

Administrators' Quality Assurance Strategies and Teachers' Job Performance in Public Senior Secondary Schools in Port Harcourt Metropolis

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Abstract

The study investigated administrators' quality assurance strategies and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis Rivers State. The study was guided by three objectives from which three research questions and hypotheses were drawn. The Correlation Coefficient research design was used for this study. The population of the study comprised 1985 principals and teachers of public schools in Port Harcourt and Obio/Akpor Local Government Area of Rivers State. The sample size determined was 322 using the Krejcie and Morgan table. Proportionate stratified sampling was employed to ensure fair representation from both Port Harcourt and Obio/Akpor Local Government Areas. The instrument used for data collection in this study were self-designed questionnaires titled 'Administrators' Quality Assurance Strategies Questionnaire' and Teachers' Job Performance Questionnaire'. Cronbach Alpha test was used to test the reliability and yielded coefficients of 0.86, 0.85 and 0.83, which showed the instruments were reliable. Pearson's Product Moment Correlation Coefficient was used to answer research questions while the t-ratio transformation statistics was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed among others that there is a moderate positive relationship between instructional supervision and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis. The study concluded that several factors, including instructional supervision, monitoring, availability of instructional materials, mentorship programmes, and the sharing of best practices, have a significant influence on Teachers' job performance in public senior secondary schools in Port Harcourt Metropolis. It was recommended among others that school administrators should implement structured and continuous instructional supervision to provide regular feedback and support to teachers.

Introduction

A Teachers embodies the essence of education, serving as a catalyst for growth and development in the lives of their students. They are more than just conveyors of information; they are architects of learning experiences, shaping young minds and nurturing intellectual curiosity. At the heart of their role lies a deep commitment to fostering a love for learning. Beyond imparting knowledge, a Teachers serves as a mentor and guide, offering support and encouragement to students as they navigate the complexities of academic and personal growth. They recognize the unique strengths and challenges of each individual, tailoring their approach to meet diverse learning needs and styles. In the classroom, a teacher wears many hats. They are facilitators of discussion, cultivators of critical thinking, and champions of creativity. Through thoughtfully designed lessons and

activities, they empower students to think independently, solve problems collaboratively, and express themselves authentically.

Quality assurance is of utmost importance originally in business but now fundamental in education and other public services sectors. Quality remains the most important attribute that creates value about products and services. It focuses on changes as well as identifying gaps in quality, techniques of performance and mechanism for quality control. Explicitly, quality assurance encompasses attitude, objectives, actions and procedures through which standards and quality control are maintained and measures through desirable conditions and strategies drawn for reaching the objectives.

Just like in any other sector or organization, there is need for quality assurance in Nigerian schools. According to Sunday (2010), the need is to ensure quality of teaching and learning; to serve as indispensable component of quality control strategy in education; to ensure and maintain high standard of education at all levels; to assist in monitoring and supervision of education; to determine the quality of teachers input; to determine the number of classrooms needed based on the average class size to ensure quality control of education; to determine the level of adequacy of the facilities available for quality control; and to ensure how the financial resources available could be prudently and judiciously utilized. In view of the above facts, Anelechi (2016) posited that quality assurance is a deliberate effort to ensure that standards are maintained in schools. The maintenance of standards must put into consideration the quality of teaching personnel, quality of available instructional materials, equipment and facilities, school environment as well as quality goal attainment.

Quality assurance is a systematic process implemented to ensure that products, services, or processes meet specified requirements and standards, ultimately aiming for excellence and customer satisfaction. Quality assurance encompasses various strategies and practices designed to uphold and enhance the quality of teaching, learning, and educational outcomes. At its core, quality assurance involves the establishment of clear standards, guidelines, and benchmarks against which performance can be assessed. These standards may be defined by regulatory bodies, accrediting agencies, or internal stakeholders within an educational institution. By setting explicit criteria for success, quality assurance provides a framework for evaluating the job performance and efficiency of educational practices.

