

## **Impact of the Supervisory Role of the Quality Assurance Unit on Primary School Head Teachers' Administrative Effectiveness and Teachers' Job Performance in Jalingo Education Zone, Taraba State, Nigeria.**

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### **Abstract**

The study investigated impact of supervisory role of the Quality Assurance Unit on primary school head teachers' administrative effectiveness and teachers' job performance in the Jalingo Education Zone, Taraba State, Nigeria. Two research questions and two null hypotheses guided the study. The study adopted descriptive survey research design. The population of the study was 3605, made up of 254 head teachers and 3351 teachers of all the 254 public primary schools in the Jalingo Education Zone. The sample for the study was 611, made up of all the 254 head teachers and 357 teachers. All the head teachers were used because of the manageable size of the population. Teachers were selected using the Taro Yamane formular for determining sample size. A researcher-designed questionnaire tagged 'Quality Assurance Unit Supervisory Role Performance Questionnaire (QASRPQ)' was used for data collection. The instrument was validated by three experts from Faculty of Education, Taraba State University, Jalingo. The reliability of the instrument was determined using Cronbach Alpha which yielded reliability indices of 0.75 which was considered to be reliable. Data collected were analyzed using Mean and Standard Deviation to answer the research questions, while Chi-square statistics was used to test the null hypotheses at 0.05 level of significance. The study found that the supervisory role of the Quality Assurance officers significantly impacts on the administrative effectiveness of head teachers and on teachers' job performance. Based on the findings, the study recommended among many others that: good and harmonious relationship should always be maintained between quality assurance officers, head teachers and teachers through the performance of their supervisory roles.

**Keywords:** Administrative Effectiveness, job Performance, Supervisory Role, Quality Assurance.

### **Introduction**

Primary education plays an important role in the life of individuals and the nation as a whole. The Federal Republic of Nigeria (FRN, 2014) indicates that primary education is a type of education given to children between the ages of 6 to 12. The document explains further that since the rest of the educational levels are built upon it, the primary education level is the key to the success or failure of the whole system. Thus, primary education is highly essential for the development of

individuals as well as the development of the other levels of education. Education generally, is fundamental in the total development of people for effective participation in the society they find themselves. The Federal Republic of Nigeria (FRN, 2014) articulated the goals and objectives of primary education to include; permanent literacy, numeracy and ability to communicate effectively, lay sound basis for scientific and reflective thinking, citizenship education as a basis for effective participation in contributing meaningfully to the society, among others. For these lofty objectives to be achieved however, there must be quality assurance.

Quality assurance according to the American Society for Quality (2014) is a way of preventing mistakes and defects in manufactured products and avoiding problems when delivering products and services to customers. It is thus, the maintenance of a desired level of quality in a service or product, especially by means of attention to every stage of the process of delivery or production. Looney (2009), relating it to the educational system holds that quality assurance involves the systematic review of educational programmes and processes to maintain and improve their quality, equity and efficiency. It denotes the abilities of schools to meet certain criteria relating to school curriculum, staff students' ratio, staff mix by rank, staff development, physical facilities, funding and adequate library facilities, among others. Quality assurance therefore establishes and maintains set requirements for developing or manufacturing reliable products and services. Thus, the focus of this study is on quality assurance as it relates to the educational system especially supervisory practices in primary education. This task is usually carried out by the Quality Assurance Unit.

The Quality Assurance Unit is an administrative organ of the Ministry of Education that sees to the maintenance of education standards and the optimal attainment of educational objectives in all Institutions below tertiary level. Through the Quality Assurance process, efficient and effective curriculum delivery and good educational management is guaranteed for improved learner achievement in a globally competitive environment. According to James (2009), the Quality Assurance Unit of the Ministry of Education has significant roles to play, dealing largely with the maintenance and implementation of standards of education in Nigerian schools and colleges. It decides what should be taught and is also in touch with every aspect of educational development, which has sometimes been referred to as the 'nerve centre' of the management of education in Nigeria. Maranga (2007) asserted that Quality Assurance and Standards Officers in schools are expected to play leading roles both nationally and locally in curriculum innovation. Kimball (2009) opined that the basic function of the Quality Assurance Unit is carrying out curriculum planning activities and being responsible for developing proposals for desired research demonstration, and dissemination of activities. Also, the policy on quality assurance is aimed at improving the fallen standard of education in the country, to make Basic Education affordable and compulsory for children and to improve effective internal and external mechanisms to enhance learner's achievement that will satisfy the needs of stakeholders. However, the specific roles performed by the quality assurance officers through the Quality Assurance Directorate according to FRN (2014) are to: undertake inspection visits, disseminate information about instructional materials and tested effective teaching methods and good practices, monitor, document and publish the overall quality of education in schools and proffer practical and positive advice and organize meetings with and

