

# Rationales, Mechanisms and Challenges of Quality Assurance in Teachers' Professional Practices at the Primary Education Sector

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Received: March 15, 2015      Accepted: May 11, 2015      Published: May 15, 2015

doi:10.5296/ije.v7i2.7237      URL: <http://dx.doi.org/10.5296/ije.v7i2.7237>

## Abstract

This study examined the rationales, mechanisms and challenges of quality assurance in teachers' professional practices with focus on Anambra State of Nigeria. Four research questions guided the study. The study adopted the descriptive survey research design. The sample size involved 524 teachers drawn from various primary schools in the State. A 30-item questionnaire, structured on a modified 4-point Likert scale was used to collect data. Data was analyzed using factor analysis; mean ratings, standard deviation and Pearson correlations. Among the findings was that there are high and positive correlations among the rationales, mechanisms, challenges and quality assurance for effective teacher professional practices in Anambra State. It was recommended among other things that mechanisms for adequate funding/financing of primary education, utilization of innovative methods and tools for effective curriculum delivery, infrastructural development and constant monitoring/supervision of resources as well as continuous staff development should be put in place by teachers, government and private sector for quality assurance in teachers' professional practices.

**Keywords:** Quality Assurance, Teaching Practices, Learning, Primary Education

## 1. Introduction

Education generally is the bedrock of any nations' development and likewise an instrument for change. According to the Nigerian National Policy on Education (Federal Republic of Nigeria, 2004), education is an instrument 'par excellence' which is vital for effecting national development, transformation and social reconstruction. Therefore, education is an instrument that should help an individual to develop into a sound and effective citizen, capable of self realization, and having the right type of values and attitudes for survival. These philosophies should be pursued beginning from primary education.

Primary education is the bedrock upon which other levels of education are built. It is considered critical for providing every child with a good basic education. In Nigeria, primary education is education given in institutions for children aged 6 to 11 plus. Its goals as stipulated by Federal Republic of Nigeria (2004) are to:

- inculcate permanent literacy and numeracy and ability to communicate effectively;
- lay a sound basis for scientific and reflective thinking;
- give citizenship education as a basis for effective participation in and contribution to life of society; - mould the character and develop sound attitude and morals in the child; develop in the child the ability to adapt to the child's changing environment;
- give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity; and provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality.

The policy further stated that curriculum delivery in primary education shall be by practical, exploratory and experimental teaching methods. These methods will ensure that learners are taught to develop a complex skill set that prepares them for further schooling, responsible citizenship, international competitiveness, the demands of the workplace and life-long learning. This notion of being taught implies that it is the teachers who should teach the learners the 21<sup>st</sup> century skills (Nwokeocha, 2014; UNESCO, 2014). If teachers must teach learners the requisite skills for learners to become global citizens, the teachers must be professionals of the highest quality. This will also involve incorporating all quality assurance mechanisms or indices that will enhance and promote teachers' professional practices in primary school system.

### *1.1 Meaning of Quality Assurance*

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 good/poor/top quality or of a high standard. Quality in education therefore means the relevance and appropriateness of the education programme to the needs of the learners and community for which it is provided (Agu, 2014). Quality assurance on the other hand, is about consistently meeting product specification or getting things right the first time, every time. Quality assurance (QA) according to Nndowiseni (2012) is a process-centered approach to ensuring that a company or

organization is providing the best possible products or services. It is related to quality control, which focuses on the end result. Quality assurance focuses on enhancing and improving the input, process and output that is used to create the end result, rather than focusing on the result itself. Among the parts of the inputs that are considered are: the human and material resources; while process that are considered in QA are: planning, design, content, development, maintaining standards, production and service whose output when combined together yields positive outcomes (Nndowiseni, 2012). Other aspects of outputs that are considered includes: academic achievement on tests, scores and progression and pass rates, thus, the internal and external efficiency.

