QUALITY ASSURANCE AND TEACHERS' TASK PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract
The study investigated the relationship between quality assurance and teachers' task performance in public secondary schools in Anambra State. Two research questions and two null hypotheses guided the study. Correlational research design was adopted for the study. The study was conducted in Anambra State of Nigeria. There are a total of 263 public secondary schools in the State. The population of the study comprised 263 principals in all the public secondary schools in the six education zones of Anambra State. There was no sampling since the entire population of 263 respondents was enumerated through census. Two researcher structured instrument titled "Quality Assurance Questionnaire (QAQ)" and "Teachers' Task Performance Questionnaire (TTPQ)" were used for data collection. The instruments were face validated by three experts and reliability established using Cronbach Alpha method which yielded coefficient of 0.87 for QAQ and 0.90 for TTPQ. The instruments were administered to 263 principals enumerated for the study by the researcher with the help of four briefed research assistants. Pearson's Product Moment Correlation was used to answer the research questions and in testing the hypotheses at 0.05 level of significance. The findings of the study revealed that there was a very high positive and significant relationship between adequacy of facilities and teachers' task performance in public secondary schools in Anambra State. The study recommended that more funds should be allocated to schools by the State Government to enable them provide the needed facilities for teachers' task performance.

Key Words: Quality Assurance, Teachers' Task Performance, Public Secondary Schools

Introduction

Education in essence is the most effective instrument for academic progress, social mobilization, political survival and effective national development of a country, it constitutes the single largest enterprise in Nigeria (Ekundayo, 2020). The educational policy of any nation is to achieve Education For All (E.F.A.). The priority is to ensure equitable access and improvement in the quality and efficiency of all level of education. There are three main levels of education in Nigeria namely: Primary, secondary and tertiary education. Secondary education is crucial in both personal and national development. Secondary school level is the bridge between the primary and tertiary levels. It is the education children receive after primary education and before the tertiary stage within the range of 12 to 18 years. The broad goal of secondary education is to prepare the individual for useful living in the society and for higher education (FRN, 2013).

Specifically, the secondary school system is geared towards catering for the differences in talents, opportunities and future roles, to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. Secondary school should be able to provide quality teaching and learning. The importance of secondary education cannot be over emphasized since it has both consumer and producer status. This is because it consumes the product of primary schools and produce candidates for tertiary education in the nation. If quality education is to be achieved in any nation, the teacher (human resource), financial and instructional facilities (material resources) must be co-operatively organized. In other words, the teacher in secondary school must be well trained and supervised (assisted), the learners continuously evaluated and funds and facilities adequately provided to enable him perform his teaching task effectively.

Teachers' task performance is defined as fixed task outcomes that distinguish one profession from another (Witt, Kacmar, Carlson, & Zivnuska, 2012). Task performance is profession-specific because it excludes performance factors common to most professions. It is directly associated with the achievement of organizational objectives and refers to predetermined behaviours, the dimensions of which are clearly stated in job descriptions. As can be understood from the definitions, task performance can be conceptualized in terms of employee behaviour or outcomes produced by the employee. However, teachers' task performance applies not only to the classroom or school, but to all settings where students are present (Shaikh, Saad, & Bhutto, 2012). These dimensions are preparation for the lesson, instruction, student evaluation, commitment, extracurricular activities, effective monitoring and inspection, effective leadership, motivation and discipline; instructional, professional and personal qualities (Ali & Haider, 2017); contextual and task performance (Yusoff, Ali, & Khan, 2014); classroom management, considering individual differences among students, using motivational tools continuously, teaching style and methods, finding solutions to students' problems and guidance (Mehmood, Qasim, & Azam, 2013).

The secondary school principals have the responsibility to manage both the human and material resources of the school. The principal of a school is a planner, director, controller, coordinator, leader, organizer, adviser and a problem-solver (Obi & Onyeike, 2018). He identifies and set goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and share responsibilities to the staff according to specialization and expertise (Ugochi, 2016). A good principal champions the course of quality assurance in his school to ensure a better school administration.

