

RELATIONSHIP BETWEEN QUALITY ASSURANCE INDICES AND SENIOR SECONDARY SCHOOL TEACHERS' JOB PERFORMANCE IN DAURA ZONE KATSINA STATE NIGERIA

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Abstract

The study investigated relationship between quality assurance indices and senior secondary schools teachers' job performance in Daura Zone, Katsina State, Nigeria. The study has two research objectives and tested two null hypotheses. Correlational research design was adopted. Total population sampling technique was used to select the entire population of three hundred and ninety-one (391) teachers from twenty eight (28) public senior secondary schools in Daura and Kankia Zonal Education Quality Assurance. A self-designed structured questionnaire titled "Quality Assurance Indices Questionnaire (QAIQ) and an adapted Teachers' Job performance Questionnaire (TJPQ) were used to collection data. The instruments were validated and pilot tested and the reliability index of 0.76 and 0.86 were obtained. Null hypotheses were tested at $P < 0.05$ level of significance using Pearson Product Moment Correlation (PPMC). The result revealed significant relationship between principals' role performance as quality assurance index and teachers' job performance ($r = .477$ and $P\text{-value} = 0.05$) and significant relationship between motivation as quality assurance index and teachers' job performance was found ($r = .574$ and $P\text{-value} = 0.05$). Thus the study, recommended that public secondary school principals should strive to acquire managerial competencies in collegial decision making process to enhance quality instruction in the schools. And also Katsina State Government should put in place policies and programs towards improving teachers' welfare for quality education in the state.

Keywords: Motivation, Quality Assurance, Quality Assurance Indices, Principals' Role Performance, Teachers; Job Performance.

Introduction

The role of quality assurance in education cannot be over emphasize. Therefore in this study the researchers explain principal's role performance and motivation as quality assurance indices. Quality education is a crucial tool for improving the prospects of higher income levels for individuals and for economic growth of nations (Olutola & Olatoye, 2020). Quality education in any tertiary institution can be determined through quality assurance indices. Quality Assurance is the management of goods services and activities from the input stage through the process to the output stage of production, it is the process that ensures every policy that guide educational programme is fully implemented.

Gertrude (2015), opined that Quality Assurance is concerned with implementing the sound processes that will ultimately be used to produce quality in the education systems. It ultimately focuses on three major areas of concern, namely, input, process and output. It is used to identify potential problems in the educational process that might lead to quality products later. Also, Quality Assurance is the mechanism used to evaluate the efficiency and appropriateness of teaching and learning at all levels of education to ensure the delivery of high-quality education. Quality assurance is that which deals with the proactive means of assuring quality inputs, quality outcomes, quality academic achievements of students, and the environment before things get out of hand (Olutola, Galadanchi, Olatoye & Ihechu, 2022).

In institutions Quality Assurance is normally implemented through two major channels, which are monitoring and supervision. Through monitoring and supervision shortfalls in the process of education can be identified and corrected before major problems result. Potential problems in pedagogy that would affect teaching and learning are usually taken care of in the monitoring process, while supervision is concerned with improvements in teaching and learning. The highest priority of Quality Assurance is to set high quality goals. Education Quality Assurance (EQA) is a process of monitoring, assessing, evaluating and reporting objectively based on agreed quality standards, all aspects of school life to ensure that acceptable standards are attained, maintained and improved upon continually. Quality Assurance processes and practices are dynamic and provide the needed guidance and support to schools for consistent improvement in learning outcomes.

Quality assurance in the education system therefore, is a multi-dimensional concept involving the various functions and activities of the education system. Such functions and activities include teaching, research, staffing, students, buildings, facilities and equipment, service to the community and academic environment. In this regard understanding quality assurance is the ability of education system to meet certain criteria relating to academic matters at all level of education. Quality assurance is a programme for the systematic monitoring and evaluation of the various aspects of a project, service, or facility to ensure that standards of quality are being met. Quality assurance as the preventing of quality problems through planned and systematic activities will include the establishment of a good quality management system and the assessment of its adequacy, the audit of the operation of the system, and the review of the system itself. It is one of the most critical tasks facing every nation's educational institutions, so that the societal demands for improved education service delivery would achieve the best learning outcomes that enhance the quality of life of the citizenry.

