



Research Article

Examining the Relationship Between Quality Assurance Practices and Teachers' Commitment in Public Primary Schools in Gusau Local Government Area, Zamfara State

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Abstract. This study examined the relationship between quality assurance practices and teachers' commitment in public primary schools in Gusau Local Government Area, Zamfara State. The study was guided by three objectives which focused on the extent of implementation of quality assurance practices, the level of teachers' commitment, and the relationship between both variables. A descriptive survey research design was adopted. The population of the study comprised 1,324 respondents, from which a sample of 291 was selected using the Research Advisors (2006) table. Data were collected using a structured questionnaire validated by experts and tested for reliability, yielding a coefficient of 0.93. Descriptive statistics of mean and standard deviation were used to answer research questions, while Pearson Product Moment Correlation was used to test the hypothesis at 0.05 level of significance. The findings revealed that quality assurance practices are moderately implemented in public primary schools in the study area. It was also found that teachers' commitment is relatively high

in terms of attendance, punctuality, and instructional responsibilities. Furthermore, a significant positive relationship was established between quality assurance practices and teachers' commitment ($r = 0.62, p < 0.05$). The study concluded that effective implementation of quality assurance practices enhances teachers' commitment in public primary schools. It was recommended that supervision, monitoring, and evaluation mechanisms should be strengthened to further improve teachers' commitment and school effectiveness.

Keywords: Commitment, Gusau, Primary Schools, Quality Assurance Practices, Teachers

PENDAHULUAN

The growing concern for improving the standard of basic education has continued to draw attention to the role of quality assurance in school systems, particularly in developing countries such as Nigeria. Quality assurance practices such as supervision, inspection, monitoring, and evaluation serve as essential mechanisms for maintaining standards and improving teaching and learning processes. When effectively implemented, these practices enhance instructional delivery and promote accountability in schools. Tarimo and Mrema (2025) observed that consistent school inspection and monitoring significantly improve pupils' academic performance in public primary schools. Similarly, Khutwane and Mahlangu (2025) reported that structured quality assurance strategies strengthen teaching processes and contribute to overall school effectiveness. In another study, Asamoah et al. (2025) emphasized that quality assurance systems support the achievement of educational goals by promoting continuous assessment and institutional improvement. These findings highlight the importance of quality assurance as a tool for sustaining educational standards.

Teachers' commitment is another important factor in achieving educational objectives, as it reflects the level of dedication, responsibility, and involvement teachers bring to their professional duties. In the Nigerian context, concerns have been raised about declining teacher morale due to poor working conditions, limited incentives, and inadequate administrative support. Evidence from recent studies shows that a supportive school environment plays a significant role in enhancing teachers' commitment. Al-Zu'bi et al. (2024) found that collaboration, participation in decision-making, and positive school climate are strongly associated with higher levels of teacher commitment. Likewise, Ayoku et al. (2025) established that job security, promotion opportunities, and favourable working conditions positively influence teachers' commitment and school effectiveness. In addition, Eze and Nwafor (2024) reported that motivation and administrative support are key determinants of teachers' dedication in public primary schools in Nigeria.

Quality assurance practices are closely related to teachers' commitment because they provide guidance, supervision, and feedback that influence teachers' professional behaviour. Regular supervision and constructive feedback can motivate teachers to improve their performance and remain focused on their responsibilities. Magosho and Hassan (2025) noted that continuous quality assurance activities encourage teachers to adhere to professional standards and remain committed to instructional goals. Similarly, Bello and Ibrahim (2024) found that effective

supervision enhances teachers' job satisfaction and commitment in public schools. Okeke and Madu (2023) also observed that monitoring and evaluation practices promote accountability and improve teachers' work attitudes. Furthermore, Yusuf and Lawal (2024) emphasized that effective school leadership, supported by quality assurance mechanisms, strengthens teachers' commitment and productivity.

Despite the importance of quality assurance practices, several challenges hinder their effective implementation in public primary schools, particularly in less developed regions. These challenges include inadequate funding, shortage of qualified personnel, irregular supervision, and limited instructional resources. Abdullahi and Sani (2024) reported that poor implementation of quality assurance policies in northern Nigeria has negatively affected teaching quality and teacher morale. Similarly, Garba and Usman (2023) highlighted that insufficient monitoring and lack of feedback mechanisms weaken teachers' commitment and overall school performance. In Zamfara State, especially in Gusau Local Government Area, these challenges are further compounded by socio-economic constraints and insecurity, which may disrupt school activities and reduce teachers' level of commitment.