Quality assurance is very important in educational system. According to Aguba (2013) quality assurance is the set of activities that an organization undertakes to ensure that a product or service will satisfy given requirement for quality. This implies that standards are specified and reached consistently for a product or service. Aguba stressed that the goals of quality assurance are focused on the anticipation and avoidance of faults or mistakes. He emphasized that, this process basically involves setting attainable standards, organizing work and monitoring performance. This will ensure that objectives are achieved as well as ensuring the documentation of procedures required in communicating to all concerned in order to review the attainment of standards. Mecgley (2015) viewed quality assurance as the process of ensuring effective resource input, control, refining the process and raising the standards of output in order to meet the set goals and satisfy public accountability. Ayeni (2012) described quality assurance as the systematic management, monitoring and evaluation of performance of school administrators, teachers and students towards attaining educational goals. It also ensures consistent documentation, review and decision towards quality improvement in institutional management, teaching and learning processes for the achievement of set standards in schools. This conception raises the issue of promoting a value system in the institutional management which emphasizes production of quality learners' outcome in the teaching-learning process.

Ayeni (2011) defined quality assurance as the set of activities that an organization undertakes to ensure that a product or service will satisfy given requirement for quality. Its goals involves the anticipation and avoidance of faults or mistakes by setting attainable standards for a product and organizing work so that the goals are achieved; the required procedures documented and the attained standard are communicated. Quality assurance in the view of Ekundayo (2020) requires consciously selected and systematically planned activities carried out by an organization with the view of ensuring that its product or service is of the type and quality needed and expected by its users. Ijaiya and Adegbesan (2013) asserted that quality assurance is the ability of the schools to meet certain criteria relating to academic matters, staff-students ratios, staff development, physical facilities, funding and adequate library facilities. Quality assurance in the educational system refers to the ability of the educational institutions to meet the expectations of the users of manpower in relation to the quality of skills acquired by their outputs. This will be done by using quality assurance strategies to achieve these objectives. Quality assurance strategies include monitoring, inspection, supervision and evaluation. The implementation of these strategies would ensure that teachers' deliver what

ought to be. In this context, quality assurance refers to the activities that are conducted in order to maintain a quality level of achievement and high rate of students' academic performance.

For quality assurance in education to be achieved in a nation, the principal actors of learning who are the teachers, learners and the environment must be cooperatively organized to achieve the aims of the society. The societal expectations of quality inputs from the training institutions makes the students central in any instructional programme. The quality of staff in the school system presupposes the quality of the school output, which are the resources that will be available for the school to progress (Ochuba 2013). Ochuba stressed that in the school system, some determinants of high quality education include goals of education, quality of inputs as well as an organized school system that ensure the articulation and effective co-ordination of all aspect of school life.

Giving the above and for the purpose of this study, quality assurance will be referred to adequacy of facilities and regular supervision in secondary school. Most of the facilities in public secondary schools are dilapidated. According to Ikediugwu (2013), some public secondary schools are dilapidated and needs attention. Ikediugwu stressed that the quality of facilities available within an educational institution has positive relationship with the quality of teaching and learning process which in turn leads to the attainment of set goals. Facilities according to Ikediugwu (2013) are those things in the school such as laboratories, libraries, computers and seats among others that make school system livable and effective. He stressed that without these, the school system will not achieve its aims. Adegbesan (2012) defined facilities as those components that are used in school in both teaching and learning processes. Facilities are in different categories. Adegbesan further observed that school facilities are divided into two parts: The tangible and non movable structures like classrooms, football field, library and fish pond. While the movable ones are equipment used in the classroom such as seats, tables, computers, chalk boards among other things. Adegbesan further stressed that with the availability of the above facilities, that the academic standard in schools will be achieved. Facilities means all the components and equipment used in school that help in achieving the objective of the school.

Learning is a connection between response and stimuli. A good learning environment reinforces the efforts of the teacher by providing a good stimulus for effective teaching and learning (Agbo, 2013). Agbo stressed that such a stimulus is not only provided by ensuring good physical plant planning but also through proper maintenance of such physical facilities. A good school environment where good working facilities exist is a catalyst for effective teaching and learning. Akhtars (2010) asserted that a good school environment presents learning as a lifelong enterprise and enables students to discover appropriate value system for their self-awareness and national consciousness. He stressed that teaching through technology based learning environment enhances the achievement level of the students. Furthermore, he emphasized that creating good school learning environment will require substantial financial resources and allocation from the national budget, a strong political commitment by government to ensure equity and universal access to education. Therefore, a call to establish quality assurance has been the major focus that will ensure the availability of all these facilities and thereby improve students' academic performance.