The realization of quality assurance practices in schools is through quality assurance mechanisms. Quality assurance mechanisms are those strategies adopted to ensure that goals are achieved. Those mechanisms include monitoring, evaluation, supervision, inspection, motivation, principals' role performance in secondary schools etc.

Principal's role performance is one of the index of quality assurance at secondary school level. Principals in secondary school are the chief executive and the head of secondary school administration who charged with the responsibility of serving as chief custodian of education at that level. Principals have the responsibility of ensuring the implementation of all the programs designed and developed through the national policy on education as part of effort in ensuring attainment of quality education at secondary school level. Hence, principal being the head of the school is responsible for determine the organization of the school and ensuring budget ongoing maintenance of the school building, administering the schools, budget admitting and placing students, ensuring that report cards are send to parents (Badiyya, 2017).

According to Chidi and Akinwale (2017) principal in secondary school is saddled with numerous responsibilities in the school administration. Principal-ship is an administrative position considered to be highest in hierarchy of authority in secondary school which is occupied by a person charged with the responsibilities of planning, controlling and coordination of human, material, financial and time resources to foster the realization of the school goals and objectives. The school principal as the instructional leader is entrusted with the responsibility of enhancing the quality of instructional delivery through adequate supervision of teachers. To support this, Ugboka (2012) posited that the school principals are the management whose responsibility is to ensure effective provision of supervision techniques for teachers to see the need for change, plan for change and practice new behavior for effective teaching and learning. Instructional supervision is the actions taken to mentor and monitor subordinates or teachers and provide supportive and conducive atmosphere for improvement on the instructional process. It requires planned and systematic monitoring of subordinates and providing professional guidance and assistance to them in order to ensure the successful implementation of the formal or informal curriculum in the schools.

Motivation refers to the initiation, direction, intensity and persistence of behavior. According to Cole (2004), motivation is the term used to describe those processes both instinctive and rationale, by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger human behavior. Bateman and Snell (2007) also define motivation as the forces that energize, direct, and sustain a person's effort. All behavior, except involuntary reflexes like (eye blinks) which have little to do with management, is motivated. A high motivated person will work hard toward achieving performance goal. Muhammad, Muhammad and Shamamu (2014) defined motivation as a way of creating high level of enthusiasm to reach organizational goals, and this situation is accommodated by satisfying some individual need. Basically, motivation refers to achieving organizational main goals by satisfying individual employee's needs or demands. Elsevier (2015) defines motivation as the drive that leads individuals to take some action to achieve a goal that fulfills their needs or expectations. These definitions of motivation can be summed up in Luthans (2011) argument that motivation techniques is a process that starts with a psychological deficiency or need that activates a behavior or a drive that is aimed at a goal or incentive. According to Luthans (2011) motivation techniques has three elements namely needs, drives and incentives.

Needs are created whenever there is a physiological or psychological imbalance. Although psychological needs may be based on a deficiency, sometimes they are not. For example, an individual with a strong desire to get ahead may have a history of consistent success. A psychological drive is a deficiency with direction. Drives are action oriented and provide an energizing thrust towards reaching an incentive. Since they are set up to alleviate needs, drives/motives are at the very heart of the motivational process. An incentive on the other hand is anything that will alleviate a need or reduce a drive. Thus, attaining an incentive will tend to restore physiological and psychological balance and will reduce or cut off the drive.

Michaelowa (2002) and Nzuve (2012) contextualize their definition of motivation within the delivery of teaching services and define teacher motivation techniques as the strategies, willingness, drive or desire to engage in good teaching or to exert higher levels of effort to achieve educational goals. According to them, motivation energizes, directs and sustains behavior. According to Ayobami (2013) motivation techniques can be extrinsic or intrinsic. Extrinsic motivators are those that are external to the task of the job, such as pay, work condition, fringe benefits, security and promotion. Intrinsic motivation refers to the psychological rewards which are inherent in the job itself and which the individual enjoys because of successfully completing the task or attaining his goals. Examples

are opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition, and caring and considerate treatment. An intrinsically motivated individual will be committed to his work to the extent to which the job inherently contains tasks that are rewarding to him/her. An extrinsically motivated person will be committed to work to the extent that s/he can gain/receive external rewards for his/her job. It is against this little backdrop that the researchers investigated the relationship between quality assurance indices and senior secondary school teachers job performance in Daura zonal education Quality Assurance Katsina state Nigeria.

