



Principal's Quality Control Measures And Teachers' Task Performance In Public Senior Secondary Schools In Rivers State, Nigeria

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ABSTRACT

This study examined principal's quality control measures and teachers' task performance in public senior secondary schools in Rivers State, Nigeria. The study was guided by three objectives, three research questions and three null hypotheses. The study adopted a correlational survey research design. The population of this study comprised of all the 7,184 academic staff (291 principals and 6,893 teachers) of 291 public senior secondary schools in Rivers State. A proportionate stratified random sampling technique was adopted to select a sample of 718 academic staff representing 10% of the entire population. Two instruments titled: Principal's Quality Control Measures Scale (PQCMS) and Teachers' Task Performance Scale (TTPS) were used for this study. Cronbach alpha reliability test was conducted to ascertain the reliability of the instruments, of which the reliability coefficients of Principal's Quality Control Measures Scale and Teachers' Task Performance Scale were 0.89 and 0.83 respectively. The research question 1 to 3 were answered using simple regression, while hypotheses 1 to 3 were tested with t-test associated with simple regression at 0.05 level of significance. The result of the study showed that principal's quality control measures such as work supervision, team building, and strategic planning to a high extent predicted teachers' task performance in public senior secondary schools in Rivers State. Also, principal's quality control measures significantly predicted teachers' task performance in public senior secondary schools in Rivers State. Based on these results, it was recommended among others that in order to consolidate and improve teachers' task performance, principals should use work rules and regulations to monitor and supervise the activities of teachers rather than only physical presence of the supervisor. This is because the presence of the work supervisor may develop in the teacher a sense of inferiority which can affect the teachers' performance within the given period.

Keywords: Principal, Quality Control Measures, Teachers, Task Performance

INTRODUCTION

The education sector plays a significant role in the sustenance of other sectors of any economy. This sector does not only supply the manpower needed to service the other sectors of the economy but also assists in the achievement of the goals and objectives of these sectors. This is why the relationship between any education system and level of education with the other sectors of the economy is a growing and going concern. Despite the importance of the educational sector to the entire economy of any nation, there are human resources in the school that assist in the achievement of educational goals and objectives.

The principal as well as the teachers under his or her control form part of this important human resource in any school system. While the principal has the duty of managing the affairs of the school, the teachers are saddled with the responsibility of implementing the policies and programmes instituted by the principal as directed by the government. This is because the education sector particularly the school system is known for and forms a vital part of the activities of any education system. However, it is a known fact that in any school system where there are no administrators (principals), the quality of educational services provided will be lopsided. This is because while some teachers will put in their best in the school with little or no supervision from the principal, others will make no effort in contributing to the actualization of the goals and objectives of the education system

in the school where they have been employed. This is why the principal must be up and doing if the desired quality of education must be achieved.

The principal is known and addressed as the administrative head of any secondary level of education and a lot of responsibilities are saddled on him or her as the head of the school. If the desired quality of education must be achieved in any school, a lot needs to be done by the principal. One of the things expected from the principal who is working towards the achievement of educational goals and objectives in his or her school is that he or she must be able to effectively manage the teaching force to be able to contribute to the objectives of the school. The principal must ensure that the teachers are putting in their best for the school to be able to achieve her goals and objectives. Similarly, the teacher must also put measures in place to ensure that teachers improve continuously in their level of task performance in order to sustain the quality of education in the school. This can be achieved when the principal puts quality control measures in place.

Quality control deals with the ability to manage the quality of output in any organization. Every formal organization is directly or indirectly involved in the creation and provision of goods and or service. The school as an organization is known basically for the provision of social services. The extent of quality control in the school or any other formal organization therefore depends on the extent to which its stakeholders are able to sustain the quality of educational services provided in the school over time. According to Okoye, Onyali and Ezeughor (2016), to realize the goals and objectives of Nigerian education, effective monitoring, supervision and quality control must be brought to fore. This explains why quality control is important in the school.

There are various responsibilities that school stakeholders are expected to carry out from time to time in the school. In the case of the teacher, the teacher is not only expected to teach, but is also expected to carry out other administrative duties assigned to him or her from time to time. Therefore, the quality of work done by the teacher depends on the extent to which he or she is able to carry out all teaching and non-teaching duties assigned to him or her in line with predetermined expectations. However, the extent to which this is achieved depends on whether or not the principal has instituted in the school system the right quality control method needed for teachers to perform assigned tasks at the possible best level.