Studies conducted across different contexts provide strong evidence on the implementation of quality assurance practices in schools. In a study carried out in Ghana, Mensah and Owusu (2023) found that regular internal supervision and external inspection significantly improved instructional quality and compliance with curriculum standards in public basic schools. Similarly, Oduro et al. (2024) reported that effective monitoring and evaluation practices enhanced teachers' classroom delivery and pupils' academic engagement. In Kenya, Njeri and Karanja (2023) observed that quality assurance frameworks, particularly school inspection and feedback mechanisms, contributed to improved teaching practices and accountability among primary school teachers. In another related study, Hassan and Ali (2024) revealed that systematic supervision and assessment procedures strengthened adherence to professional standards and improved school performance. These studies support the first objective by showing that quality assurance practices are actively implemented and have measurable effects on school processes.

With regard to teachers' commitment, several empirical studies highlight the level and determinants of teachers' dedication in public schools. In Nigeria, Adebayo and Ogunyemi (2023) found that teachers who experienced supportive leadership and participatory decision-making demonstrated higher levels of commitment to their duties. Similarly, Okon and Etuk (2024) reported that motivation, recognition, and conducive working conditions significantly influenced teachers' commitment in public primary schools. In a related study, Lawal and Ahmed (2023) established that teachers' commitment is closely linked to job satisfaction and availability of professional development opportunities. Furthermore, Nwachukwu and Eke (2024) found that administrative support and access to teaching resources positively affected teachers' morale and dedication. In Uganda, Kato and Ssempala (2023) also observed that teachers' commitment increased when school management provided consistent guidance and support. These findings address the second objective by demonstrating that teachers' commitment is shaped by both organisational and environmental factors.

Empirical evidence also exists on the relationship between quality assurance practices and teachers' commitment. In South Africa, Dlamini and Mokoena (2024) found a significant positive relationship between school supervision and teachers' job commitment, noting that regular feedback and evaluation improved teachers' engagement and performance. Similarly, Olatunde and Yusuf (2023) reported that effective monitoring and supervision practices in Nigerian public schools enhanced teachers' sense of responsibility and accountability. In another study, Musa and Abdullahi (2024) revealed that schools with strong quality assurance mechanisms recorded higher levels of teacher commitment and job satisfaction. In Ethiopia, Bekele and Tadesse (2023) found that continuous assessment and supervision encouraged teachers to remain committed to instructional goals and professional standards. These studies support the third objective by confirming that quality assurance practices and teachers' commitment are positively related.

Conceptual Framework

The conceptual framework for this study is based on the view that quality assurance practices are central to improving teachers' commitment in public primary schools. Practices such as supervision, inspection, monitoring, evaluation, and feedback create a structured system that guides teachers' activities, ensures adherence to standards, and promotes continuous improvement in teaching. Through regular supervision and constructive feedback, teachers become more aware of their responsibilities and are encouraged to improve their instructional performance. This process strengthens their commitment to teaching tasks, students' learning, and the achievement of school goals. The framework therefore assumes a direct and positive relationship between quality assurance practices as the independent variable and teachers' commitment as the dependent variable.

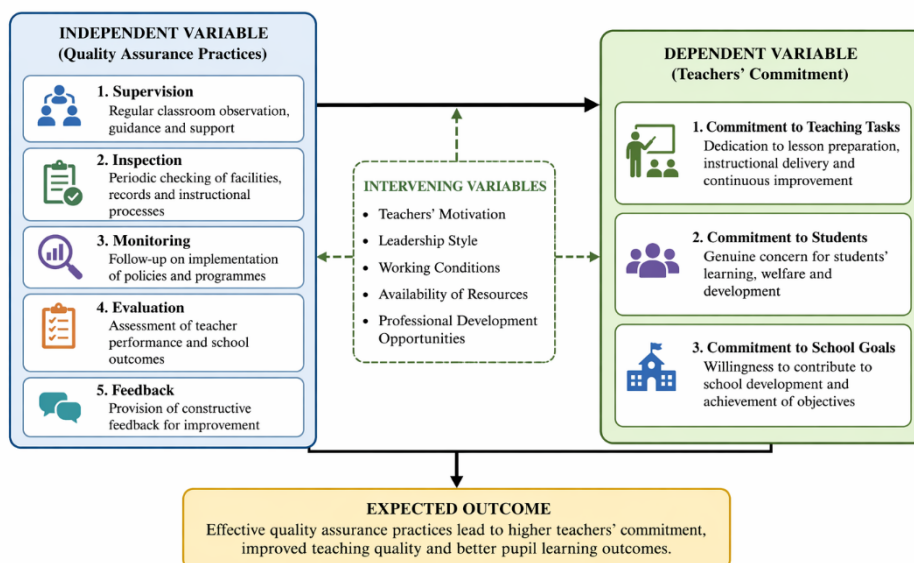
At the same time, the framework recognises that this relationship does not operate in isolation. Factors such as teachers' motivation, leadership style of school heads, working conditions, and availability of instructional resources can influence how strongly quality assurance practices affect teachers' commitment. When these conditions are favourable, they reinforce the impact of quality assurance practices and lead to higher levels of commitment. However, where such conditions are poor, the effectiveness of quality assurance practices may be reduced. Overall, the framework suggests that improving quality assurance practices, alongside supportive school conditions, is essential for enhancing teachers' commitment in public primary schools.

