

**Principals' Quality Assurance Practices and Teachers' Job Performance in Secondary Schools in South-East States of Nigeria**

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**Abstract**

This study investigated the relationship between principals' quality assurance practices and teachers' job performance in secondary schools in the South-East states of Nigeria. Two research 1745 comprised 1745 principals and 26828 from the 5 South-East States. The sample consist of 350 school questions guided the study. correlation research design was used. The population comprised principals and 350 classroom teachers drawn from the five states of the South – East, Nigeria. Two (2) self-developed questionnaires titled “the principals' Quality Assurance and Practice Questionnaire (PQAPQ) and the Teacher Job Performance Scale (TJPS) developed was used to obtain information from the respondents. Cronbach Alpha was used to determine validity of the instrument. reliability test was conducted. Mean scores, standard deviations and percentages were utilized. The study revealed a relationship between instructional supervision and teacher job performance in South=Eastern States of Nigeria includes; compulsion, interest, and parental pressure. Conversely, numerous factors contribute to non- Similarly, the t-test analyses showed a strong positive relationship between evaluation and teacher performance. The finding perceived evaluation as a good quality assurance practice. Others. Based on the findings, it was recommended that Schools should establish structured supervision frameworks that include regular classroom observations, feedback sessions, and supportive dialogue between supervisor and teachers. Encourage a coaching approach rather than a punitive one, fostering an environment of growth and learning.

**Introduction**

Quality assurance in education has emerged as a critical aspect of school administration, particularly in ensuring that teachers perform effectively to enhance students' learning outcomes. In Nigeria, secondary school education plays a pivotal role in shaping students for higher education and the labour market. Given this significance, the role of principals in maintaining quality assurance cannot be overemphasized. Principals, as instructional leaders and administrative heads, are responsible for creating and implementing policies that ensure high standards in teaching and learning. They influence teachers' job performance by providing instructional supervision, monitoring curriculum implementation, ensuring adherence to professional standards, and fostering an environment conducive to academic excellence. The

relationship between principals' quality assurance practices and teachers' job performance is a crucial area of research, especially in the South-East states of Nigeria, where educational standards face numerous challenges.

Quality assurance in secondary schools encompasses systematic processes designed to improve educational standards, efficiency, and accountability. It involves activities such as teacher supervision, professional development, student assessment strategies, and adherence to national and international educational benchmarks. Effective quality assurance practices by principals ensure that teachers remain motivated, competent, and committed to their instructional duties. Conversely, weak or ineffective quality assurance mechanisms may result in teacher inefficiency, lack of motivation, and poor student performance.

Oguntimehin, et. al (2020) argued the role of school leadership in quality assurance. For instance, Hallinger and Heck (2011) highlighted that effective instructional leadership significantly impacts teachers' motivation and job commitment. Similarly, Leithwood, Harris, and Hopkins (2020) emphasized that quality assurance through strategic supervision fosters higher instructional efficiency. However, in the Nigerian context, research by Oduro and MacBeath (2003) indicated that many school principals lack the necessary training and institutional support to implement effective quality assurance measures. This raises concerns about the effectiveness of principals' practices in enhancing teachers' job performance.

Feldsman (2020) contended that Teachers' job performance is an essential determinant of educational success, as teachers are at the core of knowledge transmission and student development. Their performance is evaluated based on lesson delivery, classroom management, student engagement, and assessment of learning outcomes. However, Thomson (2019) further argued that many factors influence teachers' job performance, including working conditions, professional development opportunities, instructional resources, and leadership effectiveness. The extent to which principals' quality assurance practices affect teachers' job performance in secondary schools in the South-East states of Nigeria remains an area that requires empirical exploration.

### **Statement of the Problem**

Despite various educational policies and reforms aimed at improving the quality of secondary education in Nigeria, the standard of education in the country, particularly in the South-East states, continues to face significant challenges. Reports from examination bodies such as the West African Examinations Council (WAEC) and the National Examinations Council (NECO) indicate fluctuating performance trends among students, raising concerns about the

effectiveness of instructional delivery in secondary schools. One of the primary factors contributing to this issue is the quality assurance mechanisms in place within schools, which are largely influenced by principals' leadership and administrative practices.