According to Asgarikia (2014), the task of the teacher related to all real world activities that the teacher is expected to execute in the school. The extent of task performance of the teacher is therefore determined by the extent to which the teacher is able to meet with the target set by their superior on any duty assigned within and outside the classroom. Similarly, Wilson (2017) added that staff performance influences and determines the organizational productivity, this implies that the staff performance in any typical school affects school's productivity. It can therefore be deduced that the teacher is at the center of the productivity of any school and as such the principal must put in place the right quality control measures to guide their task performance.

There are various measures that principals can use to control the quality of tasks performed by the teacher in the school. The type of technique adopted by the principal goes a long way in determining if teachers task performance will regress, remain static or progress. This goes a long way in affecting the general administration of the school which is the overall duty of the principal. The principal must therefore be familiar and apply basic quality control measures in the school.

One of the ways that principals can adopt in controlling the quality of task performed by the teacher is by supervising the work done by the teacher. The principal as the administrative head of the school is expected to have more experience on the job than the teacher. He is therefore expected to provide a guide for the teacher if the quality of work done by the teacher must be acceptable. Work supervision simply involves monitoring when, how and why a teacher is discharging the duty assigned to him or her. The principal therefore has a duty of supervising the work done by the teacher to ensure that it meets with the expected target.

Furthermore, team building is another measure that principals must adopt if they intend to control the quality of task carried out by the teacher. Team building also involves matching the right people and materials together to ensure that the best service is derived from the team. The principal is in a better position to merge teachers together when there is need to carry out an essential duty so as to ensure that the best outcome is attained. Principals can therefore use the team building method to control the quality of work done by the teacher. During this process, the principals can either bring the best teachers together as a team or merge experienced teachers with less experienced ones so as to be able

to achieve quality task performance from the team. Erawan in Chantathai, Tesaputa and Somprach (2018) stated that planning, operation, evaluation, and decision making in school development require active teamwork. This fortunately is a necessity for teachers to discharge their duties professionally. School principals can also apply strategic planning as a quality control technique. In this case, the principal makes proper forecasting of how work must be done by the teacher so as to ensure that quality service delivery is achieved. The teacher in collaboration with other experts can draw the work schedule of the teacher and ensure that the teacher works in line with the plan on ground. Doing this will help the teacher to improve in their task performance since the end product of the plan is that the quality of service provided by the teacher meets with best practices. The principal must however ensure that the plans made in the school are adhered to by all teachers so as to ensure that the goals and objectives of the plan are achieved as they relate to the school system.

Statement of the Problem

The teacher as an educational stakeholder is loaded with a lot of responsibilities within and outside the classroom. Similarly, the ability or inability of the teacher to discharge these responsibilities affectively and professionally goes a long way in affecting the quality of educational services provided in the school. This is why a lot is expected from the teacher from educational stakeholders. Parents, teachers and the government therefore count on the teacher to be able to act in their best interest for the actualization of their educational expectations from the school.

Over the years, emphasis has been laid on how teachers can be assisted to become more effective and efficient in their service delivery. This is because the quality of service provided by the teacher does not only affect the performance of students but also the general administration of the school. This is why parents have continued to give financial and non-financial support to the teachers of their children both directly and through the Parents Teachers Association (PTA). Similarly, the government has also contributed through various capacity building programmes and other incentives. However, these investments have not been justified in terms of the task performance of teachers.

There are cases of parents complaining of poor performance of students despite their investment in the teachers. Equally, the government has also had to query teachers for failing in the discharge of their administrative duties. One is therefore left to wonder if the principal has been able to put measures in place to put this situation under control especially by putting measures in place to ensure quality control in the task performance of teachers under their watch. The study also intends to find out the extent the quality control measures adopted by a principal predict teachers task performance. This is the problem that this study intends to investigate.

Aim and Objectives of the Study

The aim of the study was to examine principal's quality control measures and teachers' task performance in public senior secondary schools in Rivers State. Specifically, the study sought to:

1. Determine the extent work supervision predict teachers' task performance in public senior secondary schools in Rivers State.
2. Ascertain the extent team building predict teachers' task performance in public senior secondary schools in Rivers State.
3. Identify the extent strategic planning predict teachers' task performance in public senior secondary schools in Rivers State.

Research Questions

The following research questions were formulated to guide the study.