Figure:

Diagram of Conceptual Framework

Conceptual Framework

Examining the Relationship Between Quality Assurance Practices and Teachers' Commitment in Public Primary Schools



The diagram presents a conceptual framework explaining the relationship between quality assurance practices and teachers' commitment in public primary schools. On the left side is the independent variable (Quality Assurance Practices), which includes five key components: supervision, inspection, monitoring, evaluation, and feedback. These represent the formal actions taken within the school system to guide, check, and improve teaching practices. Supervision involves classroom observation and support; inspection focuses on checking facilities and instructional records; monitoring ensures policy implementation; evaluation assesses teacher performance and outcomes; while feedback provides corrective guidance for improvement. In the middle of the diagram are the intervening variables, which include teachers' motivation, leadership style, working conditions, availability of resources, and professional development opportunities. These factors do not directly form part of quality assurance practices but influence how effectively those practices affect teachers. For example, even strong supervision may not improve commitment if working conditions are poor or motivation is low.

On the right side is the dependent variable (Teachers' Commitment), which is divided into three dimensions: commitment to teaching tasks, commitment to students, and commitment to school goals. This shows that teacher commitment is multidimensional, covering classroom responsibilities, concern for learners, and contribution to school development. The arrows in the diagram indicate that quality assurance practices directly influence teachers' commitment, while intervening variables either strengthen or weaken this relationship. At the bottom, the expected outcome shows that effective quality assurance leads to higher teacher commitment, improved teaching quality, and better pupil learning outcomes.

Research Objectives

1. To examine the extent to which quality assurance practices are implemented in public primary schools in Gusau Local Government Area.
2. To assess the level of teachers' commitment in public primary schools in Gusau Local Government Area.
3. To determine the relationship between quality assurance practices and teachers' commitment in public primary schools in Gusau Local Government Area.

Research Questions

1. To what extent are quality assurance practices implemented in public primary schools in Gusau Local Government Area?
2. What is the level of teachers' commitment in public primary schools in Gusau Local Government Area?
3. What is the relationship between quality assurance practices and teachers' commitment in public primary schools in Gusau Local Government Area?

Hypotheses (H₀)

1. There is no significant extent of implementation of quality assurance practices in public primary schools in Gusau Local Government Area.
2. Teachers' commitment is not significantly high in public primary schools in Gusau Local Government Area.
3. There is no significant relationship between quality assurance practices and teachers' commitment in public primary schools in Gusau Local Government Area.

RESEARCH METHODOLOGY

This study adopted a descriptive correlation survey research design to examine the relationship between quality assurance practices and teachers' commitment in public primary schools in Gusau Local Government Area, Zamfara State. The design was considered appropriate because it allows for the collection of data from a representative sample of respondents and facilitates the description of existing conditions without manipulating variables. The population of the study comprised 1,324 respondents, which included teachers and school administrators in public primary schools within the study area. From this population, a sample size of 291 respondents was selected using the Research Advisors (2006) sample size determination table, which ensures adequate representation for generalisation of findings.

A structured questionnaire was used as the main instrument for data collection. The instrument was designed on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), and it was divided into sections covering quality assurance practices and teachers' commitment. The content validity of the instrument was ensured through expert judgment from specialists in educational management and measurement and evaluation, who assessed the relevance, clarity, and adequacy of the items in relation to the research objectives. Their suggestions were incorporated into the final version of the instrument to improve its quality.

To determine the reliability of the instrument, a pilot test was conducted outside the study area using a sample of respondents with similar characteristics to the target population. The data obtained from the pilot study were analysed using Cronbach's Alpha statistical method, which yielded a reliability coefficient of 0.93. This indicates that the instrument is highly reliable and suitable for data collection, as it exceeds the acceptable benchmark of 0.70 for educational research instruments.

