

PERCEIVED INFLUENCE OF QUALITY ASSURANCE STRATEGIES ON TEACHERS' PRODUCTIVITY IN PUBLIC JUNIOR SECONDARY SCHOOLS IN RIVERS STATE

Dr. Pritta Menyechi Elenwo

*Department of Educational Management
Faculty of Education, Rivers State University*

And

Dr. Cordelia Dike

*Department of Educational Management
Faculty of Education, Rivers State University*

Abstract

The study investigated perceived influence of quality assurance strategies on teachers' productivity in public junior secondary schools in Rivers State. Three specific objectives, three research questions and three hypotheses guided the study. This study adopted descriptive survey research. The population of the study was 8367 teachers from 309 public junior secondary schools in Rivers State. Multistage sampling technique was used to determine a sample of 224 teachers. The data collecting instrument for this study is a self-structured questionnaires titled "Perceived Influence of Quality Assurance Strategies on Teachers' Productivity Questionnaire" which was face and content validated by three experts in Measurement and Evaluation and Department of Educational Management respectively in Rivers State University and tested for reliability using Cronbach Alpha statistics which yielded reliability indexes of 0.94, 0.87 and 0.86. Mean and standard deviation were used in answering the research questions while the null hypotheses were tested using z-test at 0.05 level of significance with a critical value of ± 1.96 . Findings revealed that performance appraisal, performance supervision and performance monitoring influence teachers' productivity in public junior secondary schools in Rivers State. Based on the findings, the study recommended that school managers should regularly carry out performance appraisal to ensure teachers update their knowledge in a way that will enable them deliver the curriculum effectively, there should be regular supervision of public junior secondary schools' teachers in order to improve their pedagogical skills for effective instructional delivery in schools and school managers should be unrelenting in monitoring teachers' curricular activities in the schools in order to boost their productivity.

Keyword: Quality Assurance Strategies, Teachers' Productivity, Appraisal, Supervision, Monitoring

Introduction

The junior secondary education is the education which a child receives immediately after primary education and it covers the first three years of the secondary education. Education, of which junior secondary education is part of is viewed as an instrument for national development and social change which is essential for the enhancement of a quality of life of the citizens. Many scholars have maintained that there cannot be meaningful national development without educational development. Perhaps, it is on the basis of this that the Federal Government of Nigeria (2022) states that Nigeria aims at providing education that is qualitative, comprehensive, functional and relevant to the needs of the economies. This calls for quality education at all levels in the country to meet the aspirations of individuals and the society, especially in this era of knowledge driven society. In the view of Njoku (2018), education does not only develop the mental abilities of segments of society but also confers certain tangible and intangible benefits thereby curbing the menace of ignorance that inhibits development. To achieve the aforementioned, attention has been given to quality in education.

Quality is the ability or degree with which a product, service, or phenomenon conforms, to an established standard, and which makes it to be relatively superior to others. With respect to education, this implies the ability or degree with which an educational system conforms to the established standard and appropriateness, of the inputs available for the delivery of the system (Obadara & Alaka, 2013). UNESCO (2014) opined that quality in education is multi-dimensional and embraces all functions and activities of an institution including teaching, academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and the academic environment. Quality education will produce quality scholars that will give credence to quality nation. Despite the importance of quality and all that is put to achieve it, many organizations have found the concept puzzling. It is perplexing to define and often difficult to measure. Yet, quality is known when it is experienced especially, when put side by side with inferior. In the opinion of Vroeijenstijn (2016), any pursuit in life that is not subjected to quality assurance based on some selected standards is devoid of relevance or at least in terms of worthiness.

Quality assurance denotes procedures for checking that quality is being maintained or improved upon in any organization. According to Obadara and Alaka (2013) quality assurance is a means of ensuring that the best practices are encouraged in a social system and a way of measuring, improving, and maintaining the quality of any human activity that has a value. It may be academic, sports performance, business, or economy. Okebukola (2013) averred that quality assurance in the education system is an umbrella concept for a lot of activities that are designed to improve the quality of input, processes, and output of the educational system. On the other hand, quality assurance in secondary schools implies the ability of secondary schools to meet the expectations of the users of manpower in relation to the quality of skills acquired by their outputs. Equally, it can be said to be the ability of the schools to meet certain criteria relating to academic matters, staff-student ratios, staff mix by rank, staff development, physical facilities, funding, and adequate library facilities.

