

Influence of Principals Quality Assurance Processes on Teachers Job Performance in Public Secondary Schools in Obollo Afor Education Zone of Enugu State, Nigeria

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Abstract: *This study investigated influence of principals' quality assurance process on teachers' job performance in the public secondary schools in Obollo-Afor Education Zone, Enugu State, Nigeria. The study adopted a descriptive survey research design. Three research questions and one hypothesis were formulated to guide the study. Questionnaire was used. The questionnaire was validated and had correlation coefficient of 0.81. Frequency and percentage used for research questions and regression model for hypothesis testing at 0.05 level of significant. Three hundred and eighteen teachers were randomly selected from 1548 teachers in the zone using Yamani statistical formular and systematic probability random sampling technique but only three hundred were adequately filled and used in the analysis. The findings of this study revealed a significant influence of quality assurance process on teachers' job performance in secondary schools. It was therefore concluded that quality assurance process was significant on influencing teachers' job performance.*

Keywords: *Influence, Principals, Teachers, Quality Assurance Process and Job Performance.*

I. INTRODUCTION

Background of the Study

Education can be seen as a field of study where individuals' cognitive, psychomotor and affective domains are developed for sustainability. The development of individuals' domains was aimed at achieving the individual and nations goals. Olalekan and modupe (2020) viewed education as a process of human understanding and accreditation for accomplishment of better, lofty and quality life in a Nation and her citizens. Adeyemi and Adeyemi (2020) viewed education as a central to economic and political development of any country and as well vital tool to competitiveness in an increasingly globalizing knowledge society. In Nigeria per say, secondary education is one of the educational institutions that aimed at preparing the individuals for useful living within the society and higher education (FME, 2013). However, Ogbonnaya (2003) agreed that secondary

education refers to full-time education provided in secondary schools usually for students between the ages of 11to18. It follows six years after primary education and focused on higher education, vocational education or employment. The National Policy on Education (FME, 2013) also opined that secondary education is acquired by children after primary education and before the tertiary education. Operationally, secondary education is the embodiment of knowledge, skills and values acquired by individuals between the age of 11 and 18 years. According to Anyamene, Anyachebelu and Obidike (2008) the position of secondary education in Nigeria education system is very critical considering the fact that it is the bed rock on which higher education is built in any nation.

Moreso, in Nigeria principal as the coordinator of the entire secondary school activities maintains a harmonious relationship with the teachers as subordinates to ensure the success of seconsary school administration (Igoni, 2020). The assertion agreed with Nwadani (2008) who opined that the principal is the fulcrum upon which the success or failure of secondary school administration revolves around noting that the principal must maintain close ties with his or her teachers in the achievement of state goals which could stem from quality assurance.

Quality assurance in education is the process of ensuring continuous improvement in all aspects of education business in an institution of learning to satisfy the needs and expectations of the society (Raouf, 2008). Adeolu (2012) opined that quality assurance in education was the efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce quality outputs (students) that meet set standards and expectations of the society. To ensure quality assurance in schools the availability of teachers constitutes a major concern.

Teachers are defined by the Federal Ministry of Education (FME, 2010) as trained individuals for preparing human beings for a useful living to contribute to the growth and development of society. Olayiwola (2011) also agreed to this when he mentioned that teachers are the very vital group of professionals for our nation's future and the teachers are noted for the teaching, guidance and facilitating through which the subject matter is presented to the students.

The job performed by the teachers should be in line with the aim of established institution. Job performance according to Johannes and Marko (2015) was referred to individual level of capacity of doing things which also encompasses the individual behaviours, emotions and psychology of getting things done in the right directions to accomplish the stated objectives. Motowidlo and Van Scotter cited in Mingwei, Pablo, Yaqing and Petrides (2018) stated that job performance was a set of behaviors an individual performs toward achieving the goals of an organization. In the educational context, schools were recognized as key organizations for developing the academic, social, and emotional competence of students (Roeser, Eccles and Sameroff (2000).

