



Principals' Leadership Quality Assurance Practices and Teachers' Job Performance in Senior Secondary Schools in Kogi State, Nigeria

Grace Simadi Olowonefa

*Department of Educational Management, Faculty of Education,
University of Abuja, Abuja, Nigeria. E-mail: gracesimadi@gmail.com;
Phone: 08135575190*

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Abstract

This study investigated principals' leadership quality assurance practices and teachers' job performance in senior secondary schools in Kogi State, Nigeria. The research design was a descriptive survey design. Stratified random sampling technique was used to select 15 male and 15 female principals, 120 male and 120 female teachers in 30 senior secondary schools in Kogi State. Five research questions and one null hypothesis were raised to guide the study. Two research instruments titled "Principals' Quality Assurance Practices Questionnaire" (PQAPQ) and "Teachers' Job Performance Questionnaire" (TJPQ) were used to collect data for the study. The instruments were validated and Pilot test was used to determine their reliability which yielded index values of 0.76 and 0.72 respectively. Mean score and standard deviation were used to answer research questions and Pearson Moment Correlation Coefficient was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that there was a low practice of monitoring and evaluation of teachers in public senior secondary schools in Kogi state, however supervision was highly practiced. The most preferred quality assurance practice among principals in Kogi state was monitoring practice. Again, the study revealed a high level of teachers' job performance in public senior secondary schools in Kogi state. There was a significant relationship between principals' quality assurance practices and teachers' job performance in public senior secondary schools in Kogi state. It was therefore recommended among others that principals should put in more efforts in monitoring and evaluating teachers for the purpose of achieving high teacher job performance and also principal should not relent in supervising their teachers if they want to achieve performance. This implies that, government should provide principals the opportunities to attend workshops, seminars and conferences regularly so as to expose them to current global trends in monitoring and evaluation practice for promoting teachers' job performance in public senior secondary schools in Kogi.

Key words: Leadership, Quality Assurance and Job Performance

Introduction

Secondary school education is an essential level of education that acts not only as a bridge between the primary and tertiary levels of education but also as a backbone of the country's work force. This view is affirmed by the National Policy on Education (FRN, 2013) which stated that the aim of secondary education is "to prepare individuals for useful living within the society and for

higher education". The policy statement on secondary education has made it imperative for the provision of quality education in secondary schools. To ensure quality in the inputs, processes and products at secondary level of education, the issue of quality assurance in the management of secondary school comes into focus. Quality assurance refers to all those planned and systematic actions necessary to provide sufficient confidence that a product or service will satisfy given requirements for quality. To Bandele, (2011) quality must be assured in school administration, instruction, facilities/equipment and the products (the graduates). Quality assurance being the major components of school administration is aimed at:

- i. Achieving standard
- ii. Maintenance of minimum standards and the production of parity/comparable interpretation of degree etc

ensuring that programmes are of high quality and meet the needs of the Nigerian society (Amadii, 2006; Eneji, Ubom, Eneji, Obogo and Dunnamah, 2013).

Ehinderu, (2004) pointed out that quality assurance in education covers – learners' entry behaviours, characteristics, and attributes; the teacher's entry qualification, values, pedagogic styles, professional preparedness, knowledge of subject background, philosophical orientation; the teaching/learning process including the structure of the curriculum and learning environment; the outcomes, which are defined for different levels in terms of knowledge, skills and attitudes including appropriate and relevant instrument to assess their objectives. This implies that the aim of quality assurance in education is to enhance the quality of the education system by ensuring continuous improvement in all aspects of its operations. In other words, quality assurance in education strives towards setting and sustaining academic standards. Quality assurance in education is the efficient management, mentoring, monitoring, evaluation and review of the resource inputs and transformation process (teaching and learning) to produce quality outputs (students) that meet set standards and expectations of the society (Ijaiya, 2011, Eneji, et al., 2013).