The purpose of quality assurance in schools is to improve staff productivity, enhance the quality of school environment and ensure set standards are achieved. Wright (2014) averred that organizational performance can only be improved through staff productivity, which is dependent on series of quality assurance strategies to enhance staff skills and acquire updated knowledge for the purpose of competency. Quality assurance strategies include; performance appraisal, performance supervision and performance monitoring.

Performance appraisal is an organized, formalized, systematic process of assessing job related strengths and weaknesses of an individual appraisee with the ultimate aim that if he performs well such strengths are encouraged and reinforced and if he performs marginally his work habits can easily be identified and redirected in a manner conducive to the set objectives of the organization. John (2020) opined that performance appraisal is a process whereby an appraiser objectively communicates to an appraisee how he or she is performing the job in order to establish a plan of improvement through training and development, counseling, mentoring, retraining, or other remedial measures. It is a feedback mechanism which provides administrators with information for salary increase, the need for promotion and exposes employees to their areas of strengths and weaknesses and motivates them to improve on their performances. John (2020) found that performance appraisal helps in feedback development, compensation management, management decision making, employee motivation, and leading to employees' productivity.

Supervision is a control mechanism which has the task of correcting the activities of individuals and groups to ensure that their performance is in accordance with

plans Ldama (2021). Supervisors assign tasks and clear responsibilities of performing those tasks and they in turn expect accuracy and punctuality from assignees (staff). Supervision seeks to equip individuals with the necessary knowledge, attitudes and skills to make them useful; not only to themselves but their immediate organization and country. According to Koske (2018) performance supervision is critical in matters of employee productivity and has direct effect on their productivity.

Performance monitoring is the review of employee performance in accordance with the organizational established goals and objectives. It is a management strategy aimed at enhancing organizational performance through closely following what employees do at the work place in a bid to achieve the organizational goals (Musaazi, 2013). Malunda (2017) stated that monitoring of teachers' productivity is one way of improving the quality of education.

Teachers' productivity in this context refers to the degree of accomplishment of the tasks that make the teacher's job. Ojeniyi (2015) described productivity as a volume measure of output to a volume measure of input. Teachers' productivity can also be viewed in terms of how the teachers meet their school objectives or the extent to which their school objectives are realized.

Statement of the Problem

Concerns about quality education and strategies to appraise, supervise, monitor and thus enhance school quality have attracted increase attention in many parts of the world. The societal expectation of quality outputs from schools makes students the primary focus of attention in any programme and the better the school, the better it can meet the goals that include equipping the students with desirable skills, knowledge and attitudes that enable them to work and live in the society. The teachers are expected to make teaching learners-centered and create an enabling environment for the students to interact with learning materials in order to concretize their knowledge and skills so that they can become self-confident and self-reliant, and contribute meaningfully to the socio-economic development of the society. But in recent time, people complain that the type of education provided by some schools does not meet the society's demand in terms of quality. Students' outcome does not match the government and parental investments. The high rate of examination failure, lack of skill acquisition and the culminated antisocial behaviours among students has become a serious problem to the society (Adegbesan, 2020). Some have attributed these unpleasant experiences to poor teaching in the schools. This ugly scenario has been alleged to have contributed to the rising wave of examination malpractices and growing

level of violence among students in schools. This problem has also been the excuse for university authorities to institute aptitude test as a condition for final selection of candidates for admission into first-degree programmes across the nation. To parents, it is questionable whether or not teachers in the public junior secondary schools are competent to teach effectively. In all these claims and counter claims, there is no available empirical evidence to support any. Therefore, the study seeks to investigate the perceived influence of quality assurance strategies on staff productivity in public junior secondary schools in Rivers State.

Purpose of the Study

The purpose of the study was to investigate perceived influence of quality assurance strategies on teachers' productivity in public junior secondary schools in Rivers State. Specifically, the study sought to:

1. determine the influence of performance appraisal on teachers' productivity as perceived by male and female teachers in public junior secondary schools in Rivers State.
2. examine the influence of performance supervision on teachers' productivity as perceived by male and female teachers in public junior secondary schools in Rivers State.
3. ascertain the influence of performance monitoring on teachers' productivity as perceived by male and female teachers in public junior secondary schools in Rivers State.

