

INFLUENCE OF QUALITY ASSURANCE ON TEACHERS' TASK PERFORMANCE IN
LOWER BASIC EDUCATION SCHOOLS OF MALUMFASHI LOCAL GOVERNMENT
AREA, KATSINA STATE, NIGERIA.

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DECLARATION

I hereby declare that this work is the product of my research effort undertaken under the Supervision of Professor A. O Fagbemi, and to the best of my knowledge it has never been Presented Wholly or partially for the award of any degree or publication elsewhere. All citations and sources of information have been used for reference purposes only

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CERTIFICATION

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Abstracts

This study examined the influence of quality assurance on teachers' task performance in primary schools of Malumfashi local government area Katsina state. Four objectives were set; four research questions were raised to guide the conduct of the study. Descriptive survey design was used for the study. The population of the study consisted of 30 head teachers and 850 classroom teachers' out of which 293 were selected as sample of the study using, stratify sampling techniques. Researcher made questionnaire tittle influence of quality assurance on teachers' task performance (IQATTP) in form of 3 Likert modified scales were used as the instrument for data collection. The instrument validated by expert in test and measurement from Bayero University Kano after been scrutinized by the supervisor. Pilot study was conducted to determine the reliability of the instrument and a coefficient of 0.75 was obtained. Frequency and simple percentage were used as statistical tools for data analysis. The major findings of this study include: the school quality assurance was effectively carried out, the school quality assurance influence teacher's ability to write daily lesson plan, the school quality assurance influence teachers' to update their school records, the school quality assurance evaluation influence the teachers' ability to select method of teaching. Based on the findings of the study the following recommendations were offered: School quality assurance evaluators should maintain and devote their time and resources in evaluating teaching and learning activities in their respective school, school quality assurance evaluators should maintained evaluating teachers to write and use their lesson plan during their lessons delivery, school quality assurance evaluators should maintained checking school weekly record so that teachers would update their records, the school quality assurance activities in primary schools should be maintained not only at Malumfashi Local Government Area, but in the whole state.

CHAPTER ONE

INTRODUCTIN

1.1 Background to the Study

Education is a process by which one acquired knowledge, skills, information in order to be useful to oneself, family and society in general. Education prepares an individual for future to be able to fulfill socio-economic and political obligations to oneself, family and the society. No Society or Nation could develop without qualitative education. One of the major sources of boosting the economic activities, social development, political achievements as well as science and technological advancement is education.(FRN, 2004).

Nigeria as a developing country which needs to change its position to become a fully developed country and compete with other nations. That is the reason why the Federal, States, as well as the Local Governments allocate adequate funds for the development of education. Allocating funds for educational sector is not the only way of boosting educational activities as well as economic development in the country. There is also the need to manage education for quality that can help the country to realize its national goals.

However, the Nigerian government recognizes the need to monitor not only the financial management of the school, but also the effectiveness of teaching and learning. In this regard, quality and standard could be maintained in the educational institutions through regular evaluation of instructions, curriculum, lesson plan, and scheme of work in the schools.

The primary objectives of the educational institutions set up all over the nation is to train and teach the pupils the needed skills, societal norms and value in preparation for adulthood and membership of the larger society. There is also the need to evaluate the types of instruction to be delivered in the classroom to ensure that, the right type of instruction is given to the students.

Primary education is the education given in established institution for children aged 6 to 11 and with six years duration (FRN, 2004). In Nigeria primary education forms the base for the 9 year basic education programme. It is tuition free, universal and compulsory. The objectives of primary education are derived from the national policy on education. One of the major objectives of primary education is to equip the individual with a solid base for scientific and reflective thinking through the inculcation of permanent literacy and numeracy. The individual that has passed through primary education must have acquired sound character and attitude training to enable him to adapt to changing environment. Indeed, at the end of primary education programme, the recipient must have acquired manipulative skills necessary to function effectively in the society within the limit of his capacity.

There is need for educational or school quality assurance to ensure that teaching and learning take place effectively. Both the state Universal Basic Education Board and the Ministries of Education are involved. Management of secondary school education is managed at the state level through the Zonal Quality Assurance officers. While at the state level management of primary school is respectively of SUBEB while at the local government level it resides at Local Government Education Authorities (L.G.E.A). However, with the introduction of UBE, both SUBEB and L.G.E.A are linked with the Universal Basic Education Commission (UBEC). Specifically, School Quality assurance is the responsibility of lower basic education school head teachers as well as Local Government Education Authority (L.G.E.A). Likewise, teachers performance monitoring is carried out at the school level by the head teachers and assisted by school mentor. Their roles include: evaluating of lesson plans and scheme of works, as well as attending classes among others.

The school internal evaluator (head teacher) assesses and records the performance of teachers' ability and consistency in carrying out the classroom activities and keeping high quality record. The activities of school evaluators include the following: Evaluating, Monitoring, Rating, Assisting, Recommending etc All these activities if carried out effectively by the school evaluators can improve instructional delivery and quality of teaching in the educational institution, However, not every appointed school evaluator (head teacher) is competent, this account for the reasons why the competence of some school evaluators seem to be low.

Perhaps that is the reason for uplifting the quality control of primary educational standard in Nigeria which is the foundation of every educational programme. Quality assurance unit of Malumfashi Local Government Education Authority also serves as the agent of providing quality control of the education in the area.

1.2 Statement of the Problems

The need for educational research is to find solution to the prevailing educational problems in the society. This research work was find out the solutions to the prevailing influence of Quality Assurance on Teachers task performance in lower Basic (Primary) schools in Malumfashi Local Government Area of Katsina State Nigeria if there is any.

Quality Assurance as the instrument of improving teaching and learning activities as well as managing the educational quality control of every educational institution particularly primary school education, which plays a vital role in providing educational quality control and improving the teachers' task performance.

There is this perception that head teachers spend much time in offices on financial activities instead of evaluating teachers in their teaching and learning processes. Most school Evaluators does not understand their tasks, may be because they had insufficient skills of schools

Evaluation, or they have received little training in that process. However, the shortage of qualified personnel (school internal evaluators) is also among the perception of problems facing educational quality assurance in Malumfashi local government area, Katsina state.

Some of the Head teachers in Malumfashi local government seem to have insufficient knowledge and training in school administration which prevents them from carrying out their tasks effectively

However, the major thrust of this study is to find out the influence of quality assurance on teachers task performance in Lower Basic Education Schools in Malumfshi Local Government Area, especially in the area of writing lesson plan, ability to update school record, using appropriate method of teaching in Malumfashi Local Government Area, ofKatsina State Nigeria to improve quality of teaching and learning.

1.3 Objectives of the Study

The following are the objectives to guide the study:

1. To find out whether the school quality assurance is properly carried out such as teacher punctuality and accuracy, in Lower Basic Education Schools of Malumfashi Local Government Area of Katsina State.
2. To determine the influence of School Quality assurance on teachers ability to write lesson plan. Such as write and enter classes with their lesson plan, in Lower Basic Education Schools of Malumfashi Local Government Area of Katsina State.
3. To determine the influence of School Quality assurance on teacher's ability to update school record,in lower Basic Education Schools of Malumfashi Local Government Area of Katsina State.

