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QUALITY ASSURANCE STRATEGIES AS DETERMINANTS OF TEACHERS' INSTRUCTIONAL TASK PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN OGUN STATE

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Abstract

Globally, the quality of education is imperative for the development of any society. Though Nigeria is not an exception but the quest for acceptable standard of education has been a challenge to all stakeholders of education which has become the gap that needs to be filled by all concerned. The study examined quality assurance strategies as determinant of teachers' instructional task performance in Ogun State, Nigeria. Three hypotheses were formulated to guide the study. Descriptive survey research design was employed. Study population consisted of all the 3,450 senior secondary teachers in the 169 public senior secondary schools in Ogun State. Data were collected using researcher-constructed questionnaire titled: Quality Assurance Strategies Questionnaire (QASQ) and Teachers' Instructional Task Performance Questionnaire (TITPQ) with reliability coefficients, $r = 0.79$ and 0.75 respectively. The hypotheses were tested at $P < 0.05$ probability level of significance using the multiple regression analysis. Findings revealed that quality assurance strategies do jointly significantly influence teachers instructional task performance of monitoring ($F_{(4, 3445)} = 1362.539$; $P < 0.05$), and finally, results also showed significant relative influence ($\beta = 0.074$, $t = 2.471$), inspection ($\beta = 0.071$, $t = 2.453$) and supervision ($\beta = 0.064$, $t = 1.101$) at $p < 0.05$ significant. The study concluded that the use of quality assurance strategies will improve the instructional task performance of teachers. It was therefore recommended that these quality assurance strategies should be incorporated into the process of teaching and learning for overall school effectiveness.

Keywords: Secondary School, Quality Assurance Strategies, Teacher Instructional Task Performance, Ogun State.

Introduction

Teachers instructional task performance is enhanced by good mastery of the subject to be taught and good lesson delivery. It is the ability to do well in teaching and instructional tasks. Teachers' tasks are the technical, formal and core job responsibilities of teachers in a school which is often written in their job description (Mbon, 2017).

Tasks and responsibilities of teachers include planning lessons, delivering lessons (face-to-face), assessing, guiding students' activities, doing additional works, and developing the profession in education (Iroegbu&Etudor-Eyo, 2016; Ayeni, 2020). According to Punongbayan & Bauyon (2015), teachers' task performance is therefore regarded as the act of teachers doing well at their core or formal responsibilities. In a school, teacher's task performance include providing essential inputs like adequate planning of lesson notes, effective delivery of lessons, proper monitoring and evaluation of students' performance, providing regular feed-back on students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students to produce and enhance expected learning achievement in secondary schools (Ololube & Major, 2014)

Quality assurance is seen as a set of procedures that every organization should undertake in order to guarantee that standards are defined and attained consistently for a particular product or service (Orunbon & Isaac-Philips, 2020). In other words, quality assurance is the process of ensuring that organizations such as schools possess the ability to enable the students perform well in standard examinations and give education that is relevant to the needs of the students, community, and the society as a whole (Ayeni, 2017; Abdulkareem, 2020). Quality assurance could stand as preventive measure of quality problems through planned and systematic activities and this could 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 (Kadir, Tijani & Mafara, 2020). Furthermore, Okolo (2015) posted that quality assurance has also been described as a concept covering a host of academic activities, such as school's instructional supervision, discipline, availability and utilization of instructional materials, infrastructure, and finance which are meant to improve the quality of resource input, process and output of the school system. Quality assurance is therefore, the efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce quality outputs (students) that meet set standards and expectations of the society (Fasasi & Oyeniran, 2014; Ugwoke, Ofoegbu & Ugwuanyi, 2019). According to Usman, (2015), supervision is a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain groups with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision. Furthermore, it is essentially the practice of monitoring the performance of school staff (teachers), observing the challenges of teaching and learning activities with the aim of using befitting and good techniques to ameliorate the shortcomings while still improving on the advantages thereby increasing the school standards to achieve educational goals (Usman, 2015). Educational supervision is a process of assisting and over-seeing the educational system for the improvement of teaching-learning processes. It is also a way of advising, guiding, encouraging and improving people with the aim of getting their cooperation towards successful learning outcomes. For anything to be regarded as qualitative in schools so that standard of education in secondary schools is improved, school or instructional supervision must be given high priority (Chepkuto, Sang & Chumba, 2018). However, teachers' task performance has adversely affected the standard of education thereby posing a challenge to all stakeholders of education. This has become the gap that needs to be filled by all concerned. It is against this backdrop that the researchers investigated the quality assurance strategies as determinants of teacher's instructional task performance in public secondary schools in Ogun state.

