

ASSESSING THE ASSESSORS FROM THE STUDENT ANGLE: IMPLICATION FOR QUALITY ASSURANCE IN PUBLIC SECONDARY SCHOOLS IN LAGOS MAINLAND LOCAL GOVERNMENT AREA OF LAGOS STATE, NIGERIA

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ABSTRACT: *Visionary teachers are needed to achieve quality teaching and learning in the school. It is now firmly believed that the effective functioning of an organization depends largely on employees' efforts that extend beyond formal role requirements. This study therefore investigated the predictive power of some quality assurance indices (school climate, principals' leadership role, instructional supervision, availability and utilization of instructional resources) on teachers' job effectiveness in secondary schools. Five hundred and eighty-three (583) Senior Secondary School students comprising of 268 males and 315 females were sampled for this study. Self-developed instrument tagged "Quality Assurance in Education" was employed to obtain responses from the participants. Analyses of data were done using descriptive statistics and multiple regression analysis fixed at the .05 significant levels. Results revealed 16% of the variance in the teachers' job effectiveness was accounted for by the combination of instructional supervision, instructional resources, school climate, and principal leadership ($R = .817$; $R^2 = .667$; $R^2 (adj) = .663$; $F_{(4,582)} = 20.376$; $p < .05$). This revealed that among others that school climate was the most potent predictor ($\beta = .300$; $t = 7.354$; $p < .05$), followed by principal leadership style ($\beta = .279$; $t = 5.897$; $p < .05$), instructional supervision ($\beta = .151$; $t = 5.098$; $p > .05$); and lastly by instructional resources ($\beta = .093$; $t = 3.765$; $p > .05$). The findings showed that students' assessment based on the quality assurance indices were potent in the prediction of teachers' job effectiveness. Based on the outcome of this study, it was recommended that Since the work environment is significantly related to job effectiveness of teachers, government should encourage the support of parents, students, philanthropists, and corporate institutions in improving secondary schools' work environment in terms of physical facilities, information services, authority-staff relationship, and staff development in order to enhance better job performance of the teachers.*

KEYWORDS: Quality Assurance, School Climate, Principals' Leadership Role, Teachers, Job Effectiveness, Secondary Schools

INTRODUCTION

In today's rapidly changing academic environment just like the business world, capable workers are crucial to organization's success in gaining and sustaining a competitive advantage. This must be achieved against a backdrop of intensified competitions, incessant changes, and a power shift to the customer collaborations across organizational and geographical boundaries (Yingle & Nicole 2011; Hoover, Robert, Ritch & Williams 2010; Carllier, 2011; Hamlin Robert, 2011). There is growing support for the notion that teachers' job effectiveness is one of the key factors with which education industry can gain competitive academic advantage.

Teachers are the largest professional body in a school; they have the most contact with students for most of the day and influence the environment of the school greatly. Ololube (2006) in Olayinka (2011) also agreed to this when he said teachers are the most important group of professionals for our nation's future. It is the work of the teachers that determines the degree of success or failure in the institution's effort to achieve its goal of integrating morality and learning. The teacher is the vehicle through which the subject matter is presented to the students (Olayiwola, 2011).

Teachers' job effectiveness can be regarded as any behavior directed toward task or goal accomplishment. This effectiveness is a measure of what they do, how well they do it, and finding ways of improving their effectiveness. Job effectiveness can be measured through series of reviews processes. A effectiveness review is a process which focuses on roles, functions and job tasks. This is beneficial to any organization which is looking for ways of making its employees more efficient and effective in their roles and enable them to support the organization in achieving its goals (Kacmark et al., 2009).

In today's economy, quality has become a high priority and is at the top of most agenda. Improving quality is probably one of the most important tasks any organization may be facing, whether private or public. Educational institutions are not foreign to this reality. On the contrary, they have also recognized the need to pursue this quest for quality and to deliver it to pupils and students alike. Quality plays an essential role in every organization, business marketers need to emphasize on quality of their brand over quantities to survive many competitions. Quality education is measured by the extent to which the training received from an institution enables the recipient to think clearly, independently and analytically to solve relevant societal problems in any given environment.