In many secondary schools across the South-East states, teachers often encounter challenges such as inadequate supervision, lack of professional development opportunities, poor motivation, and insufficient instructional resources. These issues have adverse effects on teachers' job performance, leading to ineffective teaching methods, poor classroom management, and low student achievement. Additionally, the absence of a structured and consistent quality assurance framework in schools has further exacerbated the problem, making it difficult to measure and improve teachers' performance effectively.

Several studies have explored aspects of leadership and quality assurance in Nigerian education. Akpan (2015) found that principals' instructional supervision positively correlates with teachers' job performance. Similarly, Uche (2017) observed that schools with strong quality assurance frameworks recorded better student outcomes. However, these studies did not specifically focus on the South-East states, where educational challenges differ due to socio-economic and infrastructural factors. This creates a research gap in understanding how principals' quality assurance practices influence teachers' job performance in this region.

While previous studies have extensively examined leadership styles and teachers' effectiveness, limited research has specifically explored the impact of principals' quality assurance practices on teachers' job performance within the South-East states of Nigeria. There is a gap in knowledge regarding how principals' supervisory roles, teacher evaluation methods, and resource management strategies influence instructional quality and student learning outcomes in these regions. Furthermore, existing studies have not adequately addressed the contextual challenges that school principals in the South-East states face in implementing quality assurance practices.

This study seeks to bridge this gap by investigating the extent to which principals' quality assurance practices impact teachers' job performance in secondary schools in the South-East states of Nigeria. By focusing on empirical data from these states, the research will offer context-specific insights that can inform policymakers and educational stakeholders on best practices for improving the overall standard of secondary education in Nigeria. Ultimately, the study aims to contribute to the development of policies and interventions that can strengthen school leadership and instructional efficiency, thereby improving students' academic success.

### **Objectives of the Study**

1. To examine the influence of principals' instructional supervision practices on teachers' job performance in secondary schools in the South-East states of Nigeria.
2. To assess the relationship between principals' evaluation practices and teachers' professional effectiveness in secondary schools.

### **Research Questions**

1. How do principals' instructional supervision practices influence teachers' job performance in secondary schools in the South-East states of Nigeria?
2. What is the relationship between principals' evaluation practices and teachers' professional effectiveness in secondary schools?

### **Research Hypotheses**

1. **H01** There is no significant relationship between the instructional supervision practices and teachers' job performance in secondary schools in South – East States, Nigeria.
2. **H02** There is no significant relationship between evaluation practices and teachers' job performance in secondary schools in South – East States, Nigeria

**Quality Assurance in Education** Quality assurance in education refers to systematic actions and procedures implemented to ensure that teaching and learning processes meet established standards. For principals, this includes classroom observation, teacher evaluation, provision of teaching resources, and fostering a supportive school environment (UNESCO, 2020).

**Evaluation Practices** Evaluation practices involve assessing teachers' performance based on predefined criteria, such as student outcomes, lesson delivery, and adherence to curriculum standards. Effective evaluation provides feedback for professional growth and improvement (Eze, 2019).

Teachers' job performance encompasses instructional delivery, classroom management, lesson planning, and the ability to inspire and motivate students. Effective job performance is critical for achieving desired educational outcomes (Adebayo, 2018).

Ikegbusi (2018) opined that the menace of teachers' poor job performance had been on the high strain in the Nigerian academic system, because it cannot contribute to students' academic growth, and has further raised the eyebrows of many curious stakeholders. According to Afianmagbon, (2013, pg 107), the quality of education depends on teachers as reflected in the performance of their duties and also teachers play a crucial role in the educational attainment

because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with students.