Statement of the Problem

The expectations of all stakeholders of education most importantly at the senior secondary level is the attainment of good higher education potential which is the ultimate goal of secondary education. Quality assurance strategies are fundamental instruments put in place to ensure that the policy and standard of education are met (Ikuelogbon, Anaenyeonu & Eze, 2016). These instruments are to be inculcated in the supervisory roles of principals to ensure effective instructional task performance of teachers. However, there have been steady decline in teachers instructional task performance, learners achievement and standards as well as school's overall effectiveness which depicts non-relegation of quality assurance in secondary schools. There has been a gap in the use of quality assurance strategies by principals which has resulted to inadequacies in teacher's instructional task performance. Thus, it is important that the principals of secondary schools as well as teachers are familiar with these quality assurance strategies so as to inculcate them into their daily activities so that the conduct of this exercise will be effective.

Purpose of the Study

The main purpose of the study is to examine the quality assurance strategies as determinants of teacher's instructional task performance in public secondary schools in Ogun state. The specific objectives are to:

- i. Investigate the joint influence of quality assurance strategies (monitoring, inspection and supervision) on teachers' instructional task performance in public secondary schools in Ogun state;
- ii. Investigate the relative influence of quality assurance strategies (monitoring, inspection and supervision) on teachers' instructional task performance in public secondary schools in Ogun state

Hypotheses

The hypotheses below are formulated for this study and would be tested at 0.05 level of significance:

- i. H_{01} : There will be no joint significant influence of Quality Assurance Strategies (monitoring, inspection and supervision) on teachers' instructional task performance in public secondary schools in Ogun State.
- ii. H_{02} : There will be no relative significant influence of Quality Assurance Strategies (monitoring, inspection and supervision) on teachers' instructional task performance in public secondary schools in Ogun State.

Methodology

This study employed a descriptive survey research design. The population comprised of all the teachers (13449) and principals (8,215) in Ogun State, Nigeria. Multi-stage sampling techniques consisting of cluster and systematic random sampling techniques were used to arrive at a sample of 3449 teachers and 1,000 principals in secondary schools in Ogun State. A questionnaire titled "Quality Assurance Strategies Questionnaire (QASQ) and Teachers' Instructional Task Performance Questionnaire (TITPQ) were used to collect data for the study. Data were analysed using descriptive and inferential statistics of multiple regression at 0.05 level of significance. The questionnaire consists of several sections (A, B, C, and D) which all contain structured statements.

Section A is constructed to consist of the personal information of the teachers. Examples of the personal information included in this section are: the age, gender, current level of education and years of teaching experience.

Section B is constructed to elicit responses from the teachers on the extent of quality assurance strategies in Ogun state public senior secondary schools. These strategies were responded to in four areas or strategies: monitoring, inspection, supervision and evaluation. A total number of eighteen (18) items were administered for quality assurance strategies. The rating technique is based on the following scale:

High Extent (HE) = 4; Medium Extent (ME) = 3; Low Extent (LL) = Very Low Extent (VLE) = 1

Results

Demographic Analysis

Demographic analysis of teachers revealed that majority of them, 1775 (51.0%) are males while females are 1675 (49%); 1525 (44.2%) teachers are within 40- 49 years of age, 261 (39.7%); have 10-19 years of teaching experience, 2050 (59.4%).

H01: There will be no joint significant influence of quality assurance strategies (monitoring, inspection and supervision) on teachers' instructional task performance in public secondary schools in Ogun state.