Research Questions

1. How does performance appraisal influence teachers' productivity as perceived by male and female teachers in public junior secondary schools in Rivers State?
2. How does performance supervision influence teachers' productivity as perceived by male and female teachers in public junior secondary schools in Rivers State?
3. How does performance monitoring influence teachers' productivity as perceived by male and female teachers in public junior secondary schools in Rivers State?

Hypotheses

1. There is no significant difference between the mean perceptions of male and female teachers on how performance appraisal influence teachers' productivity in public junior secondary schools in Rivers State.

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2. There is no significant difference between the mean perceptions of male and female teachers on how performance supervision influence teachers' productivity in public junior secondary schools in Rivers State.
3. There is no significant difference between the mean perceptions of male and female teachers on how performance monitoring influence teachers' productivity in public junior secondary schools in Rivers State.

Methodology

The study adopted descriptive survey design. The population of the study was 8367 (3649 male and 4718 female) teachers from the 309 public junior secondary schools in Rivers State. The sample size of 224 was determined by the use of multistage sampling technique. First, cluster sampling technique was used to group Local Government Areas according to their Senatorial Districts and simple random sampling was used to select three Local Government Areas from each Senatorial Districts. Secondly, simple random sampling was used in selecting five schools from each Local Government Area. Thirdly, stratified random sampling was used to put the male and female teachers in the selected schools in a strata and again simple random sampling was adopted in selecting 98 male and 126 female teachers. A self-developed questionnaire titled: "Perceived Influence of Quality Assurance Strategies on Teachers' Productivity Questionnaire (PIQASTPQ)" was used to collect data from the respondents. The instrument was subdivided into Sections A and B. Section A had information on respondents Bio-Data while Section B of the questionnaire comprised of items addressing the variables of the study. The response scale was structured on a 4-point Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with values 4, 3, 2 and 1 respectively. The instrument was face and content validated by three experts in Measurement and Evaluation and Department of Educational Management. The reliability of the instrument was established using Cronbach Alpha statistics which yielded reliability indexes of 0.94, 0.87 and 0.86. 244 copies of the questionnaire were administered and a total of 224 were retrieved and used for the data analyses. Mean and standard deviation were used to answer the research questions with a criterion mean of 2.50. Questionnaire items with ratings below 2.50 denoted "Disagree" while 2.50 and above signified "Agree". The hypotheses were tested using z-test statistics at 0.05 level of significance. Analyzed data therefore, with calculated z-values above the z-critical value of ± 1.96 were rejected and below ± 1.96 were accepted.

Results

Research Question 1: How does performance appraisal influence teachers' productivity as perceived by male and female teachers in public junior secondary schools in Rivers State?

Table 1: Mean Perceptions of Male and Female Teachers on how Performance Appraisal Influence Teachers' Productivity in Public Junior Secondary Schools

S/N	Items	Males		Females		Average Mean Set	Decision
		\bar{X}	SD	\bar{X}	SD		
1	Performance appraisal is a motivational that helps teachers improve their pedagogical skills	2.98	0.93	2.90	0.96	2.94	A
2	Feedbacks from performance appraisal enhances teachers instructional	2.88	0.95	2.82	1.26	2.85	A
3	Performance appraisal provides motivation for teachers and help them improve in instruction delivery	3.00	0.90	2.76	1.34	2.88	A
4	Performance appraisal improves teachers' knowledge of teaching	2.92	0.94	2.94	0.86	2.93	A
5	Performance appraisal provides a reliable source for instructional delivery	2.86	1.00	2.75	0.94	2.81	A
Grand Mean/SD		2.93	0.94	2.83	1.07	2.88	A

Source: Field Survey, 2023

The result on table 1 revealed that male and female teachers agreed to all the questionnaire items with average mean scores of 2.94, 2.85, 2.88, 2.93 and 2.81. This infers that performance appraisal influences teachers' productivity in public junior secondary schools in Rivers State.

Research Question 2: How does performance supervision influence teachers' productivity as perceived by male and female teachers in public junior secondary schools in Rivers State?