1. To what extent does work supervision predict teachers' task performance in public senior secondary schools in Rivers State?
2. To what extent does team building predict teachers' task performance in public senior secondary schools in Rivers State?
3. To what extent does strategic planning predict teachers' task performance in public senior secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. Work supervision does not significantly predict teachers' task performance in public senior secondary schools in Rivers State.
2. Team building does not significantly predict teachers' task performance in public senior secondary schools in Rivers State.

3. Strategic planning does not significantly predict teachers' task performance in public senior secondary schools in Rivers State.

Conceptual Clarification

Quality Control

The concept of quality is one that is difficult to define because quality is relative in nature. However, the term quality is usually used to refer to the extent to which an object, event or any other substance meets up with expected features. Quality can therefore be defined as the value of a thing in relation to expected standard. Quality is therefore expected from any product or service that is produced from any sector of the economy whether business, education or otherwise. In relation to the education sector. Materu as cited in Osakwe (2016) opined that quality is a diversified concept, which encompasses how learning is organized and managed, the content of learning and the level of achievement in terms of outcomes and what goes on in the learning environment. Quality is therefore the extent of adherence to standard.

Fry, Stoner and Hattwick (2019) defined quality as the ability of any product or service to meet consistently or exceed the expectations of consumers. It refers to the extent to which a product or service meets with expected standard. Emphasizing further, Fadokun in Adegbesan (2017) revealed that there are three basic characteristics of quality and they are:

- i. Efficiency in the meeting of its goals.
- ii. Relevance to human and environmental conditions and needs and
- iii. Something more" that is the exploration of new ideas, the pursuit of excellence and encouragement of creativity (p. 148).

Furthermore, Arikwu as cited in Adegbesan (2017) identified the tasks that must be carried out by educational managers in order to achieve quality education among which are:

- a) Measurement and standardization of academic attainments.
- b) Evaluation of quality of work during supervision.
- c) Use of competent teachers and administrative supervisory personnel.
- d) Dissemination of information to teachers and students.
- e) Use of educational technologies with a view to increasing the efficiency of teaching.
- f) New research and development to invigorate all educational activities.
- g) Guidance and counseling.
- h) Placing students in suitable employment.
- i) Efficient management of all education (p. 150).

Quality control refers to the extent to which the quality achieved in the production of a product or service is maintained over time. Quality control refers to the act of putting the right mechanism in place to ensure that the quality achieved in a production process is maintained over a period of time based on the expectation of end users. Adegbesan (2017) buttressed that quality control is the means by which a firm makes sure that its goods and services will serve the purpose for which they are intended. In addition to the above, Ameen as cited in Ayeni and Afolabi (2018) highlighted the areas to be focused by' teachers to ensure quality and they included:

1. Formulating aims and goals of programme in a thoughtful manner
2. Regular curriculum implementation and revision
3. Teaching methodology and assessment methods
4. Staff development.
5. ICT education, modern teaching aids and physical environment
6. Internal quality assurance and.
7. Cooperation at national and international level (p. 36-37).

Quality control is a collective responsibility of all stakeholders in any organization. Principals, teachers and other educational stakeholders have the responsibility of managing the quality of education achieved at any level of education. Therefore, quality control is a collective effort and it requires investing the needed resources by all stakeholders to ensure that the quality of education achieved is maintained in line with global best practices.

Task Performance

The concept of task refers to a schedule of work that an individual is expected to execute (Eseyin, 2016). But, performance is only measured based on the level of compliance to expected result. Task

performance is therefore viewed from the point of compliance to established standards. The performance of an individual in relation to a particular task can therefore be measured at different levels in relation to the standard that has been set in the organization. Teachers are faced with diverse responsibilities such as teaching and non-teaching activities. In addition, they are sometimes assigned responsibilities within and outside the school and it is expected that they must carry out these responsibilities in line with established rules and standard. The extent to which the teacher is able to meet up with the quality of work assigned to him or her defines the level of task performance.

More so, the willingness and ability as well as experience of a teacher is important in defining their level of task performance. Task performance therefore refers to the extent to which an individual in this case a teacher, is able to carry out the duties assigned to him in line with the specifications of the job. Borman and Motowidlo (2015) explained better in Adegbesan (2017) when they stated that task performance is defined as in-role performance. Task performance displays the mechanical features of a worker's job. It says distinct implementation of the tasks necessary in job. Performance on a task is therefore defined in relation to an employee's contribution to the production process.

