

INFLUENCE OF QUALITY ASSURANCE MEASURES ON TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN AWKA EDUCATION ZONE OF ANAMBRA STATE

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Abstract

This study examined influence of quality assurance measures on teachers' job performance in public secondary schools in Awka Education Zone of Anambra State. Three research questions and one null hypothesis guided the study. Descriptive survey research design was adopted. The population of the study comprised all the 61 principals and 1,345 teachers in the 61 public secondary schools in Awka Education Zone of Anambra State. Unbiased sampling method of simple sampling technique was used to select ten schools with ten principals from Awka Education Zone of Anambra State, 24 teachers each from the selected schools in Awka Education Zone of Anambra State. A total of 250 respondents (ten principals and 240 teachers) were used for the study. A researcher-developed instrument duly validated by experts was used for data collection. The reliability was ascertained through test retest method of establishing reliability. The two sets of scores obtained were correlated using the Pearson Product Moment Correlation Coefficient which yielded the value of .71. Frequency counts and percentage scores were used to answer the research questions while the Pearson Product Moment Correlation statistics was used to test the hypothesis at .05 level of significance. The result of the study revealed among others that many of the principals in public secondary schools in Awka Education Zone of Anambra State carry out their principals' administrative roles as expected of them. Again, positive and strong relationship existed between quality assurance measures and teachers' job performance in public secondary schools in Awka Education Zone of Anambra State. Based on the findings, it was recommended among others that school principals should collaborate with relevant stakeholders to promote capacity development of teachers through intensive and regular in-house seminars and workshops to improve knowledge, pedagogical skills and proficiency of teachers in various

subjects, and improvisation of instructional materials to improve teaching-learning process in secondary schools.

Keywords: Quality Assurance, Teacher, Job Performance, Secondary Schools.

Introduction

Education is a process of human understanding and accreditation, for the accomplishment of better, lofty and quality life of a state and her citizens. It is important therefore to say that education is shaped and molded by the teacher, who plays a fundamental role in any educational system. This is in consonance with Ikegbusi (2012) who submitted that there is no nation greater than the quality of her teachers. However, quality of teachers in the education sector brings quality education which will be instrumental to the requisite change of individual worth, beliefs and attitudes; it is also used to maintain societal cultural settings and attainment of skills that make members of the society useful to themselves and their society (Ikegbusi, 2014). Every secondary school was established with clear goals to achieve its aims and objectives. One of the means through which any school can achieve stated objectives is through the performance of teachers. This is because they are inevitable and indispensable in the curriculum implementation process of the schools (Ikegbusi, 2019). The attitude put forth by teachers can go a long way to determine the extent to which educational goals will be achieved. No educational system can rise above the level of its teachers (Federal Republic of Nigeria, 2013). There is no doubt that the services of teachers are critical to the nation's future development. All secondary school teachers are expected to discharge their primary duties of teaching and behaviour modification in a manner that will enable every child to attain effective learning in the domain of educational objectives (Ikegbusi, 2018b).

For a nation to rise to a standard worthy enough for her to compete favourably in the League of Nations, such a nation must ensure that high quality in her education is accomplished and sustained, thus bringing about quality workforce in the nation. However, quality workforce in the education sector brings quality education which is an instrument highly crucial in the transformation of individual values, beliefs and behaviours; it is also used to preserve societal cultural settings and acquisition of skills, which make members of the society useful to themselves and their society. Manafa (2018) opined that the process of educating is to develop the cognitive, affective and psychomotor facilities of individuals and groups in order to equip them with knowledge and skills necessary to survive and make society progress. Chikwado and Chinyeaka (2021) agreed that trained or educated human resources constitute man power and personnel that bring about national development. This is simply saying that the amount of educated citizen is equal to the amount of available work force that will contribute to a nation's development. Meanwhile, the quality of the workforce in the school system presumes the quality of the school output, that is, the human resources that will be available for the nation (Harrison, 2017). In the school system, some determinants of high quality education include goals of education, quality of the input as well as a well-organized school system that ensures the articulation and effective co-ordination of all aspects of school life (Abdul, 2011). He further stated that if the education industry would want to carry out its function of

development of quality human capital, there would be need for checks and balances through regular and effective supervision and inspection. This, in essence, is to ensure and maintain quality of output by the teachers. This situation is what warranted the adoption of Quality Assurance System by the Anambra State Ministry of Education to bring about quality in the teaching work force, despite all odds.