Table 1: Model Summary and Coefficients of Multiple Regression Analysis

ANOVA ^a						Model Summary			
Model	Sum of Squares	Df	Mean Square	F	Sig.	R	R ²	Adjusted R ²	Std. Error of the Estimate
1 Regression	6.423	4	1.066	1362.53	.011 ^b	.286 ^a	.197	.057	.62637
Residual	384.684	344	.358						
Total	391.107	344							

a. Dependent Variable: Teachers' instructional task performances
b. Predictors: (Constant), monitoring, inspection and supervision

Coefficients is significant at 0.05*.

Table 1 shows a joint significant influence of Quality Assurance Strategies (monitoring, inspection and supervision) on teachers' instructional task performance in public secondary schools in Ogun state. ($F_{(4, 3,445)} = 1362.53, P < 0.05$). The model summary shows that 5.7% (Adjusted $R^2 = 0.57$) variation in teachers' instructional task performance in public secondary schools could be explained by Quality Assurance Strategies. The remaining 94.3% could be explained by other factors not included in the model.

H02: There will be no relative significant influence of Quality Assurance Strategies (monitoring, inspection and supervision) on teachers' instructional task performance in public secondary schools in Ogun state.

Table 2: Coefficients of Multiple Regression Analysis

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	1.377	.639		2.614	.009
	Monitoring	.044	.015	.074	2.471	.003
	Inspection	.054	.016	.071	2.453	.005
	Supervision	.001	.026	.064	1.101	.919

a. Dependent Variable: Teachers' instructional task performances

Beta Coefficients is significant at 0.05*.

Table 2 shows that the beta coefficient for monitoring ($\beta = 0.074$, $t = 2.471$), inspection ($\beta = 0.071$, $t = 2.453$) and supervision ($\beta = 0.064$, $t = 1.101$) were all found to be significant at $P < 0.05$. This implies that all the independent variables significantly influence teachers' instructional task performances.

Discussion of Findings

Hypothesis one revealed a joint significant influence of Quality Assurance Strategies (monitoring, inspection and supervision) on teachers' instructional task performance in public secondary schools in Ogun state. ($F_{(4, 3.445)} = 1362.53$, $P < 0.05$). The model summary shows that 5.7% (Adjusted $R^2 = 0.57$) variation in teachers' instructional task performance in public secondary schools could be explained by Quality Assurance Strategies. The remaining 94.3% could be explained by other factors not included in the model. This result is supported by Agi (2020) who found that quality assurance (supervision, inspection and monitoring) jointly predict teachers' instructional task performance in public secondary schools in Ogun state. Findings from hypothesis two revealed that beta coefficient for ($\beta = 0.074$, $t = 2.471$), inspection ($\beta = 0.071$, $t = 2.453$) and supervision ($\beta = 0.064$, $t = 1.101$) were all found to be significant at $P < 0.05$. The findings aligned with the submission of Oguntimehin, Kuewumi & Adeyemi (2018) who found that supervision, inspection and monitoring jointly predict teachers' instructional task performance in public secondary schools in Ogun state.

Conclusion

This study concluded that quality assurance strategies are the administrative instruments expected to be incorporated into any leadership style adopted by school principals.

In the same vein, quality assurance evaluation instruments are also important to be included in school curricular activities especially the instructional tasks of teachers for effective outcome of educational standards.

Recommendations

Based on the findings, the researcher proffers the following recommendations:

- i. Federal and state inspectorates' services should ensure regular supervision and monitoring of public senior secondary schools in Ogun state to ensure their total compliance with the quality standards.
- ii. Regular appraisal programme should be organised for teachers for their professional growth and overall improvement of instructional delivery in public senior secondary schools.
- iii. Government should organize workshops and seminars for teachers to enable them develop professionally, and more funds should be allocated to schools to enable them provide the needed facilities.
- iv. School supervision and inspection should be prioritized. After every quality assurance evaluation exercise in school, a follow up visit should be conducted to ensure strict compliance by principals and teachers.

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Appendices

Lead City University, Ibadan, Department of Arts and Social Science Education, Faculty of Arts and Education

Teachers' Research Questionnaire

Title: "Quality Assurance Strategies and Management Administrative Styles as determinants of Teachers' Instructional Task Performance Questionnaire (QASMASTITPQ)"

Dear Sir/Ma,

This questionnaire is constructed to collect data for a research. Please kindly respond to the questions below as any information provided here would be treated with high degree of confidentiality and used for only academic purpose. Thank you.

