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Principals' Quality Control Techniques and Teachers' Task Performance in Public Senior Secondary Schools in Rivers State, Nigeria

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Abstract:

The study investigated principals' quality control techniques and teacher's task performance in public senior secondary schools in Rivers State. The design adopted for the study was correlational design. Three research questions and three corresponding hypotheses guided the study. The population of the study comprised 9,011 principals and teachers in the 268 public senior secondary schools in Rivers State. A sample of 528 principals and teachers were randomly selected for the study using simple random sampling technique. The instruments used for data collection was titled 'Principals Quality Control Techniques Questionnaire' (PQCTQ) and 'Teachers Task Performance Questionnaire' (TTPQ). The face and content validities of the instruments were ensured. The reliability of the instruments was determined using Cronbach Alpha statistics yielding reliability co-efficient of 0.81 and 0.79 respectively. Responses to the research questions were analyzed with Pearson Product Moment Correlation, while the hypotheses were tested with independent sample t-test statistics. The findings of the study showed that principals' quality control techniques of strategic planning, employee involvement and peer review significantly relate to teachers' task performance in public senior secondary schools in Rivers State. Based on the findings of the study, it was recommended among others that principals should ensure that the plans they make for the teachers should include training and developing the teachers and not outright replacements.

Keywords: Strategic planning, employee involvement, peer review and teachers task performance

1. Introduction

There is no school system can function optimally and provide sound educational services without an effective administrator in the person of the principal and a team of committed teachers. The principal as the school administrator has the duty of managing the affairs of the school while the teachers are saddled with the responsibility of implementing the policies and programmes as directed by the principal. Wherein, If the desired quality of education must be achieved in any school, a lot needs to be done by the principal. For instance, for the achievement of educational goals and objectives of a school, the principal must effectively manage the teaching force, ensuring that the teachers are putting in their best in realizing set goals. The principal is also expected to adopt some quality control measures in ensuring that teachers improve continuously in their level of task performance in order to sustain the quality of education in the school.

Quality control deals with the ability to manage the quality of output in any organization. Every formal organization is directly or indirectly involved in the creation and provision of goods and/or service. However, the school is known basically for the provision of social services. The extent of quality control in the school therefore depends on the extent to which stakeholders in the school are able to sustain the quality of educational services provided in the school over time. Okoye, Onyali and Ezeugbor (2016) explained that to realize the goals and objectives of Nigerian education, effective monitoring, supervision and quality control must be brought to the fore. This aptly explains why principals' quality control techniques are important in the school system. There are various responsibilities that school stakeholders are expected to carry out from time to time in the school. In the case of the teacher, the teacher is not only expected to teach, but is also expected to carry out other administrative duties assigned to him or her from time to time. Therefore, the quality of work done by the teacher depends on the extent to which he or she is able to carry out all teaching and non-teaching duties assigned to him in line with set goals and objectives. However, the extent to which this can be achieved depends on whether or not the principal has instituted in the school system the right quality control techniques needed for teachers to perform assigned tasks at the possible best level.

There are debates that principals' quality control techniques such as strategic planning, employee involvement and peer review may have a relationship with teachers' task performance. Therein, this study examine principals' quality control techniques (strategic planning, employee involvement, peer review), and teachers' task performance in public

senior secondary schools. Strategic planning refers to the process of setting goals, deciding on actions to achieve those goals and mobilizing the resources needed to take those actions (Schlebusch & Mokhatle, 2016). A strategic plan describes how goals will be achieved through the use of available resources. It forms an extensively developed and interrelated methods used for achieving set goals (Kohzadi & Hafezi, 2016). Arasa and K'Obonyo (2012) explained that nothing affects the school more than its ability to create and execute a strategic plan. They further added that a good strategic plan as initiated by the principal can improve student outcomes, increase teachers' task performance and enhance the reputation of the school. The principal can also apply strategic planning as a quality control technique when he properly directs how work must be done by the teacher so as to ensure that quality service delivery is achieved. The principal in collaboration with other experts can draw the work schedule of the teachers and ensure that the teachers work in line with the plan on ground. Doing this will help the teachers to improve in their task performance since the end product of the plan is that the quality of service provided by the teachers meets with best practices (Schlebusch & Mokhatle, 2016).