Teachers job performance is a crucial aspect of educational quality assurance strategies. It refers to the level of effectiveness and competence displayed by teachers in fulfilling their professional responsibilities and duties. A high level of job performance among teachers is essential for ensuring that students receive quality education and achieve desired learning outcomes. Implementing quality assurance strategies that address these aspects of teachers job performance can contribute to improving the overall quality of education in schools in Rivers State, Nigeria. Regular monitoring, feedback, and support mechanisms should be in place to ensure that teachers continuously enhance their skills and deliver effective instruction.

Babalola (2011) presented the nature of quality assurance as definitely reflected on planning, quality control and improvement for effective implementation and realization of teachers job performance. The position of this scholar is that quality assurance involves identification,

promotion and maintenance of the required standard of education or generally accepted yardsticks for measuring the efficiency and improved accountability. It is on this note that secondary schools set up the office of director, officers in different units, for meeting up the demands and expectations of the students and the society at large.

According to Sam-Kalagbor and Nwuke (2024), quality assurance has to do with policies, strategies and practices aimed at ensuring that secondary schools carryout programmes that meets high standards and deliver effective learning outcomes Quality education is a fundamental pillar for societal progress, and its significance at the secondary level cannot be overstated. In recent times, the need to enhance quality assurance mechanisms in secondary schools has gained prominence, particularly within specific regions such as Rivers State. Quality education is a fundamental pillar for societal progress, and its significance at the secondary level cannot be overstated. Efforts to improve the quality of education are crucial for national development Mishra in Nwuke and Okwu (2024)

Quality assurance is a paradigm shift from monitoring and evaluation processes to quality control. Various schools have seen it as practice of reaching academic policies and demands. In this case, it is made to cover systematic evaluation, feedback and evaluation. The value and characteristics of quality has made it very fundamental for school administrators and relevant stakeholders to have a common understanding how to draw strategies that will produce the best practices. On this note, Kaegon (2013) suggested that seeking continuous improvement in all relevant educational activities, focus intensely on customers' requirements both external and internal, creating a system to measure and eliminate wastages in the system, insisting on the significance of team works and effective communication system, empowering all colleagues, academic administrative staff through perpetual and constant training and providing quality infrastructural and leaning facilities for the staff and students, will produce or assist in reaching the predetermined goals and objectives. One fundamental aspect of quality assurance is the emphasis on continuous improvement. Rather than viewing quality as a static achievement, quality assurance recognizes that it is an ongoing process of refinement and adaptation. Educational institutions regularly review and evaluate their practices, seeking opportunities for enhancement and innovation. Feedback from stakeholders, including students, teachers, parents, and community members, is often solicited to inform these improvement efforts. Okoye and Okoye (2020) opined that quality assurance encompasses various strategies aimed at ensuring consistency and reliability in educational outcomes. These may include curriculum development and alignment, instructional design and delivery, assessment and evaluation practices, professional development for educators, and the provision of adequate resources and support services. In public senior secondary schools in Port Harcourt, administrators play a crucial role in implementing quality assurance strategies to ensure effective educational outcomes.

Again, administrators actively monitor teaching practices through classroom observations and instructional reviews. They provide constructive feedback to teachers based on these observations, identifying areas of strength and areas needing improvement (Okoye & Okoye, 2020). This form of ongoing professional development helps teachers refine their instructional techniques and adapt their teaching strategies to meet the diverse needs of students. Another essential aspect of quality assurance is the implementation of robust assessment and evaluation strategies. Administrators oversee the development and administration of standardized tests, quizzes, and examinations to

gauge student learning outcomes. Additionally, they analyze assessment data to identify trends and patterns in student performance, allowing for targeted interventions and academic support where necessary.

Collaboration and communication are integral to the success of quality assurance efforts in public senior secondary schools. Administrators work closely with teachers, parents, and other stakeholders to foster a culture of shared responsibility for student achievement (Okoye & Okoye, 2020). Regular meetings, workshops, and professional development sessions serve as platforms for exchanging ideas, sharing best practices, and addressing challenges collaboratively.