Section A: Personal Information (Bio-Data)

- i. Age: 20-29 years { } 30-39 years { } 40-49 years { } 50 years and above { }
- ii. Gender: Male { } Female { }
- iii. Current Educational qualification: NCE { } B.SC/PGDE { } B.ED { } M.ED { } MPhil/PHD { }
- iv. Years of Teaching Experience: 0-9 years { } 10-19 years { } 20-29 years { } 30 years and above { }

Section B: Quality Assurance Strategies

Key: High Level (HL) = 4; Medium Level (ML) = 3; Low Level (LL) = Very Low Level (VLL) = 1

Pls. tick (✓) in the box appropriate to your response (perception)

S/N	Statements At what level does;	H (4)	ML (3)	LL (2)	VLL (1)
A	Monitoring				
1	The school principal monitors teacher's attendance				

2	Quality assurance officers from the Ministry of Education occasionally check on teachers' attendance in school				
3	The school principal regularly checks and certified teacher's lesson plan and lesson notes				
4	Quality assurance officers do call out teachers to report their lesson notes				
5	The school principal monitors teaching-learning process in my school				
6	Quality assurance officers monitors teaching-learning process				
7	The school principal monitors my students as they progress in learning				
8	Quality assurance officers are friendly during monitoring exercise				
B	Inspection				
1	The principal periodically checks to see whether classroom activities are in line with meeting the educational goals				
2	Quality assurance officers inspect the surrounding during classroom activities				
3	The principal often inspects the neatness of the school environment				
4	Quality assurance officers inspect the neatness of the school environment				
5	The principal inspects classroom orderliness				
6	Quality assurance officers inspect classroom orderliness				
7	The school principal always inspect classroom instructional materials				
8	During their visit, education quality assurance team do inspect classroom instructional materials				
C	Supervision				
1	My school principal supervises all teachers				
2	Quality assurance officers do come for school supervision				
3	During classroom visitation, my principal provides great assistance in aiding me to improve my teaching				

4	Quality assurance officers provides instructional assistance to teachers				
5	My principal holds regular meetings with teachers to discuss school challenges				
6	Quality assurance officers proffered solutions to challenges facing the school.				
7	My principal gives teachers suggestions on how they can improve their teaching				
8	Quality assurance officers give teachers suggestions on how they can improve their teaching				
D	Evaluation				
1	The school principal evaluates classroom performance				
2	Quality assurance officers evaluate classroom performance				
3	The school principal takes part in quality assurance evaluation exercise				
4	Quality assurance evaluation visit is regular in my school and is always effective, efficient and all inclusive				
5	The feedback from my school principal is always positive				
6	The feedback from evaluators after school visit by inspectors provide help to improve academic activities in my school				
7	Principal chairs meeting for general school improvement				
8	Workshop and seminars are regularly organized for teachers and students to improve their performance				

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- iv. Years of Teaching Experience: 0-9 years { } 10-19 years { } 20-29 years { } 30 years and above { }

Section C: Management Administrative Styles

Key: High Level (HL) = 4; Medium Level (ML) = 3; Low Level (LL) = Very Low Level (VLL) = 1

Pls. tick (✓) in the box appropriate to your response

S/N	Statements	HE (4)	ME (3)	LE (2)	VLE (1)
A	Autocratic Management Style				
	At what level does;				
1	my school principal takes decision without consulting other school staff				
2	the school principal always act as the spokesperson for the school				
3	the school principal is always concern on matters that push school activities forward with a view to getting results				
4	teachers and students are always organised by the principal before work is done				
5	my Principal set himself or herself on high standards and expect all teachers to follow suit				
B	Democratic Management Style				
1	the principal uses teamwork approach to achieve school objectives				
2	the school committees are functional				
3	the school management considers every angle before decisions are made from discussion among teachers				
4	all teachers abide by formal decisions by following proper procedures				
5	the principal listen to ideas suggested by teachers				
C	Laissez-Faire Management Style				
1	the principal is good at bringing out the best in other people				
2	the principal regard mistakes made by teachers as opportunity to learn				
3	the wellbeing of all staff is important to the school management				