Teacher job performance is the achievement of the work done and achieved by the teacher, which illustrates how a teacher performs his duties in the learning process, namely preparing lesson plans, conducting learning activities, and carrying out assessments and evaluations, to name a few (WijayaningsihL, 2022; Russamsi, Hadian, & Nurlaeli, 2020). In agreement, Awodiji, Oluwalola, & Ogbudinkpa (2020) defined teachers' job performance as the measure of the effectiveness of teachers in their roles and responsibilities in their workplace. In the same line, Onoyase (2021) defined teachers' job performance using the result dimension, thereby describing it as the extent to which academic staff members achieve educational outcomes expected of them.

Orunbon and Isaac-Philips (2020) added that the tasks being performed by the teachers include: teaching students for effective performance, handling, filing and keeping various records such as attendance register and scheme of work, administrative control of classrooms, ensuring good sanitation of the school compound, conducting and invigilating of examinations, ensuring that the students to do their assignments and marking their scripts. Hence, these tasks must involve proper and careful planning, execution and appraisal (Ikegbusi, 2023).

Teachers' Job performance refers to putting knowledge and skills in practice so that work can be done effectively and efficiently (Hussin, 2021). Job performance is the achievement of a person's work in a certain period that has gone through a standard work process. Some researchers claim that teacher performance is measured based on quality, quantity, and time. Job performance is the achievement of duties and obligations of an employee, including additional duties outside of his obligations (Demir & Qureshi, 2019). A teacher's job performance can be measured by achieving student learning outcomes, which will always serve as a proof that a teacher is judiciously carrying out his/her duties (Imhangbe, Okecha, & Obozuwa 2021). Teachers' Performance is a concept of achievement results achieved by employees through applicable procedures under the supervision of leaders (Baig, Iqbal, Abrar, Baig, & Amjad, 2021).

Teachers as the carriers of duties and assignments of the principals need to be up and doing in their job designations to be considered well-performers in the job. Should they slack in any way, the goals and objectives of the school may be in serious harm. Hence, performance and its crucial dimensions change and differs over time and space depending on the relations between inputs, activity, output and effect (Wakkala, Danjuma, & Bashir, 2022). Feng (2020)

identified three directions from which performance can be viewed, that is, results oriented performance, conduct oriented performance and the integration of conduct and result oriented performance.

Umar(2019) noted that teacher performance is the overall classroom management, effective teaching, motivation to teach, school and classroom punctuality as well as good team work. He further asserted that teachers' performance is the extent to which teachers achieve school objectives through lesson preparations which involve making schemes of work, lesson plans, record of work done, preparing and using learners' registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners' discipline, involvement in co-curricular activities, counselling and guidance.

Umar (2019) outlined five constructs of teachers' performance: timely scheming of work; timely lesson planning; lesson delivery/actual teaching; maintenance of records of work covered and teachers' physical presence in school. According to Abwalla (2024), teachers' performance refers to identification with and involvement in the teaching occupation. He argued that teacher performance is considered as the act of scheming, lesson planning, and assessment of students through giving tests, exercises and participation in co-curricular activities of the schools.

#### Instructional Supervision and Teachers' Job Performance

Instructional supervision involves the systematic guidance and support provided to teachers to improve their instructional strategies and classroom practices. It includes activities such as lesson observation, mentoring, and coaching (Adebayo, 2018).

Supervision is a cardinal point in ensuring better academic performance among teachers and students. Its use and effective coordination can bring about higher academic job performance among teachers, while its deficiency can cause a temporary and subsequently permanent dysfunction in teacher job performance (Tyokyaa & Nwaogwugwu, 2021). Odeh, Bua and Agbe (2021) stress that supervision of instruction is designed to evaluate teachers' effectiveness towards bringing about positive behavioral changes in the learners and teacher job performance. The rationale behind this is that the process of teaching may be well packaged but without effective supervision during the delivery period, such instruction may fail to achieve the desired results. Supervision is therefore carried out to ensure that teaching and learning in schools are done to specification.