The above submission on quality assurance in education brings to the fore, the role of the school principal and teachers in the entrenchment of quality at secondary level of education. The

success of any secondary school in achieving its stated goals and objectives depends on the quality assurance practices. Quality assurance therefore is the responsibility of the principal, to realize these aims as they will enhance effective teaching in schools. The following are the roles of principals: classroom supervision, monitoring, evaluation and review of the resource inputs and transformation process (teaching and learning) to produce quality outputs (students) that meet set standards and expectation of the society (Ekundayo, 2010). Thus, principals are required to effectively employ quality assurance practices such as:

Monitoring: Monitoring refers to ongoing activity to track the progress being made by an entity or a phenomenon against a planned task. Monitoring is aimed at the following:

- i. Improving efficiency and effectiveness;
- ii. Helping to work on track and allows management to know when things are going wrong;
- iii. Enhancing organization to find out if resources countable are sufficient and being well used accountably;
- iv. Find out if capacity available is sufficient and appropriate; and
- v. Providing useful base for evaluation (Abe, 2012). Nwabueze, Edikpa and Chukwuma (2018) observed that teachers under high level supervision perform better on their job than their counterparts under low supervision.

Evaluation and feedback: Evaluation is the systematic collection of information to make judgments, improve programme effectiveness and/or generate knowledge to inform decisions about future programmes. Evaluation is formative when it provides feedback for improvement, or summative assessing merit or worth. It may be internal conducted by programme staff such as monitoring and evaluation officers in development programmes, or external, conduct by outside evaluators who provide third party validation of special interest (Eneji, et al., 2013; Osakwe, 2016). In practice, evaluation in most cases is used to help in decision making on how to improve on group programmes (Nwiyi, Ogakwu & Okorie, 2017).

Supervision: Supervision might involve inspection, but it goes beyond inspection and includes attempt at bringing about improvement in the quality of instruction. It is a way of advising, grinding, refreshing, encouraging and stimulating staff (Onocha, 2002). Supervision is essentially the practice of monitoring the performance of school staff, observing the advantages and disadvantages with the aim of using befitting and good techniques to ameliorate the deficiencies thereby increasing the school standards and achieve educational goals (Osakwe, 2016).

Teachers' job performance is concerned with the overall effectiveness and efficiency of teachers achieving the instructional and organizational goal. Teachers' job performance can be measured based on a number of task areas which include:

Students' Evaluation and Feedback: Evaluation would mean the process of determining whether students are learning what they are expected to learn from the different lessons they are taught and from the school programme as a whole (Obemeata, 2005). The ability of teachers to evaluate the performance of their students using tests, assignments and examinations is a measure of their job performance.

Classroom Management: Victor (2005) opined that classroom management is the way teachers control disruptive behaviour in order to allocate as much as possible classroom time and effort to teaching through better planning, organizing and managing of classroom activities, better presentation of instructional materials, better teacher-student interaction which is aimed at maximizing student's involvement and cooperation in learning. It refers to those practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur.

Teachers' Preparation and Presentation of Subject Matter: Urevbu (2006) defined teaching as a systematic presentation of facts, ideas, skills and techniques to pupils, students or any leader. Teachers must be effective during the teaching-learning process which brings them into close interaction with students. The facilitation of effective teaching and learning is a prerequisite for achieving cognitive, affective and psychomotor improvements in the learner.

Use of Instructional Materials: Instructional materials are those materials which are helpful to the teachers and students and which maximize teaching in various areas (Agun, 1992). Teacher job

performance can be enhanced through the effective development and use of instructional materials in teaching subject matter and in the transfer of knowledge, skills, attitude and values to students.

The issue of quality in education has generated serious concern amongst stakeholders in the education sector. It has been observed that some principals have dedicated little or no time to monitoring instructional activities; evaluating the performance of teachers and using the results of evaluation for corrective measures; inspecting teachers' lesson notes and the use of instructional facilities; supervising and supporting teachers as instructional leaders.

This trend has created room for teachers to underperform in their instructional task areas of students' evaluation and feedback, classroom management, preparation and presentation of subject matter, use of instructional materials, and application of teaching methods. It is therefore a prerequisite for principals to adopt quality assurance practices that enable teachers improve in their job performance as quality education is inseparable from the quality of teachers input in the teaching and learning process. It is on the basis of this firm believe that it became imperative to examine how principals' leadership quality assurance practices can improve teachers job performance in senior secondary schools in Kogi state, Nigeria. The specific objectives of the study are to:

1. determine the extent to which principals' monitoring practice promotes teachers' job performance in public senior secondary schools in Kogi State?
2. investigate the extent to which principals' evaluation practice enhances teachers' job performance in public senior secondary schools in Kogi State?
3. establish the extent to which principals 'supervision practice promotes teachers' job performance in public senior secondary schools in Kogi State?
4. determine the most preferred principals' quality assurance practice as means of promoting teachers' job performance in public senior secondary schools in Kogi State.
5. determine the level of teachers' job performance in public senior secondary schools in Kogi State.