4	the principal loves helping other staff of the school to develop				
5	the principal motivates teachers to perform better				

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- iv. Years of Teaching Experience: 0-9 years { } 10-19 years { } 20-29 years { } 30 years and above { }

Section D: Teachers Instructional Task performance

Key: High level (HL) = 4; Medium level (ML) = 3; Low level (LL) = Very Low Level = 1

Pls. tick (v) in the box appropriate to your response

S/N	Items; Teacher At what level do i;	HL	ML	LL	VLL
1	prepares my lesson notes adequately in line with the curriculum and scheme of work				
2	regularly conduct continuous assessment for my learners to measure their level of achievement				
3	supervise every learner work during lessons, and learners notes are constructively marked and corrected				
4	Finish the scheme of the work/syllabus with my students for each term as the case may be				
5	use instructional materials to teach every lesson in order to facilitate learning				
6	mark every test and assignments given to students and their scores are recorded in the marks book				

7	use several teaching methods in delivering subject matter so as to meet the needs of the range of learners				
8	Make all students understand what they learn during my lessons				
9	dictate or write on the board without the help of students				
10	Motivate Learners to learn during teaching and learning				

Table 3.1: Population of the Study (LGAs (N) = 20; Schools (N) = 172 and Teachers (N) = 5,059)

S/N	Senatorial Districts	S/N	Local Government Areas	Number of senior public secondary schools	Number of Teachers		
					Male	Female	Total
1.	Ogun East	1	Ijebu East	4	60	80	140
		2	Ijebu North	16	153	215	368
		3	Ijebu North East	4	62	84	146
		4	Ijebu Ode	11	132	185	317
		5	Ikenne	7	92	101	193
		6	Odogbolu	8	107	115	222
		7	Ogun Waterside	6	81	98	179
		8	Remo North	1	13	14	27
		9	Sagamu	9	133	132	265
			Sub-total	66	833	1,024	1,857
2.	Ogun Central	10	Abeokuta North	9	144	157	301
		11	Abeokuta South	19	289	292	581
		12	Ewekoro	3	53	66	119
		13	Ifo	9	131	132	263
		14	Obafemi-Owode	7	100	124	224
		15	Odeda	6	92	91	183
					Sub-total	53	809
		16	Ado-Odo/Ota	18	254	250	504

3.	Ogun West	17	Yewa North	10	142	143	285
		18	Yewa South	11	158	155	313
		19	Imeko-Afon	5	80	81	161
		20	Ipokia	9	132	136	268
		Sub-total		53	766	765	1531
Overall Total			172	2,408	2,651	5,059	

Source: Ogun State Ministry of Education, Science and Technology, Abeokuta (2020)³

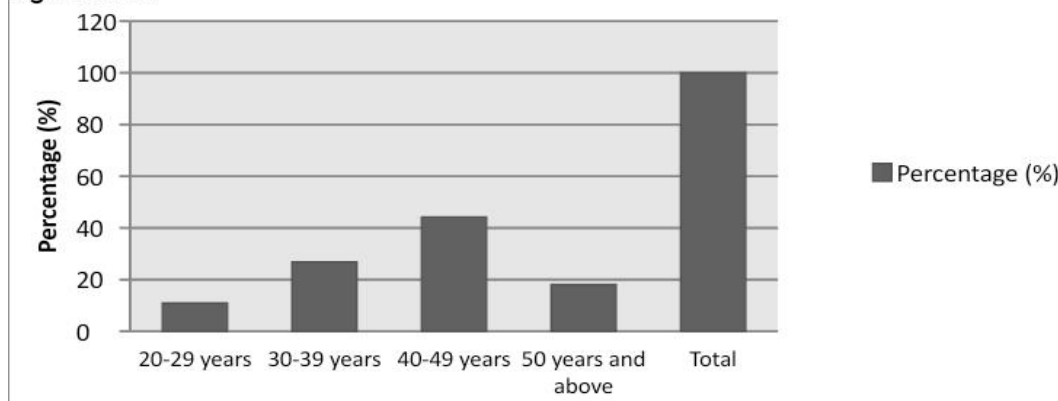
Table 3.2: Sample Size for the Study (Schools (n) = 169 and Teachers (n) = 3,683)