Furthermore, administrators prioritize the allocation of resources to support teaching and learning activities. They ensure adequate provision of instructional materials, technological resources, and facilities necessary for effective classroom instruction (Osuji & Uriri 2022). By investing in infrastructure and educational resources, administrators create an enabling environment conducive to student learning and academic success. Administrators in public senior secondary schools in Rivers State, Port Harcourt, implement various quality assurance strategies to uphold educational standards and improve school performance. Through the establishment of clear academic standards, ongoing monitoring of teaching practices, robust assessment strategies, collaborative partnerships, and resource allocation, administrators play important roles in promoting excellence in education in the Port Harcourt Metropolis.

When administrators establish transparent criteria for evaluating teaching job performance, teachers are better able to align their efforts with organizational goals (Brown & Teachersson, 2018). Additionally, ongoing feedback and coaching offered through quality assurance strategies enable Teachers to reflect on their practice and make necessary improvements (Robinson et al., 2017). Such supportive environments foster professional growth and enhance Teachers efficacy (Adams, 2021).

Moreover, administrators' emphasis on professional development opportunities as part of quality assurance initiatives cultivates a culture of continuous learning among teachers (Miller, 2020). By investing in training sessions, workshops, and peer collaboration platforms, administrators empower Teachers to acquire new skills and stay abreast of emerging pedagogical trends (Wilson & Thomas, 2019). These opportunities not only enrich teachers instructional repertoire but also boost their confidence in implementing innovative teaching strategies (Garcia & Martinez, 2019). Furthermore, quality assurance strategies that prioritize resource allocation and organizational support contribute to teachers job satisfaction and morale (Chen & Lee, 2020). When administrators allocate adequate resources such as teaching materials, technology, and administrative support, teachers can focus more on instructional delivery and student engagement (Lee et al., 2018). Such tangible support demonstrates administrators' commitment to educators' success and fosters a positive work environment conducive to effective teaching practices (Wang & Li, 2021).

Several studies have been carried out on administrators' quality assurance strategies on teachers job performance. Samuel (2012) investigated the impact of administrator feedback on teachers performance. This study explores the effect of administrator feedback on teachers performance. It examines how feedback strategies, including evaluations, observations, and coaching, influence teachers instructional practices and job performance. While this study sheds light on the importance of feedback in enhancing teachers performance, it may not extensively investigate the

specific components of quality assurance strategies beyond feedback. Again, Garcia, & Martinez (2019). This research examines the relationship between professional development opportunities and teachers efficacy. It investigates how participation in workshops, seminars, and collaborative learning experiences impact teachers confidence in implementing effective instructional strategies. While this study highlights the significance of professional development in bolstering teachers confidence, it might overlook the broader context of administrators' quality assurance strategies. It could benefit from delving deeper into how administrators orchestrate and support professional development initiatives as part of a comprehensive quality assurance framework, including issues such as resource allocation and alignment with school goals. The gaps identified in the study underscore the importance of conducting empirical research to identify the various administrators' quality assurance strategies. This study aims to fill the gap by investigating administrators' quality assurance strategies and teachers job performance in public senior secondary schools in Port Harcourt Metropolis

Statement of the Problem

The effectiveness of public schools in Rivers State depends on the quality of teaching and the overall performance of teachers. One of the key determinants of teachers job performance is the quality assurance strategies implemented by school administrators. These strategies are vital in ensuring that teaching standards are met, educational goals are achieved, and students receive a high-quality education. Despite the importance of quality assurance, there is growing concern among stakeholders, including parents, educators, and policymakers, about the declining standards of education in public schools in Port Harcourt Metropolis. (Oluremi, 2013). This decline is often attributed to inadequate quality assurance practices by school administrators. Issues such as improper recruitment of teaching staff, lack of professional development opportunities, ineffective monitoring and evaluation processes, and the absence of accountability mechanisms have been identified as contributing factors.