Employee involvement is another quality control technique that principals may employ to increase teachers' task performance. Employee involvement deals with the ability of the principal to carry the teachers along in whatever activity that is executed in the school. Kasaya and Munjuri (2018) sees employee involvement as being about making an enabling environment in which individuals (teachers) have an impact on the actions and decisions that influence their work (teaching). This implies that actions and decisions that affect the teacher must have the teachers input. In that case, the teacher as an employee of the school must be involved in teaching and non-teaching activities as a way of building their expertise. It is only in the process of involving teachers in school activities that they can grow. Sometimes, the principal can delegate responsibilities to the teacher so that the teacher can improve on their task performance in that process. Involving the teacher in school activities will therefore expose the teacher to ways that work must be done in the school so as to sustain the quality of educational services provided in the school (Mahfuz, 2011).

Peer review simply refers to a way of accessing of an individual's performance by members of his peer in a related work environment. Hansson (2010) sees peer view as a form of external evaluation carried out by persons of equal standing or colleagues in an organization. The principal adopts this technique to control the quality of work done by the teacher by ensuring that the work done by one teacher is evaluated by another teacher before it is released to the public for use. The essence of peer review is to ensure that the work done by one teacher is double checked by another to ascertain if the right quality was achieved (Goldberg, Parham, Coufal, Maeda, Scudder & Sechtem, 2010). It is based on this background, that the study examined principals' quality control techniques and teachers' task performance in public senior secondary schools in Rivers State.

1.1. Aim and Objectives of the Study

The study examined principals' quality control techniques and teachers' task performance in public senior secondary schools in Rivers State. Specifically, the study sought to;

- Establish the relationship between strategic planning and teachers task performance in public senior secondary schools in Rivers State
- Find out the relationship between employee involvement and teachers task performance in public senior secondary schools in Rivers State
- Ascertain the relationship between peer review and teachers task performance in public senior secondary schools in Rivers State

1.2. Research Questions

The following research questions guided the study;

- What is the relationship between strategic planning and teachers' task performance in public senior secondary schools in Rivers State?
- What is the relationship between employee involvement and teachers task performance in public senior secondary schools in Rivers State?
- What is the relationship between peer review and teachers task performance in public senior secondary schools in Rivers State?

1.3. Hypotheses

The following hypotheses which were tested at 0.05 level of significance guided the study;

- There is no significant relationship between strategic planning and teachers task performance in public senior secondary schools in Rivers State
- There is no significant relationship between employee involvement and teachers task performance in public senior secondary schools in Rivers State
- There is no significant relationship between peer review and teachers task performance in public senior secondary schools in Rivers State

2. Methodology

The design adopted for the study was correlational design. The population of the study comprised 9,011 principals and teachers in the 268 public senior secondary schools in Rivers State. A sample of 528 principals and teachers were randomly selected for the study using simple random sampling technique. The instruments used for data collection was titled 'Principals Quality Control Techniques Questionnaire' (PQCTQ) and 'Teachers Task Performance Questionnaire'

(TTPQ). It was designed on a four point Likert scale of Strongly Agree (SA) 4, Agree (A) =3, Disagree (D) =2, and Strongly Disagree (SD)=1. The face and content validities of the instruments were determined by the researchers supervisors and three other experts in Measurement and Evaluation from the Department of Educational Psychology, University of Port Harcourt. The reliability of the instruments was determined using Cronbach Alpha statistics yielding reliability coefficients of 0.81 and 0.79 respectively. Responses to the research questions were analyzed using Pearson Product Moment Correlation, while the hypotheses were tested with independent sample t-test statistics.

3. Results and Discussion

3.1. Research Question One

What is the relationship between strategic planning and teachers task performance in public senior secondary schools in Rivers State?

Variable	n	r	r ²	Remark
Strategic Planning	528	-0.32	10.24	Moderate negative relationship
Teachers task performance				

Table 1: Pearson Product Moment Correlation Co-Efficient of the Relationship between Strategic Planning and Teachers' Task Performance in Public Senior Secondary Schools in Rivers State

In table I, it was indicated that the value of r was -0.32. This showed that there was a moderate negative relationship between strategic planning and teachers' task performance in public senior secondary schools in Rivers State. Similarly, the value of r² of 10.24 means that 10.24% of teachers task performance was predicted by strategic planning while the remaining percentage was determined by other factors. Summarily, a moderate negative relationship existed between strategic planning and teachers' task performance in public senior secondary schools in Rivers State.