Supervision is a technique of encouraging progress and helping instructors improve. Supervision is seen as activities carried out by school administrators to influence instruction at all levels of school system (Nakpodia, 2020). Supervision is providing professional support to instructors to improve their educational abilities and competences. So, supervisors advise and direct instructors' educational actions in accordance with professional behavior (Safiullah, Khan, & Muhammad, 2021). Work supervision is key strategies and approaches used to ensure the institutional objectives are met. It enables the employees to learn what they should do to enhance the performance through the effective supervision and appraisal in an organization or institution engaged in education (De-Gravwe, 2019).

To Ogakwu, (2020) supervision involves the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching, and evaluation of instruction. The effective improvement of instructional delivery and maintenance of standards in the school system are enhanced through regular internal supervision which is usually done by the school principal. For teachers to perform optimally, it is important that supervision is effectively carried out by the principals to help them overcome their shortcomings.

Principals are the leaders and administrators of secondary schools, the representatives of the Ministry of Education in schools endowed with the authority to influence the actions, behaviours, beliefs, and feelings of the staff expecting their willing corporation directed to the institutional objectives and goals. Instructional supervision is one of the processes by which school administrators' attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Uzoechina & Nwankwo, 2019).

Supervision in a school involves the use of expert knowledge and experiences to oversee and coordinate the process of improving teaching and learning activities in schools. According to Ngunjiri, (2022) instructional supervision is an effort designed by school officials towards providing leadership to teachers and educational workers for the improvement of instructions. It involves stimulation of teachers in the improvement of instruction, selection and revision of educational objectives, maintenance of instruction and methods of teaching and evaluations. Instructional supervision centres on the head teacher and is meant for the improvement of instructions (Mavindu, 2023). Supervision of instruction is therefore required to guide teachers to be able to combine relevant input for enhancement of teaching- learning process. The fact

remains that the success of an educational programme especially in the achievement of effective learning depends largely on the job performance of the teachers (Oyewole & Ehinola, 2024).

Instructional supervision is a core role of every educational institution that fosters teacher development and hence enhances teacher performance. The main goal of supervision is to improve student learning. Instructional supervision is the task of institution directors to guide personnel in developing educational methods and abilities. They choose suitable educational objectives, teaching methods, and assessment (Afianmagbon, 2007). School supervision is the aspect of school administration concerned with guiding the work of teachers, students and non-teaching personnel in schools. The school supervisor is supposed to stimulate, direct and coordinate activities in schools in such a way that the group achieves the school goals effectively under amicable working relationship (Uduak & Godwin, 2019).

The supervision of teacher performance in a school is an essential element for the continued effective performance of teachers in a school. Monitoring enables teachers to improve instruction for pupils to benefit. Without supervision, teachers are most unlikely to deliver the desired quality of teaching, because of this inclination; it is one of the most important areas of staff personnel services that need utmost attention. The essence of supervision is the monitoring of the performance of school teachers, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of school teachers and achieving educational goals. Thus, the concern of educational supervision is the improvement in teaching and teaching environment in order to promote effective teacher performance and learning in the school (Lomudang, Kithinji, & Gitonga, 2022).

Supervision of teachers' instructional activities is very important as it helps to guide, direct and stimulate growth with the aim of improving teaching and learning (Novit, 2020). Through instructional supervision, teachers are stimulated to grow professionally and develop the necessary skills required for the job of teaching. Teachers constitute a very vital component rank in education system. They play vital roles in the lives of students in the classrooms. Teachers are best known for the role of educating the students that are placed in their care. They set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models and ensure discipline in the classroom (Okpe, 2019).

The major focus of instructional supervision is the classroom teacher which is aimed at stimulating interest in teachers and learners in order to ensure successful classroom instructional tasks. Ogunsaju, (2020) stated that school administrators' supervisory skills include communication skill, conflict resolution skills, leadership skills, critical thinking skills, interpersonal skills, time and priority management skills and problem-solving skills. He further explained that regular classroom supervision could help teachers master the use of instructional materials and develop teacher competency in students' evaluation.

