



## **Monitoring and Evaluation of Teachers as Determinants of Quality Assurance in Secondary Education in Rivers State**

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### **ABSTRACT**

The study investigated Monitoring and Evaluation of Teachers as Determinants of Quality Assurance in Secondary Education in Rivers State. Two research questions and objectives guided the study with two hypotheses were formulated for the study. The study adopted descriptive survey research design. Population of the study comprised 268 principals, 268 vice principals' administration and 23 zonal directors supervision totaling 559 senior secondary school teachers and directors in Rivers State. The entire population was used as sample size since it is a manageable size. The census sampling technique used for the study. Instrument used for the study was Questionnaire on Approaches by Teachers for Enhancing Quality Assurance in Secondary Education (QATEQASE). The four point likerts scale was used for the study. The instrument was validated by three expert including supervisor of the work and expert from Measurement of Evaluation and the reliability index of 0.94 was obtained using Cronbach's Alpha. Research questions were answered using mean and standard deviation and hypotheses was tested with One Way ANOVA. Findings from the study revealed there is significant difference in the mean ratings of principals, vice principals administration and zonal directors supervision on the extent teachers supervision enhance quality assurance in secondary school education. Thus Teachers' supervision enhances quality assurance in secondary school education, principals, vice principals administration and zonal directors supervision agreed to a high extent that instructional strategies adopted by teachers enhance quality assurance in secondary school education. Based on the findings, the following recommendations were made, that the supervising authorities should regularly supervise teachers to ensure proper instructional delivery that will enhance quality assurance in secondary education, teachers should cultivate creativity in their teaching as to be successful in their teaching career and teachers should Explore an inclusive approach to teaching, the popular method of teaching such as lecture and discussion methods should be ignore and engage other innovative methods that promote critical thinking, creativity and productivity among students as to enhance quality assurance in secondary school education in Rivers State.

**Keywords:** Monitoring, Evaluation, Quality Assurance, Supervision

### **INTRODUCTION**

Every educational foundation has a duty to monitor the adequacy of service being provided to its kids and youngsters. Glasgow Education Services (2013) noted that in trying to accomplish nonstop improvement in instructive guidelines, schools need to take part in an entire scope of value measures. The key ones include: advancement arranging, the execution of school improvement systems, checking and assessing staff and proceeding with proficient improvement of staff. Every one of these cycles should have, as the very center of their motivation, improving the nature of instructing and realizing so every kid and youngster can accomplish to the furthest reaches of their latent capacity.

Specific importance must be attached to monitoring and evaluating the quality of teaching and learning in the classroom. The quality of any educational system depends to a great extent on the quality of teachers. Teachers are the most important component of any educational system because they are the people to shape the behaviour, thinking and attitude of the students in the teaching and learning situation. The quality of teachers determines the quality of teaching and knowledge imparted to the students and the quality of learning outcomes. Teachers are the primary implementers of the curriculum and single major factor that affect learners' achievement in school (Almeida, 2017).

The teacher is regarded as one of the greatest inputs into the educational system. Teachers are recognized as the most important school factor affecting students' achievement (Abduliahi and Onasanya, 2010). Teachers facilitate effective teaching and learning in the classroom. At the same time, poor academic performance of students can be blamed on teachers. This is because the ability of a teacher determines his capabilities based on the level of his exposure through training and skills learnt. The teacher stands out as one of the most important factors determining the quality of education and its contributions to national development in any nation's economy. At every level people who go to school look on the teacher for the acquisition of the necessary skills to enable them become what they want to be. Thus, students often look on the teacher's personal qualities, educational qualities and professional competence which are rewarding to the learners.

This development has put a great deal on teachers who are the major operators of any educational system. Hence the monitoring and evaluating teachers' effectiveness is essential. Evaluation of Teachers refers to the formal process a school uses to review and rate teachers' effectiveness in the classroom (Sawchuk, 2015). Meaningful teacher evaluation involves an accurate appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development. Evaluation gives an insight on how teachers perform their roles as facilitator of learning inside the classroom which translates into students' learning achievement and their progress towards the desired skills and abilities.