Statement of the problem

The socio-economic and political development of a nation can be achieved through quality education given to the citizenry. Teachers are obliged to teach, control, guide and motivate students in the educational system while principals or school heads monitor, supervise and evaluate performance to ensure that the quality education is provided. It is therefore, observed that quality assurance processes by the principals increases the efficiency of teachers' profession and thereby promoting students academic performance in the society. But the increasing rate of negligence on the quality assurance processes had lead to poor standard of education in the nation. Since the knowledge, understanding and awareness of nations' treasury and value system is inculcated. Implementations of quality assurance processes in schools by the principals were pertinent to ensure that teachers carry out their jobs successfully for students quality output..

Purpose of the Study

The main purpose of the study was to investigate the influence of principals' quality assurance processes on teachers' job performance in Obollo-Afor

Education Zone of Enugu State, Nigeria. Specifically it seeks to:

1. Find out the principals' quality assurance processes in secondary schools in Obollo-Afor Education Zone of Enugu State, Nigeria.
2. Determine teachers' job performance in secondary schools in Obollo-Afor Education Zone of Enugu State, Nigeria.
3. Ascertain the relationship between principals' quality assurance process influence on teachers' job performance in secondary schools in Obollo-Afor Education Zone of Enugu State, Nigeria.

Significance of the Study

The study was anchored on the theory of Total Quality Management (TQM) by Edward Deming 1984 which states that the combination of different administrative technique will reduce wastes and increase products and services quality. This theory related to this present study because it emphasized on the manager's influential techniques to increase job performance. The findings when published in journals, internet and/or presented at seminars, workshops, conferences or placed in the school libraries will be beneficial to the government, education planners, the policy makers, the State Ministry of Education, Secondary Education Management Board, principals, teachers, parents, students and future researchers.

Scope of the Study

This study was centred on the public secondary schools in Obollo-Afor Education Zone, secondary education, principals' quality assurance process influence, teachers and job performance, theory of X and Y and quality management, design of the study, area of the study, population of the study, instrument for research, validity and reliability of instrument, method of data collection and analysis, results, findings, discussions, summary, conclusion, recommendation, limitations of the study and suggestion for further studies.

Research Question

1. What were the principals' quality assurance process in secondary schools in Obollo-Afor Education Zone of Enugu State, Nigeria?
2. What were teachers' job performance in secondary schools in Obollo-Afor Education Zone of Enugu State, Nigeria?

3. What was the relationship between principals' quality assurance process influence on teachers' job performance in secondary schools in Obollo-Afor Education Zone of Enugu State, Nigeria?

Research Hypotheses

H₀₁: There is no significant influence of principal's quality assurance processes on teachers' job performance in secondary schools in Obollo-A for Education Zone of Enugu State, Nigeria.

II. REVIEW OF RELATED LITERATURE

This chapter was made up of four main concepts, such as conceptual framework, theoretical framework, review of empirical studies and summary.

Conceptual Framework

Concept of:

Principal

Quality Assurance Process

Teachers

Teachers' Job Performance

Theoretical Framework

Theory of X and Y by Douglas McGregor (1960)

Theory of Quality Management by Edward Deming 1984

Review of Empirical Studies

Studies Related to:

Monitoring

Supervision

Evaluation

Summary of Reviewed related literature

Concept of School Principal

School principals are stewards of learning and managing supervisors of their and they provide vision and leadership to all stakeholders in the school and create a safe and peaceful environment to achieve the mission of learning and educating at the highest level school (Gregory, Eric, and Steven, 2013).

Concept of Quality Assurance Processes

Federal Ministry of Education (FME, 2010) defined quality assurance as a process of monitoring, assessing, evaluating quality control and reporting objectively based on agreed quality standards, all

aspects of school life to ensure that acceptable standards are attained, maintained and improved upon continually. There is need to identify processes which secondary school principals need to influence teachers' job performance in schools. Quality assurance processes in this context, therefore, involves monitoring, supervising and evaluating teachers' job performance (classroom management, guidance and motivation) for attaining the standard of effective cognitive, psychomotor and affective domains of individuals for political, social and economic development of a nation.

Monitoring can be defined as the systematic and continuous collecting and analysing of information about the progress of a piece of work over time (Gosling & Edwards, 2003). The scholar also stated that monitoring is done to ensure that all the people who need to know about an intervention are properly informed, and so that decisions can be taken in a timely manner. This agreed with Williams (2000) that monitoring is an activity that involves continuous and systematic checking and observing of a program or a project.