QA within the education context can simply be described as the degree of excellence in the education system. This will include maintaining quality service delivery in a system and employing various mechanisms that will lead to quality/high standards. For instance, in education QA will include deploying quality human and material resources such as quality infrastructure, quality facilities, quality equipments, quality teachers, high standards and efficiency in professional practices of teachers, maintaining quality standards, quality contents and quality means of assessment/examinations, quality control, etc.

During the past decade much has been done globally to provide quality basic education to primary school pupils. Quality assurance in the primary education system implies the ability of the institutions to meet the expectations of the users of manpower in relation to quality of skills acquired by their output. Equally, it can be said to be the ability of managing/administering primary education to meet certain criteria relating to academic matters, staff-students ratio, staff mix by rank, staff development, physical facilities, funding and adequate library facilities. Adequacy of various inputs in the primary school system, in terms of quality and quantity, exercises tremendous influence on quality assurance in the primary education system. Quality assurance is a key component of successful internationalization of mechanisms which focuses on the means by which an educational system ensures that the services it provided remains relevant and appropriate to the needs of the societies. It involves series of operational techniques and activities which include all actions taken when requirement for quality are met.

### *1.2 Quality Assurance in Primary Education*

With respect to primary education, quality assurance implies the ability or degree with which the educational system conforms to the established standard and appropriateness, of the inputs available for the delivery of the system. It is a mechanism used to evaluate the efficiency and appropriateness of teaching and learning in primary schools so as to ensure the delivery of high quality education. It is also a holistic method of identifying and resolving problem within the educational system in order to ensure continuous quality improvement. It can also be described as means of disseminating information regarding the quality of primary education.

Quality assurance calls for a situation where high productivity/work commitment, efficiency and effectiveness of teachers are highly promoted and propagated in primary education. Ehindero (2004) identified some indices for quality assurance in education to include:

(a) the **learners** whose entry behaviours, characteristics, and attributes including some demographic factors can inhibit or facilitate their learning; (b) **teachers**: their entry qualifications, values, pedagogic skills, and professional preparedness counts; (c) the **teaching/learning process**: including the structure of the curriculum and learning environment; (d) **flow of operational fund**: its adequacy and regularity is very necessary for smooth running of any system. The interplays of all these indices and other related factors will go a long way in determine the quality and outcome of any educational programme.

The importance of consistence and continuous quality assurance in primary education are many. Some of these benefits associated with consistent quality assurance and continuous quality improvement measure/mechanisms in education include: the establishment of establish high standards academic excellence which will go long way to enhance the schools' reputation and image, improved communication across the school system, improvement of outcome so that the policies and procedures are constantly revisited through analysis and the delivery of teaching and learning, identification of systems strengths and weaknesses, determination of the program effectiveness and tracking of its integrity and; increase in capacity to secure funding and refinement service delivery (Alaba, 2010).

### *1.3 Mechanisms for Improving Teachers' Professional Practices for Quality Assurance*

Several reports have linked the quality of teaching and learning to teachers, thus it is important and a requirement for teachers to ensure high quality of what they teach to students. This would involve improving the professional practices of teachers. The professional practices of teachers today comprise a complex mix of various factors that include teaching; learning new information and skills; keeping abreast of technological innovations and dealing with students, parents and the community (Jayamma & Sumangala, 2012). Adeoye, Oluwaye and Oyewumni (2014) stated that professional practices of teachers entail their utilization of skills, knowledge, attitudes and ethical orientations which a teacher needs for good conduct and practice. European Trade Union Committee for Education (ETUCE, 2008) pointed out that to enhance professional practices, quality teachers as equipped with the ability to integrate knowledge, handle complexity, and adapt to the needs of learners.