Supervision practice by principal is aimed at ensuring improvement among teachers and students' achievement by helping teachers to deliver quality education (Saccomanno 2022). Through supervision, school administrators attempt to achieve the targeted objectives for better academic performance. The result significantly deprive time for school administrators on other duties. However, the success of teacher's good performance in academic among the students majorly depends on good supervision. To achieve good school achievement, principals need to be effective in supervising teachers to ensure the regular observation in any activities done by teachers and students. Effective supervision done by principal is to coordinate, improve and maintain teaching and learning to be effective and efficient (Charles, Chris & Kosgel, 2022).

According to Mensah and Boakye-Yiadom (2019), to ensure that the school achieves its goals, instructional supervision requires school leaders to implement closer, more frequent, and ongoing internal audits. Furthermore, practicing instructional supervision is positively associated with teachers' effectiveness (Hafsat et al., 2020), teacher self – efficacy (Ma & Marion, 2019), student academic achievement (Maponya, 2020). The improvement of teacher performance and professional development are the primary goals of instructional supervision. The practice of school leaders supervising instruction is crucial for the betterment of students and teachers, as well as for meeting community demands in general (Berhe, 2020). According to Assefa (2021), to successfully and efficiently handle and execute instructional challenges, supervisors and teachers must establish a shared understanding and plan together. According to Irfan (2018), school leaders' supervision has a significant impact on teachers' ability to teach, since it raises the quality of instruction that results from coaching. Research indicates that teacher performance and profession cannot be detached from tracking operations (Aldaihani, 2019; Ayandoja et al., 2019). However, not all school leaders perform planned routine supervision by the supervisory stages, and the outcomes of follow-up supervision are not used to improve teacher learning in the classroom (Kartini et al., 2020). The method of ensuring that experts in the field of education, head and administer schools is another strategy that would

improve teacher effectiveness. With the insistence on qualify educationist to head schools, teacher effectiveness will improve (Nwokocha, 2013). Some teachers still struggle to create engaging lessons, have not incorporated technology and information into their lessons, are not proficient at delivering instruction, and have not yet reached their full potential when it comes to using contemporary teaching techniques (Kartini et al.,2020).

**Empirical Review**

**Instructional Supervision and Teacher Performance:** A study by Nwosu and Eke (2021) in Imo State revealed that schools where principals actively conducted instructional supervision, such as classroom observations and mentoring sessions, experienced higher levels of teacher effectiveness. Teachers reported feeling more supported and confident in their instructional delivery.

**Evaluation Practices and Teacher Effectiveness:** Okeke et al. (2020) investigated the role of principals’ evaluation practices in Anambra State and found that regular performance appraisals and constructive feedback significantly enhanced teachers’ professional competence. Teachers who received detailed evaluations were more likely to engage in self-improvement activities.

**Combined Effect of Supervision and Evaluation:** Ifeanyi (2019) examined the combined impact of supervision and evaluation practices on teacher performance in Enugu State. The study found that schools where principals balanced supervision with fair and supportive evaluations had better instructional outcomes and higher teacher satisfaction levels.

**Research Question 1:** What is the relationship between instructional supervision and teachers, job performance in secondary schools in south-east states, Nigeria?

**Table 1 Correlation Coefficient showing the relationship between instructional supervision and teachers job performance.**

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>Stand. Deviation</b>	<b>R</b>	<b>Decision</b>
Principal’s supervision	350	2.84	0.83	*0.63	High relationship positive
Teacher performance	350	3.11	0.65		

Table 1 Shows the Pearson Product Moment method correlation coefficient computed to highlight the relationship between instructional supervision by school principal and its effect on teacher job performance. The Pearson Correlation coefficient (r) was 0.63 this indicates a high positive correlation between principal’s supervision activities and teacher performance. The researcher concluded that principal’s quality assurance practices through instructional supervision is highly related to teacher’s job performance in secondary schools.

**Research Question Two:** What is the relationship between evaluation practices and teachers’ job performance in secondary schools in South-East states Nigeria?