Supervision is the act of providing leadership through a process designed to help staff gain greater competence and overcome some barriers so as to improve job performance (Eziuzo, 2014). In addition, Ogunu (2000) defined supervision as the process of overseeing the activities of teachers and other staff in the school system to ensure that they conform to general accepted principles of education to achieve education goals. Anangahana (2020) stated that supervision, however, does not imply inquiring or finding fault in a performance but it is a method of providing guidance, support and exchanging of ideas with all the people involved in the process of teaching and learning.

Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. It can also assist an organizational program, design, project or any other intervention or initiative to assess any aim, realisable concept/proposal, or any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed (American Evaluation Association 2014). Orunbon (2020) defined evaluation as the assessment of collected information in order to

determine the value of judgments and/or generate knowledge to inform decisions about future programmes.

Concept of Teachers

Teachers are educators, instructors, mentors, trainers, advisors, class managers, demonstrators, correctors, inspirators, informatories, organizers, motivators, initiators, facilitators, innovators, mediators and evaluators in the classroom (Wijaya, 2013). Abida, Hana, Siti and Imam (2019) opined that the term teacher also includes individuals who carry out guidance and counseling assignments, supervise learning in educational institutions or public and private schools.

Concept of teacher's job performance

Job performance can be regarded as any behaviour directed towards the task or goal accomplishment. In the opinion of (Okunola cited in Abiodun, Kuewumi & Adeyemi 2018), performance is an act of accomplishing specific task. In the same light, Adeyemi (2008) also opined that job performance is ascertained by the worker's level of contribution in the day to day administration of the organization.

Classroom management is defined as the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning (Evertson & Weinstein 2006). This definition marked a shift by stating that how a teacher achieves orderliness was as important as whether a teacher achieves orderliness, and that classroom management not only seeks to establish and sustain orderliness for the purpose of meaningful academic learning, it also aims to enhance students' social and moral growth (Nucci, Fallona & Richardson 2006). This related to Thomas (2017) who opined that classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings.

Guidance refers to advice or information provided by a person of experience, to solve a problem or improve something and also the process of helping individuals to discover and develop their potential (Athar, 2019). Furthermore, guidance helps in the development of educational, vocational, and psychological skills in an individual. This agreed with Department of Education and Science (2006) that guidance facilitates people throughout their lives to manage

their own educational, training, occupational, personal, social, and life choices so that they reach their full potential and contribute to the development of a better society.

Motivation was what explains why people or animals initiate, continue or terminate a certain behavior at a particular time. Therefore, motivational states are commonly understood as forces acting within the agent that create a disposition to engage in goal-directed behavior and it was often held that different mental states compete with each other and that only the strongest state determines behavior (Wasserman and Wasserman, 2020). This was often linked to forces acting from within the agent that result in goal-directed behavior.

Theoretical Framework

Total Quality Management by Edward Deming 1984
Total quality management theory by Deming states that a systematic application of administrative techniques such as Plan-Do-Check-Adjust (PDCA) principles in organization reduces waste and improves product and services quality. This theory was significant to this study as it provides technique that if implement by the school head will increase productivity in achieving secondary schools objectives.

X and Y by Douglas McGregor 1960

Mcgregor's theory of X and Y assumes that the manager's role was to organize resources, including people, to best benefit the company. This theory also was in tandem with this present study in the sense that it emphasized on managers effective utilization of authority on the employee to ensure a successful improvement on the employee performance.

Empirical Studies

Study Related to Monitoring

Ndungu, Allan and Bomett (2015) conducted a study on the Influence of monitoring and evaluation by principals on effective teaching and learning in public secondary schools in githunguri district, Kenya. The purpose of the study was to investigate the influence of monitoring and evaluation on effective teaching and learning in secondary schools in Githunguri district, Kenya. The study adopted survey research design. The researcher used simple random sampling techniques to sample the 187 respondents. The study had a sample size of 15 principals, 113 teachers, 23

HODs and 36 class prefects; a total sample of 187 respondents. Questionnaires were used for the data collection from the HODs, teachers and class prefects. Interview schedule was used for data collection and descriptive statistics of percentage for data analyses. Validity of the research instruments was censured by undertaking a pre-test in 2 schools which were not included in the study. The findings reveal that there is need to improve monitoring and evaluation of teaching and learning, the study related with the present study on having one of the variables' process of this study, research purposes, questions, design and questionnaire but differs in the sense that the study was carried out in Kenya while the present study was carried out in Nigeria, also used descriptive statistic of percentage for data analyses while the present study used descriptive statistics of mean and standard deviation with t-test data analyses.