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Table 2: Mean Perceptions of Male and Female Teachers on how Performance Supervision Influence Teachers' Productivity in Public Junior Secondary Schools

S/N	Items	Males		Females		Average Mean Set	Decision
		\bar{X}	SD	\bar{X}	SD		
6	Training provide opportunity for career growth and enhanced teaching	2.68	1.10	2.62	1.08	2.65	A
7	Specific-needed training for teachers enhance instructional delivery	2.85	0.94	2.80	1.00	2.83	A
8	Training exposes teachers to new pedagogical skills and promotes quality instructional delivery	2.90	0.93	2.68	1.07	2.79	A
9	Training equips teachers with novel methods of improved instructional delivery	2.97	0.96	2.90	0.98	2.94	A
10	Improved instructional delivery greatly depend on teachers training	2.82	0.94	2.80	1.04	2.81	A
	Grand Mean/SD	2.84	0.97	2.76	1.03	2.80	A

Source: Field Survey, 2023

The result on table 2 revealed that male and female teachers agreed to all the questionnaire items with average mean scores of 2.65, 2.83, 2.79, 2.94 and 2.81. This deduces that performance supervision influence teachers' productivity in public junior secondary schools in Rivers State.

Research Question 3: How does performance monitoring influence teachers' productivity as perceive by male and female teachers in public junior secondary schools in Rivers State?

Table 3: Mean Perceptions of Male and Female Teachers on how Performance Monitoring Influence Teachers' Productivity in Public Junior Secondary Schools

S/N	Items	Males		Females		Average Mean Set	Decision
		\bar{X}	SD	\bar{X}	SD		

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11	Acquainting teachers with subject content promote quality instructional delivery	2.80	1.00	2.88	0.95	2.84	A
12	Introducing teachers to the practices, policies and vision of the school facilitates effective teaching	3.00	1.01	2.80	1.02	2.90	A
13	Organizing orientations assist teachers to develop confidence during instruction delivery	2.79	1.08	2.84	0.98	2.82	A
14	Orientation minimizes the challenges confronting teachers during teaching	3.38	0.97	3.06	0.94	3.22	A
15	Conducting orientation for newly employed teachers toenhances quality of instruction	3.03	1.05	2.85	1.02	2.94	A
Grand Mean/SD		3.00	1.02	2.89	0.98	2.94	A

Source: Field Survey, 2023

The result on table 3 revealed that maleandfemaleteachers agreed to all the questionnaire items with average mean scores of 2.84, 2.90, 2.82, 3.22 and 2.94. This concludes that performance monitoring influenceteachers' productivity in public junior secondary schools in Rivers State.

Hypothesis 1: There is no significant difference between the mean perceptions of male and female teachers on how performance appraisal influence teachers' productivity in public junior secondary schools in Rivers State.

Table 4: z-Test Analysis of Difference Between the Mean Perceptions of Male and Female

Teachers on how Performance Appraisal Influence Teachers' Productivity in Public Junior Secondary Schools in Rivers State.

Respondents	N	\bar{X}	SD	DF	SL	z-cal	z-crit	Decision
Males	98	2.93	0.94	222	0.05	0.71	±1.96	

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				Failed to Reject no Significant Difference
Females	126	2.83	1.07	

Source: Field Survey, 2023

Table 4 above shows the z-test analysis of difference between the mean perceptions of male and female teachers on how performance appraisal influence teachers' productivity in public junior secondary schools in Rivers State. At 0.05 level of significance and 222 degree of freedom, the z-calculated value of 0.71 was less than the z-critical value of ± 1.96 ; therefore the null hypothesis was accepted which states that there is no significant difference between the mean perceptions of male and female teachers on how performance appraisal influence teachers' productivity in public junior secondary schools in Rivers State.

Hypothesis 2: There is no significant difference between the mean perceptions of male and female teachers on how performance supervision influence teachers' productivity in public junior secondary schools in Rivers State.

Table 5: z-Test Analysis of Difference Between the Mean Perceptions of Male and Female Teachers on how Performance Supervision Influence Teachers' Productivity in

Public Junior Secondary Schools in Rivers State.