Quality assurance in education is the efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce quality outputs (students) that meet set standards and expectations of the society. Oguntimehin, Kuewumi and Adeyemi (2018) defined quality assurance as the set of activities which an organization undertakes to ensure that a product or service will satisfy given requirements for quality. Its goals are the expectation and avoidance of faults or mistakes by setting achievable standards for a process, organizing works so that they are achieved, documenting the procedures required, communicating them to all concerned, and monitoring and reviewing the attainment of standards (Ayeni, 2016). Feldsman (2017) stated that quality assurance is a philosophy and a process in which all the functions and activities of an institution are treated equally, planned, controlled and implemented in a systematic and scientific manner. Thomson (2017) defined 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. This definition raises the issue of promoting 'good value' in the institutional management and supervision of teaching-learning process to produce quality learners from the school system. Epelle and Kalu (2018) stated that quality assurance in education is the process of ensuring continuous improvement in all aspects of education business in an institution of learning to satisfy the needs and expectations of the institution's customers (society). This approach is built around the premise that every step of the process of a service and of an operation has room for improvement (Federal Ministry of Education, 2012). This was corroborated by Deming's cycle of continuous improvement which is normally based upon Plan, Do, Check and Act cycle (PDCA). This process enables the principal to regularly monitor, assess and evaluate the resource inputs, instructional process and outputs by identifying the key elements/aspects that need improvement and ways of addressing these, implementing the plan, analyzing the result to ensure that significant agreement exists between the original goals and what is actually achieved, and acting on the plan full scale by conducting further work through feedback and review with those concerned (Okaforcha & Nwagwu, 2021). A critical look at the definition showed that quality assurance in education encompasses systematic management, monitoring and evaluation procedures adopted to measure the performance of school administrators (principals), teachers and students against educational objectives to ensure best practices in resource inputs, utilization and curriculum management by the principals to produce students that achieve the educational goals in secondary schools. The researchers defined quality assurance as a self-assessment system where the teachers ask the questions like where am I? Why am I here? And where am I going? All these questions are asked vis-à-vis the standard of the learner because Quality Assurance is learners' centered. At the end, areas that needed improvement are located and worked upon.

Teachers' job performance refers to the extent to which teachers perform their instructional and pedagogical duties so as to enable the child to learn, and for the attainment

of school objectives (Owan, 2018). It can be said that the extent to which a school achieves intended objectives, depends on the level of job performance displayed by the teachers. In Anambra State, Ikegbusi and Eziamaka (2018) stated that the position of teachers' job performance has been in serious doubt due to the attitudes manifested by several secondary school teachers. Majority of the secondary school teachers do not appear to be committed to their jobs as evidenced in their poor punctuality attitudes to school and classes. In fact, many teachers are lukewarm in giving students note and assignment after lessons. Some teachers have also been observed using lesson periods for unnecessary discussion in the staffroom. Ikegbusi (2018a) menace of teachers' poor job performance in the area had been on the high strain in the Nigerian academic system and cannot be overemphasized state is unacceptable, cannot contribute to students' academic growth, and has further raised the eyebrows of many curious stakeholders.