Monitoring and evaluation are frequently presented as a dual concept; they are distinct functions and serve different purposes. Monitoring is defined as a continuous function that provides managers and stakeholders with regular feedback on programme performance taking into account the external environment. It provides an early indication of progress or lack thereof in the achievement of intended results (UNDP 2006). Monitoring represents on going activities to track the progress made by an entity or a phenomenon against a planned task. It also tracks inputs, activities and output and occasionally it can include outcomes such as progress being made. Monitoring uses the data collected to inform programme implementation and day to day management and decision. The given definitions and the dictionary meaning of the word monitor would seem to point to the fact that monitoring is aimed at the following:

1. Improving efficiency and effectiveness
2. Assisting with keeping work on target and permitting the executives to know when things are turning out badly (normal criticism)
3. Enabling organizations to find out if resources available are sufficient and being well used (accountability)
4. Finding out if capacity available is sufficient and appropriate
5. Giving helpful base for evaluation

Evaluation of teaching process involves collecting evidence from various stakeholders for the purpose of improving the effectiveness of the teaching-learning process for optimum performance of both the teachers and learners. A successful evaluation should generate outcomes that are valid and reliable apart from indicating directions and actions for improvement. The evaluation can facilitate students' learning in various ways. First, evaluation can clarify instructional objectives for both teacher and the students. Second, the evaluation instrument can provide the students with the operational definition of how the objectives of instruction are to be achieved. Evaluation is used to answer specific questions relating to design, implementation and results. According to Imas and Rist (2009), evaluation can be used to address such questions as what is taking place (descriptive question); normative question such as comparing what is taking place with what should be taking place. Evaluation assesses activities to establish whether or not

targets are accomplished. Evaluation provides one of the ingredients needed for quality assurance. However, the form of evaluation that is being advocated for ensuring quality in secondary education is formative evaluation. Formative evaluation should commence with the conception of the establishment of a secondary school and it continues in the life span and existence of the school. It aims at improving strategy and way of improving the teaching and learning process in the secondary schools.

The ultimate goal of secondary education is to develop the individual's mental capacity and character for higher education and useful living within the society (FRN, 2008). Specifically, the secondary school system is geared towards catering for the differences in talents, opportunities and future roles, to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. Secondary school should be able to provide quality teaching and learning. Secondary education is the pivot around which the development of the nation's economy revolves. It is the engine room that provides input resources into the nation's economy and higher education production systems. When the secondary school system functions well, its products will galvanize the tertiary education level; and some of the secondary school leavers who are unable to proceed to tertiary education will become useful and productive members of the society. It is therefore imperative to continually assess the secondary school system, especially its teachers, who are most significant to students' learning and performance. Teachers have obligation to the development of education and teaching as a profession and these noble objectives can be realized by thorough supervision of teachers.

Supervision is a service activity that exists to help teachers do their job effectively. Mecgley (2015) stated that the major function of the supervisor is to assist others to become efficient and effective in the performance of the assigned duties. According to Oyedeji (2012) the functions of school supervisors are to carry out effective supervision which include: making classroom visits, supervising heads of departments and teachers by checking their scheme of work and lesson notes, checkmating teachers' classroom attendance, checking absenteeism and rewarding hardworking teachers and punishing indolent ones by assigning administrative duties to them as means of encouraging to do the right things at the right time. Firz (2010) identified two types of supervision as internal and external supervision. Internal supervision is carried out by the school administrators (headmaster/assistant headmaster or principal/vice principal), while government and delegated agents conduct the external supervision. Walker (2016) is of the opinion that external supervision is more effective in promoting teacher instructional effectiveness in schools. Eya and Leonard (2012), postulate that internal supervision is more conversant, their reasons being that it helps teachers to be dedicated to their duties and helps the less effective and inexperienced teachers to improve their teaching effectiveness in the classroom.

