

Principals' Quality Control Measures and Secondary School Goal Attainment in Obudu Local Government Area, Cross River State-Nigeria

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Abstract— *This study investigated quality control measures adopted by school principals to enhance attainment of secondary education goals in Obudu Local Government Area in Cross River State. Specifically, the study assessed the relationship between quality control measures of effective instructional supervision, teacher performance evaluation and secondary school goal attainment. To achieve the purpose of the study, two hypotheses were formulated to guide the study. Survey research design was adopted for the study, all the 26 principals of public secondary schools in Obudu LGA were both the population and sample for the study using the census approach. An instrument titled: Principals' Quality Control Measures and Secondary School Goal Attainment Questionnaire (PQCMSSGAQ) was used for data collection. The instrument was validated by five experts in Educational Management and Educational Measurement and Evaluation in University of Calabar. The instrument obtained a reliability coefficients ranging from .75-.81 using the split half method. Data was collected and analyzed through Pearson product moment correlation analysis, the results of the study revealed that there is a significant relationship between effective instructional supervision, teacher performance evaluation and secondary school goal attainment. It was therefore recommended that principals should constantly carry out routine and periodic instructional supervision and teacher performance evaluation to fast track secondary school goal attainment.*

Keywords— *principal, quality, control, secondary school, goal attainment.*

Paper highlight

1. School principals are solely responsible for enhancing school quality
2. Instructional supervision is closely linked to quality assurance in school
3. Routine teacher performance evaluation is key to enhancing teacher quality in school

I. INTRODUCTION

Education and indeed not just education of any type but, the quality of education given to the youths of a nation is
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very essential to the development of that nation. This is true particularly of developing nations that seek to harness the potentials of a reasonable population of her youths for her socioeconomic, political and technical development. Copious evidence exists on the link between secondary education and poverty reduction, access to good health, equity and social cohesion (Kadir, Tijani, & Marafa, 2020). According to the Federal Government of Nigeria (2013) Secondary education is the form of post primary education given to youths to prepare them for livelihood and higher education. This level of education provides youths with enabling skills and

necessary competencies for civic participation and economic success (World bank Group, 2017).

The attainment of these noble goals and objective of secondary education highly depends on effective instructional leadership as well as the adoption of appropriate quality control measures by school principals (Blasé & Blasé, 1999). This is because, the principal plays a significant role in the attainment of the goals and objective of secondary schools. Simply put, goal attainment in secondary education implies the successful inculcation of the relevant knowledge, skills, and attitude needed for successful life in the society and success in higher education. It therefore follows that secondary school goal attainment involves the production of functional school leaver who can contribute positively to the development of the society as well as have the intellectual capacity to progress academically in tertiary education. The attainment of the goals of secondary education is therefore of absolute importance especially in developing countries where many youths hardly pursue further education beyond secondary school. This places this level of education as the very center of transition into full life in the society. Therefore, the failure to achieve its goals results to a huge damage to a nation and the world at large.

In spite of the seeming awareness of the utmost importance of this level education by key players in secondary education subsector, it seems, the attainment of its goal and objectives remains a mirage especially in Obudu LGA in CRS. Hence, many school leavers complete this cycle of education without acquiring the basic skills of reading, writing and effective communication. It has been observed that many secondary school leavers in Cross River State cannot contribute meaningfully to the economic development of our country as they find it difficult to gain admission into higher institutions of learning (Akeke, Mbon & Osim, 2015). This could be attributed to poor quality control initiatives by most secondary school principals in the LGA. This could be attributed to poor implementation of quality control practices by some school principals. Some principals have the perception that quality control is the exclusive reserve of the local government education authority. This is because there seem to be a poor appreciation among school principals of their responsibilities in facilitating the attainment of school goals.