4. To determine the influence of school quality assurance on teacher's ability to select appropriate teaching method, in lower Basic Education Schools of Malumfashi Local Government Area of Katsina State.

1.4 Research Questions

Following questions were raised to guide the conduct of this study

1. How the school quality assurance being carried out properly in Malumfashi Local Government Area of Katsina State?
2. Is the School Quality Assurance influence teacher's ability to write lesson plan, in Malumfashi Local Government Area of Katsina State?
3. Is the School Quality Assurance influence teacher's ability to update their school record, in Malumfashi Local Government Area of Katsina State?
4. Is the school quality assurance influence teacher's ability to select appropriate teaching method, in lower Basic Education Schools of Malumfashi Local Government Area of Katsina State?

1.5 Significance of the Study

Quality assurance is an important exercise to achieve educational goals; effecting teaching and learning. Therefore, this research work focuses on the Influence of Quality Assurance on Teachers' task performance in Lower Basic (primary) Schools in Malumfashi Local Government; it would benefits the society through series of ways which are as follows:

This research work would be of significance to Malumfashi local Government area of Katsina state especially local government education authority, in the sense that, the findings of this study would assist the authority with relevant information for appropriate planning and provision of enough educational facilities. The findings would also assist the Local Government

Education Authority in decision making especially in the appointment of qualified school evaluators (head teachers) for effective and efficient delivery of school evaluation services.

Lower basic education (primary) school head teachers would also benefit from this study in the sense that, the findings of this study would expose new technique and skills to internal evaluator use them (new evaluation technique and skills) in evaluating their staff (teachers) the Lower basic education (primary) school teachers would also be among the beneficiaries of this study to the effect that, the findings would make them learn new technique for teaching and learning effectiveness.

Lower basic education (primary) school pupils of Malumfashi Local government area, of Katsina state would be the prime beneficiaries of this study, because the whole venture of school quality assurance is to produce qualitative output via literate pupils

This study would also be of significance to the future researchers who wish to carried out the same or similar research in the field of school quality assurance; it would also serve as mirror reference to them.

The study again would serve as reference or reading materials for general public including teachers and students.

1.6 Scope and Delimitation of the Study

This study was carried out in Malumfashi local government lower Basic Education (primary) schools. Other lower Basic Education (primary). Schools outside Malumfashi Local government area, Katsina state and country were delimited from the study.

The study also covered the Lower Basic Education (primary) schools head teachers as well as teachers of Malumfashi Local Governments area, of Katsina state, other Lower Basic Education schools in other local government of Katsina state would be delimited from this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter centered on reviewing literature related to this study from the conceptual frame work and theoretical frame work. Empirical study was also reviewed; summary and uniqueness of the study were also highlighted. Ngworgu (1991) in Sulaiman (undated) explained that the review of related literature provides a researcher with a good knowledge of the state of the art in the area he is investigating.

2.2.1 Quality assurance an overview.

The development of any country, community, organization or individual is linked to the quality of education, skills or training possessed over time. The achievement of any goal through a comprehensive quality of education provision. This indicates the significance role education play and development of any individual or country in the world. For this various nations, organization, and individuals engage actively to provide quality education at all levels of education, and because quality education cannot be achieved in a platter of gold i.e. it has to be pursued, maintained and sustained, countries of the world adopted various measures and strategies so as to ensure that education is provided at the most required quality so that the goals of a nation will be realized. Among the measures taken are inspection and supervision and now quality assurance.

Tracing the genesis of quality assurance, Friend-Pereira, Lutz and Heerens (2002), stated that Quality Assurance (QA) clearly emerged as a principal business methodology in the western

world throughout the 1960. Since that time there were pressured by customers for the need of quality products so business organization then were competing to satisfy customers with the most quality products. Winning companies are those that meet single market in which the operate, So the philosophy of quality assurance in business organizations over the last five decades has focused on the training of employees to prevent problems, strengthening organizational systems, and continually improving performance.

Faced with similar pressures for the need of quality services by the people, the public sector adopted quality assurance to ensure quality provision of education, health service, transport, social service etc. throughout the public sector. Bizea et al. (2012), argued that “good and effective public sector education system is part of what politicians are elected to deliver, and they must organize to bring it about. Quality assurance as a mechanism for ensuring quality education system is therefore adopted to provide to the citizen quality education at all levels of education. Quality assurance is regarded as an effective way to bridge the gap between policy and practice in education. For this various government the word over accepted and continue to apply quality assurance so as to ensure effective delivery of public services.

Reviewing the historical development of quality assurance in Nigerian higher education, Okebukola (2010), asserts that quality assurance began in 1939, when the colonial administration institute review the programme offered in Yaba Higher College, the first institution of Higher learning in Nigeria. It was reported that the governor-general was responding to public comments about this quality of technical personnel that the College was producing. Fears were being expressed that the colonial government was implementing a deliberate policy to ensure that locally produced middle-level human resources from the College was poor quality when compared with those trained in equivalent institutions in the Uk. The report of the panel to a

review of the curriculum of the Yaba higher College in 1942 (Okebukola, Shabani; Sambo and Ramon Yusuf, 2007), By 1994, the colonial administration opened the first university- level institution in the country as a College of the University of London in Ibadan and started to operate with all the academic framework of the University of London including quality assurance practices. Thus when it becomes a university, the University of Ibadan continued with its quality assurance culture inherited from its mother, when the first generation universities were established in Nigeria. They started to operate with internal quality assurance. Realizing its relevance in ensuring the quality system and delivery most education sub-sectors began to adopt quality assurance as mechanism for ensuring efficiency and effectiveness of the inputs, process and the end result. The federal ministry of education also shifts from the former practices of inspection to a more relevant mechanism of quality assurance. Therefore, when the universal basic education was launched in 1999, passed in to law in 2004, Universal Basic Education Commission also adopted quality assurance to replace the former practices of inspection. This is also followed by directives departments with quality assurance as such Katsina state Universal Basic Education Board is used as mechanism for ensuring and maintaining of uniform standards across the basic schools of Katsina State. Currently, the department has director, Zonal coordinator at the seven Educational zones of the state, units' heads at all thirty four Local Government Education Authority (LGEAs) in the state and other officers at the state, Zonal, LGEAs and ward levels.

2.2.2 Concept of Quality Assurance

Quality assurance has attracted the attention of the scholars, policy makers and practicing managers of various organizations including education. Quality has remained the focus of nearly all customers, this forces organizational manager to put more emphasis on their input process of transforming the input and the output so as to defeat other competitors in the market science. The term quality assurance is discussed under various and levels specializations in education, there is quality assurance in tertiary institutions, quality assurance in secondary schools, quality assurance in basic schools, quality assurance in technical vocational schools, quality assurance in colleges of educations, polytechnics, and many more areas.