Instructional strategies are techniques or methods used by the teacher to achieve different learning goals. These coaching strategies help students move on to independent learning and become strategic learners. They teach teachers to make learning fun and help students arouse their desire to learn. Instructional strategies not only focus on educational content, but also on the methods and environment of the learning and learning process. Choosing a specific teaching strategy (mentoring) takes into account students' level of development, interests, and experiences so that they can achieve their goals. Instructional strategies allow students to focus their attention, organize learning materials for better understanding, and help teachers provide a platform for strategic learning. These instructional strategies or teaching methods adopted by the teacher bring about desirable changes in the student's life using the right instructional materials.

Teaching as an important task of the teachers should enable them to improve students' learning by using various instructional materials in the classroom to teach in order to make teaching and learning activities in the school interactive, participatory, constructive, practical-based and experiential (rather than placing much emphasis on theory) by appropriate utilization of instructional materials, which will aid students to develop critical thinking, innovative skills and knowledge construction (Onajite & Aina, 2014). Instructional materials are teaching materials which includes printed and non-printed materials such as textbooks, journals, computers, chalkboard, among others, that support teachers' instructional delivery in school. Similarly, Ahmed (2007) opined that instructional materials are also referred to as teaching materials or teaching aids. However, the value or importance of teaching materials/ resources cannot be over emphasized. The use of instructional materials according to Ahmed (2007) will aid effective

teaching delivery at the junior secondary schools. Obviously, teacher utilization will aid to improve students' learning in the classroom and enhance quality education.

Quality assurance in education is a totality of the combination of some indispensable variables such as quality teachers, quality instructional materials and quality infrastructures (classrooms, seats, tables, chalkboards, etc.). Others include: favourable teacher/pupil ratio, favourable pupils/classroom ratio, and quality instructional supervision. Quality assurance means putting in place appropriate structures, legislations, supervision of personnel and materials in order to ensure that set minimum standards are attained, sustained and seen to have meaningful impact on the society. In spite of the societal demand for quality assurance, education and the need for thorough supervision in schools, there is a growing concern about the realization of secondary education objectives due to doubt that the quality assurance department and many principals give little attention to supervision of instructional activities in secondary school. It is therefore, imperative monitor and evaluate teachers as determinants of quality assurance in secondary education in Rivers State as to ascertain the true picture about the state of teachers in the state for decision making and valid judgment aimed at enhancing quality education.

### **Statement of the Problem**

Concerns about quality education and measures to monitor, supervise and evaluate, and thus enhance school quality have attracted increase attention in many parts of the world. The societal expectation of quality outputs from schools makes students the primary focus of attention in any programme and the better the school, the better it can meet the goals that include equipping the students with desirable skills, knowledge and attitudes that enable them to work and live in the society (Ayeni & Adelabu, 2011). The teachers are expected to make teaching learners-centred and create an enabling environment for the students to interact with learning materials in order to concretize their knowledge and skills so that they can become self-confident and self-reliant, and contribute meaningfully to the socio-economic development of the society. But in recent time, people complain that the type of education provided by most public secondary schools does not meet the society's demand in terms of quality. Students outcome do not match the government and parental investments.

The high rate of mass failure of students in most of the National Examinations, lack of skill acquisition and the culminated antisocial behaviours among young school leavers have become a serious problem to the society (Igwe & Rufai, 2012). Some have attributed this unpleasant experiences to poor teaching in the schools. This ugly scenario has been alleged to have contributed to the rising wave of examination malpractices and growing level of violence among students in secondary schools. This problem has also been the excused for university authorities to institute aptitude test as a condition for final selection of candidates for admission into first-degree programmes across the nation. To parents, it is questionable whether or not teachers in the public secondary schools are competent to teach effectively. In all these claims and counter claims, there is no available empirical evidence to support any. With this growing impression, it is imperative that thorough monitoring and evaluation be made to assess teachers' effectiveness and efficiency in the teaching and learning process as to enhance quality assurance in Rivers State secondary school education and this is what this study intends to accomplish.

### **Purpose of the Study**

The purpose of the study was to monitor and evaluate teachers for quality assurance in secondary school education in Rivers State, specifically, the study sought to achieve the following:

1. Determine the extent to which teachers supervision has enhance quality assurance in secondary school education in Rivers State.
2. Examine the extent to which instructional strategies adopted by teachers enhance quality assurance in secondary school education in Rivers State.