**Table 2: Summary of Correlation Coefficient Showing the relationship between evaluation practices and teachers job performance.**

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>Stand. Deviation</b>	<b>R</b>	<b>Decision</b>
Evaluation practices	350	2.81	0.83	*0.69	High relationship positive
Teacher job performance	350	3.18	0.75		

Table 2 shows the Pearson Product Moment method correlation to determine the relationship between principal’s evaluation practices and teacher job performance in secondary schools. The Pearson correlation coefficient (r) is 0.69, indicating a strong positive correlation between the principal’s evaluation activities and teacher performance. This means that as the principals evaluation activities increase, teacher performance tends to increase as well. The researcher therefore concluded that quality assurance practices has great effect on teacher performance as regards to evaluation.

### Hypothesis One

There is no significant relationship between the instruction of supervision practices and teachers' performance in secondary schools in south-east states, Nigeria. The result the data analysis has been summarized in table 4.5 below.

**Table 3: Predicting Teacher Job Performance from Principal's Instructional Supervision using a Simple Linear Regression Analysis**

Model	Sum of Squares	df	R	r <sup>2</sup>	Coefficient	Std Error	T	Sig
Regression (constant)	239.21				1.741			
		348	*0.63	0.04		0.264	27.94	P<0.05 Reject HO
Residual (supervision "b")	138.43				0.477			

a = Dependent variable; teacher performance, b= Predictor; (Constant) Supervision, significant,  $r=0.63$ ,  $r^2 = 0.40$  ( $P<0.05$ )  $t= 27.94$  given 248 degree of freedom critical  $t=1.96$ .

$$Y = a + bX$$

The predicting equation is:  $Y = 1.741 + 0.477 X$

Table 3 summarized the linear regression analysis to predict teacher job performance from instructional supervision. The slope ( $b=0.477$ ) means that for every one-unit increase in instructional supervision score (X), the teachers performance score (Y) is predicted to increase by approximately 0.477 units for the intercept ( $a=1.741$ ) if the instructional supervision of the principal score is zero the predicted teacher performance score is 1.741. the null hypothesis stated that the slope of the regression line is zero ( $b=0$ ) the calculated t value gave 27.94 while the critical t-value remain 1.96 given 348 degrees of freedom at the 0.05 level of significance. Since  $P<0.05$ , the null hypothesis of no significant relationship was rejected. The researcher concluded that there is a statistically significant linear relationship between instructional supervision and teacher job performance that is, instructional supervision is significantly related to teachers performance the coefficient of determination ( $R^2$ ) is 0.04 indication that 40% of variation in teacher performance can be explained by the principals instructional supervision activities.

## Hypothesis Two

There is no significant relationship between evaluation practices and teachers performance in secondary schools in south-east states, Nigeria the result of the data analysis has been summarized in table 4. below.

**Table 4: Predicting Teacher Job Performance from Principals Evaluation Activities using a Simple Linear Regression Analysis**

Model	Sum of Squares	df	r	r <sup>2</sup>	Coefficient	Std Error	t	Sig
Regression (constant "a")	237.55				1.362			
		348	*0.69	0.48		0.561	60.45	P<0.05 Reject HO
Residual (supervision "b")	209.02				0.647			

b = Dependent variable; teacher performance, b= Predictor; (Constant) Evaluation; Supervision, @ 0.05 Alpha levels, r=0.69, r<sup>2</sup> = 0.48; Cal. t= 60.45, critical t= 1.96, degree of freedom = 348

$$Y=a+bX$$

The predicting equation is:  $Y=1.362+0.647X$

The regression equation afore predicts teacher performance (y) based on principal's evaluation activities (x). from the equation, for every one-unit increase in principal's evaluation score (x) the teacher's score (Y) is predicted to increase by approximately 0.647 units. For the intercept (a=1.362); if the principals evaluation score is zero, the predicted teacher performance score is 1.362.