However, Umeh (2018) observed that principals' role in the actualization of national and global goals in increasingly becoming significant with much emphasis on the educational activities in school. This is because, principals are

responsible for ensuring quality education in schools. Consequently, Arekewuyo (2009) maintained that the principal is the chief executive of secondary school in Nigeria and is responsible for all that happens in the school. Therefore, the effectiveness or attainment of the goals of secondary education to a large extent depends on the effectiveness of the school administrators who are responsible for conducting the activities of the school. Hence, administrative effectiveness has been pointed out as a key variable inhibiting the attainment of the goals and objectives in secondary schools (Akomolafe, 2012). In the same vein University of Washington researchers (2017) found that effective principals work relentlessly to improve achievement by focusing on the quality of instruction. They help define and promote high expectations; they attack teacher isolation and fragmented effort; and they connect directly with teachers and the classroom, Effective principals also encourage continual professional learning. They achieve this through effective quality control measures.

Quality can be seen as the degree to which a phenomenon conforms to an established standard (Mbon, Omorobi, Owan, Ekpenyong, 2019). Quality control is a comprehensive practice that aims to promote the performance of organizations through the cultivation of sound quality culture. It is also the development of a set of values and convictions that make every employee aware of the fact that quality is the main goal of his organization. Quality control is a procedure or a set of procedures intended to ensure that a manufactured product or performed service adheres to a defined set of quality criteria or meets the requirements of the client or customer. Therefore, in the context of the secondary school, quality control measure entails a variety of procedures intended to protect academic standards and promote/improve learning conditions such as effective instructional supervision, teacher appraisal and evaluation, strategic school visions. Adeyinka in Adenaike and Olaniyi (2010) advises that school managers are expected to incorporate and build into the system in which they manage self-regulating and effective control mechanism and measure so that the purpose of the system could be achieved. Similarly, Adenaike and Olaniyi (2010) avers that the main quality control measures in secondary education is supervision and inspection. They further maintained that quality control measures could be internal or external. It is said to be an external quality control measure when it is carried out by principals, vice-principals and sectional heads. It is external when carried out by staff of

Local Government Authority designated as monitoring officers and inspectors from zonal education office.

Key among the internal quality control measures adopted by principals in secondary schools in Obudu Local Government Area is instructional supervision and routine teacher evaluation. This control measures are very essential to the achievement of the goals of secondary education because they are directly concerned with the teaching and learning process that determines the quality of school leavers from this level of education. instructional supervision has been cited by many scholars as an essential quality control measure that serve as a catalyst in the production of desirable high quality students in secondary school. Definitively, instructional supervision refers to fundamental activities aimed at school improvement through the enhancement of teachers' abilities by means of careful, purposeful and intelligent guidance.

Instructional supervision is an important aspects of educational management, it can be seen as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning, and it is considered as an important activity to achieve an effective education system (Oyewole and Ehinola, 2014). It is mainly concerned with pupil learning in the classroom, and it is seen as a collaborative effort which involves a set of activities structured with the aim of improving the teaching and learning process thereby enhancing the quality of students (Aguba, 2009; Archibong, 2013). This means that instructional supervision is characterised by all those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom to ensures the quality of educational organizations. It is therefore deduced that to promote quality teaching and learning in basic schools in Obudu LGA, stakeholders need to pay attention to instructional supervision. Lockheed and Verspoor (1991) observed that the quality of education partly depends on how well teachers are trained and supervised since they are one of the key inputs to educational delivery.

Another essential quality control measure in secondary school is effective teacher performance evaluation. Chukwubikem (2013) noted that teacher performance appraisal is the process of arriving at judgment about individual teacher's performance against the background of his work environment and his future potential for the school system. This is very important because, increasing teacher and teaching effectiveness is arguably the paramount challenge facing public primary and secondary education in Nigeria. It

is universally acknowledged that improvement in educational systems is crucially dependent on effective teacher self-evaluation. Effective teaching evaluation is a key to helping teachers improve their teaching, which then improves student learning thereby resulting in the attainment of the overall goals of education. Teacher evaluations are often design to serve two purposes: to measure teacher competence and to foster professional development and growth. Effective teacher appraisal can also help schools to become sensitive to individual talent, performance and motivation by allowing teachers to progress in their career and take on new roles and responsibilities based on evaluations of their performance. This is very important given that it x-rays the teachers' preparedness for implantation of the school curriculum for the attainment of the overall goals of the school. Therefore, this study examined principals' quality control measure and secondary school goal attainment in Obudu LGA.