Supervision is a process facilitated by a supervisor, through which the supervisor assists the school teachers and the students, counsel each other, plan with each other and rub minds together on how to improve teaching and learning in the school (Kolade & Ogbomida, 2013). Instructional supervision has to do with what the principal does to promote or direct quality teaching and learning in the school. Regular supervision by the principal is to see that meaningful learning takes place in all classes as it ensures that teachers are teaching what they are supposed to teach and are undertaking the teaching in a manner that the students understand and enjoy their lessons. The essence of instructional supervision is to assist teachers with ideas and suggestions that will improve their instructional delivery, as well as identify their needs and problems.

Some studies related to quality assurance and teachers' task performance were reviewed. Nwite and Okpalanze (2017) assessed quality assurance practices in secondary schools in Enugu State, Nigeria. The findings of the study revealed among others that: provision of infrastructural facilities, recruitment of qualified teachers, secondary school curriculum implementation and effective leadership management are quality assurance practices in secondary schools in Enugu State. In another study, Vipene and Kerene (2021) investigated monitoring and evaluation of teachers as determinants of quality assurance in secondary education in Rivers State. Findings from the study revealed there is significant difference in the mean ratings of principals, vice principals administration and zonal directors supervision on the extent teachers supervision enhance quality assurance in secondary school education. Oguntimehin, Kuewumi and Adeyemi (2018) assessed the influence of quality assurance indices on Secondary Schools teachers' job performance in Remo Division of Ogun State, Nigeria. The results revealed a significant combined effect of school climate, principals' leadership style, instructional resources and supervision on the performance of teachers.

Sulyman and Adebayo (2021) examined quality assurance strategies as determinants of public secondary schools' effectiveness in Kwara State, Nigeria. The findings of the study revealed that there was a significant relationship between quality assurance strategies and public secondary schools' effectiveness in Kwara State, Nigeria.

The question is if the secondary schools have been able to meet the expectations of the users of manpower in relation to the quality of skills required by their outputs? There are some complains by the stakeholders in education that the government and principals have compromised their roles for quality assurance in many ways like poor funding of education, poor monitoring and evaluation of teachers, inadequate provision of teachers, irregular training of incompetent teachers, inadequate supply of instructional facilities, poor teachers motivation which have resulted to poor lesson plan for class work, poor show of knowledge of the subject matter, irregular attendance to class, poor planning of teaching methods to enable the learners learn effectively. It also appears that they do not ensure that learners of all abilities achieve productive outcomes and the teacher do not conclude lesson effectively and give assignments to reinforce and extend learning. It is against this backdrop that the study investigated the relationship between quality assurance and teachers task performance in public secondary schools in Anambra State.

Statement of the Problem

The ultimate goal of secondary education is to develop the individual's mental capacity and character for higher education and useful living within the society. In spite of the societal demand for quality education and the need for teachers' task performance in schools, there is a growing concern about the realization of secondary education objectives due to doubt that many principals give little attention to quality assurance during instructional activities in secondary schools. Consequently, there seem to be steady decline in teachers' instructional task performance as reflected in the poor quality of products from secondary schools which depicts non-realization of quality assurance in public secondary schools. This has been largely attributed to gaps in teachers' competence, curriculum instruction, learning facilities and resources, funding and institutional leadership. Teachers' task performance in a school system is measured from the output of the school, that is, the level of students' achievement in both internal and external examinations like NECO, WASSCE and JAMB/UTME, which are hinged among other things on the quality of teachers' input.