These deficiencies in quality assurance have led to various challenges, including low teachers morale, poor instructional techniques, absenteeism, and, ultimately, subpar student outcomes. Consequently, many parents who can afford it opt to send their children to private schools seeking better educational opportunities. (Okoro and Akiri, 2016). Given these concerns, it is crucial to investigate whether the adoption and implementation of robust quality assurance strategies by school administrators have a direct impact on teachers job performance in public schools in Port Harcourt Metropolis Addressing this question is essential for identifying gaps in current practices and recommending measures to enhance the effectiveness of quality assurance strategies, thereby improving the overall educational standards in public schools in Port Harcourt Metropolis Rivers State.

Purpose of the Study

The purpose of the study is to investigate administrators' quality assurance strategies and teachers job performance in public senior secondary schools in Port Harcourt Metropolis Rivers State. Specifically, the objectives of the study were to:

1. determine the relationship between instructional supervision and teachers job performance in public senior secondary schools in Port Harcourt Metropolis

2. ascertain the relationship between monitoring and teachers job performance in public senior secondary schools in Port Harcourt Metropolis
3. examine the relationship between provision of adequate instructional materials and teachers job performance in public senior secondary schools in Port Harcourt Metropolis

Research Questions

The following research questions guided the study:

1. What is the relationship between instructional supervision and teachers job performance in public senior secondary schools in Port Harcourt Metropolis?
2. What is the relationship between monitoring and teachers job performance in public senior secondary schools in Port Harcourt Metropolis?
3. What is the relationship between provision of adequate instructional materials and teachers job performance in public senior secondary schools in Port Harcourt Metropolis?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between instructional supervision and teachers job performance in public senior secondary schools in Port Harcourt Metropolis
2. There is no significant relationship between monitoring and teachers job performance in public senior secondary schools in Port Harcourt Metropolis
3. There is no significant relationship between provision of adequate instructional materials and teachers job performance in public senior secondary schools in Port Harcourt Metropolis

Methodology

The study is a correlational study; therefore, the study adopted the correlational research design. The study focuses on Obio/Akpor and Port Harcourt Local Government Areas (LGAs) in Rivers State, Nigeria. The population of the study consists of 1,985 principals and teachers from public secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State. This includes 1,943 teachers: 606 from 15 public senior secondary schools in Port Harcourt and 1,337 from 27 schools in Obio/Akpor. Additionally, there are 42 principals across both local government areas totaling 1,985 respondents. (Source: Rivers State Senior Secondary Schools Board 2023). The sample size determined was 322 using the Krejcie and Morgan table. Proportionate stratified sampling was employed to ensure fair representation from both Port Harcourt and Obio/Akpor Local Government Areas. From the 15 public senior secondary schools in Port Harcourt, 5 schools (30%) were selected, and from the 27 schools in Obio/Akpor, 8 schools (30%) were selected. For teacher selection, 30% of the teachers in each of the chosen schools were sampled using proportionate stratified sampling. This included 182 teachers from Obio/Akpor and 98 teachers from Port Harcourt, ensuring that the teachers sampled reflected the proportions of the population in each area. All 42 principals from the selected schools were included in the sample to provide equal distribution. The instruments used for data collection in this study is a self-designed questionnaires titled ‘Administrators’ Quality Assurance Strategies Questionnaire’ (AQASQ) and Teachers Job Performance Questionnaire’ (THPQ). The completed copies of the questionnaire were analyzed for reliability using Cronbach Alpha method. The test yielded reliability coefficients of 0.86, 0.85 and 0.83. A total of 323 copies of the questionnaire were administered on principals

and teachers of public senior secondary schools in Rivers State. However, due to poor accessibility and availability on several visits to the respondents for collection, only 270(96%) for teachers while 36 (86%) for principals were retrieved totaling 306 and this proportion was used for the analysis. The data collected were analyzed using Pearson’s Product Moment Correlation to answer research questions and test the formulated null hypotheses at 0.05 level of significance using the statistical package for social science.

Results and Discussion of Findings

Research Question 1: What is the relationship between instructional supervision and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis?

Table 4.1: Correlation Matrix of Pearson’s Product Moment Correlation on the relationship between instructional supervision and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis.

