

Quality Assurance Procedures and Teachers' Job Performance in Secondary Schools in Bayelsa State, Nigeria

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Abstract

The study aimed to assess public secondary school teachers' quality assurance systems in Bayelsa State. To direct the research, four research questions in all—along with matching null hypotheses—were constructed. The study followed a correlational research approach. The study included two hundred twenty-two vice principals in addition to the principals. Using a sample size of 666 for the questionnaire, Quality Assurance Procedures for Teacher Job Performance in Secondary Schools (QAPTJPS) compile 666 principals from secondary schools in Bayelsa State as the research population. Two experts accredited by the pertinent body validated it. The test-retest process was used to get an 80.2 dependability coefficient for the instrument. We addressed the study questions using the mean and standard deviation The Statistical Package for the Social Sciences (SPSS) carried null hypothesis testing and data analysis with a significance threshold of 0.05. Evaluation of Bayelsa State's secondary school teachers revealed a statistically significant correlation. In Bayelsa State's public secondary schools, instructional monitoring has a positive relationship with instructors' performance. Making use of comments has very significant results. The study shows that teachers' degree of agency over classroom supplies determines their efficacy in public secondary education. Consequently, secondary school administrators have to regularly evaluate the efficiency of the teaching resources.

Keywords: *Job Performance, Teachers, Quality Assurance, Supervision and Secondary School.*

Background to the study

Education Development helps people live healthier, happier lives. Teachers are the foundation of any educational system, and they shape it. According to Ikegbusi (2012), teachers are a nation's greatest asset. Certified instructors preserve cultural values, promote marketable skills, and build civic duty, morality, and self-worth required for modern society. Secondary school founders create goals, and competent teachers apply the curriculum to achieve them (Ikegbusi, 2019). Instructors are crucial to national success, and secondary school instructors must help all students attain educational goals.

Countries must have high educational qualifications to join the League of Nations. A well-educated teaching workforce is crucial to providing pupils with high-quality education that promotes social and personal growth and preserves community culture. Manafa (2018) states that education aims to

improve psychomotor, affective, and cognitive skills for social progress. According to Chikwado and Chinyeaka (2021), a nation's progress depends on its population's education. Teaching quality impacts human resource quality (Harrison, 2017). Excellent classroom instruction requires a well-structured school system, clear educational goals, and high-quality inputs (Abdul, 2011). Abdul stresses that regular, effective monitoring is necessary for high-quality education and productive instructors.

Management, monitoring, assessment, and reviewing teaching and learning materials can help students transcend social norms. This ensures education quality. Oguntimehin et al. (2018) say corporate quality assurance ensures product and service quality. It defines achievable process standards, assigns duties, and documents the essential processes, notifies all stakeholders, and analyses and monitors their performance to plan ahead and avoid mistakes (Ayeni, 2016). Quality assurance guarantees an organization's rational and scientific planning, regulation, and execution, according to Feldsman (2017). He describes quality assurance as effective resource utilisation, process control, and improvement, as well as output standard enhancements to meet goals and execute public obligations. By fostering "good value" in curriculum administration and monitoring, Schools may produce top pupils. Quality assurance in education improves all school operations to meet stakeholder and community demands, according to Epelle and Kalu (2018). This method implies every process is improvable.

The Federal Ministry of Education (2012) highlighted that school administrators might use Deming's PDCA-based continuous improvement cycle to assess classroom supplies' quality and outcomes. This entails identifying issues, developing a solution, executing it, analysing and evaluating results to meet goals, and communicating with stakeholders. On closer inspection, quality assurance in Education requires rigorous administration, monitoring, and assessment of teachers, students, and principals in relation to educational goals. Principals should use curriculum management, resource inputs, and utilisation best practices to produce secondary school students who satisfy learning objectives. Quality assurance involves teachers self-assessing questions like "Where Am I?" say researchers. "What brought me here?" & "Where am I going?" Since quality assurance is student-centered, these questions meet learner standards.

Hollander (2021) defines work performance as teachers fulfilling school duties. Many know that work ethic influences performance. Job happiness boosts productivity, study finds. Ikegbusi (2016) says a decent work environment, kind coworkers, and a regular wage increase workplace happiness and performance. Teachers must work effectively to achieve. Ikegbusi (2018b) emphasises the importance of planning, implementing, and analysing these roles. Opataye (2018) urges instructors to excel in all assignments. Instructors can undertake academic and non-academic extracurriculars before and after school. School tours, plays, ethnic dances, morning and afternoon assemblies, athletics, cleanups, literary and debate organisations, and more are extracurricular. Quality education outputs boost growth and reduce global competition. Education impacts democracy, economic growth, and social inclusion (Jegede, 2016; Manafa, 2018). Supervision has the ability to guide, advise, enhance, motivate, and inspect groups. Madudili (2021) defined supervision as assessing school staff performance, identifying strengths and shortcomings, and using effective methods to increase achievement. Strong evidence suggests school Monitoring improves teachers' effectiveness. Effective work management helps educators succeed in class. Supervisory staff services are necessary for teachers to give quality instruction (Ikegbusi & Eziamaka, 2016). Supervision evaluates instructors' performance, analyses strengths and flaws, and develops collaborative solutions to enhance education and standards. According to Ikegbusi et al. (2021), educational

supervision enhances instruction and classroom climate, helping instructors and students thrive. Inspections provide valuable input to schools, according to Arop et al. (2019). Inspectors examine an organization's people and resources to ensure compliance. not to change them (Ikegbusi, 2016).