Specifically, for research questions were raised in line with the proposes of the study, thus:

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1. To what extent has principals' monitoring practice promotes teachers' job performance in public senior secondary schools in Kogi State?
2. To what extent has principals' evaluation practice enhances teachers' job performance in public senior secondary schools in Kogi State?
3. To what extent has principals' supervision practice promotes teachers' job performance in public senior secondary schools in Kogi State?
4. What is the most preferred principals' quality assurance practice as means of promoting teachers' job performance in public senior secondary schools in Kogi State?
5. What is the level of teachers' job performance in public senior secondary schools in Kogi State?

Hypothesis

Ho: There is no significant relationship between principals' quality assurance practices and teachers' job performance in public senior secondary schools in Kogi State

Methodology

The design for the study is descriptive survey. Stratified random sampling technique was used to select 15 male and 15 female principals, 120 male and 120 female teachers in 30 senior secondary schools in Kogi State. Two research instruments titled Secondary School Principals' Quality Assurance Practices Questionnaire" (SSPQAPQ) and "Teachers' Job Performance Questionnaire" (TJPQ) were used to collect data for the study. Modified 4-point Likert scale response option rating of very high extent, high extent, low extent and no extent was adopted for the study. The instruments were validated in terms of construct and content, and a pilot test was done to determine their reliability which yielded index values of 0.76 and 0.72 respectively. Mean score and standard deviation were used to answer research questions and multiple regression analysis was used to test the hypothesis which attempted to find out the relationship between more than two variables. The p-value was set at 0.05 level of significance.

Results and discussion

Research Question 1: To what extent does principals’ monitoring practice promotes teachers’ job performance in public senior secondary schools in Kogi State? Table 1 shows the means and standard deviations of principals’ monitoring practice and teachers’ job performance in public secondary schools in Kogi State. The analysis reveals that the mean responses of teachers to items 1-5 are below the criteria mean of 2.50, including the overall mean with 2.17. This implies that principals’ use of monitoring as a quality assurance practice to promote teachers’ job performance in public secondary schools in Kogi State is low.

Research Question 2: To what extent does principals’ evaluation practice enhances teachers’ job performance in public senior secondary schools in Kogi State? Table 2 shows the means and standard deviations principals’ evaluation practice and teachers’ job performance in public secondary schools in Kogi State.

Table 1: Mean Responses of Principals’ Monitoring Practice and Teachers’ Job Performance N = 240

S/No	Items	VHE	HE	LE	NE	Mean	Standard Deviation	Decision
1	Principals ensure that funds for school projects are well utilized and accounted for, to promote teaching.	26	22	151	41	2.14	0.62	Low Extent
2	Principals collect vital information about the school programmes in order to ensure effective teaching.	54	23	19	144	1.95	0.71	Low Extent
3	Principals keep record of teachers’ performance.	30	46	158	6	2.42	0.53	Low Extent
4	Principals keep record of the progress level of teachers’ activities.	3	28	145	64	1.88	0.65	Low Extent
5	Principals are concerned about how school programmes are being implemented by the various school Departments and Units for quality teaching.	32	81	98	29	2.48	0.53	Low Extent
Section Mean						2.17	0.62	Low Extent

The analysis reveals that the mean responses of teachers to items 6-10 are below the criteria mean of 2.50, including the overall mean, except item 8 with mean score of 2.59. This implies that principals' use of evaluation as a quality assurance practice to promote high teachers' job performance in public secondary schools in Kogi State.

Table 2: Mean Responses of Principals' Evaluation Practice and Teachers' Job Performance N = 240

S/No	Items	VHE	HE	LE	NE	Mean	Standard Deviation	Decision
6	Principals are concerned about teachers' achievement of instructional objectives and completion of instructional tasks.	34	10	175	21	2.24	0.59	Low Extent
7	Principals take time to examine the performance of students in tests and examinations.	32	5	97	106	1.85	0.65	Low Extent
8	Principals ensure that teachers get feedback on their performance in instructional activities.	52	83	60	45	2.59	0.63	High Extent
9	Principals create time to assess student attendance and records of academic work.	1	20	58	161	1.42	0.77	No Extent
10	Principals are concerned about the instructional content students are taught by teachers.	5	85	130	20	2.31	0.55	Low Extent
Section Mean						1.88	0.65	Low Extent

Research Question 3: To what extent does principals' supervision practice promotes teachers' job performance in public senior secondary schools in Kogi State?