Managing teachers for higher quality input, therefore, requires a strategy that will ensure that all aspects of school life are properly dove-tailed and effectively coordinated. Some of the identified gaps and challenges include the following: lack of commitment to supervision by many principals; lack of proper monitoring and evaluation of students' learning outcomes; inadequate training facilities to develop teachers for professional growth and increased performance; and the conception that lack of adequate feedback to teachers affects working relationship between principals and teachers and this has perhaps constituted an impediment to quality assurance in secondary schools and non-realization of high teachers task performance. Arising from the foregoing, the problem of this study is to investigate the extent of relationship between quality assurance and teachers' task performance in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study was to investigate quality assurance and teachers task performance in public secondary schools in Anambra State. Specifically, the study sought to:
1. Examine the extent of relationship between adequacy of facilities and teachers' task performance in public secondary schools in Anambra State.
2. Assess the extent of relationship between regular supervision and teachers' task performance in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study
1. What is the extent of relationship between adequacy of facilities and teachers' task performance in public secondary schools in Anambra State?
2. What is the extent of relationship between regular supervision and teachers' task performance in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses guided the study and were tested at .05 level of significance.
1. There is no significant relationship between adequacy of facilities and teachers' task performance in public secondary schools in Anambra State.

2. There is no significant relationship between regular supervision and teachers' task performance in public secondary schools in Anambra State.

Method

Correlation survey research design was adopted for this study. The study was conducted in Anambra State of Nigeria. There are a total of 263 public secondary schools in the State. The population of this study comprised 263 principals in all the public secondary schools in the six education Zone of Anambra State. There was no sampling since the entire population of 263 respondents were enumerated through census. Two researcher structured instruments titled "Quality Assurance Questionnaire' (QAQ)" and "Teachers' Task Performance Questionnaire (TTPQ)" were used for data collection. The instruments were face validated by three experts and reliability using Cronbach Alpha method yielded index of 0.87 for QAQ and 0.90 for TTPQ. The instruments were administered to 263 principals enumerated for the study with the help of four briefed research assistants. Pearson's Product Moment Correlation was used to answer the research questions and in testing the hypotheses at 0.05 level of significance.

Results

Research Question 1: What is the extent of relationship between adequacy of facilities and teachers' task performance in public secondary schools in Anambra State?

Table 1: Summary of Pearson Correlation Analysis on the Relationship between Adequacy of Facilities and Teachers' Task Performance in Public Secondary Schools in Anambra State.

		Teachers' task performance	Adequacy of Facilities
Teachers' task performance	Pearson Correlation	1	.882
	Sig. (2-tailed)		.000
	N	263	263
Adequacy of facilities	Pearson Correlation	.882	1
	Sig. (2-tailed)	.000	
	N	263	263

**Significant at p < 0.05

Analysis from table 1 indicated that there is a positive correlation between adequacy of facilities and teachers' task performance in public secondary schools in Anambra State. This is as a result of a positive 'r' having a value of 0.882 and n = 263. Thus, the result of the study showed that there exist very high positive relationships between adequacy of facilities and teachers' task performance in public secondary schools in Anambra State. With this, it is asserted that adequacy of facilities correlates with teachers' task performance very strongly in public secondary schools in Anambra State.

Research Question 2: What is the extent of relationship between regular supervision and teachers' task performance in public secondary schools in Anambra State?

Table 2: Summary of Pearson Correlation Analysis on the Relationship between Regular Supervision and Teachers' Task Performance in Public Secondary Schools in Anambra State.

		Teachers' task performance	Regular supervision
Teachers' taskperformance	Pearson Correlation	1	.670
	Sig. (2-tailed)		.003
	N	263	263
Regular supervision	Pearson Correlation	.670	1
	Sig. (2-tailed)	.003	
	N	263	263

**Significant at p < 0.05

Analysis from table 2 showed that there is a positive relationship between regular supervision and teachers' task performance in public secondary schools in Anambra State. This is as a result of a positive 'r' having a value of .670 and n = 263. Thus, the study indicated that there exist a high positive relationship between regular supervision and teachers' task performance in public secondary schools in Anambra State. From this, it can be asserted that regular supervision correlates with teachers' task performance strongly in public secondary schools in Anambra State.

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between adequacy of facilities and teachers' task performance in public secondary schools in Anambra State.

Table 3: Test of Significance of Pearson's Correlation Analysis on the Relationship between Adequacy of Facilities and Teachers' Task Performance in Public Secondary Schools in Anambra State.