According to Hollander (2021) teachers' job performance is the way in which teachers deliberately carryout their official duty in schools. Job performance is a measure of the quality and effort a person devotes to his work. Job satisfaction and job performance have been found to be highly related by scholars. According to Ikegbusi (2016), factors of job satisfaction and performance include: attractive and regular pay, conducive working environment and sympathetic and kind colleagues and school head. According to Olufemi (2018), the tasks being performed by the teachers include:

- Teaching students for effective performance.
- Handling, filing and keeping various records such as attendance register and scheme of work.
- Administrative control of classrooms.
- Ensuring good sanitation of the school compound.
- Conducting and invigilating of examinations.
- Ensuring that the students to do their assignments and marking their scripts.

It is observed that teachers have to carry out their tasks efficiently and effectively so as to produce good results. These tasks must involve proper and careful planning, execution and appraisal (Ikegbusi, 2018b). Opataye (2018) is of the opinion that it is the responsibility of teachers to perform well in any assignment or duty given to them. Teachers are often used to participate in both academic and non-academic activities during and after the school hours. These co-curricular activities include going for excursion, drama, cultural dance, morning/afternoon assembly, cleaning of the school compound, sporting and games activities, literary and debating societies and so on. Many times, it has been seen that limitations in terms of growth and global competitiveness are being driven by the operations and output of the educational quality of teaching and learning in schools. Education is thus important for economic growth, social incorporation and the building of democracy (Jegede, 2016) and (Manafa, 2018).

Supervision is a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain groups with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision. Madudili (2021) explained that supervision is essentially the practice of monitoring the performance of school staff, observing the advantages and disadvantages with the aim of using befitting and good techniques to ameliorate the deficiencies while still improving on the advantages thereby increasing the school standards and achieve

educational goals. School supervisions are considered as a potent factor in the high job performance of teachers. The supervision of teachers' performance in a school is an essential element for the continued effective performance of teachers in a school. Ikegbusi (2018b) asserted that monitoring enables teachers to improve instruction for pupils to benefit. Without supervision, teachers are most unlikely to deliver the desired quality of teaching, because of this inclination; it is one of the most important areas of staff personnel services that need utmost attention (Ikegbusi & Eziamaka, 2016). The essence of supervision is the monitoring of the performance of school teachers, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of school teachers and achieving educational goals. Thus, Ikegbusi, Eziamaka and Iheanacho (2021) explained that the concern of educational supervision is the improvement in teaching and teaching environment in order to promote effective teacher performance and learning of pupils in the school.

Inspection could be described as the critical examination and evaluation of a school. Arop, Owan and Ibor (2019) maintained that through inspection, necessary and relevant advice may be given for the improvement of the school. Usually, inspection involves an assessment of available human and material resources in an institution in order to establish how far the institution has met prescribed standards, it is more of an assessment rather than an improvement induced exercise (Ikegbusi, 2016).

The second aspect of this study was on the quality of school leadership. It is generally believed that the leadership qualities of secondary school administrators can either improve or reduce teachers' job performance. The secondary school administrators are figureheads that other members of staff look up to. Therefore, every move they make can either hinder or promote the growth of the school system. Ikegbusi and Iheanacho (2016) observed that school heads need strong relationship skills to successfully lead schools of the twenty-first century. Ikegbusi (2016) suggested that secondary school administrators should demonstrate friendship, mutual trust, respect and warmth in their relationship with teachers in order to gain their commitment and co-operation. Adu and Adeyemi (2013) examined principals' leadership behavior and teacher's job performance in secondary schools in Ekiti state, Nigeria. It was found that there was a significant relationship between school principal/administrators democratic leadership style and teachers job performance in the schools. In this regard, it was recommended that the democratic leadership style should be used by all secondary school principal/administrators in the state in a bit to enhance better teachers' attitude to work and their overall job performance.