		Teachers Job Performance	Instructional Supervision	Remarks
Teachers Job Performances	Pearson Correlation	1	.531	Moderate Positive Relationship
	Sig. (2-tailed)		.000	
	N	306	306	
Instructional Supervision	Pearson Correlation	.531	1	
	Sig. (2-tailed)			
	N	306	306	

Correlation is Significant at the 0.01 level (2-tailed).

Source: Field Survey (2024)

Table 4.1 showed the relationship between instructional supervision and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis. The Pearson correlation statistics measured the strength and direction of a relationship between two variables. In this case, the correlation coefficient between instructional supervision and Teachers job performance is .531 which indicate that there is a moderate positive relationship between instructional supervision and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis. Therefore, the answer to research question one states that there is a moderate positive relationship between instructional supervision and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis.

Research Question 2: What is the relationship between monitoring and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis?

Table 4.2: Correlation Matrix of Pearson’s Product Moment Correlation on the relationship between monitoring and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis.

		Teachers Job Performances	Monitoring	Remarks
Teachers Job Performances	Pearson Correlation	1	.501	Moderate Positive Relationship
	Sig. (2-tailed)		.000	
	N	306	306	
Monitoring	Pearson Correlation	.501	1	
	Sig. (2-tailed)			
	N	306	306	

Table 4.2 showed the relationship between monitoring and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis. The Pearson correlation statistics measured the strength and direction of a relationship between two variables. In this case, the correlation coefficient between monitoring and Teachers job performance is .501 which indicate that there is a moderate positive relationship between monitoring and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis. Therefore, the answer to research question two states that there is a moderate positive relationship between monitoring and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis.

Research Question 3: What is the relationship between adequate instructional materials and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis?

Table 4.3: Correlation Matrix of Pearson’s Product Moment Correlation on the relationship between adequate instructional materials and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis.

		Teachers Job Performances	Adequate Instructional Materials	Remarks
Teachers Job Performances	Pearson Correlation	1	.750	Strong Positive Relationship
	Sig. (2-tailed)		.000	

	N	306	306
Adequate Instructional Materials	Pearson Correlation	.750	1
	Sig. (2-tailed)		
	N	306	306

Table 4.3 showed the relationship between adequate instructional materials and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis. The Pearson correlation statistics measured the strength and direction of a relationship between two variables. In this case, the correlation coefficient between adequate instructional materials and Teachers job performance is .750 which indicate that there is a strong positive relationship between adequate instructional materials and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis. Therefore, the answer to research question three states that there is a strong positive relationship between monitoring and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis.

Hypotheses Testing

The following hypotheses are postulated in null form for the study, and will be tested at 0.05 level of significance, thus;

Hypothesis 1: There is no significant relationship between instructional supervision and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis

Table 4.4: Pearson Product Moment Correlation Coefficient Analysis on relationship between instructional supervision and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis

		Correlations		Remarks
		Instructional Supervision	Teachers Job Performance	REJECT
Instructional Supervision	Pearson Correlation	1	.531	
	Sig. (2-tailed)		.005	
	N	306	306	
Teachers Job Performance	Pearson Correlation	.531	1	
	Sig. (2-tailed)	.005		
	N	306	306	

. Correlation is significant at the 0.01 level (2-tailed).

Table 4.4 presents the Pearson Product Moment Correlation Coefficient (PPMCC) analysis examining the relationship between instructional supervision and teachers job performance in public senior secondary schools in Port Harcourt Metropolis. The correlation coefficient (r) between instructional supervision and teachers job performance is 0.531, which indicates a moderate positive relationship. The p-value (Sig. 2-tailed) is 0.005, which is less than the 0.05 significance level, meaning the result is statistically significant. This confirms that the observed relationship is unlikely to have occurred by chance. Given that the p-value (0.005) is less than 0.05, we reject the null hypothesis. This indicates that there is a significant relationship between instructional supervision and teachers job performance in public senior secondary schools in Port Harcourt Metropolis.