workshops for teachers when necessary with a view to improving their professional competence. These roles especially the supervisory activities are made more paramount as relating to those under whose shoulders the responsibility of manning the primary level of education rests. These are the head teachers and the classroom teachers. Thus, considering the importance of the supervisory role of the Quality Assurance Unit, this study examined these roles with focus on their impact on primary school head teachers' administrative effectiveness and teachers' job performance in Jalingo Education Zone, Taraba State.

Supervision, according to James (2009) is a way of advising, guarding, refreshing, encouraging, stimulating, improving and overseeing the performance of organization members to be successful. Similarly, Igwe (2006) views supervision as to direct, oversee, guide or to make sure that expected standards are met. Supervision therefore is a set of activities carried out by a person in order to oversee the productivity and progress of employees in an organization. Thus, supervision of schools means that the laid down rules, regulations and principles are followed accordingly to maintain the minimum standard laid down for schools in achieving set goals and objectives. The importance of the effective carrying out of supervision in schools underscores the need for the roles played by the Quality Assurance Unit.

Administration, according to Tyagi (2009) may be defined as the process of working with and through others to accomplish organizational goals. Nwosu (2016), viewed administration as involving utilizing men and materials to achieve the goals for which an organization was established. Administration therefore involves an organizational structure or setting in which every member is expected to play some specific roles, with a leader to coordinate the activities of others.

Numerous activities are involved in administration and through these activities, the goals and objectives of an organization are achieved. These include: functions like the management of an organization with the use of well thought-out principles like budgeting, staffing, evaluation, record keeping, along with the processes such as leadership, organization, communication, coordination, among others (Pandey, 2017). Edem, cited in Nwosu (2016) listed activities involved in administration to include: describing the tasks to be performed to accomplish certain objectives and assigning these tasks to carefully selected and trained personnel: making the personnel perform efficiently by using the tools provided for them and coordinating some formal structures which permits a hierarchical allocation of responsibilities, communication flow, among others. Azubuike (2007) holds that the way and manner the educational administrators discharge these administrative responsibilities may determine their effectiveness in the school system.

Administrative effectiveness may be defined as the positive response to administrative efforts and actions with the intention to achieve stated goals (Akomolafe, 2005). Thus, it can be simply defined as the administrative skills possessed by an individual to run an organization in an easy and effective manner. It therefore follows that head teachers' administrative effectiveness refers to the ability of the primary school head teachers to effectively carry out their administrative responsibilities for the attainment of educational objectives. The head teachers (head master or head mistress) are those charged with the responsibility to man primary schools. They occupy the highest position in the

management of the primary schools. Head teachers' administrative effectiveness thus involves the day- to-day performance of their administrative roles in primary schools which could also be measured using certain administrative criteria such as: supervision of instruction, financial management, interpersonal relationship, communication pattern, decision-making pattern, among others. Azubuike (2007) opined that the way and manner the school heads perform their supervisory role, disburse funds and decision- making ability will have a bearing on how effective the staff and students will be. Similarly, Egwuasi (2005) argued that leaders who communicate effectively with their staff and students and also maintain cordial relationship with them may achieve much in terms of staff and students' performance. Momoh and Obiweluzor (2015) carried out a research to investigate principals' administrative effectiveness in the implementation of quality assurance standards in public secondary schools in Edo and Delta States, Nigeria, and found that principals' administrative effectiveness was high in the implementation of quality assurance in Edo and Delta States. Ayeni (2012) conducted a study on assessment of principals' supervisory role for quality assurance in Ondo State, Nigeria and found that most principals accorded desired attention to monitoring of teachers' attendance, preparation of lesson notes and adequacy of diaries of work while tasks such as the provision of instructional materials, reference books, feedback and review of activities with stakeholders were least performed by many principals in secondary schools.