### **Research Questions**

The following research questions would guide the study:

1. To what extent does teachers' supervision enhance quality assurance in secondary school education in Rivers State?
2. To what extent does instructional strategies adopted by teachers enhance quality assurance in secondary school education in Rivers State?

### **Hypotheses**

The following hypotheses formulated would guide the study

1. There is no significant difference in the mean ratings of principals, vice principals administration and zonal directors supervision on the extent teachers' supervision enhance quality assurance in secondary school education in Rivers State.
2. There is no significant difference in the mean ratings of principals, vice principals administration and zonal directors supervision on the extent instructional strategies adopted by teachers enhance quality assurance in secondary school education in Rivers State.

### **METHODS**

The study adopted a descriptive survey research design sought to investigate the extent variables of monitoring and evaluation enhance quality assurance in secondary school education in Rivers State without the researcher manipulating the independent variables. The population for the study was all principal and vice principal administration and the local government zonal director supervision in the 23 local government area of Rivers State. Statistics sourced from the Rivers State Senior Secondary Schools board as attached as appendix E shows that there are 268 principals, 268 vice principal's academic and 23 local government zonal directors supervision. With the small size, the entire population of 559 was used for the study. This shows that 268 principals, 268 vice principals' administration and 23 zonal directors supervision were used for the study. Thus, the census sampling techniques was adopted in the selection of the entire population for the study. The instrument for data collection is Questionnaire on Approaches by Teachers for Enhancing Quality Assurance in Secondary Education (QATEQASE). Questionnaire on Approaches by Teachers for Enhancing Quality Assurance in Secondary Education (QATEQASE) were determined by expert in Educational Measurement and Evaluation. The experts scrutinized the instruments in terms of quality, relevance and appropriateness of the items. The internal consistency reliability coefficients of the instruments used for data collection for the study were estimated using the Cronbach Alpha method. The reliability index was 0.94. The instrument was therefore adjudged reliable and suitable enough for the study. A total of 559 copies was distributed and all the copies were retrieved in good condition and used for data analysis. The data were collected for the study were analysis using descriptive statistics (mean and standard deviation) at the acceptable mean score bench mark of 2.50 and above, as well as inferential statistics (One-Way ANOVA) at 0.05 level of significance.

**RESULTS**

**Research question 1:** *To what extent does teachers' supervision enhance quality assurance in secondary school education in Rivers State?*

**Table 1: Mean Ratings on Principals, Vice Principals Administration and Zonal Directors Supervision on Teachers Supervision for Enhancing Quality Assurance in Secondary Schools Education in Rivers State (N = 559)**

	<b>Statement: Teachers Supervision for Enhancing Quality Assurance</b>	<b>Principals (n = 268)</b>		<b>Vice Principals Adm (n = 268)</b>		<b>Zonal Directors Supervision (n=23)</b>		<b>Aggt e</b>	<b>RK S</b>
		$\bar{X}$	<b>SD</b>	$\bar{X}$	<b>SD</b>	$\bar{X}$	<b>SD</b>		
1	Supervision helps in making teachers punctual & regular to class as to enhance quality assurance	3.28	0.70	2.96	0.85	3.11	0.79	3.12	HE
2	Supervision helps teachers to imbibe appropriate techniques for teaching in the classroom for enhancing quality assurance	3.13	0.84	2.79	0.87	2.96	0.87	2.96	HE
3	Supervision encourages modern approaches to instruction for enhancing quality assurance	3.08	0.67	2.68	0.74	2.87	0.74	2.88	HE
4	Supervision encourages teachers to develop a repertoire of teaching strategies to enhance quality assurance	3.27	0.87	3.13	0.97	3.19	0.93	3.20	HE
5	Supervision help the less effective and inexperience teachers to improve their teaching for enhancing quality assurance	3.21	0.85	3.15	0.91	3.17	0.90	3.18	HE
6	Supervision helps teachers in demonstrating friendly, humorous and persuasive characters to enhance quality assurance	3.14	0.90	3.09	0.93	3.10	0.92	3.11	HE
7	Supervision equips teachers with the knowledge of school programme for enhancing quality assurance	2.75	0.93	2.71	0.91	2.73	0.93	2.73	HE
8	Supervision helps teachers to find answers to curriculum and instructional problems for enhancing quality assurance	2.81	1.02	2.74	0.99	2.77	1.00	2.77	HE
<b>Grand mean</b>		<b>3.08</b>		<b>2.91</b>		<b>2.99</b>			