Evidences shows that there is relationship between principals' role performance and teachers' job performance, this found in the work of Momo and Osagiobare (2015) which discovered that principals' administrative effectiveness influence performance of teachers this has also been supported by Nmumbude (2015) which revealed that administrators resource management practices were significantly related to teachers job performance. Another finding from Elejekwute, Shir and Elejekwute (2021) revealed a significant influence of principals' classroom visitation, workshop and demonstration technique on teacher's job performance. However Lauret (2016) found the correlation between motivation mostly intrinsic motivation and teachers' performance. Therefore it is against this little backdrop that the researchers investigated the relationship between Quality assurance indices and teachers job performance in Daura Zonal Education Quality Assurance, Katsina State, Nigeria.

Statement of the Problem

The dismal in students' academic performance in the institutions of learning becomes worrisome as heap of blames were shifted to teachers' poor job performance by the public. Alagbu (2003) opined that teachers' inability to discharge assigned duties could be attributed to inadequate or poor infrastructural facilities, inadequate instructional resources, poor motivation and ineffective leadership as well as inadequate school supervision exercise for effective teaching and learning. Therefore, it is in the light of the problems highlighted above that the present study intends to find out the relationship of quality assurance indices which principals' role performance and motivation and senior secondary schools teachers' job performance in Daura Zone, Katsina State.

Objectives of the Study

The main objective of this study was to investigate the relationship between Quality Assurance indices and Senior Secondary school teachers' performances in Daura Zonal Education Quality Assurance, Katsina State Nigeria. Specifically, the study sought to find information on:

1. Relationship Between Principals' role performance as Quality Assurance index and Senior Secondary School Teachers' Job Performance in Daura Zonal Education Quality Assurance Katsina State Nigeria.
2. Relationship Between motivation as Quality Assurance index and Senior Secondary School Teachers' Job Performance in Daura Zonal Education Quality Assurance Katsina State Nigeria.

Hypotheses

Two research hypotheses were formulated and tested at 0.05 level of significance in this study.

H01: There is no significant relationship between principals' role performance as Quality Assurance index and Senior Secondary School Teachers' Job Performance in Daura Zonal Education Quality Assurance Katsina State, Nigeria.

H02: There is no significant relationship between motivation as Quality Assurance index and Senior Secondary School Teachers’ Job Performance in Daura Zonal Education Quality Assurance Katsina State Nigeria.

Methodology

In this study, the researchers adopted correlational research design. The population of this study was three hundred and ninety one (391) teachers from twenty eight (28) public senior secondary schools in Kankia and Daura Zonal Education Quality Assurance Headquarters in Katsina State, Nigeria as target population. The researchers used total population Sampling Method to use the entire population as the sample. Therefore three hundred and ninety one public senior secondary school teachers were used as the sample.

In this study self-designed structured questionnaire titled Quality Assurance Indices Questionnaire (QAIQ) and an adapted teachers’ Job Performance Questionnaire (TJPQ) designed by Adeyemi (2011) were used to collect data by the researchers. Face and content validities were determined by the experts in the department of educational Psychology and counseling, Faculty of Education Federal University Dutsin-Ma, Katsina State, Nigeria. In order to establish the reliability of the instrument, the instrument was pilot tested and the result of trial testing was analyzed Cronbach alpha technique and the reliability index of 0.78 for Quality Assurance indices Questionnaire (QAIA) and 0.86 for Teachers’ Job Performance Questionnaire (TJPQ) were obtained, this indicated the fitness of the research instruments for data collection. The data collected for this study was analyzed using Pearson’s Product Moment Correlation (PPMC) statistics.

Hypotheses Testing

Two (2) hypotheses formulated in the study were tested using Pearson Product Moment Correlation Analysis as follows.

Hypothesis One: There is no significant relationship between principals’ role performance as quality assurance index and teachers’ job performance in public senior secondary schools in Daura zone Katsina state.