To enhance the professional practices, teacher education, both pre-service and in-service, should help teachers develop teaching methods and skills that take new understandings of how children learn into account. Just as curriculum should be child-centred and relevant, so should instructional methods. UNESCO (2014) implied that the quality of administrative support and leadership is another critical element in school processes, both for students and for teachers. Also, ensuring financial resources for education, especially for recurrent budgets is a necessity. Teachers need governments who are supportive of education systems. Organizational support for teaching and learning takes many forms, including such measures as advocating for better conditions and professional development, respecting teachers' autonomy and professionalism and developing inclusive decision-making processes. Such support has been shown to have impact on student learning. According to Tiao (2014) enhancing the professional practices of teachers is a complex issue that covers several dimensions, such as: existing national systems for professionalisation of teaching staff;

teacher education (both initial and continuing); quality of provision; infrastructure; frameworks and standards; and professionalisation pathways (including recognition of prior learning), etc. All these aspects have to be kept in mind when speaking about building up a profession or raising the professional level of teachers. So, professionalisation of teaching has to do with raising standards of practice by raising the capacities of practitioners.

To ensure that effective teacher professional practices and quality assurance is actualized in primary education system, it is pertinent that all the mechanisms are laid down in order to actualize this course. Therefore, mechanisms that will further boost teachers' effective professional practices as identified by Nndowiseni (2012) includes

- enhancing the image and status of the teaching profession;
- improving working conditions;
- providing greater professional recognition and clearer career development;
- increasing salaries and benefits;
- offering special incentives to teach at rural schools;
- paying teachers of key subjects more to teach more hours and more learners and
- introducing more teacher assistants and support staff to reduce teacher workload.

According to the Virginia Board of Education Department (2011), effective professional practices of teachers will entail: knowledge of students; knowledge of content and instructional delivery; knowledge of profession; planning, delivery and assessment of instructions; safe, effective learning environment; professionalism; communication and collaboration with the community and other stakeholders. Here, the teachers demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. Teachers plan using appropriate standards of learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students (Gilroy, 2014). Teachers effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs of students. For Hilferty (2008), teachers systematically gather, analyze, and use all relevant data to measure students' academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. They use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment for learning. They also maintain a commitment to professional ethics, communicate effectively, and participate in professional growth that results in enhanced student learning.

#### *1.4 Statement of the Problem*

The development and utilization of effective mechanisms for improvement in teacher professional practices and services that will enhance high productivity, efficiency and effectiveness for excellence and quality assurance are critical to successful management and administration of primary education everywhere. The concern for quality has been at the core of the motivating forces for reforms in education. Achieving quality in education has

increasingly become crucial in strategic improvement plans of developing countries.

Generally, observations show that the recent developments in the Nigerian primary education system seems to indicate that all is not well as expected with the effective teachers' professional practices and quality assurance in primary education. This developments revolves round the ineffective or non-deployment of adequate mechanisms ranging from the collapse of essential infrastructure, shortage of quality teachers, etc, to explosion in students enrolment without corresponding increase in funding making it difficult for the Nigerian primary education to meet its goals and expectations especially in terms of research, quality teaching/learning and quality service delivery. UNICEF (2012) stated that the number of schools, facilities and teachers available for primary education remain inadequate for the eligible number of children and youths. This is more so in urban areas where there is population pressure. Under these conditions, teaching and learning cannot be effective; hence the outcomes are usually below expectation. Libraries are ill equipped, laboratories lack essential apparatus, classrooms are dilapidated and office accommodations are mirage. Many of schools even lack teachers in their right quality and quantity. Fadokun (2012) identified some challenges to quality assurance mechanisms as: inadequate funding; capacity deficit in governance and management; political interference, low carrying capacity of the primary education system and corruption are some of the major impediments to quality assurance in the Nigerian primary education system. The contribution of poor funding to lowered quality is huge and tends to create a big vacuum in the primary education system. With all this defects, actualizing effective teacher professional practices and quality assurance is difficult. Therefore, the need to identify the mechanisms and challenges for managing primary education in Anambra State for actualizing effective teacher professional practices and quality assurance, is the problem of this study.

### *1.5 Research Questions*

Four research questions guided the study as follows:

1. What are the basic rationales behind the deployment of various mechanisms for managing primary education for effective teacher professional practices and quality assurance?
2. What are the mechanisms for managing primary education for effective teacher professional practices and quality assurance?
3. What are the challenges hindering effective utilization of these mechanisms for managing primary education for effective teacher professional practices and quality assurance in?
4. What are the correlations among rationales, mechanisms, challenges and quality assurance for effective teacher professional practices?