Respondents	N	\bar{X}	SD	DF	SL	z-cal	z-crit	Decision
Males	98	2.84	0.97	222	0.05	0.57	± 1.96	Failed to Reject no Significant Difference
Females	126	2.76	1.03					

Source: Field Survey, 2023

Table 5 above shows the z-test analysis of difference between the mean perceptions of male and female teachers on how performance supervision influence teachers' productivity in public junior secondary schools in Rivers State. At 0.05 level of significance and 222 degree of freedom, the z-calculated value of 0.57 was less than the z-critical value of ± 1.96 ; therefore the null hypothesis was accepted which states that there is no significant difference between the mean perceptions of male and female teachers on how performance supervision influence teachers' productivity in public junior secondary schools in Rivers State.

hypothesis was accepted which states that there is no significant difference between the mean perceptions of male and female teachers on how performance supervision influence teachers' productivity in public junior secondary schools in Rivers State.

Hypothesis 3: There is no significant difference between the mean perceptions of male and female teachers on how performance monitoring influence teachers' productivity in public junior secondary schools in Rivers State.

Table 6: z-Test Analysis of Difference Between the Mean Perceptions of Male and Female Teachers on how Performance Monitoring Influence Teachers' Productivity in Public Junior Secondary Schools in Rivers State.

Respondents	N	\bar{X}	SD	DF	SL	z-cal	z-crit	Decision
Males	98	3.00	1.02	0.05	222	0.79	± 1.96	Failed to Reject no Significant Difference
Females	126	2.89	0.98					

Source: Field Survey, 2023

Table 6 above shows the z-test analysis of difference between the mean perceptions of male and female teachers on how performance monitoring influence teachers' productivity in public junior secondary schools in Rivers State. At 0.05 level of significance and 222 degree of freedom, the z-calculated value of 0.79 was less than the z-critical value of ± 1.96 ; therefore the null hypothesis was accepted which states that there is no significant difference between the mean perceptions of male and female teachers on how performance monitoring influence teachers' productivity in public junior secondary schools in Rivers State.

Discussion of Findings

Findings on research question 1 on Table 1 revealed that male and female teachers agreed that performance appraisal influence teachers' productivity in

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public junior secondary schools with a grand mean score of 2.88, for both male and female teachers. Hypothesis 1 on Table 4 showed that there is no significant difference between the mean perceptions of male and female teachers on how performance appraisal influence teachers' productivity in public junior secondary schools in Rivers State with z-calculated value of 0.71 which was less than z-critical value of ± 1.96 . This finding was in congruence with John (2020) that performance appraisal helps in feedback development, compensation management, management decision making, employee motivation, and leading to employees' productivity.

Findings on research question 2 on Table 2 revealed that male and female teachers agreed that performance supervision influence teachers' productivity in public junior secondary schools with a grand mean score of 2.80, for both male and female teachers. Hypothesis 2 on Table 5 showed that there is no significant difference between the mean perceptions of male and female teachers on how performance supervision influence teachers' productivity in public junior secondary schools in Rivers State with z-calculated value of 0.57 which was less than z-critical value of ± 1.96 . This finding was in consonance with Koske (2018) who stated that performance supervision is critical in matters of employee productivity and has direct effect on their productivity.

Findings on research question 3 on Table 3 revealed that male and female teachers agreed that performance monitoring influence teachers' productivity in public junior secondary schools with a grand mean score of 2.94, for both male and female teachers. Hypothesis 3 on Table 6 showed that there is no significant difference between the mean perceptions of male and female teachers on how performance monitoring influence teachers' productivity in public junior secondary schools in Rivers State with z-calculated value of 0.79 which was less than z-critical value of ± 1.96 . This finding was in tandem with Malunda (2017) who opined that monitoring of teachers' productivity is one way of improving the quality of education.

Conclusion

In view of the results obtained from the study, it was concluded that performance; appraisal, supervision and monitoring have positive influence on teachers' productivity in public junior secondary schools in Rivers State.

Recommendations

Based on the findings of the study the following recommendations were made:

1. School managers should regularly carry out performance appraisal to ensure teachers update their knowledge in a way that will enable them deliver the curriculum effectively.
2. There should be regular supervision of public junior secondary schools' teachers in order to improve their pedagogical skills for effective instructional delivery in schools.
3. School managers should be unrelenting in monitoring teachers' curricular activities in the schools in order to boost their productivity.

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