Most individuals think administrators' leadership styles impact secondary teachers' performance. Secondary school administrators must motivate instructors since their actions affect education. Ikegbusi and Iheanacho (2016) recommend interpersonal skills for 21st-century educators. Secondary school Administrators should offer teachers warmth, camaraderie, trust, respect, and admiration to gain their cooperation and devotion (Ikegbusi, 2016). Enhancing public secondary school teachers' performances requires quality assurance. Monitoring, assessment, supervision, uniform questioning and marking systems, effective work teams, and training and development are all necessary for quality assurance. This study examines how quality assurance practices/procedures impact Bayelsa State public secondary school teachers' work performance to address this gap.

Statement of the problem

The continual reduction in instructors' instructional efficiency and students' academic achievements suggests a failure to assure quality in secondary schools. raising concerns about secondary education goals. Thus, the state government's post the primary school board evaluates JSS1 and SS1 pupils' educational qualities through seminars, entrance behavior assessments, and written tests. Bayelsa State uses the common entrance exam to admit pupils to JSS1 and the junior WAEC to SSS1. All aim to ensure quality. Principals, vice principals, and teachers must assume responsibility for education quality under quality assurance systems. A thorough school monitoring and inspection system, along with self-evaluation and development planning, will also do this. The absence of quality assurance and assistance in secondary school hinders this group's goal attainment. Quality assurance is necessary for high-quality education and goals. The principal's division and rule structure, financial embezzlement, and self-centeredness enable instructors to violate quality assurance regulations. Low education quality hurts Bayelsa State public secondary school pupils' academic performance. This issue alarmed the government and stakeholders, who are taking action. Recently, the government has boosted secondary school monitoring. The government has boosted teacher compensation and capacity development to improve teacher quality.

Bayelsa State public secondary school teachers are underperforming despite government attempts. Students often do poorly in class and on WAEC, NECO, etc. Concerns over student indiscipline have led many to doubt the ability of instructors, as they believe it affects students' academic success. Measurement and guidance can help. Instructors improve in school. Since the success of schools depends on quality assurance processes, its effect on the work performance of Bayelsa State teachers is relevant. The emphasis of this study on quality assurance techniques is the efficiency of public secondary school teachers in Bayelsa State in the classroom.

Aim and objective of the study

1. Examines public secondary school teacher performance in Bayelsa State with respect to the assessment of their teaching strategies and actual work effectiveness.
2. To determine in public secondary schools in Bayelsa State the correlation between teachers' job effectiveness and control of instructional resources.

3. The correlation between the public secondary school teachers' work performance in Bayelsa State and the feedback systems.

Research questions

The following questions will constitute the foundation for the investigation:

1. Is the instructional technique of evaluation an effective instrument for assessing teachers' job performance in Bayelsa State?
2. Is quality assurance for teachers' job performance in public secondary schools in Bayelsa State including monitoring of instructional materials?
3. Are feedback systems a tool for quality control regarding teachers' job performance in Bayelsa State public secondary schools?

Research Hypotheses

1. **H₀₁**. There is no significant relationship between evaluation of instructional method and the job performance of teachers of public secondary schools in Bayelsa State.
2. **H₀₂**. Supervision of instructional materials does not relate significantly with the job performance of teachers of public secondary schools in Bayelsa State.
3. **H₀₃**. The use of feedback mechanisms does not significantly influence the job performance of teachers of public secondary schools in Bayelsa State.

Literature Review

Quality Assurance Procedures

Conventional approaches guarantee that a business follows all required criteria by means of finance, education, and monitoring (MacDonald, 2011). including financing, education, and monitoring. According to Ayodele (2007), quality assurance encompasses various aspects such as teachers, course materials, physical infrastructure, technology, and instructional delivery. School authorities and inspectors ensure that schools adhere to state guidelines on staff, facilities, courses of instruction, and library services (Isa & Jailani, 2014). Features of the principal's leadership style, curriculum, monitoring and supervision, accreditation, and parental engagement define quality assurance. "Quality assurance in education," according to Ayeni (2012), is the process of tracking, grading, and assessing instructional materials and their changes. The goal is to produce students meeting societal expectations. Effective input and control of resources, process improvement, and output improvement constitute quality assurance—that which meets goals and satisfies public responsibility. In education, quality assurance guarantees adequate system outputs free of flaws.