## **2. Method**

### *2.1 Design of the Study*

The descriptive survey design was adopted for the study. This design was employed in order

to conduct a field survey and gather data from only teachers.

### *2.2 Sample for Study*

A sample of 550 primary school teachers was selected using stratified random sampling technique. In selecting the sample, the primary schools in Anambra State were stratified into their various LGEAs. Then 50 percent of the 21 LGEAs in Anambra State were randomly selected thus giving an approximated total of 11 LGEAs. The choice of 50 percent of the population was to ensure a higher and more representative sample size.

From each of the 11 LGEAs, 10 primary schools (Total 110 schools) were selected using the sampling with replacement method. The criterion for the sampling with replacement was that no community in the LGEA had more than one primary school in the sample. Finally, in each of the sampled schools, five teachers were selected. Hence, the total sample size will be 550 teachers.

### *2.3 Instrumentation*

The instrument used for conducting the study is a questionnaire that contained 30 items, designed by the researchers on a 4-point scale of Strongly Agreed – SA (4), Agreed – A (3), Disagreed – D (2), Strongly Disagreed – SD (1). The research instrument which was titled: “Mechanisms for Managing Primary Education for Effective Teacher Professional Practices and Quality Assurance Questionnaire” (MMPEETPPQAQ) formed the basis for the primary data.

The research instrument was validated by subjecting it to factor analysis using principal component analysis and factor matrix. Out of the thirty-five items in the initial questionnaire, only 30 items had acceptable factor loadings and were accepted as factorially valid (see Table 1). Five items were not loaded on any factor. These items were dropped because they were factorially impure.

The remaining 30 items were subjected to reliability analysis by conducting a pilot-test using 40 teachers from 8 (eight) primary schools in Delta State. The responses of these teachers were subjected to Cronbach Alpha scale analysis. This yielded co-efficient alpha values of 0.73; 0.65 and 0.68 for the three sections of the instrument respectively. This affirms that the instrument was reliable for the study.

The research instrument was finally administered and collected by the researchers and two trained research assistants on a personal, hand delivery and face to face contact with all the participants. Out of the 550 copies administered, only 524 were retrieved from the respondents. The responses from the research instrument (questionnaire) were analyzed using frequency distribution, mean, standard deviation and Pearson correlation analysis. Any mean that rated above the bench mark of 2.50 was regarded as agree while mean rated below the bench mark (2.50) was regarded as disagree.

### 3. Results

**Table 1.** Factorial validation of items on Rationales, Mechanisms and Challenges for Effective Teacher Professional Practices and Quality Assurance Questionnaire

	<b>Factors</b>	<b>Item</b>	<b>Item loading</b>	<b>Communality</b>
1	Rationales	1.	.37110	.64970
		2.	.36745	.58954
		3.	.36388	.66308
		4.	.46144	.54308
		5.	.62521	.67238
		6.	.47773	.59853
		7.	.46956	.58243
		8.	.50169	.59927
		9.	.57458	.72273
		10.	.49349	.58189
		11.	.51687	.63025
		12.	.56300	.51488
		13.	.63259	.62068
		14.	.58104	.58452
2	Mechanisms	15.	.35397	.48132
		16.	.57911	.76605
		17.	.62122	.60992
		18.	.40238	.60996
		19.	.38762	.49531
		20.	.47528	.65003
		21.	.60455	.60673
		22.	.48839	.62731
		23.	.41684	.52384
		24.	.38796	.53921
	25.	.48157	.61670	
3	Challenges	26.	.47773	.79001
		27.	.38762	.41931
		28.	.5121	.68502
		29.	.46995	.33926
		30.	.58120	.56848

Data on table 1 reveals that a total of three factors and 30 items are factorially valid. This shows that the 30 items are factorially valid to be used in measuring the variables of the study.

Research Question One: What are the basic rationales behind the deployment of various mechanisms for managing primary education for effective teacher professional practices and quality assurance in Anambra State?