The third aspect is on how frequent teachers attend capacity building on their various fields of specializations. Capacity building focused on furthering an organization's ability to do the new things and improve what they currently do and continue to stay relevant within a rapidly changing environment (Gimba, 2012). Educational initiatives, for many years, have been focused on building teachers' capacity through teacher assessments, training workshops and seminar programmes. Crucially, according to Osuji (2014) for capacity building to be effective, it must respond to the growth and development needs of the schools. For all practical purposes, building teacher capacity is ultimately, engendering development, growth and excellence with an education system. Years back, capacity building of teachers was an in-service training,

consisting of short term courses that would offer teachers new information on a particular aspect of his work (Ikegbusi & Eziamaka, 2018).

Ghavifek and Ibrahim (2014) conducted a study on the principal supervisory role, and how it affects the teachers' job performance of secondary school teachers in Kuala Lumpur, Malaysia. The findings of this study indicate that there is a significant relationship between teacher's perception on the supervision role of the principals and improving teachers' job performance from various aspects including teaching practices, professional competencies, and motivation. All the findings revealed that the good qualities and roles of the principal will enhance better changes in achieving better job performance among teachers in the schools. The study further revealed that it is important for the principals in schools to play the role of instructional leader as it possesses good characteristics in enhancing better teaching and learning for both leaders and the subordinates.

Similarly, Wabuko (2016) investigated the influence of principal supervision practices on teachers' job performance in public secondary schools in Lang'ata Sub County in Nairobi County. The sample comprised of 12 principals and 96 teachers. The study revealed that 67.6% of teachers' job performance was attributed to a combination of the independent factors that related to principals' supervision practices (Classroom observation, provision of instructional resources, checking teachers' professional records, teachers' professional development and reward motivation). The study concluded that principals who consistently conduct lesson observation and held model teaching sessions with teachers, significantly influenced teacher performance and hence students' performance.

Several empirical studies revealed that application of quality assurance to educational system in both developing and developed countries has resulted in quality improvement in the school system. It can be concluded that there are still some gaps which were expected that the findings of this study would fill. A thorough look at the literature reviewed indicated that the majority of the studies were conducted in foreign countries and other areas that were entirely different from the area of study of the present study. There seems to be few or no study conducted in public secondary schools in Idemili North Local Government Area of Anambra State that has investigated the influence of quality assurance measures on secondary school teachers' job performance using the same approach and variables as this study. With these few gaps identified, this study is different from the studies conducted by other scholars. It was based on this background and gaps that this study was therefore undertaken to examine the influence of quality assurance measures on teachers' job performance in public secondary schools in Awka Education Zone of Anambra State.

Statement of the Problem

There is a growing concern of the society about the realization of secondary education objectives due to doubt that there have been steady decline in teachers' instructional task performance and students' academic performance which depicts non-realization of quality assurance in secondary schools. The Anambra State Government through seminars has designed methods of assessing quality of instructions by taking entry behavior and achievement examination of students most especially JSS1 and SS1. The entry behavior examination is conducted late in November, first

term in all schools while the achievement examination is conducted in the month of July the following year. This is done to assess students' comprehension and mastery of the skills acquired thus; the new quality assurance process required the principals, vice-principals and teachers to accept some responsibilities for the qualities of education provided. This will also be achieved by developing the notion of the whole school supervision and inspection where self-evaluation processes and school development planning play integral part in quality assurance scheme. Therefore, without quality assurance measures and sustenance in secondary education, none of these groups can work effectively towards the achievement of the goals. Thus, quality assurance is of the utmost importance for the realization of quality education and attainment of education objectives.