The teacher as an in-loco parentis has both educational and non-educational duties to play in the school. Therefore, the tasks that a teacher must perform in the school includes teaching as well as other duties such as administrative responsibilities, counselling and other role the school assigned by the school administrator. These tasks go a long way in contributing to the attainment of the goals and objectives of the school.

Theoretical Framework

This study was anchored on Performance Theory. This theory was used to buttress the discussions made in this study.

Performance Theory

Performance Theory was developed by Richard Schechner in 1977. Schechner is an expert in performance studies after he obtained degrees in performance studies. He is also known as the founder of performance group and has contributed a lot to the field of performance over the years. Although the performance theory developed by Schechner has been used over the years in the field of performing arts. However, this theory has proven to be useful even in managerial settings. The theory of performance as captured by Schechner simply suggested the need for structural transformation in any organization if performance must improve. Without conscious transformation, performance will remain at its primitive stage over the years. This theory is therefore anchored on the need for system transformation if performance of the units must improve. According to Schechner, performance is a continuous process and as such must be given the needed attention from time to time. It was pointed out that most times. The reason why people do not improve is because they continue to maintain their old system time after time and this limits improved performance. Therefore, if tasks must be performed and at optimum level, there must be a determined transformation in the system.

The performance theory is relevant to the education sector where teachers and other stakeholders have responsibilities that they must carry out. However, in order for the quality of service delivery or task performance to improve, effort must be made to improve on the way work is done. If the quality of teachers' task performance must improve for achieving quality control, there must be a deliberate action plan to improve on the old system or culture of the school on how teachers carry out their responsibilities. It is only when this is done that quality educational output can be achieved from teachers' task performance. Performance will therefore improve from systematic changes in the way work is done in line with best practices.

METHODOLOGY

This study adopted a correlation survey design to ascertain if there is a relationship or co-variations among the variables using a quantitative method of research. The population of this study was made up of all the 7,184 academic staff (i.e. 291 principals and 6,893 teachers) of 291 public senior secondary schools in Rivers State. (Source: Planning, Research and Statistics Department, Rivers State, 2021). The sample size for this study was seven hundred and eighteen (718) respondents representing 10% of the entire population. Kpee (2015) considered such percentage appropriate to serve as an acceptable sample for a population running into thousands. The sample size was drawn from the entire population using the proportionate stratified random sampling technique. This ensured

that all members of the population are given equal opportunity of being selected. The research instrument titled: Principal's Quality Control Measures Scale (PQCMS) and Teachers' Task Performance Scale (TTPS) were used for this study. The instruments have two sections (A and B). Section A elicited demographic information from the respondents, while section B elicited information on Principal's Quality Control Measures Scale and Teachers' Task Performance Scale. The instruments were structured on four-point Likert-scale of Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (VLE) respectively. Cronbach Alpha reliability statistics was used to test the reliability of the two instruments. The reliability coefficients of Principal's Quality Control Measures Scale and Teachers' Task Performance Scale are 0.89 and 0.83. For the data that were analyzed, simple regression was used to answer research question one to three, while t-test associated with simple regression was used to test hypotheses one to three because it is used to determine the relationship between an independent variable and a dependent variable.

RESULTS AND ANALYSIS

As part of data collection efforts, the researcher designed and distributed 718 copies of the questionnaire to respondents. Thereafter, six hundred and forty three (643) copies were retrieved and found suitable for analysis resulting in 89.5% response rate.

Table 1: Distribution of Respondents by their Gender

S/No	Status	Frequency	Percentage (%)
1	Male	354	55.1
2	Female	289	44.9
	TOTAL	643	100

From the above Table 1, it was revealed that 354 of the respondents were male representing 55.1%, while the remaining 289 were female representing 44.9% of the total respondents.

Research Question One: *To what extent does work supervision predict teachers' task performance in public senior secondary schools in Rivers State?*

Table 2: Simple regression on the extent work supervision predict teachers' task performance in public senior secondary schools in Rivers State.