**Table 2.** Basic rationales of mechanisms for managing primary education for effective teacher professional practices and quality assurance in Anambra State. *N* = 524

S/N	Items	Mean	Std. Dev.	Decision
1	Providing and creating a positive teaching/learning environment leading to continuous improvement.	3.39	0.52	Agree
2	Increasing cooperation and competitiveness in primary education.	3.28	0.70	Agree
3	Providing a comprehensive and balanced approach for educational development in primary schools.	3.51	0.67	Agree
4	Demanding for teachers' efficiency, effectiveness, job satisfaction, work commitments/competences and high productivity in curriculum delivery.	3.50	0.58	Agree
5	Facilitating change, new reforms and determining problems/challenges facing primary education.	3.39	0.72	Agree
6	Promoting high standards and excellence in the administration and management of primary education.	3.45	0.71	Agree
7	Encouraging uniformity in standards and control of private interests within the primary education sector.	3.50	0.58	Agree
8	Continuous staff training/development for teacher professionalism.	3.54	0.62	Agree
9	Demanding for thorough evaluation, supervision, transparency, accountability and effective quality control in curriculum delivery primary education.	3.39	0.68	Agree
10	Expanding primary school enrolment and class size.	3.53	0.59	Agree
11	Challenges of new modes and methods of instructional delivery, globalization and technological challenges.	3.41	0.74	Agree
12	Challenges of supporting schools with adequate facilities and instructional materials	3.52	0.59	Agree
13	Witch-hunting or adopt hard measures on staff and teachers.	1.80	0.78	Disagree
14	Providing strict measures, rules and regulations that jeopardizes teacher management in primary education.	1.51	0.73	Disagree

Results from the table 2 revealed that all the participants responded positively in strong agreement with the statements (from 1-12) which are above the accepted mean of 2.50. Items 13 and 14 showed strong negative reactions from the participants in disagreement with the statement. Thus, items 1-12 reflect the basic rationales behind the deployment of mechanisms for managing primary education for effective teacher professional practices and quality assurance in Anambra State.

## Research Question Two

What are the mechanisms for managing primary education for effective teacher professional practices and quality assurance in Ogidi Educational Zone of Anambra State?

**Table 3.** Mechanisms for managing primary education for effective teacher professional practices and quality assurance in Anambra State. *N* = 524

S/N	Items	Mean	Std. Dev.	Decision
	The mechanisms include:			
15	Adequate funding of primary schools for effective management and proper administration of schools.	3.66	0.60	Agree
16	Constant and continuous teachers' professional training/ development, capacity building and effective teacher empowerment/motivation.	3.54	0.61	Agree
17	Effectiveness in supervision, monitoring and evaluation and enhancement of quality control in primary education.	3.34	0.90	Agree
18	Establishment of quality assurance and control unit in primary schools.	3.35	0.79	Agree
19	Adequate provision of equipments, facilities, infrastructure and other social amenities.	3.65	0.52	Agree
20	Adequate deployment of high quality and professional teachers to the primary schools.	3.32	0.61	Agree
21	Effective implementation of policies and policy reforms for relevance of primary education.	3.33	0.79	Agree
22	Maintenance of existing facilities, infrastructure and equipments' in primary schools.	3.49	0.65	Agree
23	Effectiveness in students' assessment and students' support services.	3.47	0.71	Agree
24	Streamlined and execution of government policies/rules within primary education sector with strict adherence.	2.01	0.87	Disagree

Table 3, revealed that all participants from items 15-23 responded positively in agreement with the statements above the acceptable mean of 2.50. Only item 24 showed that all participants responded negatively in disagreement with the statements which are below the acceptable mean of 2.50. Hence, items 15-23 reflect the mechanisms for managing primary education for effective teacher professional practices and quality assurance in Anambra State.

## Research Question Three

What are the challenges hindering effective utilization of these mechanisms for managing primary education for effective teacher professional practices and quality assurance in Ogidi Educational Zone of Anambra State?