S/N	Senatorial Districts	S/N	Local Government Areas	Number of senior public secondary schools	Number of Teachers		
					Male	Female	Total
1. Ogun East		1	Ijebu East	4	57	67	124
		2	Ijebu North	15	110	140	250
		3	Ijebu North East	4	54	69	123
		4	Ijebu Ode	11	99	126	225
		5	Ikenne	7	75	81	156
		6	Odogbolu	8	84	89	173
		7	Ogun Waterside	6	67	79	146
		8	Remo North	1	13	14	27
		9	Sagamu	9	100	99	199
		Sub-total		65	659	764	1,423
2. Ogun Central		10	Abeokuta North	9	106	113	219
		11	Abeokuta South	18	168	169	337
		12	Ewekoro	3	47	57	104
		13	Ifo	9	99	99	198
		14	Obafemi-Owode	7	80	95	175
		15	Odeda	6	75	74	149
		Sub-total		52	575	607	1,182
		16	Ado-Odo/Ota	17	155	154	309

3.	Ogun West	17	Yewa North	10	105	105	210
		18	Yewa South	11	113	112	225
		19	Imeko-Afon	5	67	67	134
		20	Ipokia	9	99	101	200
		Sub-total		52	539	539	1,078
Overall Total			169	1,773	1,910	3,683	

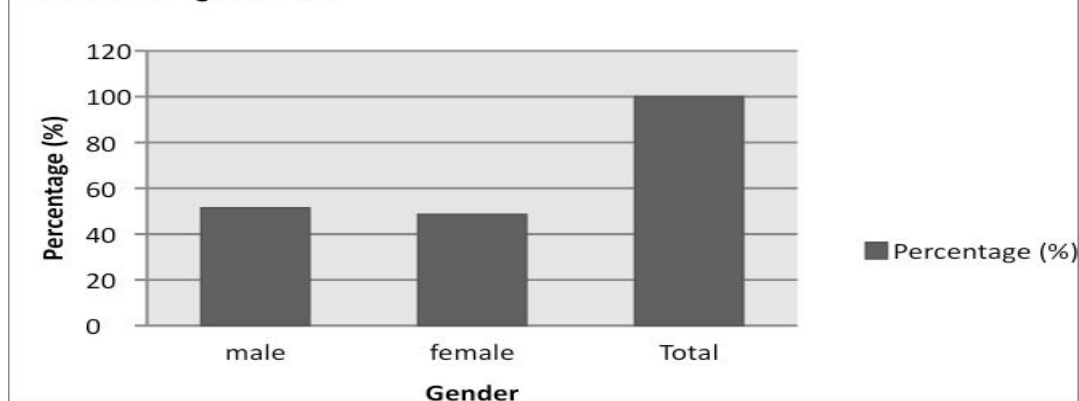
Source: Ogun State Ministry of Education, Science and Technology, Abeokuta (2020)³

Figure 4.1: Age distribution of teachers in public senior secondary schools in Ogun state



Source: Field study 2020

Figure 4.2: Sex distribution of teachers in public senior secondary schools in Ogun state



Source: Field study 2020

Figure 4.3: Distribution of teachers educational qualification in public senior secondary schools in Ogun state