Teachers' contributions define the quality of teacher education. Without regular monitoring, their observations and changes cannot guarantee excellence; thus, this calls for proper money and in-service training for teachers. Though the execution is difficult, the university senate and federal Ministry of Education can readily accept a fantastic curriculum. The graduating grade of a program and other school records cannot prove a student's knowledge or aptitudes. Paper qualifications and staff rank cannot measure educational effectiveness. University instructors have the ability to create test questions, either within or outside their course of instruction. In terms of school facilities provision, top executives without supervisory authority may abandon initiatives. Quality assurance

institutes are essential for education. Effective curriculum implementation, resource use, excellent selection, and quality evaluation in line with specified standards depend on regular observation of staff and student activities.

Every five years, the National Universities Commission (NUC) certifies exams, although these are insufficient to guarantee excellent instruction. There is internal control required. Heads of instruction or a committee should routinely go over accreditation concerns. Facilities for university accreditation vanish without any oversight. School inspection costs and accreditation are so affected. Achieving teaching and curriculum/course contributions to student development and experience requires efficient institutional oversight. Staff attendance at foreign conferences or publications cannot strengthen the protective belt. Agabi and Okorie (2002) assert that all pre-instruction elements of the teaching assignment are included in classroom activities. These comprise the long-term and short-term objectives of the teacher, the structure of the learning process, the identities and prior knowledge of the students, the strategies for reaching educational goals and objectives, the means of guiding learning activities, the ways of assessing classroom performance to guarantee targets and objectives are met, and the vital component of time management. It also addresses planned teamwork, teacher-student interactions, and classroom standards. Classroom activities have to be meticulously planned and executed if "factory rejects" are avoided. The classroom generates materials and educates youngsters as a factory does. The teacher should schedule classroom activities in a specific sequence. In a classroom, this facilitates positive interactions between student-teachers. By organising the daily activities, teachers could avoid being unprepared to tell stories or read aloud. Course preparation enables teachers to educate effectively and stop fraud. Teachers who plan their courses are less likely to teach the lies that students must "unlearn." Planning takes time, claim Ababi and Okerie (2002). Effective planning is crucial for achieving goals, and as a result, we never waste preparation. Planning is defined by Adesina (1981) as "a process or a sequence of future actions that delineates the necessary measures to achieve a specific objective." Plans fulfil that function. It is important to design the classroom activities in line with goals.

Subject instruction takes up less time than classroom activities. Teachers may spend more than two hours setting up a session they will only teach for forty minutes. The planning process covers both short- and long-term periods. The other is to find out whether the objectives one intends to address with the pupils coincide with those on the last standardised test of the academic year. Additionally included are task analysis, instructional tactics, methodologies, and models. While lessons, objectives, activities, and tools are transient, the academic year is long-term. Choosing what to teach, how much time to spend on it, what models and strategies to use, how to track student development, what approaches to utilise, what activities to provide for students, and how to satisfy their unique needs and interests is part of the planning process. The approach has to be carried out properly and investigated to find whether it works. Until then, the strategy cannot be deemed successful. Instructional objectives capture student expectations of learning. Teachers feel pupils are more likely to communicate effectively about expected goals when they have written objectives, even if studies demonstrate no association. Magel (1997) suggests clearly stating observable goals, sometimes known as behavioural targets. One can build a curriculum around these assertions. Agabi and Okorie (2002) discovered five phases for lesson preparation. This process consists of learner diagnosis, goal setting, mode of instruction selection, and evaluation technique choice.

Evaluation and Teachers Job Performance

Evaluation is methodically and objectively examining the concept, execution, and outcomes of a program, project, or policy. Evaluation helps to define the relevance and success of goals, the effectiveness of the development process, influence, and lifespan. Most tests routinely measure the depth and scope of teaching-learning contacts. This is a standard evaluation. It offers comprehension and predicting tools as well as educational policies. Program evaluation helps confirm the achievement of its aims and objectives. Policies on teaching and learning help teachers, students, and others involved as well. Reddy (2014), Govender (2014), and Fournier (2005) describe assessment as applied research. This method emphasises the importance of evaluating the efficiency, effectiveness, and usefulness of interventions based on data. Through methodical, mutually beneficial stakeholder, environmental, and activity interaction evaluation, treatments for suitable receivers are enhanced. Evaluation, according to Ingvarson and Rowe (2008), Mertens and Wilson (2018), and Belcher et al. (2017), entails closely assessing the validity, relevance, and worth of the topic under certain criteria. Experts assess a program or policy based on whether it satisfies stated goals, not perceived ones, and how effectively it distributes resources to meet real educational needs. While impact and sustainability are long-term results of policies and programs in education, communities, and countries, efficiency is instant action. Effectiveness guarantees that pertinent parties have accurate information right away.