The issue of teachers' job performance has been of much concern to all and sundry. The quality of education depends on the teachers as reflected in the performance of their duties. Teachers' job performance according to Obilade (1999) can be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals. Teachers' job performance thus refers to the way and manner teachers perform their duties. Teachers' job performance is very important because the success and failure of the educational system greatly depends on it. Thus, it measures dimensions such as: subject mastery, effective communication, lesson preparation and presentation, use of appropriate teaching methods, use of well-prepared lesson notes, teachers' regularity and punctuality to class, among others. Mwaniki and Guantai (2018) conducted a study on the influence of instructional supervision by Quality Assurance and Standards Officers on teachers' instructional competences in secondary schools in Nairobi, Kenya and found that Quality Assurance Officers' instructional supervision practices had improved teachers' instructional competences in assessment and evaluation of pupils. Arogundade and Belo (2019) conducted a study on quality assurance and internal efficiency of primary school teachers in Ekiti State and found significant relationship between quality assurance practices and internal efficiency of primary school teachers.

Although a considerable progress has been made since the emergence of Quality Assurance in the Nigeria education system, there has not been much improvement in the sector (Mbiti, 2009). Momoh and Osagiobare (2015) reported that stakeholders, parents and government have been worried over the need to ensure improvement in the quality of the education system. This problem according to scholars such as Undie and Nwosu (2011) may be attributed to lack of commitment and poor supervisory practices. A lot needs to be done to ensure effective delivery of Quality Assurance services particularly at the primary education level. Also, considering the laudable objectives of

primary education, it is imperative for the Quality Assurance Unit to ensure the objectives are achieved through carrying out proper supervisory practices in primary schools. It is against this background that this study investigated the impact of the supervisory role of the Quality Assurance on head teachers' administrative effectiveness and teachers' job performance in primary schools in Jalingo Education Zone, Taraba State.

### **Statement of the Problem**

The Nigerian educational system particularly at the primary school level (as has been observed) is bedeviled with several challenges that serve as impediment to achieving the goals and objectives of primary education in Nigeria and Jalingo Education Zone in particular. Some of these challenges include: decayed infrastructures, lack of school facilities, monitoring, and supervision issues, irregularity in the payment of teachers' salaries, shortage of manpower in primary schools, attrition in the system without replacement, among others. These seem to stem from lack of effective leadership, which may be attributed to poor administration by the school heads, with poor job performance by teachers as its aftermath. Despite efforts made by the State Government in creating the Quality Assurance Units in the primary board to oversee the quality of education at the level, there is still low quality of education delivery. Stakeholders such as parents, policy makers and even the general public have accused the Quality Assurance officers of not carrying out their supervisory roles effectively especially in primary schools, leading to poor quality of education. It is against this background that this study investigated impact of supervisory role of the Quality Assurance Unit on primary school head teachers' administrative effectiveness and teachers' job performance in Jalingo Education Zone, Taraba State, Nigeria.

### **Purpose of the Study**

The main purpose of the study was to investigate the impact of the supervisory role of the Quality Assurance Unit on primary school head teachers' administrative effectiveness and teachers' job performance in Jalingo Education Zone, Taraba State. Specifically, the study sought to:

- i. Determine the impact of the supervisory role of the Quality Assurance Unit on the administrative effectiveness of head teachers in primary schools in Jalingo Education Zone, Taraba State.
- ii. Determine the impact of the supervisory role of the Quality Assurance Unit on teachers' job performance in primary schools in Jalingo Education Zone, Taraba State.

### **Research Questions**

The following research questions guided the study:

- i. How does the supervisory role of the Quality Assurance Unit impact on the administrative effectiveness of head teachers in primary schools in Jalingo Education Zone, Taraba State?

- ii. How does the supervisory role of the Quality Assurance Unit impact on teachers' job performance in primary schools in Jalingo Education Zone, Taraba State?

### **Statement of Hypotheses**

The following null hypotheses were postulated to guide the study and were tested at 0.05 level of significance.

**Ho<sub>1</sub>:** Supervisory role of the Quality Assurance Unit has no significant impact on head teachers' administrative effectiveness in primary schools in Jalingo Education Zone, Taraba State.