Table 1: PPMC table showing the Relationship between Principals’ Role Performance as Quality Assurance Index and Teachers’ Job Performance

Zone	Variable	PC, Sig. of R. & No.	Supervision Exercise	Teachers’ Job Performance
Daura Zone	Principals’ Role Performance	Pearson Correlation	1	.477**
		Sig. (2-tailed)		.000
	Teachers’ Job Performance	N	359	359
		Pearson Correlation	.477**	1
		Sig. (2-tailed)	.000	
		N	359	359

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

Table 1 reveals r - value of .477**, which is significant at 0.05 alpha levels, ($r = .477^{**}$; $P < 0.05$). Therefore, the null hypothesis of no significant relationship between principals’ role performance as quality assurance index and teachers’ job performance in public senior secondary schools in Daura zone, Katsina state is rejected. This means that there is significant relationship between principals’ role performance as quality assurance index and teachers’ job performance in public senior secondary schools in Daura zone, Katsina State.

Hypothesis Two: There is no significant relationship between motivation as quality assurance index and teachers’ job performance in public senior secondary schools in Daura zone, Katsina State. In testing this hypothesis, inferential statistics of Pearson Product Moment Correlation (PPMC) was used and the detail of the result was presented in table 2.

Table 2: PPMC Table Showing the Relationship between Motivation as Quality Assurance Index and Teachers’ Job Performance

Zone	Variable	PC, Sig. of R. & No.	Motivation	Teachers’ Job Performance
Daura Zone		Pearson Correlation	1	.574**
		Sig. (2-tailed)		.000
		N	359	359
	Teachers’ Job Performance	Pearson Correlation	.574**	1
		Sig. (2-tailed)	.000	
		N	359	359

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

Table 2 reveals r - value of .574**, which is significant at 0.05 alpha levels, ($r = .574^{**}$; $P < 0.05$). Therefore, the null hypothesis of no significant relationship between motivation as quality assurance index and teachers’ job performance in public senior secondary schools in Daura zone, Katsina state is rejected. This means that there is significant relationship between motivation as quality assurance index and teachers’ job performance in public senior secondary schools in Daura, Katsina Sate.

Discussion of Findings

The findings of hypothesis one showed that there was significant relationship between principals’ role performances as Quality Assurance index and teachers’ Job Performance in Public Senior Secondary Schools in Daura Zone Katsina State, Nigeria. This findings was in agreement with the findings of Nnebedum, Akinflorin (2017) which revealed that there was a high positive relationship between principals’ demonstration techniques and teachers’ job performance. In another research conducted by Aguntimehen, Kuewemi and Abiodun in (2018) revealed a combined effect of school climate, principal leadership style, instructional supervision, and instructional resources on teacher’s job performance and these were not in agreement with the finding of Kouali (2017) revealed that higher level of teachers job satisfactions are not predicted when principal deals with and accomplish their instructional task.

The findings of hypothesis two revealed that there was significant relationship between motivation and teachers job performance in public senior secondary schools in Daura zone Katsina State Nigeria which agreed with the findings of Micheal (2012) which revealed that good salary as one of the motivational factor was ranked as the most important factor towards job satisfaction and poor pay as the most dissatisfying job factor. It equally has the support of Ndukwu, Nke and Edo (2020) findings which revealed that motivation has significant influence in teachers’ job performance especially in respect of building positive attitudes and belief towards teaching and learning. It also revealed that training as motivational factor have significantly influence teachers’ Job performance. Another study conducted by Ombuya (2015) revealed that motivation was very crucial in enhancing teachers’ commitment to job performance.

Conclusion

This study investigated the relationship between Quality Assurance Indices (supervision and

motivation) and Senior Secondary School Teacher's Job Performance in Daura Zonal Education Quality Assurance, Katsina State, Nigeria. From the findings of this study the researchers concluded that, significant relationship exists between supervision, motivation and senior secondary school teachers' job performance in Daura zonal Education Quality Assurance. This means that teachers job performance is determine by teachers active participation in the schools' decision making, effective communication skills employed by school principals, proper placement of teachers, good record management and motivational aspects like prompt payment of salary, free accommodations, health care facilities, capacity building programs like in-service training, workshops, seminars, and conferences, prompt promotion as well as provision of mobility among others.

Recommendations

Based on the findings above the researchers come up with the following recommendations:

1. Public secondary school principals should strive to acquire managerial competencies in collegial decision making process, organizing in-house workshops, seminars and conferences for teachers' professional advancement to enhance quality instruction in the schools.
2. Katsina State Government should put in place policies and programs towards improving teachers' welfare through prompt payment of salaries, promotion and other entitlements in order to support and increase their morale for effective provision of quality education in the state.

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