According to the null hypothesis (H<sub>0</sub>) the slope of the regression line is zero (b=0) this means there is no significant relationship between principals' evaluation and teacher performance.

However, table 4 should the calculated t-value of 60.45 while the critical t-value remains 1.96 at the 0.05 alpha level of significance in a two failed test given 348 degree of freedom. Since the calculated t-value >critical t-value, the null hypothesis was rejected. This implies that the principals' evaluation practices scores are significantly related to teacher job performance. Also, the coefficient of determination (R<sup>2</sup>) is 0.48 (48%). This means that 48% of the teachers' performance in the job can be accounted for or predicted by the evaluation practices of the school principals.

Given the afore interpretations the researcher concluded that there is a statistically significant linear relationship between principals' evaluation activities and teacher job performance.

The study of Safullah Khan and Muhammed (2021) found a link between teacher performance and principal monitoring their key findings are similar to the finding of this study; that competent principal supervision helps teachers perform better.

Other researcher such as (Lema and Otieno (2022); Uzoechina and Nwankwo 2017 Ukuak and Godwin (2019) Tyokya and Nwaogwugwu (2021) in their different locations and respective studies had similar findings with the result of this study while it was found that principal's supervisory roles in terms of classroom visitation and observation had a positive relationship with teachers' job performance Agogbua, Umeh and Amobi (2021) had a contrary view there revealed that there was no significant impact of supervision of instruction on teachers' productivity on secondary schools in education district vi, in Lagos State Nigeria. The researcher is of the opinion that this finding and that of other researchers differ because of geographical location and other factors that might confound the result of the findings. To buttress the findings of Agogbua et al., (2021) Sule (2023) investigated the influence of principals supervisory demonstration strategy on teacher job performance in Cross River State, Nigeria. His finding using one-way analysis of variance (ANOVA) indicated that principals supervision demonstration strategy did not significantly influence teachers job performance.

Different aspect of principals supervisory role were analysed according to empirical studies for instance Zikanga Anumaka, Tamale and Mugizi (2021) investigated the relationship between head teachers supervision practices and job performance of teachers in government aided secondary schools in western Uganda. Head teachers supervision practices were studied in terms of supervision behaviour support and communication. Job performance of teachers were considered in terms of classroom teaching, management of students, discipline as well as regularity and interpersonal relations. While supervision behaviours and support had a positive and significant relationship with teacher job performance akin to the finding of this study, supervision communication did not.

The researcher experience and observation showed that although no consensus is reached on the relationship between supervision activities and job performance, a high percentage of the empirical studies reviewed, support the finding of this study the research findings around instructional supervision and teacher performance underscore the importance of supportive collegial and constructive supervisory practices. Schools that emphasize professional development through effective instructional supervision are likely to foster an environment

where teacher can thrive, innovate, and enhance their pedagogical approaches, various studies indicated a strong correlation between effective instructional supervision and teacher job performance. From the finding of this study, effective instructional supervision provides teachers with regular feedback, resources, and support, ultimately enhancing their teaching skills.

Despite the potential benefits of supervision, supervisors may sometimes lack the necessary training or the understanding of effective teaching practices themselves the researcher believes that this can undermine the effectiveness of these supervisors as their strategies may be evaluative rather than developmental, leading to anxiety and resistance among teachers.

### **Effects of Evaluation Practices on Teacher Job Performance**

Table 4. (Research question two) showed the mean, the standard deviation and Pearson's correlation (r) with a high index between evaluation practices and teacher job performance. This showed the relatedness of the two variables.

Table 4. showed that constructive evaluation strategy can be used to predict teacher performance. Similarly, the t-test analyses showed a strong positive relationship between evaluation and teacher performance. The finding perceived evaluation as a good quality assurance practice.