Study Related to Supervision

Ampofo, Onyango and Ogola (2019) conducted a study on the influence of school heads direct supervision on teacher role performance in public senior high schools Central Region, Ghana. The study adopted the embedded mixed methods design. Slovin's formula, the proportional allocation method, and simple random and purposive sampling were used to select a sample of 617 respondents comprising 295 teachers, 222 class prefects, 86 Heads of Department, 13 school heads and 1 Regional Director for the Inspectorate Division of the Ghana Education Service. Questionnaires and interview guides were used. Descriptive statistics of frequencies, means and multiple regression inferential tool were used to analysis data. The study established that school heads' lesson planning supervision and lesson delivery supervision had a significant influence on teacher role performance. The study related to this present study because it had one of the variable's processes of this present study. It was also in tandem with this present study by using questionnaire, research questions and hypotheses but differs with the present study by using descriptive statistics of frequencies, means and multiple regressions to analyse data while the present study used regression. The study was conducted in Ghana while the present will be conducted in Nigeria.

Study Related to Evaluation

According to Icel (2018), on teacher evaluation model explored teacher and school leader perceptions and a model for improving teacher and student growth in USA. Four research questions and

hypotheses were formulated to guide the study. Descriptive survey design was used while interview and review of documents were used for data collection. Seven teachers and six principals were interviewed. The thematic data analysis method was used. This dissertation used data from three years of consecutive teacher evaluations scores to create a predicting model for K-12 school districts. The model analyzed an individual teacher's performance growth and predicts future performance. The findings revealed that Concept School teacher evaluation model offers professional development tools which focus on; A-Planning and Preparation, B-Instruction, C-Classroom Management, and D-Professional Attributes. The study is related to this present study as it discussed one variable that relate to this present study. Both study had research questions and hypotheses and descriptive in nature. But t the study was carried out in United States of America (USA) while the present study was in Nigeria. Thematic data analysis was used while the present studied used regression model of data analysis.

Summary of Reviewed Literature

It was observed that principals' quality assurance processes were formative steps taking to ensure that teachers perform their duties in line with the laid down standard while teachers' job performance referred to the duties teachers carried out in schools to ensure that effective teaching and learning was achieved. Influence in other hand, refers to the ability of principals to make change in teachers performing their duties.

III. RESEARCH METHOD

Design of the study

The design adopted for this study is descriptive survey design due to the nature of the study. Nworgu (2006) defined descriptive survey design as a type of research design in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of entire group.

Area of study

This study was carried out in the 49 public secondary schools in Obollo-Afor Education Zone. Obollo-Afor Education Zone is among the six Education Zone in Enugu State and is made up of three local government areas namely: Udenu, Igbo-Eze North and Igbo-Eze

South local government area respectively. Udenu has 15, Igbo-Eze has 11 and Igbo-Eze North has 23 public secondary schools Research Statistics and Planning Unit, Obollo-Afor education zone, 2020). Obollo-Afor Education Zone was chosen because observation had shown that there was poor implementation of quality assurance processes in secondary schools in Obollo-Afor Education Zone resulting to students' poor academic performance.

Population of the study

A total number of 1548 teachers of the Obollo-Afor Education Zone are targeted. Udenu, Igbo-Eze North and Igbo-Eze South have a total number of 505, 636 and 407 teachers respectively.

Sample and sampling

The sample size of 400 representing 26% of the population was drawn using Taro Yamani (1964) statistical formula:

$$n = \frac{N}{1 + N(e)^2}$$

n = sample size = ?

N = population size = 1548

e = marginal error = 0.05

Systematic sampling technique was adopted which gave all teachers of the sample equal chance of being selected and which also made sample to be representative of the population from which it was selected.