Table 3 shows the means and standard deviations of principals' supervision practice and teachers' job performance in public secondary schools in Kogi State. The analysis reveals that the mean responses of teachers to items 11-15 are above the criteria mean of 2.50, with the overall mean score of 3.15. This implies that principals' use of supervision as a quality assurance practice to promote teachers' job performance in public secondary schools in Kogi State is high.

Table 3: Mean Responses of Principals’ Supervision Practice and Teachers’ Job Performance N = 240

S/No	Items	VHE	HE	LE	NE	Mean	Standard Deviation	Decision
11	Principals are concerned with visiting classrooms to supervise teaching and learning activities.	11	8	100	121	3.25	0.47	High Extent
12	Principals make sure instructional materials are relevant to the lesson being taught.	2	20	97	121	3.16	0.50	High Extent
13	Principals take time to check teachers’ lesson plans and scheme of work.	17	1	145	120	3.23	0.50	High Extent
14	Principals create time for demonstration teaching with teachers.	14	30	54	142	2.92	0.51	High Extent
15	Principal encourages teachers to diversify their teaching methods.	6	10	152	72	3.19	0.50	High Extent
Section Mean						3.15	0.50	High Extent

Research Question 4: What is the teachers’ most preferred principals’ quality assurance practice as means of promoting teachers’ job performance in public senior secondary schools in Kogi State?

Table 4: Mean Responses of Principals’ Most Preferred Quality Assurance Practices

S/No	Principals’ Quality Assurance Practices	Mean	Rank
16	Monitoring	3.24	1 st
17	Evaluation	1.03	3 rd
18	Supervision	2.51	2 nd

Table 4 shows the responses of principals on the most preferred quality assurance practice in secondary schools in Kogi State. The results show that monitoring was the most preferred quality assurance practice with 3.24 mean score.

Research Question 5: What is the level of teachers’ job performance in public senior secondary schools in Kogi State?

Table 5 shows the analysis of the level of teachers’ job performance in public senior secondary schools in Kogi State. The table indicates that the overall mean score for teachers’ job performance is 2.37; this is lower than the decision rule of 2.50. All the sectional mean scores were less than the

2.50 decision rule. This implies that there is low level of teachers' job performance in public senior secondary schools in Kogi State.

Table 5: Level of Teachers' Job Performance n = 30

S/N	Items	Mean (\bar{x})	Standard Deviation	Decision
Students' Evaluation and Feedback				
1	Teachers grade students' performance and provide adequate feedback	2.41	0.81	Low Level
2	Teachers evaluate students' performance through tests and examinations.	2.33	0.74	Low Level
Sectional Mean		2.37	0.82	Low Level
Classroom Management				
3	Teachers monitor students' attendance in school by calling attendance register every morning.	2.32	0.92	Low Level
4	Teachers enforce and maintains classroom discipline among students before, during and after lesson	2.44	0.84	Low Level
Sectional' Mean		2.38	0.89	Low Level
Teachers' Preparation and Presentation of Subject Matter.				
5	Teachers' presentation of subject matter is adequate during lesson periods.	2.47	0.81	Low Level
6	Teachers have good subject mastery for excellent students' performance in examinations	2.22	0.86	Low Level
Sectional Mean		2.35	0.89	Low Level
Use of Instructional Materials				
7	Teachers make use of visual materials such as chalkboard, pictures, charts, slides etc	2.37	0.91	Low Level
8	Teachers make use of audio materials such as radio, tape recorder, audio tapes etc	2.41	0.83	Low Level
Sectional Mean		2.39	0.88	Low Level
Overall Mean		2.37	0.88	Low Level

Test of Hypothesis

Ho: There is no significant relationship between principals' quality assurance practices and teachers' job performance in public senior secondary schools in Kogi State

The test of hypothesis on Table 6 established the relationship between principals' quality assurance practices and teachers' job performance. The result of the multiple R of .631 is an indication of a high relationship between principals' quality assurance practices and teachers' job performance. In terms of variance, the R² was .589. This means that all the three principals' quality assurance

practices account for a unique variance in teachers’ job performance. The p-value showed .000. which is less than 0.05. This signified that there is a significant relationship between principals’ quality assurance practices and teachers’ job performance in public senior secondary schools in Kogi State.