3.1.1. Hypothesis One

There is no significant relationship between strategic planning and teachers task performance in public senior secondary schools in Rivers State

Variable	n	df	t-cal.	Level of Significance	Decision
Strategic Planning	528		526	10.24	
Teachers task performance					

Table 2: T-Test Analysis on the Relationship between Strategic Planning and Teachers Task Performance in Public Senior Secondary Schools in Rivers State

In table 2, it was revealed that the value oft-cal. of 7.99 was more than the value of t-crit. of 1.96 at 526 degree of freedom and 0.05 level of significance. Therefore, since the value of t-cal. of 7.79 was more than the value of t-crit. of 1.96, the null hypothesis was rejected and the alternative hypothesis upheld indicating that there was a significant relationship between strategic planning and teachers' task performance in public senior secondary schools in Rivers State.

3.2. Research Question Two

What is the relationship between employee involvement and teachers task performance in public senior secondary schools in Rivers State?

Variable	n	r	r ²	Remark
Employee Involvement	528	0.15	0.02	Very low positive relationship
Teachers Task Performance				

Table 3: Pearson Product Moment Correlation Co-Efficient of the Relationship between Employee Involvement and Teachers Task Performance in Public Senior Secondary Schools in Rivers State

It was revealed in table 3, that the value of r was 0.15. This showed that there was a low positive relationship between employee involvement and teachers task performance in public senior secondary schools in Rivers State. Similarly, the value of r² of 0.02 means that 0.02% of teachers task performance was predicted by employee involvement while the remaining percentage was determined by other factors. Summarily, a very low positive relationship existed between employee involvement and teachers task performance in public senior secondary schools in Rivers State.

3.2.1. Hypothesis Two

There is no significant relationship between employee involvement and teachers task performance in public senior secondary schools in Rivers State

Variable	n	df	t-cal.	t-crit.	Level of Significance	Decision
Employee Involvement	528	526	3.51	1.96	0.05	H ₀ was rejected
Teachers Work Performance						

Table 4: T-Test Analysis on the Relationship between Employee Involvement And Teachers Task Performance in Public Senior Secondary Schools in Rivers State

Table 4 indicated that the value of t-cal. was 3.51 while the value of t-crit. was 1.96 at 526 degree of freedom and 0.05 level of significance. Therefore, since the value of t-cal. of 3.51 was more than the value of t-crit. of 1.96, the null hypothesis was rejected and the alternative hypothesis upheld showing that there was a significant relationship between employee involvement and teachers task performance in public senior secondary schools in Rivers State.

3.3. Research Question Three

What is the relationship between peer review and teachers task performance in public senior secondary schools in Rivers State?

Variable	n	r	r ²	Remark
Peer Review	528	0.16	0.0256	Very low positive relationship
Teachers Task Performance				

Table 5: Pearson Product Moment Correlation Co-Efficient of the Relationship between Peer Review and Teachers Task Performance in Public Senior Secondary Schools in Rivers State

Table 5 showed that the value of r was 0.16. This indicated that there was a very low positive relationship between peer review and teachers task performance in public senior secondary schools in Rivers State. Furthermore, the value of r² of 0.0256 indicated that 0.0256% of teachers task performance was predicted by peer review while the remaining percentage was determined by other factors. Summarily, a very low positive relationship existed between peer review and teachers task performance in public senior secondary schools in Rivers State.

3.3.1. Hypothesis Three

There is no significant relationship between peer review and teachers task performance in public senior secondary schools in Rivers State

Variable	n	df	t-cal.	t-crit.	Level of Significance	Decision
Peer Review	528	526	3.73	1.96	0.05	H ₀ was Rejected
Teachers Work Performance						

Table 6: T-Test Analysis on the Relationship between Peer Review and Teachers Task Performance in Public Senior Secondary Schools In Rivers State

Table 6 revealed that the value oft-cal. was 3.73 while the value of t-crit. was 1.96 at 526 degree of freedom and 0.05 level of significance. Furthermore, since the value oft-cal. of 3.73 was more than the value of t-crit. of 1.96, the null hypothesis was rejected and the alternative hypothesis upheld showing that there was a significant relationship between peer review and teachers task performance in public senior secondary schools in Rivers State.