Ajayi and Adegbesan (2007), see quality as the total of the features of a process, product or services on its performance, in customers or clients' perception of that performance. It is not just a feature of a finished product or services but involves a focus on internal processes and output and include the reduction of waste and the improvement or productivity. Abdullahi and Abdullah (2014), see quality as perfection or consistency. But this description enables us to ask whether something can be perfect or not because perfection has to do with satisfying the needs or expectations of every one and this seem far from reality. Aristotle in Reuben, Odey and Egodi (2012), asserts that an "examination of knife would reveal that its distinctive quality is to cut and from this we can conclude that a good knife would be a knife that cuts well". With this we can say that the quality of an object, system, program or an organizations its ability to effectively and efficiently satisfy the functions expected from it. In line with many scholars consider quality as fitness for purpose or 'conformance to requirement' the set objectives are taken into cognizance, in determining the quality of a given programme

Thus for the Nigerian primary education to be describe qualitative, it must achieve its goals as stated clearly in section 4, item 18 of the National policy on Education. Arikewuyo (2004) views quality in education to be judged by both its ability to enable the students perform well in standard examinations relevant to the needs of the students, community, and the society as a whole. Oduma (2013) maintains that ‘quality refers to the standard of phenomenon when it’s compared to other things like it’. With this definition, one will focus on other substitutive item in determining the quality of something. Artz (1992), cited in Oduma (2013) maintains that quality is as that which best satisfies and exceeds customers, needs and wants. Chambers (2004), Quality is the degree or extent of excellence of something. It has to do with the standard expected of a product services. Fadokun (2005), characterized “quality by three interrelated and interdependent stands. Efficiency in the meeting of its goals, relevance to a human and environmental condition and needs, and something more” That is the exploration of view ideas, the pursuit of excellence and encouragement of activity.

On the other hand also Fadokun (2005), asserts that ‘quality assurance is a critical examination of the objectives, attitude, procedure, and institutional control systems with a view to ensuring that set standards and quality is maintained.’ Quality assurance here means a continuous process of ensuring that organizations operate based upon the standards set for its operation by ensuring that procedures of operation are strictly followed and objectives are achieved. Quality assurance is therefore, an instrument of enhancing the effectiveness of a given program so that objectives will be achieved. It is the management of goods, services and activities from the input stage, through process, to the output stage of production.

However, Quality assurance has to do with the maintenance of a desired level of a quality or standard in production or service. Onochea, (2002), defined quality assurance as a degree of

excellence and that which is relative with attribute and characteristics. Akubulo and Okorie, (2013), Quality assurance can also be seen as a process of evaluating program with the aim of making judgment about it, improving its effectiveness and informing future decisions. It comprises a set of activities for ensuring quality in the processes by which products are developed. For this, many scholars maintain that quality assurance is a proactive activity aims at preventing defects in the process of making products. Though this description is more relevant to business organizations but it can also be apply to all organizations where input and use and process are applied to transform the inputs into outputs.

Okebukola (2008), defined quality assurance as the policies, systems, strategies and resources used by the institution to satisfy itself that its quality requirements standards being met. It appropriately described as “fitness for purpose” in another way Ojerinde (2008) described quality assurance as “the degree of conformity procedure of an organization with set standards.” Both interpretations emphasizes that the purpose of quality assurance is conformance of organizational requirement. Quality assurance therefore refers to the systematic activities implemented to a system so that quality requirements for a service and products are met.

2.2.3 Quality Assurance in Education

The main purpose of setting up any institution is to provide effective teaching and learning so that the outcome will be of desired standard. Quality assurance is the process of ensuring that the educational outputs (graduating students) are pocessed with all required personnel and quality programs, facilities, and materials to meet the global acceptance. It is a guarantee of confidence and certainty by a program of study given by institution that standard are being maintained and

enhanced. It is a continuous process in the quality teaching and learning activities which will be achieved.

Quality assurance in education is the efficient management, monitoring, supervision, assessment and the reviews of the resources inputs and curriculum implementation process to produce the quality learning outcome (product value) that met set standard and expectations of the society. Oduma (2013), explains that quality assurance in the education system involves the process of monitoring, assessing and evaluating all aspects of the education activities and communicating outcome to all concerned with a view of improving the products of the education system. Ayodele (2007), asserted that quality assurance entails the quality of teaching personnel, quality of available instructional teaching and materials, equipment and facility, school environment and pupils; and quality education delivery. It embraces. All functions and activities that will ensure that quality of the academic (teaching, curriculum etc) and structures (building infrastructure etc) will allow an objective review of the quality of the programmed/instructional delivery. This signifies that quality assurance in education system entails all activities that will lead to the improvement of education system; teachers development programmed; provision of relevant instructional materials, paper utilization of the materials and methods and availability of facilities that enhance effective teaching and learning environment and batter chain of communication so that the results will reach all those concerned with teaching, administering or policy making in education. This means learners, educational administrator, and governmental agencies are all involved in quality assurance and it is one of the basic think that distinguishes quality assurance with the former practice of inspection.

According to Morgatrod and Morgan in fredricksson (2004), quality assurance refers to the determination of standards by an expert body. Accompanied by a process of inspection or

evaluation that examines the extent to which practice meets these standards, supporting the suitability of quality assurance in education. Birzea et al, (2005), assert that ‘until recently, the task of achieving real improvement across school systems, however, proved to both elusive and expansive’. They therefore, maintain that education quality assurance cover what students learn, how well they learn and what benefits they derive from their education. Okebukola (2010), acknowledge that quality assurance in education systems is “an umbrella concept for of activities that are designed to improve the systems input, process, and output of education. Quality assurance therefore, covers all aspects of education system. It involves a consistent maintenance of standard of education. It is degree by which a system can guarantee with confidence and certainty, that the standards and quality of its educational provisions are being maintained and enhanced.

However, quality assurance in education system therefore, is a multi-dimensional concept involving all the various functions and activities of the education system. Such functions and activities include teaching, research, staffing, students, buildings, facilities and equipment, service to community and academic environment. In this regard understanding quality assurance is the ability of education system to meet certain criteria relating academic matters especially in tertiary institution. Yusif and Oluwakemi (2013), posit that quality assurance deals with proactive of preventive means of ensuring quality inputs teaching-learning process the outcome and the academic achievements of students. Quality assurance aimed at setting things done at the first time and every time. Prevention therefore is the basis quality assurance. The difference is that quality assurance is process oriented and quality control is products oriented. Testing for quality is not assuring quality its only controlling it (Jacqueline, 2002; Babalola 2004), explaining quality assurance in tertiary institution, Ifedili and Jayce (2010), stated that “quality

assurance in the tertiary institutions is the process of ensuring that the tertiary institution outputs are processed with all required qualified personnel and quality programs, facility and material to meet the global acceptable standard.” Based on this definition, one can define quality assurance of basic education as a means of ensuring that basic education inputs are processed with the most required teachers, facilities and materials so as to meet standard of basic education in Nigeria.

Quality assurance in the basic education sub-sector can be defined as an all-encompassing concept which includes all process, policies and actions through which the quality of basic education is developed and maintained. It goes beyond quality control and lays more emphasis on quality of the end-products with presumption that minimum standards exist. Federal Ministry of Education (2010), defines education quality assurance in Nigeria as a paradigm shift from former practice of school inspection to a monitoring and evaluation process that provides a new operative mode of evaluation. It ensures that evaluation process and practice are carried out to set standard that brings about improvement in teaching and learning.

