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	27.129	2	13.565	1.710	.184
Within Groups	1166.044	147	7.932		
Total	1193.173	149			



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Table 3 presents the Analysis of Variance (ANOVA) showing that there is no significant difference in teachers' perceived impact of Continuous Quality Assurance based on school location ($F = 1.710$, $p = 0.184 > 0.05$). Therefore, the null hypothesis is not rejected, indicating that teachers' perceptions do not differ based on their school location.

Discussion of Findings

The findings of this study revealed that teachers generally hold positive perceptions regarding the impact of Continuous Quality Assurance (CQA) on the standard of public primary education in Ilorin Metropolis. The average mean score of 3.67, which is above the criterion mean of 2.50, indicates a high level of agreement among respondents that CQA practices contribute meaningfully to the educational standard. Specifically, teachers perceived that CQA enhances classroom practices, promotes effective use of instructional materials, supports curriculum implementation, and improves school management processes. This finding aligns with the position of the Federal Ministry of Education (2016), which emphasizes that quality assurance mechanisms are essential for maintaining educational standards through systematic monitoring, supervision, and professional support. It also supports the findings of Adeyemi (2020) who emphasized the importance of supervision in ensuring schools' daily programme is implemented in consonance with the curriculum. Furthermore, the study revealed that teachers perceive CQA as promoting active learner participation and encouraging effective utilization of instructional materials. This finding is consistent with the work of Oshiomu and Effiom (2025), who emphasized that continuous supervision and professional guidance are critical for improving classroom practices and overall school performance. In addition, the findings showed that Continuous Quality Assurance contributes to improved school leadership and management practices. Teachers reported that the implementation of recommendations from CQA visits enhances school administration and encourages self-evaluation and continuous improvement. This aligns with previous studies which highlight that quality assurance strengthens institutional effectiveness, accountability, and school improvement processes (Olagbende et al., 2019). This finding also aligns with the view of UNESCO (2017) which noted that quality assurance plays a vital role in strengthening institutional leadership, accountability and continuous school improvement. Finally, the hypotheses tested in the study found no significant difference in teachers' perceived impact of Continuous Quality Assurance based on years of teaching experience and school location. This indicates that teachers, regardless of their level of experience or the location of their schools, share relatively similar views about the impact of CQA practices. This uniformity suggests that quality assurance activities are implemented in a fairly consistent manner across public primary schools in Ilorin Metropolis. Nevertheless, existing literature indicates that the effectiveness of quality assurance in Nigeria may still be constrained by systemic challenges such as inconsistent monitoring, inadequate resources, and limited capacity for implementation (Olagbende et al., 2019). This suggests that while teachers perceive CQA positively, there is a need to strengthen its implementation to ensure sustained improvements in the standard of public primary education.

Conclusion

This study examined teachers' perceived impact of Continuous Quality Assurance (CQA) on the standard of public primary education in Ilorin Metropolis. The findings showed that teachers generally perceive CQA as having a positive influence on teaching practices, learner participation, curriculum implementation, and school management. The results also revealed no significant difference in teachers' perceptions based on years of teaching experience and school location, suggesting that similar experiences of CQA exist across schools. While these findings affirm the importance of Continuous Quality Assurance in improving school quality, strengthening the implementation of CQA practices is essential to ensure sustained improvement in the standard of public primary education in Ilorin Metropolis.

Recommendations

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

1. CQA visits should be carried out more regularly and consistently so that teachers can receive continuous support and feedback to improve teaching effectiveness.
2. Government and education authorities should provide adequate training, support, and necessary resources to CQA officers to enable them carry out their duties effectively and consistently.
3. Government should also provide enough teaching materials, facilities, and funding to schools to support the effective implementation of quality assurance recommendations.
4. School heads should be trained and supported to properly implement the recommendations given during quality assurance visits, especially in areas of school management and leadership.



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