Model	R	r Square	Adjusted r Square	Extent of prediction	Decision
1	.921 ^a	.611	.609	61.1%	High Extent

Decision Rule: 100%- 75% (Very High Extent), 74% - 50% (High Extent), 49%-25% (Low Extent) and 0% - 24% (Very Low Extent)

Table 2 revealed that the regression (r) and regression square (r²) coefficients are .921 and .611 respectively, while the adjusted r square is .609. The extent of prediction (coefficient of determinism) is 61.1% (.611×100). By inference, the result indicates that work supervision predict teachers' task performance in public senior secondary schools in Rivers State by 61.1%.

Research Question 2: *To what extent does team building predict teachers' task performance in public senior secondary schools in Rivers State?*

Table 3: Simple regression on the extent team building predict teachers' task performance in public senior secondary schools in Rivers State.

Model	R	r Square	Adjusted r Square	Extent of prediction	Decision
1	.771 ^a	.510	.508	51.0%	High Extent

Decision Rule: 100%- 75% (Very High Extent), 74% - 50% (High Extent), 49%-25% (Low Extent) and 0% - 24% (Very Low Extent)

Table 3 revealed that the regression (r) and regression square (r²) coefficients are .771 and .510 respectively, while the adjusted r square is .508. The extent of prediction (coefficient of determinism) is 51.0% (.510×100). By implication, the result shows that team building predict teachers' task performance in public senior secondary schools in Rivers State by 51.0%.

Research Question Three: *To what extent does strategic planning predict teachers' task performance in public senior secondary schools in Rivers State?*

Table 4: Simple regression on the extent strategic planning predict teachers' task performance in public senior secondary schools in Rivers State.

Model	r	r Square	Adjusted r Square	Extent of prediction	Decision
1	.797 ^a	.571	.568	57.1%	High Extent

Decision Rule: 100%- 75% (Very High Extent), 74% - 50% (High Extent), 49%-25% (Low Extent) and 0% - 24% (Very Low Extent)

Table 4 revealed that the regression (r) and regression square (r²) coefficients are .797 and .571 respectively, while the adjusted r square is .568. The extent of prediction (coefficient of determinism) is 57.1% (.571×100). By implication, the result shows that strategic planning predict teachers' task performance in public senior secondary schools in Rivers State by 57.1%.

Test of Hypotheses

Hypothesis 1: Work supervision does not significantly predict teachers' task performance in public senior secondary schools in Rivers State.

Table 5: T-test associated with simple regression on the extent work supervision significantly predict teachers' task performance in public senior secondary schools in Rivers State.

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Alpha level	Decision
	B	Std. Error	Beta				
(Constant)	2.121	.136		15.606	.000	0.05	H ₀₁ Rejected
1 Work Supervision	-.164	.035	-.234	-4.710	.000		

a. Dependent Variable: Teachers' Task of Performance

Table 5 revealed that standard beta value and t-test are -.234 and -4.710. The p-value of 0.000 is less than the level of significance of 0.05. Therefore, the null hypothesis is rejected. By implication, work supervision significantly predicted teachers' task performance in public senior secondary schools in Rivers State.

Hypothesis 2: Team building does not significantly predict teachers' task performance in public senior secondary schools in Rivers State.

Table 6: T-test associated with simple regression on the extent team building significantly predict teachers' task performance in public senior secondary schools in Rivers State.

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Alpha level	Decision
	B	Std. Error	Beta				
(Constant)	.976	.092		10.648	.000	0.05	H ₀₂ Rejected
1 Team Building	.181	.030	.297	6.097	.000		

a. Dependent Variable: Teachers' Task of Performance

Table 6 revealed that standard beta value and t-test are .297 and 6.097. The p-value of .000 is less than the level of significance of 0.05. Therefore, the null hypothesis is rejected. By implication, team building significantly predicted teachers' task performance in public senior secondary schools in Rivers State.

Hypothesis 3: Strategic planning does not significantly predict teachers' task performance in public senior secondary schools in Rivers State.

Table 7: T-test associated with simple regression on the extent strategic planning significantly predict teachers' task performance in public senior secondary schools in Rivers State.