2.2.4 Principles of Education quality assurance.

The federal Ministry of Education (2010), identified the following as principles of education quality assurance the reasons he put forward:

1. The effectiveness of quality assurance evaluation, both internal and external, contributes to school Improvement.
2. The process of quality assurance promotes Inclusion of all learners.
3. Quality assurance is carried out openly with those being evaluated.
4. All quality assurance evaluation uses the same quality standards and the quality indicators must be made known to all stakeholders.
5. The findings of quality assurance are valid, reliable and consistent

6. The outcomes of evaluations shall inform National and state policy, planning and training.

The aforementioned principles of education quality assurance set by federal ministry of education are geared towards the achievement of the functions of quality assurance in Nigerian education system. It's assumed that if these principles are strictly adhered to by quality assurance agencies at the state and federal level the achievement of quality education across the country will be attained.

In addition to the above the federal ministry of education (2010), also highlighted the following as ideals that underpin quality assurance:-

- a. Quality assurance evaluation act in the interests of learners and where relevant, their parents, to encourage higher quality provision.
- b. Quality assurance is evaluative and diagnostic, assessing quality and compliance, and providing a clear basis for improvement;
- c. The purpose of quality assurance and the and procedures to be used are communicated clearly to those involved;
- d. Quality assurance evaluation invites and takes account of self-evaluation by those evaluated;
- E. Quality assurance evaluation informs those responsible for taking decisions about education provision;
- f. Quality assurance evaluation is carried out by those who have sufficient and relevant professional experience, expertise and training;
- g. Evidence is recorded is of adequate range and quality to secure and validate judgments;
- h. Judgments are based on systematic evaluation and criteria, and reflect a common understanding about quality;
- I. Effectiveness is Central to judging the quality of education provision and process;
- J. Quality assurance evaluate includes clear and helpful oral feedback and leads to reports that evaluation performance and quality, and identify strengths and areas for improvement;

K. Quality assurance is built into all quality evaluation activities to ensure that these principles are met and quality assurance is improved.

2.2.5 REASONS FOR QUALITY ASSURANCE IN EDUCATION.

Adegbesan (2012), outlines some reasons why quality assurance is necessary in education. These are:-

- a. Quality assurance serves as an indispensable component of quality control strategy in education.
- b. It will ensure and maintain high standards of education at all levels.
- c. It will assist in monitoring and supervision of education activities especially that of teaching and learning.
- d. It will equally help to determine the quality of teacher's input.
- e. It will assist to determine the resources as well as facilities needed for smooth operations especially from time to time in our school systems.
- f. it helps to determine the adequacy of the learning environment for the comfort of both the teacher and the students.
- g. It would also ensure how the financial resources available could be prudently and judiciously utilized.

2.2.6 Concept of Teachers task performance

Teacher's tasks: Are the duties, responsibilities which the teacher is expected to perform during instruction. Adesina (1984) and Adeyemo (1975) in Aderere (2008) in different work they explain some task and functions of teachers as follows:

1. Organization: A teachers should organize his lesson, pupils and record. If he is a class teacher, he should arrange his students in a very nice way leaving passage between their seats.

2. Teaching: the main task of the teacher is to impart knowledge. Thus, he should have a grand knowledge of what the subject matter is and know diversified methods of teaching it.
3. Discipline and order: A teacher should try and maintain discipline in his pupils. He makes them obey the rules and regulations of the school most especially, he should lead by example.
4. Supervision: A teacher is supposed to be a mini-supervisor. He supervises his students work in and outside the classroom.
5. Time table: A class teacher should copy out his time table, which guide his movement from one class to another and guide him on where to start or end teaching.
6. Assessment of examination: A few teachers are involved in preparing administering and recording his student's examination results.
7. Records: he is supposed to keep such as note of lesson, dairy/scheme of work, syllabus, teacher's textbooks, class mark books and so on.

According to Olubadewo (1992), in what he regards as what teachers are accountable for or product of accountability: to evaluate teaching effectiveness or product accountability, we must consider the following:-

1. Terminal behavior: What is it that teachers and supervisors want their students to know, to master or to achieve during the term? After considering national, state and local education polices and the background and their ability of their students, the teacher and his supervisor should together determine what terminal behavior they plan they plan to Indulged in their students. These then constitute the terminal behavior, denoting what the students should do or perform to demonstrate the desired behavioral change.

2. Pre-Requisite (background knowledge): it is important to establish through pre-test, analysis of the students records to determine their readiness to begin on the instructional objectives and succeed in achieving them.

3. Instructional input: This is comprised of the organized and sequential learning experience students receive to achieve the objectives. After the sequences of instructional activities are planned, methods of imparting arrived at teachers and supervisors must determine what teaching aids and other instructional materials may facilitate learning. Throughout the teaching process the teachers' needs to keenly observe and record student's progress to each stated behavioral goal. These records should describe student's performances and should avoid using valueless terms.

4. Evaluation the input: because students have been presented and because objectives are formulated in precise, behavioral terms it should be possible to unambiguously measure how much student performances have improved and whether set objectives have been achieved. If they have not, teachers and supervisor need to find out the reason why and to modify the above procedures.

2.3 Theoretical Frame Work

Although there are different opinion as to what constitute a theory. According to Bello (2005), defines theory as a combination of principles, concepts and procedures put together to form a body of knowledge. Theories are therefore tested and proven guidelines that could provide one with knowledge of a given phenomenon procedure and know how. Asika (1991), also defines theory as a statement of invariant relationship among measurable phenomenon.

2.3.1 Theory X

The most appropriate theory for this study is theory 'X' This theory was created and developed by Douglas McGregor at the M.I.T. Sloan School of management in 1960 that has been used in human resource management organizational behavior, organizational communication and organizational development.

Douglas McGregor (1906-1964), was one of the forefathers of management theories and one of the top business thinkers of all time. He was social psychologists who become the president of Antioch College. He later becomes a professor of management at Massachusetts institute of technology. His book the human side of enterprise (1960), had a profound influence on the management field largely due to his theory X and theory Y. Mcgregor developed a philosophical view of human kind with his theory X and theory Y in 1960. his work is based open Maslow's Hierarchy of needs.

Theory X: - has been proven counter effective in most modern practice management assures employees are inherently lazy and will avoid work if they can and that they inherently dislike work As result of this management believes that workers need to be closely supervised and comprehensive system of controls developed. A hierarchical structure is needed with narrow span of control at each and every level.

According to this theory, employees will show little ambition without an ending incentive program and will avoid responsibility whenever they can.

According to Papa (undated) if the organization goals are to be met, theory X managers should rely heavily on threat and coercion to gain their employees compliance. Belief of this theory leads to mistrust. High restrictive supervisor and punitive atmosphere

The theory X manager tends to believe that everything must end in blaming someone. He or she thinks all prospective employees are only out for themselves.