Asiati (2023) asserts that the completion of tasks in accordance with operational guidelines and standards serves as a gauge for worker performance. In all companies, HR management depends critically on this. Evaluations help staff members to reach their full potential and provide their best job free from judgement. The academic performance of teachers depends on their evaluation. One methodical approach to evaluate teachers' performance is teacher assessment. These tests improve teacher professional growth and student learning. Checklists let principals, department heads, or assigned assessors gauge classroom behaviour. According to Taylor and Tyler (2012), a school administration or peer teacher reviews instructors all year long under Cincinnati's teacher evaluation system. This occurs simply every five years. Four times during the assessment year, the Teacher Evaluation System (TES) watches instructors in their classrooms. Three peer assessments are completed by highly qualified, seasoned instructors from outside the university. Administrators or principals complete the fourth assessment. The main or another administrator tells the teachers of their observation week at the first visit; yet, they conduct later observations without first notice. Among other abilities, the assessment measures classroom management, instructional strategies, topic knowledge, and planning. According to Danielson and McGreal (2000), evaluating instructors guarantees their quality and advances professional development. One might classify these objectives as either formative or summative. While summative assessments look at responsibility and competency, formative assessments concentrate on development and improvement. Haeefe (1993) says that an efficient evaluation system should: (a) eliminate unqualified candidates during certification and selection; (b) give educators constructive feedback; (c) recognise and reward exceptional service; (d) direct staff development initiatives; (e) offer evidence that can withstand professional and legal scrutiny; and (f) help institutions fire inept or unproductive employees. Scriven (1981) separated formative from summative assessments. Formative assessment is used by a school to support instructors in developing their expertise. Formative assessments generate new practices, feedback to enhance performance, or modification of current ones (Peterson, 200). When a school system creates a licensing, hiring, tenure, promotion, demotion, or firing teacher accountability system, it is engaging in summative assessment. The key elements of professional development will help a teacher to perform better. These elements comprise dedication and strong commitment to the

profession; the development and use of teaching materials; discipline in teaching and other responsibilities; creativity in instructional approaches; collaboration with colleagues; leadership as a role model for students; integrity; and authenticity, all of which help guide students and accomplish educational goals. Still, elements like principal leadership, employment opportunities, expectations, ideas, and support determine how successful instructors are. Teacher success requires constant evaluation. Emphasizing the need for teacher performance evaluations, Obasi and Kenneth pushed the Nigerian government and the Teacher Registration Council to create a legislative framework for regular assessments. For these tests, staff workers need professional training.

Supervision

Supervising involves observing, assessing, and guiding the work of an employee or group. Iloh et al. (2018) define supervision as advising, guiding, rejuvenating, inspiring, stimulating, improving, and supervising certain groups. Supervising stresses the need for strong employee relations and motivates staff members to follow correct procedures while carrying out their responsibilities. Modern school supervision consists of regular activities with competent topic experts. One has to see in a school education: learning, tools for instruction, strategies, the classroom, and human touch. School oversight shapes, motivates, and directs government, administration, personnel, and students. By means of supervision, licensees support teachers in enhancing their teaching quality (2012). Ogunsaju (2012) claims that under supervision, education gets better, thereby increasing student learning. School monitoring should eventually boost student learning even if the immediate focus is on instructors and the educational environment. According to Iloh et al. (2018), leveraging resources, people, money, and capital equipment to reach educational goals depends on effective school management. All indications suggest that school supervision necessitates a thorough examination of the staff and resources within a school, a practice some educationists employ to enhance it. This observation assesses if things are progressing as expected and provides guidance, support, stimulation, and innovative approaches to enhance learning and education, as well as suggestions. Modern supervision, according to Iloh et al. (2018), contains clear guidelines meant to enhance teaching activities and procedures. These values emphasize science, quality control, adaptability, democratization, cooperation, and innovation. Cobb (1988) defines "supervisor" as working with people and assigning responsibilities to accomplish the goals of the educational institutions. Ben Harris, referenced in Cobb's writings, defines supervision as the acts taken by school staff members to preserve or alter the running operations of an institution. The ultimate goal of supervision is to actively influence significant learning objectives. The basis of monitoring should be democracy, individual variety, the conviction that instructors can learn, be self-reliant, and be accountable, as well as their own initiative. Maximizing improvements in the learning environment is the major objective of monitoring. Emphasizing innovation over perceptiveness, the approach follows a well-organized, well-planned schedule. The principal is thus the highest school supervisor by implication.