**Ho<sub>2</sub>:** Supervisory role of the Quality Assurance Unit has no significant impact on teachers' Job performance in primary schools in Jalingo Education Zone, Taraba State.

### **Methodology**

The study adopted the descriptive survey research design. The population of the study was 3605, made up of 254 head teachers and 3351 teachers of all the 254 public primary schools in Jalingo Education Zone, Taraba State. The sample for the study was 611, made up of all the 254 head teachers and 357 teachers. All the head teachers were used because of the manageable size of the population. Teachers were selected using the Taro Yamane formular for determining sample size. The instrument for data collection was a researcher-designed questionnaire tagged 'Quality Assurance Unit Supervisory Role Performance Questionnaire (QASRPQ)'. The instrument was validated by three experts from Faculty of Education, Taraba State University, Jalingo. The reliability of the instrument was ascertained using Cronbach Alpha which yielded reliability indices of 0.85 which was esteemed to be reliable. Data collected was analyzed using Mean and Standard Deviation to answer the research questions. The decision rule was 2.50. All items that scored 2.50 and above were accepted, while those that scored below 2.50 were rejected. Chi-square statistics was used to test all the null hypotheses. at 0.05 level of significance (pvalue > 0.05 = acceptance of null hypothesis, pvalue < 0.05 = rejection of null hypothesis).

### **Results of the Findings**

The results were analyzed according to the research questions and hypotheses as follows:

**Research Question 1:** How does the supervisory role of the Quality Assurance Unit impact on primary school head teachers' administrative effectiveness in Jalingo Education, Taraba State?

**Table 1: Mean and Standard Deviation Ratings on Impact of Supervisory Role of Quality Assurance Unit on Head Teachers' Administrative Effectiveness in Jalingo Education Zone.**

S/N	Item Statement	N	Mean	Std. Dev.	Decision
<b>My head teacher:</b>					
1.	Engages in the motivation of teachers in the school	611	3.19	0.71	Agreed
2.	Often carries school staff along during decision making	611	3.14	0.69	Agreed
3.	Maintains cordial relationship with school staff	611	3.12	0.68	Agreed
4.	Supervises teachers in class during lesson delivery	611	2.99	0.70	Agreed
5.	Often rewards teachers in the school who perform well in their assigned responsibilities.	611	3.09	0.70	Agreed
6.	Always communicates effectively with school staff	611	3.26	0.83	Agreed
7.	Always ensures teachers teach in line with the school curriculum	611	3.11	0.90	Agreed
8.	Is always regular in school attendance.	611	2.98	0.75	Agreed
9.	Prepares school budget as at when due.	611	3.08	0.77	Agreed
10.	Procures needed instructional materials for school use.	611	2.98	0.78	Agreed
11.	Ensures school records are adequately kept by officers vested with the responsibility.	611	3.25	0.78	Agreed
12.	Always plans for appropriate extra-curricular activities for the school.	611	3.20	0.75	Agreed
13.	Ensures proper maintenance of school facilities.	611	3.04	0.74	Agreed
14.	Often delegates duties to other staff.	611	2.95	0.63	Agreed
15.	Always ensure that school rules and regulations are adhered to by staff/students.	611	2.99	0.71	Agreed
<b>Cluster Mean/Standard Deviation</b>		<b>611</b>	<b>3.09</b>	<b>0.74</b>	<b>Agreed</b>

*Source: Researchers' Field Survey (2022)*

Table 1 shows the mean and standard deviation responses on the impact of supervisory role of the Quality Assurance Unit on head teachers' administrative effectiveness. All the items have mean rating scales in the region of 2.50 to 4.00; this shows that respondents agreed that supervisory role of the Quality Assurance Unit has impact on primary school head teachers' administrative effectiveness. The grand mean of 3.09 and a grand standard deviation of 0.74 shows that respondents are not far apart in their opinions. The result signifies that supervisory role by Quality Assurance Unit helps head teachers in discharging their administrative responsibilities of motivating teachers, supervision of teachers, communication, budgeting, appropriate planning of extra-curricular activities, effective maintenance of school facilities, delegation of duties, among others.

**Research Question 2:** How does the supervisory role of the Quality Assurance Unit impact on primary school teachers' job performance in Jalingo Education Zone, Taraba State?