Usually these managers feel the sole purpose of the employee's interest in the job is money. They will blame the person first in most situations, without questioning whether it may be the system, policy or lack of training that deserves the blame. A theory X manager believes that his or her employees do not really want work, that they would rather avoid responsibility and that it is the manager job to structure the work and energize the employee. One major flow of this management style is it is much more likely to cause diseconomies of scale in large business. However, the study will follow all to assumptions made by theory X and show its relevance particularly to school quality assurance and educational or school organization. The theory X assumptions said:

- 1) People have an inherently dislike to work and will avoid it whenever possible;

In relating this assumption with the research work: most of lower basic education (primary) school teachers don't like their work, which is teaching profession and they totally dislike the work, especially lesson plan, scheme of work, using instructional materials, instructing itself as well as mastering subject matter and teaching methodology.

- 2) People must to be coerced, controlled directed or threatened with punishment in order to get them to achieve the organizational objectives. To make this assumption relevant with the study to be conducted, if the educational objectives want to be achieved, the teachers must be controlled and directed as well as forced to perform their task, by using frequent monitoring and evaluation so as to avoid negligence of the work. The head teacher as school manager must

coerced, controlled, directed or even threatened his work force with punishment in order to achieved the educational objectives in his school.

- 3) People refer to be directed; they do not want responsibility and have little or no ambition. This assumption will be relevant to this study because, most of lower basic education school teachers do not have confidence in their selves, always they are waiting for L.G.E.A. directives whether it is in the right way or not even preparing lesson plan they are waiting for head teachers directive as well as school evaluation and they don't consider the scholars work in the field.
- 4) People seek security above all else. This assumption will be relevant to school evaluation because most of lower basic education school teachers are working just because of salary not for developing their academic career; they do it to provide life security, so such group of teachers needs to be closely monitoring and evaluated for them to carry out their duties.

The above theory X assumption has a relationship with school quality assurance evaluation according to different scholar's perspectives said it is the process of monitoring, assessing and evaluating all aspects of the school activities. It also is the process by which the evaluators control directs, coerced and even threatened the teachers. In this relation Olubadewo (1992), posits that traditionally, educational evaluation was concerned with the evaluation of teacher's performance. Teachers were scrutinized and evaluated. Evaluators assessed teacher's performance and teachers personality traits, intelligence, and other personal attributes, these assessments were subjective and often very difficult to depend

2.4 Review of Empirical Studies

The study reviewed some existing literature and or study conducted by various scholar and researchers related to this study, so as to express the views and findings from their studies.

In the study conducted by Ogamba, Migosi, & Ombuki (2013), with the title "The role of quality assurance and standard officers in engaging primary school teachers effectiveness in Marani district, Kenya" found in their recent study that quality assurance and standard officers do not organize training for teachers to improve their performance. Although (38.33%) of the respondents indicated that quality assurance and standards officers conduct short courses on curriculum and instruction termly, (61.67%) of the respondents maintained that QASOs conduct no training for teachers to improve their performance. On the frequency of QASOs' assessment in schools the study revealed that QASOs conducted assessment on curriculum delivery termly as 86.7% of head teachers indicated that they compared their assessment reports with QASOs report to determine challenging areas in instructional programmed which need immediate remedy and 13.3% indicated that they do not compare their reports with QASOs. At the crux of the matter, the findings of the study reveal that contribution of QASOs in enhancing teachers effectiveness through capacity development was below requisite there should as such their relevant needs to be improved

The study conducted by Baba (2009), titled relationship between school supervisory climate and teachers' task performance in secondary school in Bida educational zone, Niger state. He discovered that there was a high relationship between supervisory climate and teachers task performance in secondary schools, in other words teachers' productivity in a particular secondary school depend much on the types of supervisory climate of that school it was

discovered that open school supervisory climate yield in task performance by teachers. It was also discovered that closed school supervision climate is negatively much related to teachers' task performance in secondary schools of Bida educational Zone; this means that closed school supervision climate retard teachers task performance in secondary schools.

The study conducted by Musa (2009), titled the impact of school supervision on Education Quality Control in secondary schools in Kumbotso Local Government, Kano State. Found that school supervision has significant impact on quality control of secondary education in kumbotso L.G.A of Kano State. The result of the ANOVA used shows that the between group and within group is DF=16 and DF=158 respectability. The study also reveals that internal supervision by principal has no significant impact on secondary school quality education. This is shown in the between and within group (DF=17,158), CF=1.440, sig 0.05) of the ANOVA used in the study. This implies that adequate supervision if successfully carried out will enhance quality education of secondary schools of Kumbotso Local Government, Kano State.

The study conducted by Joshua (2014), titled principals and parent's partnership for sustainable quality Assurance in Nigerian secondary schools. Akungba-Akoko, Ondo State Nigeria, the study further examined the roles, mode of operations and implications of the partnership that exist between the school principals and the parents in quality assurance. Descriptive survey research design was adopted for data collection and analysis. A total of 150 participants comprised of 30 principals and 120 key members of the parent-teachers Association (P.T.A) three research questions and one hypothesis were formulated. The simple percentage and mean scores were used to answer the research questions while person correlation statistics was employed to test the hypotheses at $P < 0.05$ level of significant. The result showed that the relationship between principals and parents roles was relatively low in quality assurance ($r = -$

0.213, $P < 0.05$). The study concluded that sustainable quality assurance in secondary education is a function of close collaboration among education stakeholders, effective application of quality assurance model, strong political will of the government, and enabling policy by the ministry of education will ensure adequate participation by parents in quality assurance system. These guarantee stakeholders' confidence and certainty that desired standards in educational provision for quality learning outcomes are achieved, maintained and enhanced in secondary schools.

The study conducted by Ekpoh et al (2015), titled "relationships between instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar south Local Government Area of Cross River State" null hypotheses were formulated to guide the study. The population of the study comprises all secondary school principals and teachers in the study area. There are a total of six (6) principals and four hundred and thirty three (433) teachers. Simple random sampling technique was used to select one hundred and ninety five (195) teachers from six (6) public secondary schools. A well-structured questionnaire tagged "instructional supervisory practices questionnaire (TREQ)" was used for data collection. The result of the analysis revealed that there was a significant positive relationship between instructional supervisory practices of classroom observation and teachers' role effectiveness. The result also revealed that there was a significant positive relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness. It was concluded that a longer regular and continuous instructional supervisory practices rather than snappy, unscheduled and partial supervision is what urgently needed especially now that a lot of changes have been introduced into the school curriculum. It was recommended that among the others that Government through the ministry of education should organized training programmed for principals as well as teachers on the need for effective instructional supervision.

2.5 Summary and Uniqueness of the Study

In this chapter, the review of conceptual framework which is the first segment of this chapter was discussed. The study discusses some of the variables that related to this study. This includes: Quality assurance an overview, definition and meaning of quality assurance as defined by different researchers in different time with different views. Concepts of quality assurance in education were also reviewed from the writings of different authors and researchers; Principles of education quality assurance is among which this study reviewed. The reasons for quality assurance in education and teachers task performance especially in Nigeria were also reviewed. The study also discussed theoretical framework, in which theory X reviewed which is related to this study. The study reviewed the previous researches related to quality assurance and teachers task performance.