Nwankwo et al. (2010) claim that principals utilised clinical supervision, micro-teaching and group supervision, classroom observation, teacher conferences, and demonstration tactics, as well as directive and non-directive teaching methods to reach instructional supervision goals. School effectiveness depends on principal supervision, claims Nyannyonjo (2007). It's difficult to overestimate the value of supervising the educational process; consequently, Ezeocha (1985) believes that most school operations and initiatives depend on this kind of oversight. Faradin and Din (2022) found that academic monitoring and principal leadership influence teacher effectiveness. Their study revealed that 72% of teacher performance was influenced by principal leadership and supervision. Arfin (2018) found in his study that academic monitoring raised teacher effectiveness

by 27%. Ester Manik's 2017 paper "The Effect of Academic Supervision, Work Design, and Quality of Supervisor" claims that employee performance is much influenced by academic supervision. According to the findings, employee performance increases under academic supervision. In the research, academic supervision proved to be the most effective factor affecting employee performance.

Feedback Mechanisms

Feedback comes in several forms. One can show feedback by reply, remark, report, estimate, appraisal, etc. Feedback is information derived from past conduct or deeds. Feedback comments on a good, service, or activity's reception by an individual. Every system undergoes a feedback loop. Management philosophy revolves mostly around feedback techniques. This technique is crucial for both managerial theory and decision-making processes. With assistance, one can alter the behaviour of any system, develop new objectives, or remove existing ones. Offering comments is dynamic. The procedure corrects, strengthens, enhances, etc., outcome variables. Webster's 2001. According to Wikipedia, feedback is a repeated cause-and-effect chain using outputs from a system as inputs. It reveals the true and reference levels of a system, thereby highlighting their differences. Its help will enable us to compare the predicted and actual results. Any current state of affairs can be better; more action may be done.

Comments can help one assess the value of a good, service, or project. Feedback can help correct mistakes at work. With its help, you may evaluate any program. Pay special attention to the output values of the system. Initially, focus on positive feedback, followed by negative feedback. The real level of a system exceeding its reference level is positive feedback. Positive feedback raises system performance standards. Negative feedback closes the reference level-actual level gap of the system. Negative feedback either limited or blocked the output parameter range of a system. Feedback evaluates learning standards, for children, feedback plays a crucial role in creating a great learning environment. It is crucial for children to have enhanced learning outcomes. The goal of this level of higher education is to improve teaching methods concurrently with student knowledge, skills, and professional performance. Given its impact on student learning and achievement, we might just call it a means to improve learning outcomes. Feedback is essential to determine what needs improving in any system and what works. The output guides the aim of the input. Higher education depends on feedback. Ancient Indian education did not call for a classroom. For its outdoor classrooms, Hermitage (Tapaban) created kid-friendly shade. The students learnt in a rich environment. A college needs a library, lab, workshop, museum, restrooms, office, classroom, etc., to provide campus instruction. Consequently, the improvement of education depends on comments.

Theoretical farmwork

The study employed the 360-Degree Feedback Performance Management Theory, which incorporates several stakeholders (e.g., clients, subordinates, and supervisors) to deliver a comprehensive assessment of an employee's performance (London & Smither, 1995). This methodology, which rose to prominence in the 1990s, aligns with concepts of social feedback and participatory management by incorporating several perspectives to mitigate the biases inherent in assessments dependent on a singular source (Bracken, Rose & Church, 2016). Fletcher and Bailey (2003) assert that businesses may foster a culture of self-awareness, accountability, and ongoing improvement by using 360-degree feedback.

Theoretically, 360-degree feedback is established by theories of social learning and organisational behaviour, stressing the need for interpersonal contacts and the influence of different points of view on individual growth (Bandura, 1986). According to Atwater and Brett (2005), staff members who get comments from multiple sources have a better awareness of their present situation and possible areas for development. The process encourages staff members to evaluate themselves. More deep insights can result from this kind of evaluation than from outside criticism (London, 2003). This approach fits Bandura's social learning theory, which holds that behavioural change depends on observation and modelling (Bandura, 1986). One big benefit of 360-degree feedback is the opportunity to improve organisational communication and openness (Bracken & Rose, 2011). Unlike single-source feedback systems, involving numerous assessors in the process reduces the possibility of bias or favouritism. The awareness of the thorough and multifarious character of assessments among employees strengthens confidence in the company and raises the value of their efforts (Fletcher & Baldry, 2000). Companies trying to foster an open and cooperative culture of feedback have applied this approach as it helps staff members participate in their evaluations (London & Smither, 1995).

Comprising a complete performance management tool with multi-dimensional feedback, the 360-degree feedback model increases self-awareness and promotes development. Training, strategic planning, and support systems might help to reduce some of the ongoing difficulties, especially considering possible prejudices and openness to criticism. Its constant usage in many corporate environments shows the significance of 360-degree feedback in supporting openness, involvement, and responsibility among employees (London, 2003; Bracken & Rose, 2011).