Data collected for the study were analysed using descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions, while Pearson Product Moment Correlation (PPMC) was employed to test the hypothesis on the relationship between quality assurance practices and teachers' commitment. The mean benchmark of 2.50 was used as the decision point for determining agreement or disagreement with questionnaire items. For the hypotheses, a significance level of 0.05 was adopted as the basis for accepting or rejecting the null hypotheses. The methodological procedures ensured that the study produced valid, reliable, and generalisable findings on the relationship between quality assurance practices and teachers' commitment in public primary schools in Gusau Local Government Area.

RESULTS

Table 1:

Mean Ratings on the Extent of Implementation of Quality Assurance Practices

S/N	Quality Assurance Practice	N	Mean	SD	Decision
1	Teachers are regularly supervised in the classroom by school administrators.	291	2.74	0.81	Agreed
2	School administrators frequently monitor teaching and learning activities.	291	2.69	0.76	Agreed
3	Pupils' academic performance is regularly evaluated by school authorities.	291	2.83	0.79	Agreed
4	Adequate instructional materials are provided to support effective teaching.	291	2.61	0.84	Agreed
5	Teachers receive constructive feedback after supervision and evaluation exercises.	291	2.77	0.78	Agreed

The findings in Table 1 show that all the identified indicators of quality assurance practices such as monitoring of teaching activities, regular supervision of teachers, evaluation of pupils' performance, provision of instructional materials, and feedback mechanisms recorded mean scores above the criterion mean of 2.50. The grand mean of 2.73 further confirms that quality assurance practices are fairly well implemented in public primary schools in the study area. This implies that school administrators and educational supervisors are actively engaged in ensuring that teaching and learning processes are monitored and evaluated. However, although the implementation is relatively high, it is not at an excellent level, suggesting that some aspects of quality assurance may still require strengthening, particularly in areas such as consistent supervision and provision of adequate instructional resources.

Table 2:
Mean Ratings on Teachers' Commitment in Public Primary Schools

S/N	Quality Assurance Practice	N	Mean	SD	Decision
1	Teachers attend school regularly without unnecessary absence.	291	2.88	0.73	Agreed
2	Teachers are punctual to school and classroom activities.	291	2.76	0.80	Agreed
3	Teachers prepare lesson notes adequately before teaching.	291	2.81	0.77	Agreed
4	Teachers actively participate in school meetings and activities.	291	2.70	0.82	Agreed
5	Teachers demonstrate strong dedication to their teaching responsibilities.	291	2.85	0.75	Agreed

The results in Table 2 reveal that all items measuring teachers' commitment including attendance, punctuality, lesson preparation, participation in school activities, and dedication to teaching tasks recorded mean scores above 2.50. The grand mean of 2.80 indicates that teachers' commitment in public primary schools in Gusau LGA is generally high. This suggests that teachers in the area demonstrate positive professional attitudes toward their duties. They are regularly present in school, prepare adequately for lessons, and participate in school-related activities. This level of commitment is essential for effective classroom instruction and improved pupil performance. However, the scores also imply that commitment is not absolute, meaning there may still be occasional lapses that could affect instructional quality if not addressed.

Table 3:
Relationship Between Quality Assurance Practices and Teachers' Commitment

Variables	N	Mean	SD	r	Sig.	Decision
Quality Assurance Practices	291	2.73	0.79			
Teachers' Commitment	291	2.80	0.77	0.62	0.000	Significant

The correlation analysis in Table 3 shows a positive correlation coefficient ($r = 0.62$) between quality assurance practices and teachers' commitment, with a p-value of 0.000, which is less than the 0.05 significance level. This means the relationship is statistically significant, leading to the rejection of the null hypothesis. This finding implies that improved implementation of quality assurance practices is strongly associated with increased teachers' commitment. In practical terms, when school leaders effectively supervise, monitor, and evaluate teaching activities, teachers tend to become more committed to their duties. The result further suggests that quality assurance mechanisms serve as motivational and accountability tools that enhance teachers' professional responsibility.