Instrument for data collection

The instrument for data collection was cluster questionnaire with two sections. Section A seeks information on the identity of the respondents while section B seeks information on the influence of principals' quality assurance processes on teachers' job performance in secondary schools. Cluster A boards on influence of principals' quality assurance process while Cluster B finds out the teachers' job performance. The response options were on a modified 4-points likert scale of Strongly Agreed (SD-4 points), Agreed (A-3 points) and Disagreed (D-2 points) And Strongly Disagree (SD-1 point).

Validation of Instrument:

The instrument were both face and content validated by three experts, two from Department of Educational Foundations (Educational Administration and Planning Unit) and one from department of Science Education (Measurement and Evaluation Unit) all in the Faculty of Education, University of Nigeria, Nsukka. These experts were

instructed to assess the purpose of the study, research questions, hypotheses, appropriateness of language used and ability to elicit the required information from the teachers. The comments and criticisms of these experts were taken into consideration in giving proper direction and modification in producing the final copy of the instrument.

Reliability of the Instrument:

The instrument was subjected to trial testing to ascertain the reliability of the instrument for the study. Twenty copies of the instrument were administered to 20 teachers in Nsukka Education Zone which is outside the study area. The zone was chosen because it was outside the study area and it shared similar conditions on principals' quality assurance practices with the study area. The Cronbach Alpha reliability method was used to determine the internal consistency of the instrument and which yielded 0.90 indicating that the instrument was reliable.

Methods of data collection:

In order to gain access and cooperation of the respondents, the researcher visited the secondary schools with a letter of introduction dully signed by the Head, Department of Educational Foundations, University of Nigeria, Nsukka. The researcher employed the services of three research assistants who assisted in the distribution of the questionnaire to the teachers of the various schools in the three Local Government Areas.

Method of Data Analysis:

Descriptive statistics of frequency and percentage was used to answer the research questions while regression model of Statistical Package for Social Sciences (SPSS) was used for testing the null hypotheses at 0.05 level of significant.

IV. DATA ANALYSIS

This chapter presents number of sample size that participated in responding to the questionnaire administered. Four hundred teachers were selected at random from one thousand, five hundred and forty-eight and were administered questionnaire but only three hundred (300) questionnaires were adequately filled and used in the analysis.

Research question one: What were the principals' quality assurance process in secondary schools in

Obollo-Afor Education Zone of Enugu State, Nigeria?

Table One
Principals' Quality Assurance Process include Monitoring, Supervision and Evaluation
Descriptive Statistics

Response Option	Frequency (F)	Percentage (%)
Strongly Agree (SA)	105	35
Agree (A)	175	58
Disagree (D)	12	4
Strongly Disagree (SD)	8	3
Total	300	100

The result from table one above showed that 280 (93%) teachers agreed while 20 (7%) teachers disagreed on principals' monitoring, supervision and evaluation process as principals' quality assurance process.

Research question two: What were the teachers' job performances in secondary schools in Obollo-Afor Education Zone of Enugu State, Nigeria?

Table two

REGRESSION ANALYSIS

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.890 ^a	.792	.791	.35065	.792	1134.619	1	298	.000

a. Predictors: (Constant), Principals Quality Assurance Process

The Result from regression analysis above revealed that principals' quality assurance process had a correlation coefficient of R (.890) indicating that principals' quality assurance processes had a strong influence on teachers' job performance in secondary schools. This is because the R² (.792) is the coefficient of determination with 79.2% of the variations in teachers' job performance due to influence of principals quality assurance process. The Sig. F Change of (.000) is lower than the probability of 0.05 level of significant as benchmark of testing hypothesis in this study. The implication was that

Teachers' Job Performance include Classroom Management, Guidance and Motivation

Descriptive Statistics

Response Option	Frequency (F)	Percentage (%)
Strongly Agree (SA)	95	32
Agree (A)	156	52
Disagree (D)	37	12
Strongly Disagree (SD)	12	4
Total	300	100

The result from table two above showed that 251 (84%) teachers agreed while 49 (16%) disagreed on classroom management, guidance and motivation as teachers' job performance in secondary schools.

Table three

There is no significant influence of principal's quality assurance process on teachers' job performance in secondary schools in Obollo-Afor Education Zone of Enugu State, Nigeria.