Research Methodology

This study makes use of correlation. The population for this study comprises all Bayelsa State public secondary school principals and vice principals (administration and academics). Data showing 222 public secondary schools comes from the Bayelsa State Post Primary Schools Board. Every school has two vice principals, academics and administration, and a principal. Expected for the research are three participants from every public high school. The study population, then, is 666. Among the 666 attendees are 222 principals, 222 vice principals, and 222 academic authorities. One conducted a census-style, individual-based survey. Participating were 222 principals, vice principals of administration, and vice principals of academics from public secondary schools run by Bayelsa State.

Data were gathered using a "Quality Assurance Procedures and Teachers' Job Performance in Public Secondary Schools Questionnaire (QAPTJPPSS)." SFTJPPSS had parts A and B. Part A asked participants about their experience, sex, age, and education. Part B evaluated job performance, teaching, technique, supervision, feedback, inspection, and monitoring.

Two experts verified the appearance, contents, and manufacturing of the instrument. A representative from the measurement and evaluation facilities of Niger Delta University's Department of Educational Foundations on Wilberforce Island in Bayelsa State, as well as its Educational Management and Planning department, attended the event. The instrument included all validating comments, corrections, ideas, and advice in an adequate, accurate, and wise manner. Twenty non-participating Delta State public secondary school administrators were asked to rate dependability using the Quality Assurance Procedures and Teachers' Job Performance in Public Secondary School Questionnaire (QAPTJPPSS). Cronbach's Alpha analysis of data from one administration computed

the dependability coefficient of every variable, therefore enabling one to assess the internal consistency of the instrument. The internal consistency reliability coefficient for the study was 0.80, the mean answer to research questions, and the standard deviation. Under tested values of 0.05, Pearson Product Moment Correlation (PPMC) SPSS 27 aided in the study's analysis.

RESULTS AND DISCUSSIONS

Out of 222 public secondary schools, 666 copies of the instrument were distributed to the participants according to Table 1. From this batch, 553 copies in all were retrieved. One may observe from this number that 83% of our instruments worked. The investigation made effective use of every single duplicate instrument that we obtained.

Table 1. Administration and Retrieval of Questionnaires

Local Government Areas	No. Distributed Per L.G.A.	No. Retrieved Per L.G.A.	Success Rate (%)
Brass L. G. A.	39	25	64%
Ekeremor L. G. A.	81	66	81%
Kolokuma/Opukuma L. G. A.	39	31	79%
Nembe L. G. A.	51	40	78%
Ogbia L. G. A.	105	88	84%
Sagbama L.G.A.	90	70	78%
Southern/Ijaw L.G.A.	141	126	89%
Yenagoa L.G.A.	120	107	89%
Total	666	553	83%

Source: Survey Data, 2025.

A) Univariate Analysis Research Questions

The descriptive analyses of the data are presented in this section. The data collected for each dimension or measure of the variables studied is presented in a table and analysed.

Research Question 1

Is instructional method of evaluation a quality tool for teachers' job performance in Bayelsa State? The descriptive results of Evaluation dimension of quality assurance are presented in this section

Table 2 Descriptive outcomes of Evaluation (n=553)

Meaningfulness Scales	Min.	Max.	Mean	Std. Deviation
We adopt a simplified and flexible approach to evaluate progress towards outcomes that are consistent with the school's quality initiatives	1.000	5.000	3.65099	1.301923
We provide practical guidance to teachers to enable the attain quality and performance goals	1.000	5.000	3.74864	1.083524
We use results-oriented evaluation techniques for the purpose of improving the quality of our teaching experience for students	1.000	5.000	3.88608	1.145108
The importance of important stakeholders, as well as innovative approaches and technologies for results-oriented assessment and monitoring, are detailed here.	1.000	5.000	3.81736	1.150420
We emphasize the role of evaluative evidence for organizational learning and knowledge sharing and management to achieve our quality initiatives	1.000	5.000	3.68716	1.266113
Valid N (listwise)				

Source: SPSS Version 27 Output of Survey Data, 2025.

Information in table 2. above contains the descriptive results for evaluation dimension of quality assurance. As indicated in the table, all mean scores are above the mid-point score of 3.0. This is suggestive of a general agreement amongst respondents to the statements measuring the use of evaluation as a quality assurance strategy. The minimal standard deviation scores additionally demonstrate that response variability is negligible as the data tends to cluster around the mean. Consequently, assessment is embraced by administrators and heads of public secondary schools in the research area as a quality assurance technique to enhance teachers' work performance. This means that among other things, the role of evaluative evidence necessary for organizational learning, knowledge acquisition, sharing and management is highly emphasized towards driving the quality initiative through the adoption of a simplified and flexible approach and evaluate teacher job performance.

Research Question 2

Is instructional material supervision an aspect of quality assurance for teachers' job performance in public secondary schools in Bayelsa State?