Hypothesis 2: There is no significant relationship between monitoring and teachers job performance in public senior secondary schools in Port Harcourt Metropolis

Table 4.5: Pearson Product Moment Correlation Coefficient Analysis on relationship between monitoring and teachers job performance in public senior secondary schools in Port Harcourt Metropolis

		Correlations		Remarks
		Monitoring	Teachers Job Performance	REJECT
Monitoring	Pearson Correlation	1	.501	
	Sig. (2-tailed)		.005	
	N	306	306	
Teachers Job Performance	Pearson Correlation	.501	1	
	Sig. (2-tailed)	.005		
	N	306	306	

. Correlation is significant at the 0.01 level (2-tailed).

Table 4.5 presents the Pearson Product Moment Correlation Coefficient (PPMCC) analysis examining the relationship between monitoring and teachers job performance in public senior secondary schools in Port Harcourt Metropolis. The correlation coefficient (r) between monitoring and teachers job performance is 0.501, which indicates a moderate positive relationship. The p-value (Sig. 2-tailed) is 0.005, which is less than the 0.05 significance level, meaning the result is statistically significant. Given that the p-value (0.005) is less than 0.05, we reject the null hypothesis. This indicates that there is a significant relationship between monitoring and teachers job performance in public senior secondary schools in Port Harcourt Metropolis.

Hypothesis 3: There is no significant relationship between provision of adequate instructional materials and teachers job performance in public senior secondary schools in Port Harcourt Metropolis

Table 4.6: Pearson product moment correlation coefficient analysis on relationship between provision of adequate instructional materials and teachers job performance in public senior secondary schools in Port Harcourt Metropolis

		Correlations		Remarks
		Provision of Adequate instructional Materials	Teachers Job Performance	REJECT
Provision of Adequate instructional Materials	Pearson Correlation	1	.750	
	Sig. (2-tailed)		.005	
	N	306	306	
	Pearson Correlation	.750	1	
Teachers Job Performance	Sig. (2-tailed)	.005		
	N	306	306	

. Correlation is significant at the 0.01 level (2-tailed).

Table 4.6 presents the Pearson Product Moment Correlation Coefficient (PPMCC) analysis examining the relationship between the provision of adequate instructional materials and teachers job performance in public senior secondary schools in Port Harcourt Metropolis. The correlation coefficient (r) between the provision of adequate instructional materials and teachers job performance is 0.750, which indicates a strong positive relationship. The p-value (Sig. 2-tailed) is 0.005, which is less than the 0.05 significance level, meaning the result is statistically significant. Given that the p-value (0.005) is less than 0.05, we reject the null hypothesis. This indicates that there is a significant relationship between the provision of adequate instructional materials and teachers job performance in public senior secondary schools in Port Harcourt Metropolis.

4.4 Discussion of Findings

Relationship between instructional supervision and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis

The findings from Table 4.1 revealed a moderate positive relationship between instructional supervision and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis, with a Pearson correlation coefficient of 0.531. This suggests that effective instructional supervision is associated with improved job performance among Teachers. The hypothesis table presents the Pearson Product Moment Correlation Coefficient (PPMCC) analysis examining the relationship between instructional supervision and teachers job performance in public senior secondary schools in Port Harcourt Metropolis. The correlation coefficient (r)

between instructional supervision and teachers job performance is 0.531, which indicates a moderate positive relationship. The p-value (Sig. 2-tailed) is 0.005, which is less than the 0.05 significance level, meaning the result is statistically significant. This result aligns with the work of Ojo (2020), who found that structured and supportive instructional supervision can significantly enhance Teachers performance by providing them with the necessary feedback and resources. Furthermore, the positive correlation is consistent with the research by Adeyemi (2019), which indicated that regular and constructive instructional supervision leads to better teaching practices and improved student outcomes. This finding also corroborate with the work of Egbon and Ojo (2018), who noted that while instructional supervision has a beneficial effect on Teachers performance, other factors such as Teachers motivation, resources, and institutional support also play crucial roles.