II. STATEMENT OF THE PROBLEM

A major problem that constantly attract public concern about secondary education is its seeming inability to achieve the its basic goals and objectives of producing quality school leavers with the capacity to leave in and contribute their quota to national development. More worrisome is the fact that most school leavers complete this level of education without acquiring basic functional literacy skills, arithmetic and effective communication that enhance functionality and progress in higher education. consequently, many school leavers do not continue with higher education no contribute meaningfully to their society. Thus becoming liability to society and posing threat to their immediate environs. This has resulted in hooliganism, gangstarism, kidnapping and all forms of social malaise as a result of frustration.

This could be attributed to lack of principals' adoption of appropriate quality control mechanisms that ensure teachers' effective teaching and learning for the inculcation of the right type of knowledge, skills, value, and attitudes or attainment of the goals of secondary education. This could be ameliorated if principals adopted effective quality control measures such as effective instructional supervision and effective teacher performance evaluation. Hence, this study examined principals' quality control measures and secondary school goal attainment in Obudu LGA in CRS.

Purpose of the study

The main purpose of this study was to investigate the relationship between principals' quality control measures and secondary school goal attainment in Obudu LGA. Specifically, the study investigated:

1. The relationship between effective instructional supervision and secondary school goal attainment.
2. The relationship between teacher performance appraisal and secondary school goal attainment.

Statement of hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between effective instructional supervision and secondary school goal attainment.
2. There is no significant relationship between teacher performance evaluation and secondary school goal attainment.

III. METHODS

The survey research design was adopted for the study. This design was used because, the study was aimed at collecting, analyzing and describing the characteristics features of an existing phenomenon under investigation. The population of the study consisted of all the 26 principals of public secondary schools in Obudu LGA within 2018/2019

academic session. The census approach was adopted to select the 26 principals as sample for the study. This was because the population of the study is reasonably small and manageable by the researcher. A self-developed adjusted four point Likert type questionnaire titled: Principals' Quality Control Measures and Secondary School Goal Attainment Questionnaire (PQCMSSGAQ) was used for data collection. The instrument had two sections, section 1 contained respondents' demographic variables and section contained thirty (20) items. Ten (10) items each were used to assess each sub-variable. The response option was graded as follows Strongly agree SA 4-points, Agree 3-points, Disagree 2-points, Strongly Disagree SD 1-point. However, this was reversed for all negatively worded items. The face validity of the instrument was established by three experts in Educational management and Measurement and Evaluation all in University of Calabar. Their comments and corrections were affected and they finally certified the validity of the instrument. The reliability of the instrument was carried out using the Cronbach's alpha method with variables yielding coefficient ranging from .85-.92. the researcher with the help of two trained research assistants administered to the participants. The data collected were analyzed with the help of SPSS version 20 using means, Standard deviation and Pearson product moment correlation analysis.

IV. RESULTS

Table.1: Pearson product moment correlation analysis of the relationship between instructional supervision and secondary school goal attainment

Variables	N	X	S.D	r-cal.	Df	p-val.
Instructional supervision	26	18.70	3.51			
Secondary school goal attainment	26	20.51	2.81			
				.523*	24	.000

** corr. Sig. at .001; df= 24

From the results in table 1 above, the p-value .000 is less than .05 level of significance at 24 degrees of freedom. Based on this result, the null hypothesis was rejected while the alternate hypothesis was upheld. This implies that, there is a significant relationship between Instructional supervision and Secondary school goal attainment in Obudu LGA in CRS.

Table.2: Pearson product moment correlation analysis of the relationship between teacher performance appraisal and secondary school goal attainment

Variables	N	X	S.D	r-cal.	Df	p-val.
Teacher performance appraisal	26	18.70	3.51			
Secondary school goal attainment	26	14.11	3.01			
				.435*	24	.000

** corr. Sig. at .001; df= 24

From the results in table 2 above, the p-value .000 is less than .05 level Of significance at 24 degrees of freedom. Based on this result, the null hypothesis was rejected while the alternate hypothesis was upheld. This implies that, there is a significant relationship between teacher performance appraisal and Secondary school goal attainment in Obudu LGA in CRS.