The descriptive results of the supervision dimension of quality assurance are presented in this section

Table 3 Descriptive outcomes of Supervision (n=553)

	Min.	Max.	Mean	Std. Deviation
We adhere to evidence-based practices for supervision.	1.000	5.000	3.62387	1.206688
We strive to convey relevant information to staff members and encourage them to adhere to guidelines.	1.000	5.000	3.79566	1.315948
We adjust supervisory styles based on level and needs of the teachers	1.000	5.000	3.83544	1.322893
We develop quality goals/objectives with teachers that allow for growth in critical thinking and problem solving.	1.000	5.000	3.65280	1.287719
We give teachers objective feedback to motivate them towards performance improvements.	1.000	5.000	3.66546	1.294575
Valid N (listwise)				

Source: SPSS Version 27 Output of Survey Data, 2025.

Table 3. provides a summary of the findings for quality assurance strategies that include supervision. According to the data in the table, every single mean score is higher than the median of 3.0. This may indicate that most respondents agreed with the comments that assessed supervision's effectiveness as a quality assurance tool. In addition, the small standard deviation scores show that there is very little response variability since the data is clustering around the mean. Therefore, as a quality assurance technique to improve teachers' work performance, administrators and heads of public secondary schools in the research region utilise supervision. This means that in the secondary schools that were part of the study, principals adhere rigidly to supervision practices based on evidence, provide all staff members with the information they need to succeed, and monitor their progress towards goals.

Research Question 3

Are feedback mechanisms a tool for quality assurance for teachers' job performance in public secondary schools in Bayelsa State?

The descriptive results of the feedback dimension of quality assurance are presented in this section

Table 4 Descriptive outcomes of feedback (n=553)

	Min.	Max.	Mean	Std. Deviation
Teachers in my school are able to explain concepts clearly	1.000	5.000	3.56239	1.258376
The mode of teaching of my teachers are beneficial to the students	1.000	5.000	3.70705	1.162941
Materials used by teachers are relevant to the future careers of the students	1.000	5.000	3.79747	1.315540
The curriculum is appropriate for the students	1.000	5.000	3.61844	1.351658
The administrative staff of my school are highly responsible	1.000	5.000	3.56420	1.289570
Slight improvements are needed in the administrative processes	1.000	5.000	3.73056	1.087523
Valid N (listwise)				

Source: SPSS Version 27 Output of Survey Data, 2025.

Information in table 4 above contains the descriptive results for the feedback mechanism for quality assurance. As indicated in the table, all mean scores are above the mid-point score of 3.0. This is suggestive of a general agreement amongst respondents to the statements measuring the use of feedback as a quality assurance strategy. The minimal standard deviation scores additionally demonstrate that response variability is negligible as the data tends to cluster around the mean. It follows that administrators and heads of public secondary schools in the study area adopts feedback as a quality assurance procedure for enhancing the job performance of teachers in their respective schools.

B) Bivariate Analysis of Research Hypotheses.

This section tests the hypotheses presented in the first chapter of this work. In the event that the p value is lower than .05, the conclusion is to reject the null hypothesis and accept it if it is greater than .05 and reject if otherwise.

Ho₁. There is no significant relationship between evaluation and the job performance of teachers in public secondary schools in Bayelsa State.

Table 5. Correlation outcome of the relationship between Evaluation and Teacher Job Performance

		Evaluation	Teacher Job Performance
Evaluation	Pearson Correlation		.329**
	Sig. (2-tailed)		.000
	N	553	553
Teacher Job Performance	Pearson Correlation	.329**	1
	Sig. (2-tailed)	.000	
	N	553	553

Source: SPSS Version 27 Output of Survey Data, 2024

Table 5. above presents the correlation results of hypotheses 1 indicating the relationship between the evaluation and teacher job performance. As indicated in the table, correlation between evaluation and teacher job performance is positive at $r = .329$ which is significant @ $p = .000 < .05$. This result implies that evaluation is significantly related to teacher job performance. In light of these results, we repeat our original hypothesis as follows: "There is a significant relationship between evaluation and teacher job performance in public secondary schools in Bayelsa State." Our rejection of H_01 is a result of this finding.

H_02 . Supervision of instructional materials does not relate significantly with the job performance of teachers in public secondary schools in Bayelsa State.

Table 6. Correlation outcome of the relationship between Supervision and Teacher Job Performance

		Supervision	Teacher Job Performance
Supervision	Pearson Correlation	1	.406**
	Sig. (2-tailed)		.000
	N	553	553
Teacher Job Performance	Pearson Correlation	.406**	1
	Sig. (2-tailed)	.000	
	N	553	553

Source: SPSS Version 27 Output of Survey Data, 2025

The findings of the second hypothesis's correlation analysis, which shows a connection between supervision and teachers' work performance, are shown in Table 6. up there. The table shows that there is a positive correlation ($r = .406$) and a significant relationship ($p = .000 < .05$) between supervision and teacher job performance. This finding suggests that there is a strong correlation between teacher job effectiveness and supervision. We recast the null hypothesis (H_02) as "supervision of instructional materials relates significantly with the job performance of teachers in public secondary schools in Bayelsa State" in light of this result.