*Field study 2020: Acceptable mean score (mean cut-off point) is 2.50 and above*

Table 1 shows item by item analyses of mean scores and standard deviation of the respondents (principals, vice principals administration and the zonal directors' supervision) on the extent of teachers' supervision for enhancing quality assurance in secondary school education in the Rivers State. From the result it can be observed that the mean scores and standard deviation of the respondents (principals, vice principals administration and the zonal directors' supervision) on all items is above the decision mean of 2.50. With the grand mean of 3.09, 2.92 and 3.00 for principals, vice principals administration and zonal directors supervision are all higher than the acceptable mean score (mean cut-off point) of 2.50 and above.

Since the mean scores of the respondents are above the acceptable mean of 2.50 and above set by the researcher, it can therefore be concluded that teachers' supervision enhances quality assurance in secondary education in Rivers State. This shows that: teachers' supervision helps teachers to imbibe appropriate techniques for teaching in the classroom, encourages modern approaches to instruction, help the less effective and inexperienced teachers to improve their teaching, helps teachers in demonstrating friendly, humorous and persuasive characters and equips teachers with the knowledge of school programme. Also, teachers' supervision identifies and correct areas of instructional weakness, keeps teachers alert and orderly in their work behaviour and equips teachers with necessary information and suggestion for instructional improvement for enhancing quality assurance in secondary school education in Rivers State.

**Research question 2:** To what extent do instructional strategies adopted by teachers enhance quality assurance in secondary school education in Rivers State?

**Table 2: Mean Ratings on Principals, Vice Principals Administration and Zonal Directors Supervision on Instructional Strategies Adopted by Teachers for Enhancing Quality Assurance in Secondary Schools Education in Rivers State (N = 559)**

Statement: Instructional Strategies Adopted by Teachers for Enhancing Quality Assurance	Principals (n=268)		Vice Principals Adm (n=268)		Zonal Directors Supervision (n=23)		Aggt e	RK S
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD		
1. Field trip method is properly used by teachers to enhance quality assurance	2.42	0.65	2.39	0.74	2.22	0.85	2.34	LE
2. Teachers methods of instruction is mostly lecture as to enhance quality assurance	2.44	0.65	2.46	0.72	2.39	0.66	2.43	LE
3. Discussion is effectively utilized by teachers to enhance quality assurance	2.81	1.02	2.63	0.92	2.65	0.74	2.70	HE
4. Dramatization or role play method is commonly used by teachers as to enhance quality assurance	2.43	0.65	2.40	0.74	2.39	0.66	2.41	LE
5. Teachers make use of debate in carrying out instructional delivery for enhancing quality assurance	2.39	0.66	2.37	0.75	2.32	0.60	2.36	LE
6. Inquiry method of teaching is effectively utilized by teachers in instructional delivery for enhancing quality assurance	2.41	0.66	2.36	0.74	2.26	0.69	2.34	LE
<b>Grand mean</b>	<b>2.48</b>		<b>2.44</b>		<b>2.37</b>			

Field study 2020. Acceptable mean score (mean cut-off point) is 2.50 and above

Table 2 is on instructional strategies adopted by teachers for enhancing quality assurance in secondary school education in Rivers State. The item by item mean scores of the respondents (principals, vice principals administration and zonal directors supervision) shows the instructional strategies adopted by teachers for enhancing quality assurance in secondary school education. From the results in the table 2, it can be observed that the mean scores of principals, vice principals administration and zonal directors supervision on item 3, 2.81, 2.63, 2.65 are higher than the decision mean of 2.50 and above. Which implies that teachers' methods of instruction is mostly discussion method and it is effectively utilized by teachers to enhance quality assurance.