**Table 4.** Challenges hindering effective utilization of these mechanisms for managing primary education for effective teacher professional practices and quality assurance  $N = 524$

S/N	Items	Mean	Std. Dev.	Decision
25	Under funding of primary education	3.60	0.54	Agree
26	Deployment of non-professionals and quality teachers in the primary schools.	3.44	0.72	Agree
27	Inadequate continuous teachers' professional development and teacher empowerment.	3.55	0.56	Agree
28	Inadequate provision of equipments, facilities, teaching aids, instructional materials, curriculum, and collapse of infrastructure.	3.59	0.57	Agree
29	Inadequate supervision/evaluation and lack of establishment of quality assurance/control units in the primary schools.	3.42	0.77	Agree
30	Enrolment explosion, large class size and poor management of primary schools.	3.33	0.78	Agree

Responses from the participants in table 4 also indicated that all the participants responded positively in strong agreement with all the statements in items 25-30, which were above the acceptable mean of 2.50. The items are among the challenges hindering effective utilization of these mechanisms for managing primary education for effective teacher professional practices and quality assurance in Ogidi Educational Zone of Anambra State.

#### Research Question Four

What are the correlations among rationales, mechanisms, challenges and quality assurance for effective teacher professional practices in Anambra State?

Table 5 indicates that all the correlations are significant. This implies that the identified rationales, mechanisms and challenges are related to quality assurance for effective teacher professional practices in Anambra State. These variables could predict the extent of quality assurance for effective teacher professional practices in Anambra State.

**Table 5.** Pearson Correlations among rationales, mechanisms, challenges and quality assurance for effective teacher professional practices in Anambra State

		rationale	mechanisms	challenges	Quality assurance
rationale	Pearson Correlation	1	.674**	.851**	.071*
	Sig. (2-tailed)		.000	.000	.020
	N	1068	1068	1068	1068
mechanisms	Pearson Correlation	.674**	1	.621**	.089**
	Sig. (2-tailed)	.000		.000	.004
	N	1068	1068	1068	1068
challenges	Pearson Correlation	.851**	.621**	1	.074*
	Sig. (2-tailed)	.000	.000		.016
	N	1068	1068	1068	1068
Quality assurance	Pearson Correlation	.071*	.089**	.074*	1
	Sig. (2-tailed)	.020	.004	.016	
	N	1068	1068	1068	1068

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

### 3.1 Discussion of Results

The findings of this study generally revealed that for effective management of primary education for effective teacher professional practices and quality assurance in Ogidi educational zone of Anambra State, certain mechanisms should effectively be considered. These mechanisms will not only improve teachers' effectiveness/efficiency and quality service delivery but lead to positive outcomes that guarantee quality assurance.

Findings on the basic rationales behind the deployment of mechanisms for managing primary education for effective teacher professional practices and quality assurance in Ogidi Educational Zone of Anambra State revealed the following: that the need to provide and create a positive teaching/learning environment leading to continuous improvement; increase cooperation and competitiveness; need to provide a more comprehensive and balanced approach for educational development within primary school sector; demand for teachers' efficiency, effectiveness, job satisfaction, work commitment, competences and high productivity; need to facilitate change, employ new and determine problems facing the sector; promote quality control, high/uniform standards and excellence in the primary school; and need for teacher professionalism and the challenge of brain drain; have necessitated the deployment of these mechanisms in primary education. This agrees with Agu (2014), who identified similar basic rationales for effectiveness in teachers' professional practices and quality assurance. The finding further revealed that these mechanisms was neither meant to witch-hunt or adopt hard measures on staff and teachers nor introduce strict measures, rules and regulations that will jeopardize the management of primary education.

The findings further that the teachers' responses on the mechanisms for managing primary

education for effective teacher professional practices and quality assurance. These included: adequate funding; effective teacher empowerment and constant continuous staff development; effective students' assessment, supervision and monitoring of school programmes and instructions; adequate provision/maintenance of school equipments, facilities, infrastructure and other amenities; and deployment of professional teachers. The findings support Jayamma and Sumangala (2012) who identified similar mechanisms that will enhance effective teacher professional. This is not far from Ivowi's (2014) identification of quality of staff environment; quality of instruction; content of instruction; student support services; culture of quality; management by processes and facts; continuous learning and improvement; quality of instruction and feedback from clients and consumers of products as the basis of quality assurance. However, streamlined and strict execution/adherence to government policies/rules did not count as one of the mechanisms for teacher professional practices and quality assurance in this study.