Harvey and Green (2013) affirm that quality is based on how efficient the teachers are, how adequate the instructional materials and facilities needed for teaching and learning are, how well prepared the graduates are to meet the challenges of life and solve the problems in the society, thus assuring quality in education.

Concepts Clarification

Quality assurance

Okebukola (2012) sees quality assurance in the education system as an umbrella concept for a lot of activities that are designed to improve the systems input, process and output of education. It involves the process of monitoring, assessing and evaluating all aspects of the education activities and communicating the outcome to all concerned with a view of improving the products of the education system. Furthermore, quality assurance refers to the planned and systematic actions necessary to provide adequate confidence that a product or service will satisfy given requirements for quality (Borahm & Ziarati, 2010). Quality standards are critical and depend on effective policy planning, implementation and monitoring.

Quality assurance in education therefore means the pertinent and suitability of the educational programme to meet the needs of the institution and achieve the set objectives (Fadipe, 2009). Quality assurance is the systematic review of educational programmes to ensure that acceptable standards of educational scholarship and infrastructure are being maintained (Ijaiya, 2011). It is however, better and more rewarding to take steps to prevent failure and

wastage in secondary schools, hence the need for quality assurance which is preventive rather than corrective.

Quality in education emphasizes teachers competence, creativity and commitment, and how educational administrators organize school activities in order to realize the full potentials of all personnel in educational institutions. It is the appropriateness and relevance of resources available for the achievement of educational goals and priorities, hence quality in education whether primary school, secondary school, or tertiary institutions require adequate inputs and output (Onyedini, 2011). To ensure standards in these areas, academic institutions require qualified teachers who are well motivated. They also require quality students, conducive physical environment, well-equipped laboratories, workshops, libraries, instructional materials in the ideal quality and quality as well as funds for research and community service (Osakwe, 2016; Wokocha, 2009).

This study will therefore look at four indices of quality assurance that may have influence on teachers' effectiveness in secondary school, which are school climate, principals' leadership role, instructional supervision, availability and utilization of instructional resources.

Principal leadership style

The importance of the role of principals in ensuring quality assurance in secondary school cannot therefore be over looked. Principals are very unique in school organizations. Leadership behaviour plays a very important role in enhancing employee job satisfaction, work motivation and work effectiveness (Leithwood & Harris, 2010). In recognition of this fact, tremendous effort and resources have been expended, with varying degrees of success, to identify and develop personnel who will occupy the positions of leadership needed to meet present and future organisational requirements. Good leadership behaviour accelerates the development of most organisations. It therefore plays a critical role in the effectiveness of organisations (Adebayo, 2011).

It is argued that the objective of any organization is to attain a set goal and leaders play a determinant role to organizational efficiency (Nwokocha, 2014). However, the finding of Nasomboon (2014) reveals that leadership commitment affect employee work engagement and effectiveness. This finding was consistent with prior study by Zhang, Avery, Bergsteiner, and Mor, (2014) showed that leadership style is significantly related to the level of employee engagement. Prior studies by Cascio et al., (2010), suggested that top management commitment has the stronger potential to enhance sales force automation adoption.

The fundamental goal of the school is to enhance the teaching and learning process. Hence, the school administrators should endeavour to influence the behaviour of the teachers in order to achieve the goals of the school. School principals are expected to exhibit this leadership quality to enhance teaching and learning in the school.

Instructional supervision

Supervision helps in the improvement of instructions but despite its significance in improving instructions and students achievements, Buregeya (2011) observed that there is an ongoing decline of supervision of schools throughout the globe. This is because of the many factors that have impacted on effective principals' instructional supervision.

Another critical factor that has impacted on effective principals' instructional supervision is the school principals' administrative experience (Kirui, 2012). According to Mwiria (1995) limited teaching and administrative experience contributed to management deficiencies in those with less than five years of administrative experience. In contrast, Wawira (2012) found out that principals' administrative experience does not influence implementation of instructional practices. Teachers' attitude towards supervision is another key factor influencing principals' instructional supervision. According to Mbithi (2007) employees of an organization must possess the right attitude and skills to enable them to get the work done efficiently.