V. DISCUSSION OF FINDINGS

The results as shown on table 1 for hypothesis one revealed that there is a significant relationship between instructional supervision and secondary school goal attainment. This is because instructional supervision is an essential school improvement exercise aimed at helping the teachers adopt instructional best practices that directly influence the quality of teaching and learning process for both students and teachers. Adequate instructional supervision does not seek to identify the faults or instructional deficiencies of the teacher alone but also goes beyond this to help the teacher by providing professional advice to the teacher that can help improve the quality of instructional delivery thereby fostering the goal attainment of secondary school Schools.

The findings of the study appropriately align with the view of Soyewole and Ehinola, (2014) that instructional supervision is fundamentally a range of activities aimed at school improvement through the enhancement of teachers' abilities by means of careful, purposeful and intelligent guidance. Instructional supervision is an important aspects of educational management, it can be seen as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning, and it is considered as an important activity to achieve an effective education system. Similarly, Al-Hussein (2004) assessed the role of the educational supervisor in developing efficiencies of teachers of the social subjects of the secondary stage at Riyadh city, and recognizing differences in points of view of both the social subjects' supervisors and teachers, concerning the role of the educational supervisor in developing efficiencies of teachers of the social subjects at the secondary stage. It was revealed among other things that the supervisors in Saudi Arabia, in general have a positive role in developing the instructional efficiencies amongst teachers of social subjects, and there are efficiencies receive a great development by supervisors of social subjects. Therefore, increases in teachers, efficiency, result to the attainment of the overall goals of education.

The second finding of the study was that teacher performance evaluation significantly relates with secondary school goal attainment. The reason for this findings is not far-fetched because teacher performance is universally acknowledged as an activity that leads to improvement in educational systems. Effective teaching evaluation is a key to helping teachers improve their teaching, which then improves student learning thereby resulting in the attainment of the overall goals of education. This is because teacher evaluations are often design to serve two purposes: to measure teacher competence and to foster professional development and growth. Effective teacher appraisal can also help schools to become sensitive to individual talent, performance and motivation by allowing teachers to progress in their career and take on new roles and responsibilities based on evaluations of their performance. This is very important given that it x-rays the teachers' preparedness for implantation of the school curriculum for the attainment of the overall goals of the school.

This finding agrees with Omoniyi (2014) examined the assessment of teachers by school management in terms of general attitude to work, teaching and management. The study revealed that teachers' general attitude to work and teaching for effective service delivery could be enhanced through school management regular assessment of teachers in the area of curriculum delivery which required effective capacity building. Similarly, Onyali and Akinfolarin (2017) in their study on principals' application of instructional leadership practices for secondary school effectiveness in Oyo State, revealed among other things that effective teacher evaluation practices promote secondary school effectiveness. It was also revealed that it enhances teachers' instructional delivery and their level of compliance to school schedules as well as enhance teachers' commitment to teaching.

VI. CONCLUSION

Based on the findings of the study, it was concluded effective instructional supervision and routine teacher performance appraisal are very essential tools that facilitate teachers' preparedness for the implementation of the school curriculum and culminate into the achievement of the overall goals and objective of education. This is particularly true because without effective instructional leadership and teacher evaluation practices there will be poor commitment to teaching and learning as well as lack of direction when

teachers encounter instructional difficulties. Therefore, instructional supervision and periodic teacher evaluation are an essential quality control measure in the hands of a creative and innovative principal for enhancing school goals attainment.

RECOMMENDATIONS

The recommendations were made for the study:

1. Principals should democratize instructional supervision practices to enhance greater gains in the achievement of school goals.
2. Teacher evaluation practice should be carried on routine and periodic basis to constantly ascertain the status of teacher readiness for the implementation of teaching and learning in school.

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