In an ideal situation, teachers are expected to discharge their duties with a high level of effectiveness in order to facilitate the accomplishment of school goals and objectives. The primary duty of every secondary school teacher is to modify learners' behavior so that they can become useful to themselves and society in general. Unfortunately, it seems that many teachers have been found to be ineffectual in their job performance as displayed in their poor attitude to work, poor record keeping habit, not punctual to school, irregular attendance in classes, giving off notes to students, not marking the attendance register regularly and several other unacceptable behaviors which cannot contribute to the achievement of set goals and objectives of the school system. These have been an issue of concern with the government and all relevant stakeholders making efforts to cushion this problem. The Government, in an effort to address this situation, has intensified supervision of secondary schools, increase teachers' salary and improved teachers' training in recent times through capacity building in Anambra State. Despite all these measures applied by the government, public secondary school teachers, especially in Awka Education Zone of Anambra State, seem to perform below anticipation in their instructional roles. Students generally still seem to perform poorly in the classroom and standardized examinations such as WAEC, NECO, GCE, JAMB etc. and there are cases of indiscipline among students in the area. This means that teachers seem not to perform their jobs creditably because it is believed that when teachers performed well, students do better and vice versa. However, teachers may perform their jobs effectively in the school system if appropriate measures are put in place to improve their performance and direct their actions. Given the significance of quality assurance measures to the effective performance of teachers in a school system, it has become necessary to raise the question: What impact does quality assurance measures have on teachers' job performance in Awka Education Zone of Anambra State? This therefore prompted the researchers to examine the influence of quality assurance measures on teachers' job performance in public secondary schools in Awka Education Zone of Anambra State.

Purpose of the Study

The main purpose of the study was to examine the influence of quality assurance measures on teachers' job performance in public secondary schools in Awka Education Zone of Anambra State. Specifically, the study intended to:

1. Examine how frequent external evaluators from Ministry of Education discharge their duties in public secondary schools in Awka Education Zone of Anambra State.
2. Ascertain how principals carry out their administrative roles in line with teachers' job performance in public secondary schools in Awka Education Zone of Anambra State.
3. Highlight the contribution of the frequency of capacity building programmes attended by the teachers in public secondary schools in Awka Education Zone of Anambra State.

Research Questions

The following research questions guided the study:

1. What is the frequency of visit of the external evaluators from the Ministry of Education Anambra State to the schools in Awka Education Zone of Anambra State?
2. How do the principals carry out their administrative roles in line with teachers' job performance in public secondary schools in Awka Education Zone of Anambra State?
3. What is contribution of the frequency of capacity building programmes attended by the teachers to teachers' job performance in public secondary schools in Awka Education Zone of Anambra State?

Research Hypothesis

1. There is no significant relationship between quality assurance measures and teachers' job performance in public secondary schools in Awka Education Zone of Anambra State.

Method

The research design was a descriptive survey type. According to Nwankwo (2016) a survey research design is a study in which a population is studied by collecting and analyzing data from sample considered to be representative of the entire group through the use of questionnaire or interview from the group. The population of the study comprised all the 61 principals and 265 teachers in public secondary schools in Awka Education Zone of Anambra State. Simple random sampling technique was used to select a sample of 250 respondents. The instrument used for data collection was a self-developed questionnaire duly validated by experts in the Faculty of Education. Questionnaires were distributed to 250 sampled public secondary school principals and teachers by the researcher and two research assistants who were briefed on how to distribute and retrieve the questionnaire copies. That method was to make sure that all the items were recovered. Three weeks were used to collect the data.

The reliability of this research work was done by giving the questionnaire items to five public secondary school principals and fifteen teachers in Anaocha Local Government Area of Anambra. Test retest method was used. Pearson Product Moment Correlation Coefficient statistics was used to calculate the reliability coefficient and yielded the value of .71 which is considered high to be used for the study. Frequency counts and percentage scores were used to answer the research questions while the Pearson Product Moment Correlation statistics was used to test the hypothesis at .05 level of significance.

Results

Research Question 1: What is the frequency of visit of the external evaluators from the Ministry of Education Anambra State to the school in public secondary schools in Awka Education Zone of Anambra State.?

Table 1: Responses on the frequency of visit of the external evaluators from the Ministry of Education Anambra State to the schools in public secondary schools in Awka Education Zone of Anambra State

SN	Items	Agree	%	Disagree	%	N
1	The supervisors visit schools frequently	230	92	20	8	250
2	The external evaluators communicate with those evaluated to discuss their strengths and weaknesses	200	80	50	20	250
Average Percentage		86		14		

Table 1 showed the responses to the visit of external supervisors from the Ministry of Education in Anambra to secondary schools in public secondary schools in Awka Education Zone of Anambra State. It can be concluded from the analysis that there were frequent visits and constructive criticisms of the external supervisors, which could enhance teachers' job performance. On the average 86% of the respondents agreed while 14% of the respondents disagreed.