Table 6: Result for the Relationship between Principals’ Quality Assurance Practices and Teachers’ Job Performance

Principals’ Quality Assurance Practices	Teachers’ Job Performance							
	Coefficient of Regression	Multiple R	R ²	ANOVA				
				Degree of freedom	Sum of Squares	Mean Square	F	Sig.
Monitoring	.634	.631	.589	Regression=3	54.703	13.121	.131	.000*
Evaluation	.582			Residual=176	8682.073	42.241		
Supervision	.729			Total=179	8736.776			H0 _s Rejected

*** Multiple Regression is significant at the 0.05 level**

Discussion of Findings

The findings of the study revealed that there was a low practice of monitoring and evaluation of teachers among principals in public senior secondary schools in Kogi State. The findings of the study showed that these quality assurance practices of principals for teacher better job performance are not effectively utilized in public senior secondary schools in Kogi State. The finding of the study is centrally to the finding of Ijaiya (2011), and Ihekoronye (2016) in Ezelu, (2019) who noted that through monitoring principals show concern about the instructional content students are taught by teachers, take time to examine the performance of students in tests and examinations, create time to assess student attendance and records of academic work and prioritize teachers’ instructional tasks.

The results also showed that principals’ evaluation as a quality assurance practice was low. This finding is different from the findings of Ihekoronye (2016) who reported that principals’ use of evaluation as quality assurance practice promotes the job performance of teachers in secondary schools.

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The results revealed that principals supervise teachers through visiting classrooms to ensure that instructional materials are relevant to the lesson being taught, principals take time to check teachers' lesson notes, principals create time for demonstration teaching with teachers and principal encourages teachers to diversify their teaching methods. This indicated that most principals performed supervisory tasks such as ensuring preparation of lesson notes (95.5 percent), scheme of work (93.5%), monitoring of teachers' attendance (92.8%), students' attendance (77.7%) and feedback to teachers (78.3%), while provision of instructional materials and feedback to stakeholders were least performed and as such constitute major constraints to quality assurance practice in secondary schools. Nwabueze, Edikpa and Chukwuma (2018) reported that teachers under high level supervision perform better on their job than their counterparts under low supervision. The findings of the study revealed that there is a low level of teachers' job performance in senior secondary schools in Kogi State. This finding differs from that of Ihekoronye (2016). In her study she found that principals adopt supervision as a quality assurance strategy in senior secondary schools to enhance the job performance of teachers and that teachers' job performance was moderate in senior secondary schools in FCT.

The findings of the study further revealed that there is significant relationship between principals' quality assurance practices and teachers' job performance in public senior secondary schools in Kogi State. This implies that high scores in principals' use of quality assurance practices leads to high scores in teachers' level of job performance; this both variables more in the same direction. This finding is similar to the findings of Ihekoronye (2016) who found that there was a significant and positive relationship between principals' quality assurance practices and teachers' job performance in senior secondary schools in FCT, Abuja.

Conclusion

The study concludes that principals' monitoring and evaluation as quality assurance practices for teachers' job performance in senior secondary schools in Kogi State is to a low extent. The low level of teachers' job performance is evident in the inability of teachers to evaluate the academic

progress of students and provide feedback on their development in cognitive, affective or psychomotor terms; manage their classrooms effectively and instill discipline among students, prepare adequately for their classes using well-structured lesson notes; as well as exhibit professional competence in the use of instructional materials and teaching methods.

Recommendations

The following recommendations were made in view of the findings of the study:

1. Government should provide principals the opportunities to attend workshops, seminars and conferences regularly to expose them to current global trends in monitoring as quality assurance practice.
2. Government should provide principals the opportunities to attend workshops, seminars and conferences regularly to ensure that they are familiar with the method of constructing, scoring and interpretation of the instruments of evaluation.
3. Principals are to ensure regular supervision of teachers so as promote quality instruction for better students' performance.
4. Principals should be given orientation on the essence of monitoring as principals' quality assurance practice because many of the principals see monitoring as fault finding instead of ways of improving teachers' performance;
5. Principals should encourage professional development of teachers for better job performance

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