**Table 2: Mean and Standard Deviation Ratings on Impact of Supervisory role of the Quality Assurance Unit on Teachers' Job Performance in Jalingo Education Zone.**

S/N	Item Statement	N	Mean	Std. Dev.	Decision
<b>Teachers in my school:</b>					
1.	Have discovered the relevance of instructional materials in lesson delivery.	611	3.09	0.72	Agreed
2.	Often use relevant instructional materials while teaching the pupils	611	3.03	0.67	Agreed
3.	Are able to teach difficult lessons easily by using relevant instructional materials.	611	2.91	0.79	Agreed
4.	Often employ various teaching methods while teaching.	611	3.07	0.83	Agreed
5.	Often cover the scheme of work on time before conduct of examinations.	611	2.94	0.82	Agreed
6.	Make pupils to do well through the use of appropriate teaching methods.	611	3.16	0.78	Agreed
7.	Are always regular in school attendance	611	2.97	0.69	Agreed
8.	Always come to school on time	611	3.02	0.78	Agreed
9.	Make pupils to come early to school due to their regularity to school attendance.	611	2.93	0.97	Agreed
10.	Always teach the pupils with well- prepared lesson notes.	611	2.93	0.84	Agreed
11.	Always maintain healthy interpersonal relationship with the pupils.	611	2.99	0.84	Agreed
12.	Always motivate pupils to participate in classroom activities.	611	3.27	0.67	Agreed
13.	Always encourage healthy competition among pupils through maintenance of good interpersonal relationship.	611	3.09	0.73	Agreed
14.	Have helped students to develop good study habits through counselling.	611	3.11	0.76	Agreed
15.	Always ensure that school rules and regulations are adhered to by the pupils.	611	2.73	0.64	Agreed
<b>Cluster Mean/Standard Deviation</b>		<b>611</b>	<b>3.02</b>	<b>0.77</b>	<b>Agreed</b>

Source: Researchers' Field Survey (2022)

Results in Table 2 shows the mean scores and standard deviations of the responses on the impact of the supervisory role of the Quality Assurance Unit on teachers' job performance. The mean ratings for all the items are above 2.50 benchmark. The cluster has a grand mean/standard deviation of 3.07/0.77, which shows that the respondents agreed that all the items constitute the impact of the supervisory role of the Quality Assurance Unit on Teachers' job performance in primary schools in Jalingo Education Zone, Taraba State. Such items include: discovery of the relevance of instructional materials in lesson delivery, ability to teach difficult lessons easily, covering the scheme of work due to ability to use appropriate teaching methods, helping pupils to develop good study habits, among others.

### Hypotheses Testing

**Hypothesis 1:** Supervisory role of the Quality Assurance Unit has no significant impact on the administrative effectiveness of primary school head teachers in Jalingo Education Zone.



**Table 3: Chi-square test result on the impact of supervisory role of the Quality Assurance Unit on the administrative effectiveness of primary school head teachers in Jalingo Education Zone.**

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	252.262	610	.000
Likelihood Ratio	230.493	610	.000
Linear-by-Linear Association	129.205	1	.000
N of Valid Cases	611		

*Source: Researcher's Field Survey (2022)*

Table 3 presents Chi-square test result of the impact of supervisory role of the Quality Assurance Unit on the administrative effectiveness of primary school head teachers in Jalingo Education Zone, Taraba State ( $\chi^2 = 252.262$ ,  $df = 356$ ,  $p = .000$ ). The result shows that the supervisory role of the Quality Assurance Unit impact significantly on the administrative effectiveness of primary school head teachers. Therefore, the null hypothesis which says that supervisory role of the Quality Assurance Unit has no significant impact on the administrative effectiveness of primary school head teachers in Jalingo Education Zone, Taraba State is rejected and the alternative hypothesis upheld. This therefore means that there is significant impact of the supervisory role of the Quality Assurance Unit on head teachers' administrative effectiveness in primary schools in Jalingo Local Government Area, Taraba State.

**Hypothesis 2:** Supervisory role of the Quality Assurance Unit has no significant impact on primary school teachers' job performance in Jalingo Education Zone.