Research Question 2: How do the principals carry out their administrative roles in line with teachers' job performance in public secondary schools in Awka Education Zone of Anambra State.?

Table 2: Responses on how the principals carry out their administrative roles in line with teachers' job performance in public secondary schools in Awka Education Zone of Anambra State

SN	Items	Agreed	%	Disagreed	%	N
1	My principal frequently organizes seminars and workshops to educate teachers on their expected duties.	198	79.2	52	20.8	250
2	In my school, management frequently analyzes performance data (exam and test result for improvement)	200	80	50	20	250
3	Leadership and management involve staff in decision making	186	74.4	64	25.6	250
4	My principal regularly directs the senior officers to supervise teachers' activities in the class	220	88	30	12	250
Average percentage		80		20		

Results in table 2 indicated that many of the principals in public secondary schools in Awka Education Zone of Anambra State carry out their principals' administrative roles as expected of them. The average of 80% of the respondents agreed to this while 20% of the respondents disagreed, indicating that their principals carry out their administrative roles in line with teachers' job performance.

Research Question 3: What is contribution of the frequency of capacity building programmes attended by the teachers to teachers' job performance in public secondary schools in Awka Education Zone of Anambra State?

Table 3: Respondents' responses on the frequency of capacity building programmes attended by the teachers to teachers' job performance in public secondary schools in Awka Education Zone of Anambra State

No. of period attended	Frequency	Percentage
Once in a year	60	24%
Twice in a year	50	20%
Four times in a year	60	24%
Not at all	80	32%
Total	250	100%

Results from table 3 showed that 56% of the teachers of the frequencies of 60 and 80 either attended capacity building programmes once or neither attended at all in a year, while only 44% of the frequencies of 50 and 60 attended either twice or maximum of four times per year. This showed that teachers do not attend enough capacity building programmes which have effect on their job performance.

Testing of Hypothesis

Hypothesis: There is no significant relationship between quality assurance measures and teachers' job performance in public secondary schools in Awka Education Zone of Anambra State.

Table 4: Correlation between Quality Assurance Measures and Teachers' Job Performance

Variables	N	X	std	df	cal.r value	p.value	Decision
Quality Assurance measure	250	10.23	5.05	248	732	0.0	H ₀ rejected
Teachers job performance	250	18.71	7.93				

P<0.5

As shown in table 4, the p-value (0.0) is less than the level of significance .05 for 248 degree of freedom indicating that significant relationship existed between quality assurance measures and teachers' job performance in public secondary schools in Awka Education Zone of Anambra State. Thus, the null hypothesis which stated that there is no significant relationship between quality assurance measures and teachers' job performance was rejected.

Discussion of Findings

After careful analysis of the data collected for this study, the findings clearly indicated that positive and strong relationship existed between quality assurance measures and teachers' job performance in public secondary schools in Awka Education Zone of Anambra State. The findings of this study as indicated from the analysis showed that there were regular visits and

constructive criticisms of the external supervisors, which could enhance teachers' job performance in public secondary schools in Awka Education Zone of Anambra State. Effective supervision is a good tool to upgrade teachers into the required standard and for quality assurance. This finding agreed with the findings of Ikegbusi and Eziamaka (2016) that teachers need supervision to work harder no matter their level of experience and devotion because, without supervision, both teachers and school administrators derail rapidly in their performance. When the external supervisors attach importance to their supervisory roles, and perform their tasks as expected, teachers' productivity would be enhanced. This is supported by Orunbon and Isaac-Philips (2020) who found that there is a significant relationship between quality assurance and teachers' classroom management which in turn positively affects students' success in secondary schools. The activities of the quality assurance team with the teacher in a given class help the teacher to control and manage the class effectively. The study also agreed with the study of Ayeni (2012) that the principals being instructional leaders are expected to be more resourceful and pro-active in collaborating with the stakeholders in the education sector to meet the competing demands of school administration and instructional supervision which are useful for continuous improvement and achievement of set goals in secondary schools.