DISCUSSION OF FINDINGS

The findings of this study reveal important insights into quality assurance practices and teachers' commitment in public primary schools in Gusau Local Government Area. The result on the extent of implementation of quality assurance practices shows that such practices are moderately implemented. This means that activities such as supervision of teachers, monitoring of instructional delivery, evaluation of pupils' performance, and provision of feedback are present in schools, but not at an optimal level. This finding agrees with Mensah and Owusu (2023), who noted that internal supervision and quality assurance in basic schools are often inconsistently implemented due to administrative and resource limitations. Similarly, Oduro et al. (2024) emphasized that although monitoring and evaluation systems are essential for improving teaching and learning outcomes, their effectiveness depends on consistent application. In the Nigerian context, Abdullahi and Sani (2024) reported that weak supervision structures and inadequate instructional resources often limit effective quality assurance in primary schools. Garba and Usman (2023) also observed that while monitoring and evaluation practices improve school effectiveness, their implementation is not uniform across schools. Supporting this, Njeri and Karanja (2023) and Asamoah et al. (2025) stressed that strong quality assurance frameworks are essential for improving instructional quality and educational outcomes. The implication is that although quality assurance practices exist in Gusau LGA, they require strengthening to achieve higher effectiveness in teaching and learning processes.

The finding on teachers' commitment indicates that teachers demonstrate a relatively high level of commitment in public primary schools. This is reflected in their attendance, punctuality, lesson preparation, and participation in school activities. This result is consistent with Adebayo and Ogunyemi (2023), who found that leadership and supportive school environments enhance teachers' commitment in Nigerian schools. Kato and Ssempala (2023) similarly reported that effective school management practices positively influence teacher dedication in Ugandan primary schools. In Nigeria, Lawal and Ahmed (2023) emphasized that job satisfaction plays a major role in strengthening teachers' commitment, while Okon and Etuk (2024) highlighted motivation as a key factor in sustaining teachers' dedication to their duties. Eze and Nwafor (2024) further observed that motivated teachers tend to show higher levels of instructional engagement and responsibility. Al-Zu'bi et al. (2024) also confirmed that a supportive school environment enhances teachers' commitment to educational quality. The implication of this finding is that teachers in Gusau LGA maintain a reasonable level of professional dedication despite existing challenges in the education system.

The result on the relationship between quality assurance practices and teachers' commitment shows a significant positive relationship between the two variables. This indicates that improved implementation of quality assurance practices is associated with higher levels of teachers' commitment. This finding is supported by Bekele and Tadesse (2023), who reported that school supervision significantly enhances teacher commitment in primary schools. Dlamini and Mokoena (2024) also found that instructional supervision positively influences teachers' job commitment

in South African schools. In Nigeria, Musa and Abdullahi (2024) observed that monitoring and evaluation practices improve teachers' job commitment and performance. Similarly, Bello and Ibrahim (2024) and Olatunde and Yusuf (2023) found that supervision and accountability mechanisms enhance teachers' dedication to instructional duties. Nwachukwu and Eke (2024) emphasized that administrative support and effective school oversight increase teachers' commitment, while Khutwane and Mahlangu (2025) and Magosho and Hassan (2025) confirmed that quality assurance systems improve both teaching quality and teacher engagement. The implication is that quality assurance practices serve as both regulatory and motivational tools that encourage teachers to be more accountable and committed to their professional responsibilities.

CONCLUSION

The study examined quality assurance practices and teachers' commitment in public primary schools in Gusau Local Government Area. Based on the findings, it is concluded that quality assurance practices are moderately implemented in the schools, indicating that supervisory, monitoring, evaluation, and feedback mechanisms are present but not fully optimal. The study also established that teachers demonstrate a relatively high level of commitment in terms of attendance, punctuality, lesson preparation, and participation in school activities. Furthermore, the study confirmed a significant positive relationship between quality assurance practices and teachers' commitment. This implies that when quality assurance mechanisms are effectively implemented, teachers tend to show greater dedication and responsibility in carrying out their instructional duties. Therefore, strengthening quality assurance systems in schools is essential for improving teacher performance and enhancing the overall quality of basic education in the area.

RECOMMENDATIONS

1. The State Universal Basic Education Board (SUBEB) and school administrators should strengthen supervision and monitoring of teachers to ensure more consistent implementation of quality assurance practices in primary schools.
2. Regular and structured school inspection visits should be conducted to provide feedback that will help improve instructional delivery and classroom management.
3. Government and education stakeholders should provide adequate instructional materials and resources to support effective teaching and enhance quality assurance processes.
4. School administrators should sustain and improve strategies that promote teachers' commitment, such as motivation, recognition, and supportive leadership practices.
5. Continuous professional development programs should be organized for teachers and supervisors to enhance their capacity in quality assurance practices and improve overall school effectiveness.

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