Findings further revealed the challenges hindering effective utilization of these mechanisms for managing primary education for effective teacher professional practices and quality assurance in Anambra State. These challenges include: under funding of primary education, deployment of non-professionals and quality teachers in the primary schools; inadequate continuous teachers' professional training/development and teacher empowerment/motivation; inadequate provision of equipments, facilities, teaching aids, instructional materials and collapse of infrastructure; inadequate supervision/evaluation and lack of establishment of quality assurance/control units in the primary schools; and high students' enrolment and poor management of primary schools. This is also in consonance (agreement) with UNICEF (2012) who extensively discussed these challenges in the study. Therefore, when all the mechanisms have effectively been utilized for managing primary education, thus quality assurance will be guaranteed. With all the above benchmarks, there is need for managing primary education in Anambra State for effective teacher professional practices and quality assurance in Anambra State through effective utilization of all these mechanisms which has great implications to educational planning, administration and management.

Finally, the findings show that there are high and positive correlations among the rationales, mechanisms, challenges and quality assurance for effective teacher professional practices in Anambra State. This finding could mean that the correlations among rationales, mechanisms and challenges of quality assurance for teachers' professional practices were too high to be neglected. The higher the rationales and mechanisms for quality assurance, the higher the professional practices of teachers for quality assurance. The higher the challenges, the higher the challenges impede teachers' professional practices for quality assurance. Through the rationales and mechanisms and by tackling the challenges, teachers are given opportunities to engage in professional practices and thus foster quality assurance.

### *3.2 Implication of the Findings to Educational Management*

The overall outcome of this study has great implications to educational management and administration in terms of managing primary education for improving teachers' professional practices and quality assurance not only in Anambra State environs but throughout Nigeria.

There is no doubt when all these mechanisms are utilized effectively, quality assurance will be harnessed for all development in primary education and achievement of positive outcomes. The presence of all these mechanisms will improve teachers' professional development and practices in such areas like teachers' qualifications, instructional delivery and teaching/learning effectiveness, classroom management and research. However, the place of these mechanisms in education is very crucial and vital. Thus, there is a need for deploying these mechanisms for managing primary education in Anambra State for effective teacher professional practices and quality assurance.

#### **4. Conclusion**

Managing primary education through the deployment and effective utilization of various mechanisms is very crucial owing that this educational level is the foundation of every other level of education (secondary and tertiary). Teachers' professional practices have to be given precedents and priority concern for quality assurance. It is therefore permissible to effectively utilize those mechanisms that will support teachers' competences and develop their potentials for quality service delivery in primary education. These mechanisms will assist in raising high standards and excellence for quality assurance in the primary education sector in Anambra State. The study has therefore examined some mechanisms for managing primary education in Anambra State for effective teacher professional practices and quality assurance in Ogidi educational zone of Anambra State. Failure for the Nigerian education stakeholders and government to effectively utilize these mechanisms would create many more problems and vacuum in primary education; likewise teachers' competences, effectiveness and professional practices jeopardized as well. A lot of things need to be done and put in place in order to guarantee quality assurance in primary education. Giving priority to the deployment of these mechanisms for managing primary education will in no doubt improve teachers' professional practices for achievement of positive outcomes quality assurance is thus suggested.

#### **5. Recommendations**

Based on the findings of the study, the following recommendations are proffered:

1. Adequate funding and financing of primary education from all sectors and financial institutions in Anambra State should be highly encouraged.
2. Infrastructural development as well as the provision of facilities/equipments should be highly facilitated and maintained in the primary schools.
3. Constant monitoring and supervision of resources should effectively be utilized in primary education.
4. Utilization of innovative methods and tools for effective curriculum delivery should be assured by teachers.

5. Continuous staff development by both the teachers and government should also be encouraged.

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