This study is unique or is different from other studies previously conducted, especially in terms of location, population and the types or level of education. This study was conduct in Malumfashi local government area of Katsina state and in lower basic education (primary) school education level. In terms of research theory applied as well as year of conducting research is different from others. The study also is unique in term of data analysis procedure, some of the previously conducted researches used frequency count, simple percentage and chi-square test, while this study intends to use frequency count and simple percentage.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology used in the study. It is organized under the following sub-heading; Research design, population of the study, sample size, sampling techniques, data collection instrument, validity and reliability of the data collection instrument, data collection procedure and data collection analysis procedure.

3.2 Research Design

The research design for this study was descriptive survey. According to Maiwada (2005), descriptive research tries to study current (or existing) event or condition with a view to solving problems pertaining to school teachers, administrators, pupils or the curriculum. However, Oke, Olusunde and Jekayinfa (2005), descriptive research is an “attempt to describe, find out and interpret conditions, relationship that exist or the attitudes of people or events or the attitude of people towards events and ideas, the trends that are developing and so forth”. Bichi(2004), also defined descriptive research as a systematic attempt to describe the characteristics of a given population or area of interest factually. The reason for adopting survey design was that, it involves the researcher going from one school to another for collecting data; it was descriptive because it describes the current phenomenon on influence of quality assurance on teacher task performance.

3.3 Population and Sample of the Study

3.3.1 Population of the Study

The term “population” according to Bichi (2004), is referred to as all possible objects of particular types as defined by the aims and objectives of the study. Maiwada (2005), again

defined population as the naturally existing collection of an entity such as groups of human being or non-human objects.

The population of this study comprises all male and female head teachers and classroom teachers in lower basic education schools of Malumfashi Local Government Education Authority Katsina State. There were thirty (30) total numbers of lower basic education (primary) schools and thirty (30) head teachers in Malumfashi Local Government respectively, while the total number classroom teachers were of eight hundred and fifty (850). Table 3.1 below shows the distribution of population of the study.

Table 3.1 shows the distribution of population of the study

	No of head teachers		Total	No of Teachers		Total	G/Total
	Male	Female		Male	Female		
1	28	2	30	534	316	850	880

Source: Malumfashi Local Government Education Authority (2017)

3.3.2 Sample Size

Sample according to Maiwada (2005), is a very tiny fraction of the population from which it is drawn. Asika (1991), assert that sample is precisely a part of the population.

The sample size of this study was drawn from the total population of all lower basic education schools head teachers and classroom teachers of Malumfashi Local Government Area. The selection of sample size was done using table developed by research advisors (2006) in order to determine the sample size of the study. Table 3.2 shows the distribution of the sample size of the study.

Table 3.2.2 presents the distribution of the sample size of the study.

s/n	No of head teachers		Total	Sample selected	No of Teachers		Total	Sample Selected	Total Sample
	Male	Female			Male	Female			
1	28	2	30	28	534	316	850	265	293

Source: Research advisors 2006.

3.3.3 Sampling Techniques

The study employed stratify sampling technique in selecting the sample of the study. Therefore, **28** primary school head teachers and **265** classroom teachers were randomly selected from the total population of **880** in Malumfashi local government area. This was because the technique gives the subjects equal and independent chance of being selected so as to avoid sampling biasness.

3.4 Data Collection Instrument

The instrument for data collection for this study was researcher made questionnaire in a form of three (3) Likert modified scale (Yes, Uncertain, and No). The questionnaire consisted of one part which was general question on the influence of quality assurance on teachers' task performance which consisted of four sub sections (A, B, C, and D).

The reason for using questionnaire was that it was assumed that all the subjects were literate enough to respond the test items in the questionnaire.

3.5 Validation and Reliability of the Data collection Instrument

3.5.1 Validation of the Instrument

The data collection instrument was forwarded to the supervisor for scrutiny and it was later taken to experts in test and measurement, for face and content validity. To establish the validity, all the correction given by the supervisor and experts were effected.

3.5.2 Reliability of the Instrument

The reliability of the instruments for data collection was established by conducting a pilot test using four (4) school evaluators (head teachers) and fifteen (15) classroom teachers that are not part of the main sample of the study. The questionnaire was administered twice to the subjects with interval of two weeks and the data collected were analyzed statistically using Pearson product moment correlation (PPMC) and r-value of 0.75 was obtained which made the instrument reliable for this study

3.6 Data Collection Procedure

The researcher administered the questionnaire to the two categories of the respondents: school evaluators (head teachers), and classroom teachers of Malumfashi Local Government Area of Katsina state. The researcher waited and collects the questionnaire after completion by the respondents, and that can minimized the mortality rate of the instrument.

Out of 293 questionnaires distributed, 280 were retrieved, this indicated that 13 (4.4%) was recorded as mortality rate of the instrument distributed.

3.7 Data Analysis Procedure

Two statistical tools were used in analyzing the data collected. The two statistical tools were frequency count and simple percentage which was used in analyzing the demographic data of respondents in the study and in answering research questions.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 This chapter presents the summary of the data analysis and summary of the major findings as well as discussion on the findings

4.2 Research Questions

The aims and objectives of this study were to find out the influence of Quality assurance on teachers' task performance in Malumfashi local government area of Katsina state. In order to achieve these objectives, the research questions were raised; however, research question were answered using item analysis. Yes, Uncertain and No.

4.2.1 Research Question one

RQ 1: is the school quality assurance being carried out properly in Malumfashi local government area of Katsina state?

Eleven (11) test items in section 'A' of the questionnaire were used to answer this research question using frequency count and percentages.

Table 4.1 Responses percentages on school Quality assurance carried out effectively in Malumfashi local government area Katsina state.

Items	Yes	Uncertain	No	Total
1. Head teacher checks teachers daily lesson plan	264(94.29%)	10(3.57%)	6(2.14%)	280(100%)
2. Head teacher checks teachers weekly record of work	255(91.07%)	13(3.57%)	12(2.14%)	280(100%)
3. Head teacher checks pupils attendance register weekly	258(92.14%)	13(3.57%)	9(3.22%)	280(100%)
4. Head teacher assists and guides teachers in performing their work	251(89.64%)	19(6.79%)	10(3.57%)	280(100%)
5. Head teacher goes round the classes to ensure that teachers are in classes doing their work	264(93.57%)	10(3.57%)	8(2.86%)	280(100%)
6. Head teacher delegates the responsibility of evaluating teachers to his assistant	236(84.29%)	16(5.71%)	28(10%)	280(100%)
7. Scheme of work written by teachers are critically evaluated by school quality assurance officer (head teacher)	256(91.43%)	14(5%)	10(3.57%)	280(100%)
8. Teacher's use of instructional materials are evaluated by school quality assurance officer (head teacher)	243(86.79%)	20(7.14%)	17(6.07%)	280(100%)
9. School record are properly kept, such like, log book, staff attendance register, movement book, cash book	249(88.93%)	21(7.5%)	109(3.57%)	280(100%)
10. The school environment is regularly supervised by school quality assurance (Head Teacher)	242(86.43%)	18(6.43%)	20(7.14%)	280(100%)
11. Students (pupils) note books, class work and home work are regularly evaluated	231(82.5%)	29(10.36%)	20(7.14%)	280(100%)

From Table 4.1 the total positive responses on whether school quality assurance is being effectively carried out in Malumfashi local government area, received **89.19%** This revealed that the school quality assurance was being effectively carried out in Malumfashi local government area Katsina state, It shows that school evaluators (head teacher) check teachers' using instructional materials and goes round the classes to ensure that teachers are present in classes doing their work respectively, which means that Quality assurance officers carried out their work effectively

4.2.2 Research Question two

1. RQ 2: Does the School Quality Assurance influence teacher's ability to write lesson plan, in lower basic education schools in Malumfashi local government area, Katsina state?