Onumah (2016) added that the teachers' lesson notes, diaries, registers, students test exercise books, and teachers' techniques of teaching and evaluation are examined during clinical supervision so as to know how well or otherwise the teachers go on with teaching activities. The supervisor takes note of the teacher's knowledge of the subject being taught, evidence of adequate planning and preparation for the lesson, lesson presentation, teacher's personality and the extent of students' participation or interaction with the teacher. Akomolafe (2012) reported that principals of private schools were more effective in instructional supervision than those in public secondary schools, while Okorie and Usulor (2016) revealed no significant difference in the instructional supervision of teachers by the principals in public and private secondary schools.

School Climate

Organizational climate has been investigated in a variety of different settings in an effort to explore its many influences on organizational life. While the relationship between organizational climate and organizational effectiveness has been difficult to establish (Schneider, Ehrhart, & Macey, 2013), only a moderate amount of investigations have turned the focus to culture's relationship with employee attitudes and behavior (Odom, Boxx, & Dunn, 1990).

Other researchers have similarly investigated constructs related to employees' experiences of the cultural context. In their meta analysis, Hartnell, Ou, and Angelo (2011) found that organizational climate was significantly related to job satisfaction. The relationship depended on type of culture, with clan cultures having a significantly stronger relationship with job satisfaction than other culture types. In addition organizational culture was related to organizational commitment, again with clan cultures having the strongest positive relationship (Hartnell et al., 2011).

Bakker and Bal (2010) found that the job resources of supervisor support, appreciation and information sharing had significant positive relationships with the three dimensions of work engagement. Similarly, Crawford, LePine, and Rich (2010) concluded that the combined effects of several job resources, including access to information, and support from coworkers, supervisors and the organization, had significant positive relationships with work engagement.

Also, many researchers and practitioners regard organizational climate as an important determinant of behavioral and effectiveness related outcomes (Hartnell et al., 2011; Schneider, Ehrhart, & Macey, 2013). Dollard and Bakker (2010) found support for the hypothesis that psychosocial safety climate had a positive effect on work effectiveness and engagement through its positive relationship with job resources. Tuckey, Bakker, and Dollard

(2012) similarly found support for the hypothesis that the relationship between empowering leadership and follower engagement was partially mediated by resources.

Statement of the Problem

Over the years, little progress has been made in improving teaching-learning condition, that is, unavailability or shortage of instructional materials, lack of relevant curriculum to the need of the society and poor management at all levels of education in Nigeria has led to poor academic standard. Supervisors from ministries and commissions tour schools to supervise and assess the effectiveness of the administrative heads and staff of schools while their reports are used in grading and ranking schools. Despite these efforts, the end products (students) of the school system are not progressing as expected, thereby failing to meet the needs of the nation – economically, politically, socially, etc. The poor quality of secondary school products reflects the continuing crisis in that level of education and suggests that something is wrong with what goes on in the school system.

Hence, visionary teachers are needed to achieve quality teaching and learning in the school. It is now firmly believed that the effective functioning of an organization depends largely on employees' efforts that extend beyond formal role requirements. This study therefore intends to investigate the predictive power of some quality assurance indices (school climate, principals' leadership role, instructional supervision, availability and utilization of instructional resources) on teachers' job effectiveness in secondary schools.

Research Hypotheses

The following hypotheses are formulated for testing in this study:

1. There is no significant composite effect of instructional supervision, instructional resources, school climate, and principal leadership style on teachers' job effectiveness.
2. There is no relative contribution of instructional supervision, instructional resources, school climate, and principal leadership style on teachers' job effectiveness.

METHODOLOGY

Research Design: This study adopted the survey method of an ex-post facto type. This design is used because the researcher does not intend to manipulate the already existing independent variables which are instructional resources, school climate, instructional supervision and principal leadership style but to assess their effect on the job effectiveness of secondary school teachers.

Research Population: The population for the study consisted of all students in the government owned (public) secondary schools in Lagos Mainland Local Government Area of Lagos State, Nigeria.