Model	Unstandardized Coefficients		Standardized Coefficients	t	P-value	Alpha level	Decision
	B	Std. Error	Beta				
(Constant)	1.287	.097		13.288	.000	0.05	H ₀ Rejected
1 Strategic Planning	.061	.026	.119	2.351	.019		

a. Dependent Variable: Teachers' Task of Performance

Table 7 revealed that standard beta value and t-test are .119 and 2.351. The p-value of .019 is less than the level of significance of 0.05. Therefore, the null hypothesis is rejected. By implication, strategic planning significantly predicted teachers' task performance in public senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS

The first finding of this study revealed that work supervision predict teachers' task performance in public senior secondary schools in Rivers State by 61.1%. This finding is in agreement with Olorube and Major (2014) who noted that every human tries to excel at tasks they are charged with when they are properly supervised. This explains why work supervision is very important. It is during the process of work supervision that an employee can be guided on how well they can work towards the achievement of organizational goals and objectives. Also in line with the finding, Kohzadi and Hafezi (2016) and Zia (2017) reported that it is at the point of work supervision that employees are evaluated in line with the standard of the work place. Since work supervision is sometimes bureaucratic, employees are compelled to adopt the standard set up in the work place and this most times helps all employees to perform at optimum. Similarly, work supervision also helps employees in the organization to find out better ways of executing their duties at work and this helps to enhance task performance. The knowledge of the fact that work will be supervised helps employees in an organization to put in their best which is vital for task performance (Kohzadi & Hafezi, 2016; Zia, 2017). Ikegbusi and Nonye (2016) on their part investigated the impact of supervision of instruction on teacher effectiveness in secondary schools in Nigeria. The result of the study indicated that both internal and external supervision of instruction have positive effect on teacher effectiveness in secondary schools. Thus, work supervision significantly predicted teachers' task performance in public senior secondary schools in Rivers State.

The second finding of the study showed that team building predict teachers' task performance in public senior secondary schools in Rivers State by 51.0%. This finding is in consonance with Saraswat and Khandelwal (2015) who opined that one of the greatest organizational policies that contribute to the development of any organization is team building. According to the scholars, building teams in any organization is most times done to bring the best people in the organization together to work under the same environment. When teams are built, it improve individual and group performance in an organization. Concurring to this view, Agwu (2015) revealed that teamwork is a means of improving manpower utilization and potentially raising performance of not just the individual but the organization ultimately, because it can expand the output of individuals through collaboration. Therefore, when teams are built, the help to improve group performance which helps in the achievement of quality output. Hence, team building significantly predicted teachers' task performance in public senior secondary schools in Rivers State.

Lastly, the third finding of the study revealed that strategic planning predict teachers' task performance in public senior secondary schools in Rivers State by 57.1%. This finding is in agreement with Kohzadi and Hafezi (2016) who stated that most managers based on their various studies conducted, have come to conclusion that strategic planning focuses on determining the direction, goals coordination and company's adjustment to changing conditions. When strategic plans are made, it helps to guide the organization towards the accomplishment of her goals and objectives. It is conceptualized that firms that have effectively embraced strategic planning, records better

performance as compared to those that have not (Arasa & K'Ohonyo. 2012). Therefore, strategic planning is a must for most formal organization as a strategy for improving individual and organizational performance. However, Arasa and K'Obonyo (2012) stated that strategic planning or any other management technique must be backed up with action or proper implementation. This implies that making a plan alone does not guarantee employee performance. Rather, employee must be provided with other essential resources, because this is what helps to improve teacher's task performance in the school after a strategic plan has been developed. Therefore, strategic planning significantly predicted teachers' task performance in public senior secondary schools in Rivers State.

CONCLUSION

The following conclusions were made based on the findings of the study;

1. Principal's quality control measures (work supervision, team building, and strategic planning) to a high extent predicted teachers' task performance in public senior secondary schools in Rivers State.
2. Principal's quality control measures (work supervision, team building, and strategic planning) significantly predicted teachers' task performance in public senior secondary schools in Rivers State.

RECOMMENDATIONS

Based on the findings and conclusion, the following were recommended.

1. To consolidate and improve teachers' task performance, principals should use work rules and regulations to monitor and supervise the activities of teachers rather than only physical presence of the supervisor. This is because the presence of the work supervisor may develop in the teacher a sense of inferiority which can affect the teachers' performance within the given period.
2. To continue building teams for higher teachers' task performance, principals should set targets for the teachers in the school which they must achieve. The duties of the teachers should be target based so as to encourage them to be up and doing in the achievement of assigned goals and responsibilities.
3. Principals should ensure that the strategic plans they make for the teachers should include regular training and development rather than outright replacement. This is because the performance of a teacher is likely to decline if he or she is aware that the principal is making a strategic plan that involves replacement. However, the teacher can do better if the strategic plan focuses on training and development of the teacher.

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