In section 'B' of questionnaire (4) four test items, were used to answer this research question using frequency count and percentage

1. Table 4.2 Responses percentages on the School Quality Assurance influence teacher's ability to write lesson plan, in Malumfashi Local Government Area of Katsina State?

S/N	Yes	Uncertain	No	Total
1. The teachers write their lesson plan daily	260(92.86%)	10 (3.57%)	10(3.57%)	280 (100%)
2. The teachers enter their classes with their lesson plan	231 (82.5%)	29 (10.36%)	20 (7.14%)	280 (100%)
3. The teachers use their lesson plan to conduct their lessons	251 (89.64%)	19 (6.79%)	10 (3.57%)	280 (100%)
4. The teachers evaluate their lesson according to their lesson plan	249(88.93%)	21 (7.5%)	10 (3.57%)	280 (100%)

From Table 4.2 the total positive responses on whether quality assurance influence teacher's ability to write lesson plan received **88.48%**. Therefore quality assurance evaluation in Maumfashi Local Government influence teacher's ability to write their daily lesson plan, enter classes with their lesson plan and used lesson plan to conduct their lesson effectively.

4.2.3 Research Question Three

RQ 3: Does the school quality assurance evaluation influence teacher's ability to update school record in Malumfashi local government area Katsina state?

Six (5) test items in section 'C' of the questionnaire were asked to answer this research question using frequency count and percentages.

Table 4.3 Responses percentages on the influence of quality assurance on teacher's ability to update school record in Malumfashi local government area of Katsina state

Item	Yes	Uncertain	No	Total
1. The teachers update pupils attendance register weekly	265 (94.64%)	6 (2.14%)	9 (3.22%)	280 (100%)
2. The teachers write Scheme of work	242 (86.43%)	18 (6.43%)	20 (7.14%)	280 (100%)
3. The teacher fill weekly record of works	251 (89.64%)	19 (6.79%)	10 (3.57%)	280 (100%)
4. The teachers sign staff attendance register	226 (80.71%)	24 (8.57%)	30 (10.72%)	280 (100%)
5. The teachers sign staff movement Book	187 (66.79%)	20 (7.14%)	73 (26.07%)	280 (100%)

From Table 4.3 it was revealed that, the total positive responses on whether quality assurance influence teacher's ability to update school record received 83.64% therefore, school quality

assurance evaluation in Malumfashi local government area influence teacher's ability to updated their school record, such as updated pupils attendance register weekly record write scheme of works, fill weekly record of works, signed staff attendance register and movement book respectively.

4.2.4 Research Question Four

RQ 4: Does school quality assurance influence teachers' task performance in Malumfashi local government area of Katsina state?

Six (6) items in section 'D' of the questionnaire were asked to answer this research question using frequency count and percentages.

Table 4.4 presents percentages on school quality assurance on teachers' task performance in Malumfashi local government area of Katsina state

Item	Yes	Uncertain	No	Total
1. Write their daily lesson plan	266 (95%)	10(3.57%)	4(1.43%)	280 (100%)
2. Update their scheme of work	260 (92.86%)	10(3.57%)	10(3.57%)	280 (100%)
3. Use instructional materials in teaching	259 (92.5%)	11(3.93%)	10(3.57%)	280 (100%)
4. Attend classes to do their work	263 (93.93%)	10(3.57%)	7(2.5%)	280 (100%)
5. Update their class register weekly	265 (94.64%)	6(2.14%)	9(3.93%)	280 (100%)
6. Carryout extra-curricular activities	248 (88.57%)	17(6.07%)	15(5.36%)	280 (100%)

From Table 4.3 revealed that the total positive responses on whether quality assurance influence teachers' task performance received **92.92%**. Therefore, quality assurances in Malumfashi local government area, influence teachers' task performance, to use instructional materials, attend classes to do their work and carryout extra-curricular activities.

4.4 Summary of the major findings

From the analysis of the questions, the following were emerged:

1. The school quality assurance was effectively carried out in Malumfashi local government area Katsina state, as evidenced in table 4.7 of this work.
2. The School quality assurance influence teacher's ability to write daily lesson plan, enter classes with their lesson plan and used lesson plan to conduct their lesson effectively.
3. The School quality assurance influence teacher's ability to update School record, such as updated their class registers weekly, their scheme of works, fill weekly record of works, sign staff attendance register and movement book respectively.
4. The school quality assurance influences teacher's ability to select teaching method and used in teaching and learning activities

4.5 Discussions of the Findings

This study was on the influence of quality assurance on teachers' task performance in lower basic Education schools of Malumfashi local government area, Katsina state.

The first findings of this study discovered that quality assurance evaluation was properly carried out in Malufashi local government area, Katsina state. This finding supported the finding of Adelere (2008), which revealed that supervisors both from within the school and from ministry of education carried out supervision adequately in senior secondary schools of

Kaduna metropolis. This findings also supported the observation of Silsil (2008), who observed that the head teachers (school internal evaluators) as overall supervisors of all academics and administrative activities in the schools are thus responsible for improving and maintaining teaching and learning standards in schools. This finding was in line with the finding of Ekpoh et al (2015), who revealed that there was a significant positive relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness.

In answering research question two (2) it was discovered that quality assurance evaluation influence teacher's ability to write daily lesson plan, enter classes with their lesson plan and use lesson plan to conduct their lesson effectively in Malumfashi local government area, Katsina state. This finding was in line with the finding of Ekpoh et al (2015), who revealed that there was a significant positive relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness. This finding was also in line with the finding of Baba (2009), who discovered that there was a high positive relationship between school supervisory climate (Quality assurance) and teachers' task performance in Bida educational zone, Niger state. This findings was also in line with the assertion of Olugbenga (2008), who defined school supervision as the process facilitated by a supervisor through which supervisor assist the school head teacher, teachers and students, counsel each other, plan with each other and rub mine together on how to improve teaching and learning in school.