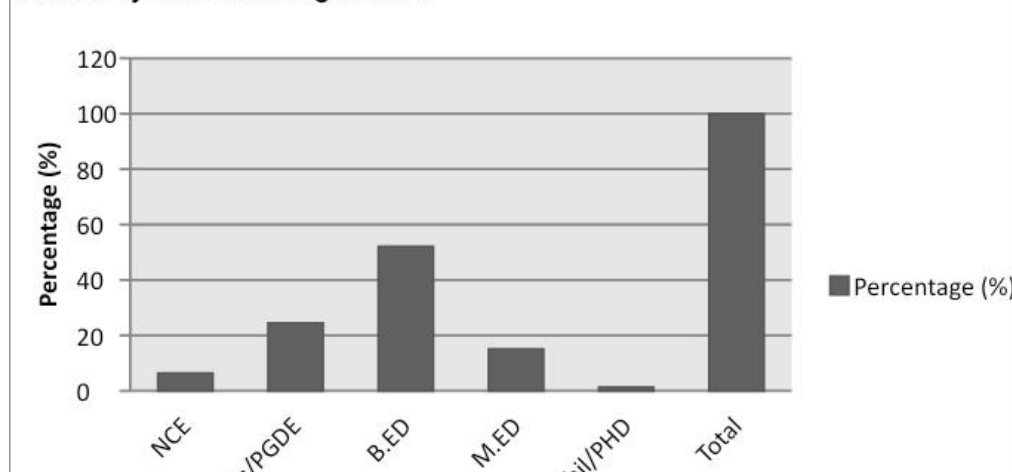
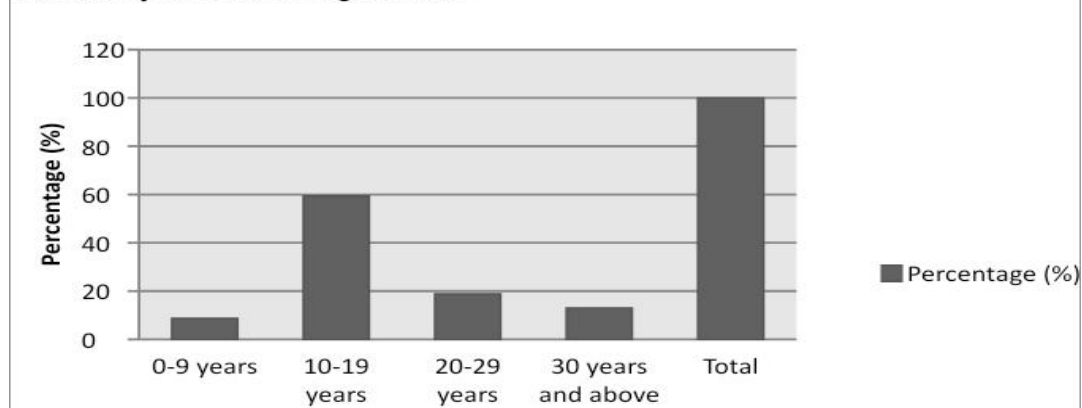
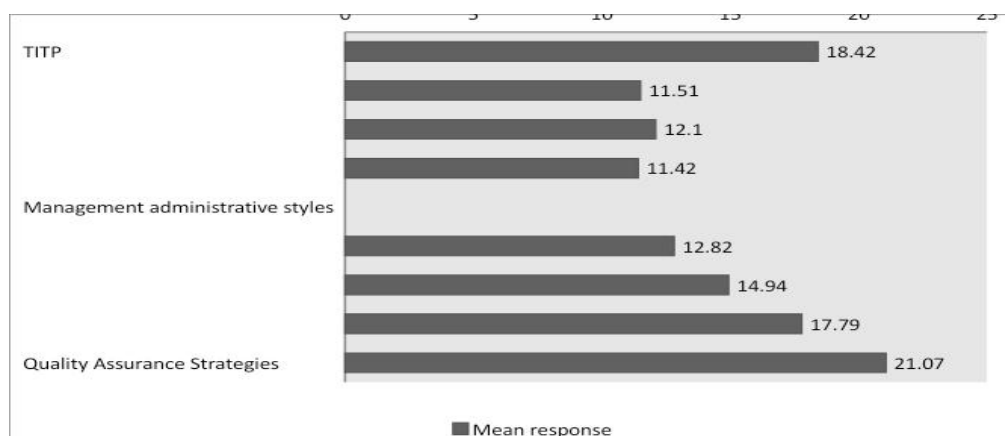


Figure 4.4: Distribution of teaching experience of teachers in public senior secondary schools in Ogun state