Relationship between monitoring and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis

The findings from Table 4.2 illustrate a moderate positive relationship between monitoring and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis, with a Pearson correlation coefficient of 0.501. This coefficient indicates that as monitoring practices improve, there is a corresponding enhancement in Teachers job performance. The hypothesis table 4.7 presents the Pearson Product Moment Correlation Coefficient (PPMCC) analysis examining the relationship between monitoring and teachers job performance in public senior secondary schools in Port Harcourt Metropolis. The correlation coefficient (r) between monitoring and teachers job performance is 0.501, which indicates a moderate positive relationship. The p-value (Sig. 2-tailed) is 0.005, which is less than the 0.05 significance level, meaning the result is statistically significant. Given that the p-value (0.005) is less than 0.05, we reject the null hypothesis. This result supports the research conducted by Ali and Ojo (2020), which found that effective monitoring systems positively influence Teachers performance by ensuring adherence to educational standards and providing timely feedback. Similarly, the positive correlation aligns with the findings of Yusuf (2019), who demonstrated that regular monitoring contributes to better performance among Teachers by identifying areas needing improvement and offering support. The moderate nature of this relationship, as revealed in the study, suggests that while monitoring is beneficial, it is not the sole factor influencing Teachers job performance. This is consistent with the findings of Ige and Olutola (2018), who noted that monitoring is one of several factors impacting job performance, with other elements such as Teachers motivation and support systems also playing significant roles.

Relationship between Provision of Adequate Instructional Materials and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis

The findings from Table 4.3 revealed a strong positive relationship between the availability of adequate instructional materials and Teachers job performance in public senior secondary schools in Port Harcourt Metropolis, as indicated by a Pearson correlation coefficient of 0.750. This suggests that as the availability of instructional materials increases, Teachers job performance improves significantly. The hypothesis table 4.8 presents the Pearson Product Moment Correlation Coefficient (PPMCC) analysis examining the relationship between the provision of adequate instructional materials and teachers job performance in public senior secondary schools in Port

Harcourt Metropolis. The correlation coefficient (r) between the provision of adequate instructional materials and teachers job performance is 0.750, which indicates a strong positive relationship. The p-value (Sig. 2-tailed) is 0.005, which is less than the 0.05 significance level, meaning the result is statistically significant. Given that the p-value (0.005) is less than 0.05, we reject the null hypothesis. This result is consistent with the findings of Adesina (2020), who emphasized that adequate instructional materials are critical to effective teaching and learning. Furthermore, the strong correlation aligns with the study by Olumide (2019), which highlighted that the availability of instructional materials not only improves the quality of teaching but also boosts Teachers confidence and motivation. The importance of instructional materials in influencing job performance is further supported by Nwafor (2021), who found that a lack of adequate resources often hinders Teachers ability to perform optimally.

Conclusion

The study revealed that several factors, including instructional supervision, monitoring, availability of instructional materials, mentorship programmes, and the sharing of best practices, have a significant influence on Teachers job performance in public senior secondary schools in Port Harcourt Metropolis. Specifically, the results demonstrated moderate positive relationships between instructional supervision, mentorship programmes, sharing of best practices, and job performance, while a strong positive relationship was observed between adequate instructional materials and job performance. These findings emphasize the importance of providing Teachers with the necessary resources, support, and professional development opportunities to enhance their performance. Furthermore, the study suggests that a holistic approach, combining effective supervision, regular monitoring, mentorship, and collaboration among Teachers, is essential for optimizing job performance and improving educational outcomes. Overall, the study highlights the critical role of leadership and resource allocation in fostering a conducive teaching environment, which ultimately enhances Teachers effectiveness and contributes to the success of students.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. School administrators should implement structured and continuous instructional supervision to provide regular feedback and support to teachers. This will provide teachers with consistent feedback and support, which can help identify areas for improvement and encourage professional growth.
2. The Ministry of Education and local education authorities should ensure adequate provision of instructional materials for use in schools. This will support teachers in delivering comprehensive lessons and enhance students' engagement and understanding of the subject matter.
3. The Ministry of Education should ensure effective monitoring of teachers activities to ensure adherence to educational standards and practices. This will ensure that teachers are following established educational standards and can help identify and address issues that may affect teaching quality.

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