Sample and Sampling Techniques: A sample of 600 senior secondary school students were used for this study comprising of 273 males and 327 females. There are twenty schools in the selected LGA. The selection of the schools were done through balloting method in which all the names of all the secondary schools in the selected local government area were written on

separate sheets of paper of equal size. These sheets were folded and put into a plastic bowl. After thorough reshuffling, and without looking into the plastic bowls, the researcher picked up ten (10) slips. In each of the participating schools, 60 students were randomly selected from SS1, SS2, and SS3 classes. From these classes, 10 students each were randomly selected from each class level to participate in the study.

Instrumentation: A questionnaire tagged “Quality Assurance in Education” was used to assess all the variables in this study. The questionnaire is a self-developed questionnaire, which consists of six sections. Section 1 elicit demographic data which include gender, age, and class while the other 5 sections were used for obtaining information concerning the independent variables which are school climate, principal leadership style, instructional supervision and instructional resources. The items on section B would be rated on a five point likert scale of strongly Agree (5) to Strongly Disagree (1).

Validity and Reliability of the Instrument: The instrument was subjected to criticism and moderation from colleagues. The criticism and moderation or adjustment helped in eliminating inadequate and invalid items thereby establishing content validity of the instrument. To test the reliability of the instruments, the researcher administered the instruments in two secondary schools in Ago-Iwoye, Ogun State. This constitutes the pilot study group. It yielded a reliability coefficient of 0.89.

Data Collection and Administration of Instrument: Data was collected using the research questionnaire described above. The researcher with the help of two other colleagues were involved in the administration of the instruments to each of the proposed sampled schools.

Method of Data Analysis: Data collected from this study was subjected to statistical analysis of simple percentage and regression analysis significant at 5% error margin (0.05 alpha level).

RESULTS

It should be noted that six hundred respondents participated in this study. Out of the six hundred (600) questionnaires responded to, 591 were returned while 583 were adequately filled and analyzed in this study. Thus, 97.2% success of questionnaire administration was recorded.

Table 1: Model summary of the multiple regression analysis between the predictor variables (instructional supervision, instructional resources, school climate, and principal leadership) and the outcome measure (teachers’ job effectiveness).

REGRESSION		ANOVA				
Model		Sum of Squares	df	Mean Square	F	Sig.
R = .817	Regression	1317.644	4	329.411	20.376	.000
R Square = .667	Residual	9344.526	578	16.167		
Adjusted R Square = .633	Total	10662.170	582			

a. Predictors: (Constant), Instructional supervision, instructional resources, school climate, principal leadership

b. Dependent Variable: teachers’ job effectiveness

The results in Table 1 above revealed that instructional supervision, instructional resources, school climate, and principal leadership when taken together significantly predict teachers' job effectiveness ($R = .817$; $R^2 = .667$; $R^2 (\text{adj}) = .663$; $F_{(4,582)} = 20.376$; $p < .05$). This revealed that 16% of the variance in the teachers' job effectiveness was accounted for by the combination of instructional supervision, instructional resources, school climate, and principal leadership. These results implied that the first hypothesis of no significant combine effect of instructional supervision, instructional resources, school climate, and principal leadership on teachers' job effectiveness is rejected.

It could then be deduced that 66.3 percent of the total variability in the teachers' job effectiveness in secondary schools is accounted for by the quality assurance indices. Therefore, quality assurance in secondary education is a function of collaboration of all stakeholders, principals and teachers and even students who are at the receiving end to ensure good standards, producing intellectuals that will help in the labour market and in the development of the nation in all ramifications. This result is line with the reports of Adegbesan (2010), Oduma (2013), Osakwe (2016) and Oyoyo (2014) in their various study that quality control through quality assurance will enhance educational productivity and which must have the effect of making it possible for a country to have a steady supply of highly creative citizens who help to keep improving the living conditions of the general citizenry, and to solve the existential problems that are thrown up from time to time.