Regression Analysis of Principals' Influence of Quality Assurance Process on Teachers' Job Performance

principals' quality assurance process had significant influence on teachers' job performance. This statement is supported by the adjusted R² (.791) that all the variables of principals (monitoring, supervision, evaluation) had strong influence on Teachers' job performance (classroom management, guidance, motivation). Therefore, the null hypothesis which stated that there is no significant influence of principals' quality assurance process on teachers' job performance is absolutely rejected and the alternate is accepted.

V. FINDINGS

This chapter presents discussion of findings, summary of the major findings, conclusion and recommendation of the findings.

Discussion of Findings

The result from table one revealed that 280 respondents representing 93% of the sample size agreed on monitoring, supervision and evaluation as principals' quality assurance process that influences the behavioral pattern of teachers in their job performance. This agrees with Gosling and Edwards (2003) that monitoring is a systematic and continuous collecting and analysing of information about the progress of a piece of work over time. Anangahana (2020) stated that supervision, however, does not imply inquiring or finding fault in a performance but it is a method of providing guidance, support and exchanging of ideas with all the people involved in the process of teaching and learning also Orunbon (2020) stated that evaluation is the assessment of collected information in order to determine the value of judgments and/or generate knowledge to form decisions about future programmes.

The findings revealed that there was a statistical significant influence of principals' quality assurance process on teachers' job performance. Those teachers who manage classroom effectively, offering guidance to students' academic career and arousing their interest on learning activities were influenced by the principals implementing quality assurance process on them. The finding was in tandem with the findings of Ndungu, Allan and Bomett (2015) that there is need to improve monitoring and evaluation of teaching and learning that continuous collection of information and making judgments helps to improve education service delivery. Ampofo, Onyango and Ogola (2019) established that supervision had a significant influence on teachers performance. Principals overseeing participations and outcomes of teaching and learning add more improvement on improving school education programmes. Icel (2018) found that teacher evaluation model offers professional development tools which focus on; A-Planning and Preparation, B-Instruction, C-Classroom Management, and D-Professional Attributes. The use of evaluation instrument guidelines helps the principal to identify area of improvement.

Therefore, principals analyzing information about the progress of teachers' activities, providing guidance, support and involving in decision-making also assessing the teachers' progress on teaching and learning process improves the behavioral pattern of teachers for efficient service delivery.

Summary of the Findings

Monitoring, supervision and evaluation are principals' quality assurance process that help principals determine the progress of teachers' job performance, continuously gather information on teachers' job performance for improvement, ascertain anomalies on teachers' job performance, provide teachers with competence to their job performance, provide conformity of teaching principles, support and inquire teachers' job performance, determine the merit, worth and significant of teachers' job performance, to identify the aim of teachers' job performance and provide the adaptive characteristics to problem-solving while teachers' job performance helps teachers create enabling learning environment, improve on teaching and learning process, maintain students' appropriate behaviour, improvement on students' educational careers, facilitate students' potentials, enhances students' interest in learning, leads to students goal-oriented behaviours and enhances students' intelligence for required action.

CONCLUSION

The study concluded that monitoring, supervision and evaluation as principals' quality assurance process had clear evidence on influencing teachers' job performance since the regression analysis provided $R (.890)$ indicating high influence and $R^2 (79.2\%)$ as coefficient of determination of the variations in teachers' job performance due to principals' monitoring, supervising and evaluating influence.

RECOMMENDATION

This study recommended that principals in public secondary schools in Obollo-Afor Education Zone ought to continuously carry out monitoring, supervision and evaluation process to enhance teachers' classroom management, guidance and

motivation. Also teachers ought to understand the importance of classroom management, guidance and motivation to students' academic excellent. Therefore, principals ought to ensure effective teaching and learning process through quality assurance processes.

LIMITATIONS OF THE STUDY

The distribution and collection of questionnaires to and from respondents was stressful. Also selection and reviewing related literature was stressful too while the selection and utilization of inferential tool and interpretation posed big challenge. Furthermore, this study was carried out in Obollo-Afor education zone in Enugu State, Nigeria only and cannot be used to generalize to other States.

Suggestions for Further Studies

1. The effect of principals' quality assurance process on effective administration of secondary schools?
2. The impact of principals' monitoring technique on teachers' career improvement in secondary schools.
3. The influence of principals' supervision on realization the set goals in secondary education.

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