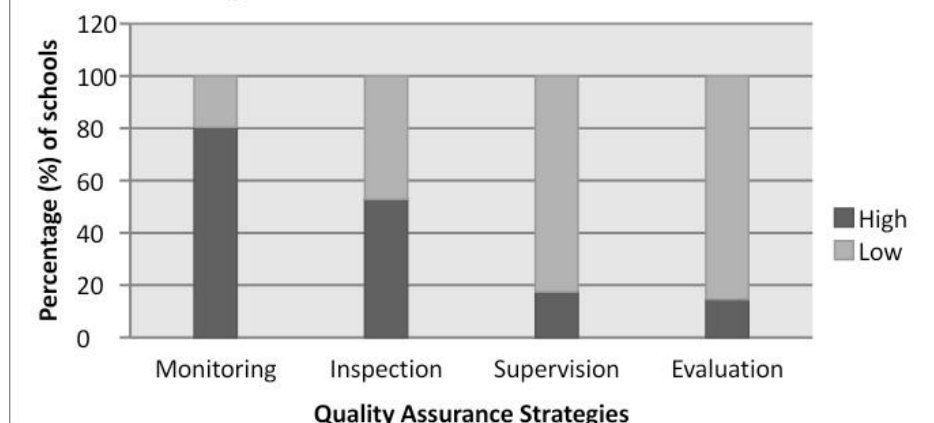
Source: Field study 2020



Source: Field study 2020

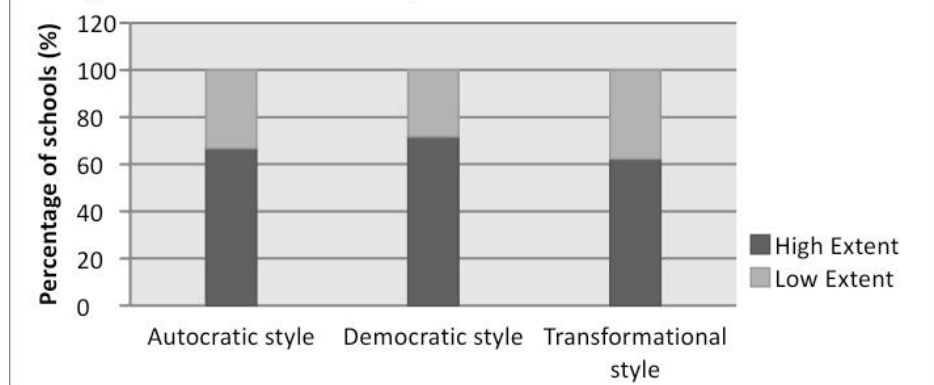
Figure 4.5: Descriptive mean scores of quality assurance strategies, management administrative styles, and teachers' instructional task performance of respondents in public senior secondary schools in Ogun state.

Figure 4.6: Percentage of schools with high and low levels of quality assurance strategies



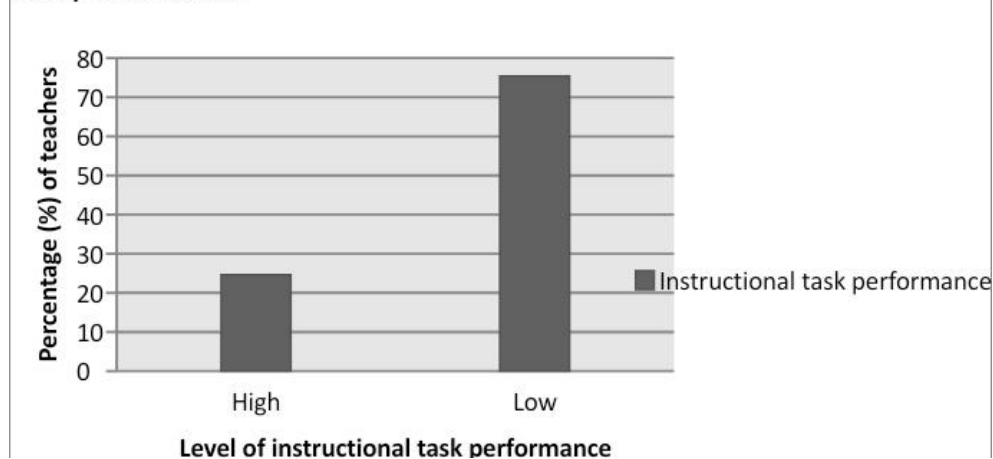
Source: Field study 2020

Figure 4.7: Percentage of schools with high and low extent of management administrative styles



Source: Field study 2020

Figure 4.8: Percentage of teachers with high and low levels of instructional task performance



Source: Field study 2020