H_03 . The use of feedback mechanisms does not significantly influence the job performance of teachers in public secondary schools in Bayelsa State.

Table 7. Correlation outcome of the relationship between Feedback and Teacher Job Performance

		Feedback	Teacher Job Performance
Feedback	Pearson Correlation	1	.405**
	Sig. (2-tailed)		.000
	N	553	553
Teacher Job Performance	Pearson Correlation	.405**	1
	Sig. (2-tailed)	.000	
	N	553	553

Source: SPSS Version 27 Output of Survey Data, 2025

The findings of the third hypothesis's correlation analysis, which shows a connection between supervision and teachers' work performance, are shown in Table 8. up there. According to the dat table, there is a positive correlation between supervision and teachers' work performance ($r = .405$, $p = .000$, less than $.05$). There is a strong relationship between feedback and teachers' work performance, according to this outcome. So, we may rephrase the null hypothesis as "The implementation of feedback mechanisms significantly impacts the job performance of teachers in public secondary schools in Bayelsa State" and reject the third alternative (H_03).

Discussion of Findings

Relationship between Evaluation of instructional method and Teacher Job Performance

Among public secondary school teachers in Bayelsa State, the study indicated a strong relationship between assessment and student achievement. Regular evaluations of record keeping, teaching methods, and student examination results positively impact teachers' efficacy. The influence of evaluation also correlates with the effectiveness of the inspectorate division in secondary schools. Inspectors increase the influence of evaluation, helping teachers identify their weaknesses and develop their teaching abilities. This finding supports previous research in Taraba State, Nigeria, highlighting the importance of teacher evaluations for career advancement.

Relationship between Supervision of instructional materials and Teacher Job Performance

This study identified a strong relationship between supervision and instructors' work performance. Teachers' total job performance is considered affected by the degree of monitoring, according to the study. The supervisory indices of head teachers, such as classroom visitation and workshop indices, were found to be linked to the job performance of both teachers and their colleagues. This suggests that supervision is essential in the quality assurance process to improve teachers' job performance. The supervisory practice of checking lesson notes by principals also showed a significant association with the overall performance of teachers. The study supports the idea that lesson notes are beneficial for teachers, as they help keep their attention during teaching. Regular monitoring of lesson notes can lead to an improvement in teachers' overall performance in the classroom. Lastly, the self-evaluation study found a significant connection between the use of self-evaluation in the teaching profession and the overall job performance of teachers. Self-evaluation helps determine a teacher's strengths and limitations, ultimately boosting productivity.

Relationship between Feedback and Teacher Job Performance

The study found a positive and moderate relationship between feedback and teacher job performance in secondary schools, supporting Manna's (2022) conclusion that feedback is a crucial tool for quality assurance in secondary education. Feedback not only enhances teacher job performance but also enables students to learn successfully. Research tools are essential for collecting data for research projects, and collecting feedback from students is crucial. Students are the primary organ of the college, and it is essential to solicit their feedback on various subjects to determine the success of the course. Feedback tools should incorporate various components of the course, including the teacher's abilities, sincerity, professionalism, and mentality. Teachers serve as guides in the educational system, and feedback from students helps them understand both the positive and negative aspects of their teaching. Teachers can use feedback from students to improve the quality of education and focus on enhancing positive aspects. Libraries play a vital role in preserving knowledge, and students can access various books and textbooks to supplement their education. By incorporating various perspectives into feedback mechanisms, teachers can better understand and improve the quality of education for their students.

Conclusion/Recommendation

The Bayelsa State public secondary school system's empirical research primarily focused on teacher performance, utilizing survey research approach and answered pertinent questions via

questionnaires. Descriptive statistics were used to review the gathered data; the Pearson Product Moment Correlation Coefficient was then used to assess the offered hypotheses. The hypothesis test findings revealed that the job performance of teachers in the public secondary schools in Bayelsa State, showed modest to positive correlations across all three aspects of quality assurance approaches. Furthermore, as all p-values were below the .05 level, the investigated connections were statistically significant. The result was the rejection of all null hypotheses and the support of the relevant alternative theories. These facts validate the notion that quality assurance procedures significantly influence teachers' performance in Bayelsa State public secondary schools.

Based on the findings and conclusion of the study, the following recommendations are made:

1. Since the correlation between evaluation as a quality assurance procedure was found to be significantly related to teacher job performance in the studied public secondary schools, proper evaluation exercises should be carried out periodically and results of such exercises should be made available to teachers.
2. Supervision of instructional materials was found to be a significant drive for the job performance of teachers in public secondary schools.
3. Feedback mechanisms was also found to be significantly related to the job performance of teachers. Therefore, school administrators, especially principals should endeavour to make feedback reports available to the teachers.

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