Again, the study indicated that many of the principals in secondary schools carry out their principals' administrative roles as expected of them. The findings confirmed that the principals employed in-house seminars to educate and update their teachers' knowledge to make them effectively resourceful in discharging their duties. They provide instructional leadership by coordinating co-curricular programmes and are responsible for the general administration of the schools. The principal, being the instructional leader, is at the position to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them for scholarship and best practice in curriculum delivery. This buttressed the statement made by Ikegbusi (2016) that the success or failure of schools is greatly dependent on the administrative behavior of the school head. The school head needs to be praised if the school achieves the target goals but blamed when there is failure. Again, Adegbesan (2012) supported the finding by saying that all the education sectors should collaborate to organize an annual education summit for comprehensive review and assessment of the degree of success in school supervision and monitoring with a view to producing the desired outputs and achieving the overall educational objectives to ensure sustainable improvement in institutional management and curriculum delivery in secondary schools.

The results also established that capacity building programmes enabled the teachers to acquire skills and update their knowledge which makes them to be competent. Competency enhances individual teachers to be more innovative and resourceful in their respective areas of operation and specialization. This collaborates with Goldstein and Goldstein (2017) who asserted that teachers determine the production of quality citizens and for them to be a reservoir of knowledge, they must imbibe the culture of learning and upgrading themselves at all times. This indicated that capacity building programmes such as seminars, workshops and teachers' vacation courses are designed to guide teachers against impacting wrong ideas into the learners. Ikegbusi and Eziamaka (2018) agreed that training and re-training of teachers at

intervals are means of achieving the goals of education at different levels. This implies that the success of any educational programme is the positive inculcation of the right values and skills in students. Chikwado and Chinyeaka (2021) also affirmed that there is a relationship between staff development programmes and teachers' job performance. Teachers need to be continuously exposed to training programmes to update their skills and knowledge in the light of a changing educational system, so as to improve their teaching effectiveness. Thus, capacity building programme attendance improves teachers' job performance and thereby enhances students' academic achievement in schools.

Conclusion

Based on the findings of the study, it was concluded that quality assurance measures had great influence on teachers' job performance in public secondary schools in Awka Education Zone of Anambra State. This indicated that regular monitoring; supervision and evaluation of teachers would enhance their job performance. The ability of a principal to be focused, decisive, participative and visionary would make the school a learning community. Effective supervision improves quality education, and identifies the strengths and weaknesses of individual teacher, giving room for improvement. Besides, if teaching and learning in schools are to enhance teachers' job performance, training and re-training of teachers and good incentive packages are highly essential for teachers in order to make them stay on the job because, when teachers' basic needs are met, they would be focused and contribute their quotas to raising students' academic achievement.

Recommendations

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

1. School principals should collaborate with relevant stakeholders to promote capacity development of teachers through intensive and regular in-house seminars/workshops to improve knowledge, pedagogical skills and competence of teachers in various subjects, and improvisation of instructional materials to enhance teaching-learning process in secondary schools.
2. External supervisors should also be sent on routine visits by the Ministry of Education at least three times a month and effectively communicate to the teachers as this will go a long way to improve teachers' job performance.
3. Principals should ensure that teachers are supervised regularly through class visitations, instructional observations and through checking of teachers' records.
4. Secondary school principals should adopt contingent leadership styles that will enable them to relate with staff and students. They (principals) should exhibit good attitudes that are worthy of emulation, this would go a long way to make the teachers start manifesting such positive attitudes which lead to effectiveness.

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