		Teachers' task performance	Adequacy of Facilities
Teachers' task performance	Pearson Correlation	1	.882
	Sig. (2-tailed)		.000
	N	263	263
Adequacy of facilities	Pearson Correlation	.882	1
	Sig. (2-tailed)	.000	
	N	263	263

**Significant at p < .05

The result of the Pearson-Moment Correlation Coefficient from Table 3 showed the significant relationship between adequacy of facilities and teachers' task performance in public secondary schools in Anambra State with r = .882, n = 263 and p-value = .000. Since p-value .000 is less than .05, the study rejects the null hypothesis and accepts the alternative hypothesis that there is a significant relationship between adequacy of facilities and teachers' task performance in public secondary schools in Anambra State.

Hypothesis 2: There is no significant relationship between regular supervision and teachers' task performance in public secondary schools in Anambra State.

Table 4: Test of significance of Pearson's Correlation Analysis on the Relationship between Regular Supervision and Teachers' Task Performance in Public Secondary Schools in Anambra State.

		Teachers' task performance	Regular supervision
Teachers' task performance	Pearson Correlation	1	.670
	Sig. (2-tailed)		.003
	N	263	263
Regular supervision	Pearson Correlation	.670	1
	Sig. (2-tailed)	.003	
	N	263	263

**Significant at p < .05

The result of the Pearson-Moment Correlation Coefficient from Table 4 showed the significant relationship between regular supervision and teachers' task performance in public secondary schools in Anambra State with r = .670, n = 263 and p-value = .003. Since p-value .003 is less than .05, the study rejects the null hypothesis and accepts the alternative hypothesis that there is a significant relationship between regular supervision and teachers' task performance in public secondary schools in Anambra State.

Discussion of Findings

With reference to adequacy of facilities and teachers' task performance in which the results were presented in tables 1 and 3 revealed that Pearson r was 0.882 which showed that there is a high positive relationship between adequacy of facilities and teachers' task performance in public secondary schools in Anambra State. The null hypothesis was rejected because there is significant relationship between adequacy of facilities and teachers' task performance in public secondary schools in Anambra State since p-value = 0.000 is less than 0.05, at 261 degree of freedom and 0.05 level of significance. The present study finding is consistent with some earlier findings of Nwite and Okpalanze (2017) who found that provision of infrastructural facilities, recruitment of qualified teachers, secondary school curriculum implementation and effective leadership management are quality assurance practices in secondary schools in Enugu State.

Investigating the relationship between regular supervision and teachers' task performance in public secondary schools in Anambra State presented in Tables 2 and 4, the Pearson correlation analysis revealed that that there exist a high positive significant relationship between regular supervision and teachers' task performance in public secondary schools in Anambra State. This is seen in the 'r' value of 0.670. Similarly, test for hypothesis validate that at p-value of 0.003, the relationship between regular supervision and teachers' task performance in public secondary schools in Anambra State showed a very high positive significant relationship. The finding of this study corroborated with that of Vipene and Kerene (2021) which revealed that there exist significant difference in the mean ratings of principals, vice principals administration and zonal directors of supervision on the extent teachers supervision enhance quality assurance in secondary school education. Their findings further showed that teachers' supervision enhances quality assurance in secondary school education which the principals, vice principals administration and zonal directors supervisors agreed to a high extent that instructional strategies adopted by teachers enhance quality assurance in secondary school education.

Conclusion

The development and implementation of quality assurance and teachers' task performance in public secondary schools can only be realizable when there are adequate provision of facilities (conducive classrooms, staff rooms, furniture, lightning, standby generator, laboratories) and regular supervision of teachers and students. Consequent upon the findings of the study, it was hereby concluded that adequacy of facilities and regular supervision have very high positive and significant relationship with teachers' task performance in public secondary schools in Anambra State. Thus, it has been established that quality assurance has strong relationship with teachers' task performance in public secondary schools in Anambra State.

Recommendations

Based on the findings, the following recommendations are made:

1. State Ministry of Education should through Post Primary Schools Service Commission (PPSSC) find ways to implement all other components of quality assurance in order to enhance teachers' task performance in public secondary schools.
2. The State government in collaboration with education stakeholders should provide adequate infrastructural and instructional facilities that will enhance quality education.
3. Principals as quality assurance agents should concentrate more on adequate supervision and regular monitoring of teaching and learning process to ensure quality secondary education.
4. More funds should be allocated to schools by the State Government to enable them provide the needed facilities for teachers' task performance.

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