**Table 4: Chi-square test result of the impact of supervisory role of the Quality Assurance Unit on the Job Performance of primary school teachers in Jalingo Education Zone.**

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	90.989	610	.000
Likelihood Ratio	83.587	610	.000
Linear-by-Linear Association	32.936	1	.000
N of Valid Cases	611		

*Source: Researcher's Field Survey (2022)*

Result on Table 4 shows chi-square test result on the impact of the supervisory role of the Quality Assurance Unit on Teachers' job performance in primary schools in Jalingo Education Zone, Taraba State ( $\chi^2 = 90.989$ ,  $df = 222$ ,  $p = .000$ ). This signifies that the supervisory role of quality assurance unit has significant impact on teachers' job performance in primary schools in Jalingo Education Zone, Taraba State. Thus, the null hypothesis of no significant impact of the supervisory role of Quality Assurance Unit on teachers' job performance in primary schools in Jalingo Education Zone, Taraba State is rejected and the alternative hypothesis upheld. This therefore means that there is significant impact of the supervisory role of the Quality Assurance Unit on teachers' job performance in primary schools in Jalingo Local Government Area, Taraba State.

## **Discussion of Findings**

The study investigated the impact of the supervisory role of the Quality Assurance Unit on the administrative effectiveness and teachers' job performance in Primary Schools in Jalingo Education Zone, Taraba State, Nigeria. Findings of the study are hereby presented as follows:

Finding on the impact of the supervisory role of the Quality Assurance Unit on the administrative effectiveness of primary school head teachers in Jalingo Education Zone, Taraba State showed that the supervisory role of the Quality Assurance unit significantly impacted on the administrative effectiveness of the primary school heads. This finding is in consonance with that of Momoh and Obiweluozor (2015) who carried out a research on principals' administrative effectiveness in the implementation of quality assurance standards in public secondary schools in Edo and Delta States, Nigeria, and found that principals' administrative effectiveness was high in the implementation of quality assurance in Edo and Delta States. It further aligns with that of Ayeni (2012) who conducted a study on assessment of principals' supervisory role for quality assurance in Ondo State, Nigeria and found that most principals accorded desired attention to monitoring of teachers' attendance, preparation of lesson notes and adequacy of diaries of work while tasks such as provision of instructional materials, reference books, feedback and review of activities with stakeholders were least performed by many principals in secondary schools. It further corroborates the assertion of Azubuike (2007), that the way and manner the school heads perform their supervisory role, disburse funds and decision- making ability will have a bearing on how effective the staff and students will be.

The finding on the impact of the supervisory role of the Quality Assurance Unit on teachers' job Performance showed that the supervisory role of the quality Assurance officers has significant impact on the job performance of the primary school teachers. This finding supports that of Nwaniki and Guantai (2018) who discovered that Quality Assurance Officers' instructional supervision practices had improved teachers' instructional competences in assessment and evaluation of pupils. The finding further supports that of Arogundade and Belo (2019) who conducted a study on quality assurance and internal efficiency of primary school teachers in Ekiti State and found a significant relationship between quality assurance practices and internal efficiency of primary school teachers. The finding also aligns with the opinion of Azubuike (2007) that the ability of teachers to be effective in their job performance may be a factor of the supervisory practices available.

## **Conclusion**

This study has examined the Impact of the Supervisory Role of the Quality Assurance Unit on Primary School Headteachers' Administrative Effectiveness and Teachers' Job Performance in Jalingo Education Zone, Taraba State, Nigeria. Findings of the study revealed that the Supervisory role of the Quality Assurance Unit has impacted significantly on the administrative effectiveness of school head teachers and the job performance of the teachers in primary schools in Jalingo Education Zone, Taraba State. Thus, regular supervision of schools by Quality Assurance officers ensures head teachers effective performance of their responsibilities and teachers' productivity. This underscores the need for a more robust instructional supervision that could guarantee the

overall attainment of educational goals and objectives in the school system especially in primary schools.

### Recommendations

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

- i. Government and all stake holders should rise up and ensure that the Quality Assurance officers continuously and adequately carry out their supervisory role on the primary school head teachers to ensure continuous effective discharge of their administrative responsibilities.
- ii. There is need for the continuous maintenance of good and harmonious relationship between quality assurance officers, the head teachers and teachers so that they can continue to impact on their productivity through the performance of their supervisory roles. This can be done through adopting open administration that carries everyone along, ensures recognition of the efforts of the teachers and encouraging their professional improvement.

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