Akin to this finding is that of Khatete and Macharia (2020) that investigated the monitoring and evaluation of teaching effectiveness, a case of teacher performance and appraisal in Kenya. They found that strategic evaluation enables teachers to improve on their job performance. In the same vane Arop, Owan and Ibor (2019) evaluated school quality indicators and teacher performance in Cross River State. Their findings revealed that quality of school facilities leadership and supervision jointly accounted for 90.6 percent ( $R^2 = 0.9063$ ) of the total variance of teacher job performance. They found a significant relationship between evaluation practices respectively with secondary school teachers job performance which is in tandem with the finding of this study. Also similar to the finding of this study is the study conducted by Waseem, Farooqhi and Atshan (2023). These researchers measured the impact of Human Resources Management (HRM) on teachers' performance in the context of Pakistan. Their finding is that Human Resources Management in educational sector will affect teachers' performance through HRM interventions to increase the Excellency of teachers as well the overall quality of education. The finding of their study as similar on the use of evaluation strategies to influence teacher performance.

The finding of Hammond (2010) suggest that clear expectations and feedback provided through evaluations can increase teachers accountability and focus on students learning. The finding of this study and that of Harmmond (2010) are similar. From the researchers point of view and findings, effective evaluation systems lead to improved student outcome, such as higher test scores and increased students engagement. This can only be achieved by ensuring that teacher are using effective teaching practices and providing the students with the necessary support. In their respective studies (Danielson 2011, Marzano, 2013, and Harris & Sass 2009) found a positive correlation between evaluation and teacher performance their studies provide evidence that effective evaluation as a tool for quality assurance which include multiple measures of teacher performance, lead to better student outcomes and enhanced teacher performance through focused professional development their finding is similar to the finding of this study although the studies were conducted in different environments. However, the studies conducted by Weisberg, Sexton, Mulhern and Cogshall 2009; Amrein – Beardsley and Dede 2011 Baker 2016 and Ladd, 2011 revealed a no significant relationship between evaluation and teacher performance which is contrary to the finding of this study. (the researcher’s experience in the cause of this study and the finding tend to state that empirical discussions surrounding the relationship between evaluation and teacher job performance reflect a complex interaction, on one hand, structured and supportive evaluation systems can lead to improvements in teaching practices and better students outcome. Conversely, poorly designed evaluation systems may contribute to negative pressures misinterpretations of teachers’ ability and ultimately hinders educational effectiveness. The researcher is of the opinion that both significant and no significant studies underscores the need for thoughtful implementation of evaluation systems tailored to the education context in quality assurance practices

### **Summary of Findings**

The following findings were made during the study.

1. There is a statistically significant relationship between instructional supervision and teacher job performance at 0.05 significant level.
2. There is a statistically significant relationship between evaluation practices and teacher job performance.

### **Conclusion**

Principals’ quality assurance practices, particularly in the areas of instructional supervision and evaluation, are essential for enhancing teachers’ job performance in secondary schools. Effective leadership that includes consistent supervision, meaningful evaluation, and

constructive feedback significantly contributes to improved teaching practices and student outcomes.

### **Recommendations**

1. Based on the findings that all quality assurance practices variables in this study significantly relate to job performance of teachers, the following recommendations are proposed.
2. Schools should establish structured supervision frameworks that include regular classroom observations, feedback sessions, and supportive dialogue between supervisor and teachers. Encourage a coaching approach rather than a punitive one, fostering an environment of growth and learning.
3. Schools should create evaluation processes that are comprehensive, fair, and transparent. Implement a multifaceted evaluation framework that incorporates self-assessment, peer reviews and student feedback to provide a holistic view of teacher's performance ensure that evaluation focus on professional growth and instructional improvement rather than solicit on student test scores.
4. Strengthening Instructional Supervision: Principals should be trained in modern supervision techniques that emphasize collaboration, mentoring, and professional support for teachers.
5. Comprehensive Evaluation Frameworks: Schools should adopt clear and fair evaluation frameworks that provide actionable feedback to teachers for continuous improvement.
6. Capacity Building: Regular workshops and training sessions should be organized for principals to enhance their skills in quality assurance practices.
7. Resource Allocation: Stakeholders must ensure that principals have the necessary resources to implement effective supervision and evaluation practices.

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