4. Summary of Findings

The results obtained after data analysis are summarized below;

- The result of the study revealed that the value of r was -0.32. This showed that there was a moderate negative relationship between strategic planning and teachers' task performance in public senior secondary schools in Rivers State.
- It was revealed that the value of r was 0.15. This showed that there was a low positive relationship between employee involvement and teachers' task performance in public senior secondary schools in Rivers State.
- The study revealed that the value of r was 0.16. This indicated that there was a very low positive relationship between peer review and teachers' task performance in public senior secondary schools in Rivers State.

5. Discussion of Findings

5.1. Strategic Planning and Teachers Task Performance

The finding of the study revealed that there is a significant relationship between strategic planning and teachers' task performance in public senior secondary schools in Rivers State. The null hypothesis of no significant relationship

between strategic planning and teachers' task performance in public senior secondary schools in Rivers State was rejected in favour of the alternative, which implies that principals' strategic planning technique significantly relate to teachers' task performance in public senior secondary schools in Rivers State. The finding of the present study agrees with an earlier study by Chukwumah and Ezeugboro (2015) who found out that principals' strategic planning technique has a positive relationship with teachers' task performance in public schools. Arasa and K'Obonyo (2012) also found out that nothing affects the school as well as the teachers' performance more than the ability of the principal to create and execute a strategic plan. They further added that a good strategic plan as initiated by the principal can improve student outcomes, increase teachers' task performance and enhance the reputation of the school.

5.2. Employee Involvement and Teachers Task Performance

The finding of the study revealed that there is positive relationship between employee involvement and teacher's task performance in public senior secondary schools in Rivers State. The null hypothesis of no significant relationship between employee involvement and teachers task performance in public senior secondary schools in Rivers State was rejected. This implies that principals' employee involvement technique significantly relate to teachers task performance in public senior secondary schools in Rivers State. The finding of the present study is in agreement with the findings of Maclean (2018) who found out that involving the teachers in school activities helps to expose them to ways that work should be done in the school so as to sustain the quality of educational services provided in the school. Odero and Makori (2018) also found out that employee involvement in schools significantly relate to teachers' task performance.

5.3. Peer Review and Teachers Task Performance

The finding of the study showed that there is a significant relationship between peer review and teachers' task performance in public senior secondary schools in Rivers State. The null hypothesis of no significant relationship between peer review and teachers' task performance in public senior secondary schools in Rivers State was rejected in favour of the alternative, which implies that principals' peer review technique relate significantly to teachers' task performance in public senior secondary schools in Rivers State. The finding of the study in agreement with an earlier study by Brix, Grainger and Hill (2014) who found out that principals' peer review technique significantly relate to teachers' task performance. They further found out that peer review brings about professionalism and quality enhancement not merely for assessment but it contributes to employee competency. Salih (2013) also found out that peer review has a significant relationship with employee performance in the teaching profession, He further stressed that the principal needs to harness this process by providing the needed guidelines to ensure that when teachers review the performance of their colleagues, they can make meaningful recommendations which will contribute to individual and organizational performance level.

6. Conclusion

There is no school system that can function optimally and provides sound educational services without an effective administrator in the person of the principal and a team of committed teachers. It becomes pertinent that the principal employs certain quality control techniques in the school in order to achieve set goals and objectives. Therefore, this study has established that principals quality control techniques such as strategic planning, employee involvement and peer review significantly relate to teachers' task performance in public senior secondary schools in Rivers State.

7. Recommendations

Based on the findings of this study, the research recommended the following;

- Principals should ensure that the plans they make for the teachers should include training and developing the teachers and not outright replacements. This is because the performance of the teacher is likely to drop if the teacher is aware that the principal is making a strategic plan that involves replacing them. However, the teacher can do better if the strategic plan focuses on training and developing the teacher for the good of the organization.
- Teachers should be given the freedom to decide their work schedule and the functions they wish to execute for the good of the school. The teacher should not be compelled to carry out any duty no matter how good the intentions may be as this can be counterproductive in the long run.
- It is equally important for principals to consider using professional review and not peer review for influencing the performance of teachers in public senior secondary schools in Rivers State. Professionals should be engaged to review the activities of teachers and not a colleague who can be bias in their judgment or who can influence the teacher negatively at work.

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