In answering research question three (3) it was discovered that the school quality assurance evaluation influence ability to updated their school record such as update the class registers weekly, scheme of works, fill weekly record of works, signed staff attendance

registers and movement Book respectively. This finding supported the finding of Adelere (2008), which revealed that supervisors both from within the school and from ministry of education carried out supervision adequately in senior secondary schools of Kaduna metropolis. This findings was also in line with the assertion of Olugbenga (2008), who defined school supervision as the process facilitated by a supervisor through which supervisor assist the school head teacher, teachers and students, counsel each other, plan with each other and rub mine together on how to improve teaching and learning in school.

In answering research question four (4) it was discovered that school quality assurance evaluation positively influence teachers' task performance in Malumfashi local government area , Katsina state. This finding supported the finding of Musa (2009). Who found that school supervision has significant impact on quality control of secondary education in Kumbotso LGA of Kano state, this implies that adequate supervision if successfully carried out will enhance quality education. This finding also is in line with the finding of Ogamba, Migosi, and Ombuki (2013) who found in their study on “the role of quality assurance and standard officers in enhancing primary school teachers' effectiveness in Marani districts of Kenya. However, this finding has a relationship with the finding of Baba (2009) who discovered that there were high positive relationship between school supervisory climate and teachers' task performance in secondary school of Bida educational zone, Niger state, it was discovered that open school supervisory climate yield in task performance by teachers and closed school supervision climate is negatively much related to teachers' task performance.

CHAPTER FIVE

Summary, conclusion and Recommendations

5.1 Introduction

This chapter presents the summary, conclusion, recommendations from the study as well as recommendation for further study.

5.2 Summary.

The influence of school quality assurance on teachers' task performance in lower basic education schools of Malumfashi local government area, Katsina state were the issue addressed in this study. The background to the study, statement of the problems Four objectives were set to be achieved by this study among which were to find out whether the school quality assurance is properly carried out in Malumfashi local government area, Katsina state, to determine the influence of school quality assurance on teachers' ability to write lesson plan, to determine the influence of school quality assurance on teachers' ability to updated their school record, to determine the influence of school quality assurance on teachers' task performance, four research questions were raised to guide conduct of this study among which were, Is the school quality assurance being carried out properly in Malumfashi local government area? Is the School Quality Assurance influence teacher's ability to write lesson plan, in Malumfashi Local Government Area of Katsina State? Is the School Quality Assurance influence teacher's ability to update their school record, in Malumfashi Local Government Area of Katsina State? Is the school quality assurance influence teachers' task performance? Significance of the study as well as scope and delimitation of the study were discussed.

However, conceptual frame work some concepts related to the study under investigation were reviewed, theory related to this study which was theory 'X' were also reviewed, empirical study were reviewed. Summary and uniqueness of the study were also discussed.

The design of the study which was descriptive survey design was used, the population of the study was 880 out of which 293 was selected using stratify sampling techniques; data collection instrument which was researcher made questionnaire was used validity and reliability of the data collection instrument was discussed. Data collection procedure and data analysis procedure were highlighted.

The summary of the data which include the demographic data were discussed. Data analysis, summary of the major findings and discussion of the major findings were made.

5.3 conclusions

Based on the findings of this study the following conclusion could be drawn.

1. The school quality assurance evaluation was properly carried out in Malumfshi local government area, especially in evaluating, application of appropriate teaching methodology, uses of instructional materials during teaching and school environment.
2. The School quality assurance influence teacher's ability to write daily lesson plan, enter classes with their lesson plan and used lesson plan to conduct their lesson effectively.
3. The School quality assurance influence teacher's ability to update their School record, such as updated their class registers weekly, their scheme of works, fill weekly record of works, sign staff attendance register and movement book respectively.

4. The School quality assurance influence teacher's ability to select appropriate teaching methodology during lessons.

5.4.1 Recommendations from the study

Based on the findings and conclusion of this study, the following recommendations were offered:

1. School quality evaluators should maintained and devote their time and resources in evaluating teaching and learning in their respective school.
2. School quality assurance evaluators should maintained evaluating teachers to write and used lesson plan during their lessons.
3. School quality assurance evaluators should maintained checking school record weekly so teacher would update their record.
4. The school quality assurance evaluators should maintained evaluating teachers lessons to used appropriate teaching methodology.

5.4.2 Recommendations for further study.

This study restricted itself only in finding the influence of quality assurance on teachers' task performance in Malumfashi local government area. There is the need for other studies to be conducted in leadership style, conducive learning environment as factors influencing teachers' task performance.

Similar study is also recommended to be carried out in other local government areas of Katsina state in order to come up with the picture of how school quality influence teachers' task performance is recommended to be carried out in secondary schools of Malumfashi, local government area, katsina state

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INFLUENCE OF QUALITY ASSURANCE ON TEACHERS TASK PERFORMANCE QUESTIONNAIRE (IQATTP)

I am post graduate student of Bayero University, Kano currently conducting a research work titled "Influence of Quality assurance on teachers' task performance in lower basic education school of Malumfashi Local government area, Katsina state Nigeria. The information obtained from you is meant purposely for the academic research and it will be highly confidential. Please i solicit your kind response in the items of questionnaire.

Tick the real answer () to show your response.

Section 'A'

s/n	How the school quality assurance being carried out properly in Malumfashi Local Government Area of Katsina State?	YES	UNCERTAIN	NO
1	Head teacher checks teachers daily lesson plan			
2	Head teacher checks teachers weekly record of work			
3	Head teacher checks pupils attendance register weekly			
4	Head teacher assists and guides teachers in performing their work			
5	Head teacher goes round the classes to ensure that teachers are in classes doing their work			
6	Head teacher delegates the responsibility of evaluating teachers to his assistant			
7	Scheme of work written by teachers are critically evaluated by school quality assurance officer (head teacher)			
8	Teacher's use of instructional materials are evaluated by school quality assurance officer (head teacher)			
9	School record are properly kept, such like, log book, staff attendance register, movement book, cash book etc			
10	The school environment is regularly			

	supervised by school quality assurance (Head Teacher)			
11	Students (pupils) note books, class work and home work are regularly evaluated			

Section 'B'

s/n	Is the School Quality Assurance influence teacher's ability to write lesson plan, in Malumfashi Local Government Area of Katsina State	YES	UNCERTAIN	NO
1	The teachers write their lesson plan daily			
2	The teachers enter their classes with their lesson plan			
3	The teachers use their lesson plan to conduct their lessons			
4	The teachers evaluate their lesson according to their lesson plan			

SECTION 'C'

s/n	Is the School Quality Assurance influence teacher's ability to update their school record, in Malumfashi Local Government Area of Katsina State?	YES	UNCERTAIN	NO
1	The teachers update pupils attendance register weekly			
2	The teachers write Scheme of work			
3	The teacher fill weekly record of works			
4	The teachers sign staff attendance register			
5	The teachers sign staff movement Book			

Section 'D'

s/n	Is the School quality assurance influence teachers task performance as they:	YES	UNCERTAIN	NO
1	Write their daily lesson plan			
2	Update their scheme of work			
3	Use instructional materials in teaching			
4	Attend classes to do their work			
5	Update their class register weekly			
6	Carryout extra-curricular activities			

Thank you for your cooperation

NaziruSulaiman

SPS/15/M.Ed./00125