Table 2: Beta Coefficients and t Ratio for Relative Contribution of the predictor variables on Teachers' Job Effectiveness

	Unstandardized Coefficients		Standardized Coefficients	t-Ratio	Sig.
	B	Std. Error	Beta		
(Constant)	20.419	3.432		11.888	.000
Instructional supervision	.198	.030	.151	5.098	.000
Instructional resources	.157	.034	.093	3.765	.002
School climate	.241	.019	.300	7.354	.000
Principal leadership	.229	.022	.279	5.897	.011

a. Dependent Variable: Teachers' job effectiveness

The results in Table 2 above revealed that all the predictor variables were good predictors of teachers' job effectiveness. School climate was the most potent out of the predictor variables ($\beta = .300$; $t = 7.354$; $p < .05$). Principal leadership style was next to school climate in predicting teachers' job effectiveness ($\beta = .279$; $t = 5.897$; $p < .05$), followed by instructional supervision ($\beta = .151$; $t = 5.098$; $p > .05$); and lastly by instructional resources ($\beta = .093$; $t = 3.765$; $p > .05$).

It could be said from the outcome of this study that quality assurance in education deals with proactive means of ensuring quality of inputs, teaching-learning process, academic achievement of pupils and school environment before things get out of hands. Therefore, this result corroborate the findings of many researchers and practitioners regard organizational climate as an important determinant of behavioral and effectiveness related outcomes (Hartnell et al., 2011; Schneider, Ehrhart, & Macey, 2013). Dollard and Bakker (2010) found support for the result that school climate had a positive effect on work effectiveness through its positive relationship with job resources.

The outcome of the second predictive factor, which is principal leadership style is supported by the findings of Nasomboon (2014) reveals that leadership commitment affect employee work engagement and effectiveness. This finding was consistent with prior study by Zhang, Avery, Bergsteiner, and Mor, (2014) showed that leadership style is significantly related to the level of employee engagement. Prior studies by Cascio et al., (2010) suggested that top management commitment has the stronger potential to enhance effectiveness.

Instructional supervision and resources were the last two predictors of teachers' job effectiveness in secondary school. These findings lend support to some previous findings Akomolafe (2012); and Okorie and Usulor (2016), Onumah (2016) who confirmed that the common goal of staff supervision is to increase the knowledge and skills of the staff in order to facilitate the improvement in their effectiveness, which can also be enhanced through instructional resources. Also, Okorie and Usulor (2016) revealed no significant difference in the instructional supervision of teachers by the principals in public and private secondary schools.

CONCLUSION

Assessing teacher effectiveness in academia is as important as assessing learning in pupils and students. Teachers are accountable in the educational process and their assessment serve as one way to monitor and regulate accountability- that is, through assessment, the effectiveness and effectiveness of a teacher can be determined. On the basis of the findings of the present research it can be concluded that teachers' job effectiveness to a large extent depends on factors like school climate, principal leadership style, instructional supervision, and instructional resources.

This study has empirically established the influence of the selected quality assurance indices on teachers' job effectiveness secondary schools. These indices are school climate, principal leadership style, instructional supervision, and instructional resources. The study also revealed significant influence of these indices in achieving quality assurance in secondary education in Nigeria.

Recommendations

Teachers are the cornerstone or the hub of any educational system. The National Policy on Education states: "no education system can rise above the quality of its teachers" (NPE, 2014). The following recommendations were made in line with the findings:

The ministry of education, as well as the principals should give more attention to work environment of secondary schools in order to make it more favourable while the teachers should continue to improve on their job effectiveness. Since the work environment is significantly related to job effectiveness of teachers, government should encourage the support of parents, students, philanthropists, and corporate institutions in improving secondary schools' work environment in terms of physical facilities, information services, authority-staff relationship, and staff development in order to enhance better job effectiveness of the teachers.

The issue of staff development should be viewed more seriously by the Ministry of Education and the State Secondary Education Board. A well planned growth oriented professional

through staff training exposure to latest research in science and technology, arts and social science, the art and science of administration as well as pedagogy of teaching should be organized for teachers on a yearly basis as this will help update their knowledge and contribute to effectiveness in instructional delivery.

Teaching should be made a profession to lift her status. This will redeem to some extent teachers low morale/esteem and their attitude to work.

Instructional facilities and other infrastructures like classrooms, furniture, textbooks etc should be provided by government and other stakeholders to create a better atmosphere for effective teaching and learning.

This study looked at the influence of some selected quality assurance indices on teachers' job effectiveness in secondary schools. It is suggested that this study can be replicated in both private and public secondary schools. It will be interesting to see how these variables will determine teachers' job effectiveness in these schools as the schools operate under different kinds of environment.

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