Also from the result in 1.2 above, it can observed that the mean scores of principals, vice principals administration and zonal directors supervision on item 1, 2.42, 2.39, 2.22, for item 4, 2.43, 2.40. 2.39, for item 5, 2.39, 2.37, 2.32 and item 6, 2.41, 2.36, 2.26 are lower than the acceptable mean score of 2.50 set by the researcher. From the table, it can be observed that discussion method are the instructional strategies adopted by teachers for enhancing quality assurance in secondary schools education in Rivers State. This implies that teachers are lagging behind in terms of adoption of other instructional strategies such as question and answer method, brain storming method, inquiry method and dramatization or role play method for enhancing quality assurance in secondary school education in Rivers State.

**Hypotheses Testing**

**HO 1:** There is no significant mean difference in the mean ratings of principals, vice principals' administration and zonal directors supervision on the extent teachers' supervision enhance quality assurance in secondary school education in Rivers State.

**Table 3a: One-Way ANOVA on Mean Ratings of Principals, Vice Principals Administration and Zonal Directors Supervision on the Extent Teachers Supervision Enhance Quality Assurance in Secondary School Education in Rivers State**

Source	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	710.003	2	355.002	18.982	.000	Sig.
Within Groups	10398.480	556	18.702			
Total	11108.483	558				

**N = 559; df = (2, 556); P = 0.000 < 0.05**

Table 3a presents the summary of One-Way Analysis of Variance (One-Way ANOVA) of the mean ratings of principals, vice principals administration and zonal directors supervision on the extent teachers supervision enhance quality assurance in secondary school education in Rivers State. Results in Table 3.3 shows that at 0.05 significance level and degrees of freedom (df) = (2, 556), F-ratio = 18.982 and P-value = 0.000. Since the P-value (0.000) is less than 0.05 (i.e P < 0.05), the F-ratio (18.982) is statistically significant at 0.05 significance level ( $F_{(2, 556)} = 18.982, P < 0.05$ ). The hypothesis that there is no significant difference in the mean ratings of principals, vice principals administration and zonal director supervision on the extent teachers supervision enhance quality assurance in secondary school education in Rivers State was therefore rejected. This implies that there is significant difference in the mean ratings of principals, vice principals administration and zonal directors supervision on the extent teachers supervision enhance quality assurance in secondary school education in Rivers State. The observed significant difference between the means of the groups was revealed using Table 3b.

**Table 3b: Summary of Bonferroni Post Hoc Tests of Multiple Comparisons of Group Mean Difference on the Extent Teachers Supervision Enhance Quality Assurance in Secondary School Education in Rivers State**

Source	Mean Difference	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Principals & Vice Principals Administration	2.11567*	.37359	.000	1.2186	3.0128
Principals & Zonal Directors Supervision	3.29332*	.93964	.001	1.0370	5.5496
Vice Principals Administration & Principals	-2.11567*	.37359	.000	-3.0128	-1.2186
Vice Principals Administration & Zonal Directors Supervision	1.17764	.93964	.632	-1.0787	3.4340
Zonal Director Supervision & Principals	-3.29332*	.93964	.001	-5.5496	-1.0370
Zonal Directors Supervision & Vice Principals Administration	-1.17764	.93964	.632	-3.4340	1.0787

\*. The mean difference is significant at the 0.05 level.

Table 3b presents the Bonferroni Post Hoc Tests of Multiple Comparisons which shows the difference in the mean ratings of principals, vice principals administration and zonal directors supervision on the extent supervision of teachers enhance quality assurance in secondary school education in Rivers State when compared with one another. Results in Table 3b showed that the mean difference between the principals and vice principals administration = 2.11567\*; principals and directors of zonal schools board = 3.29332\*; vice principals administration and directors of zonal schools board = 1.17764. Among all, the mean difference between principals and zonal director supervision (3.29332\*) was the highest followed by principals and vice principals administration (2.11567\*), while the least was between vice principals administration and zonal directors supervision (1.17764). Results in Table 3.2 also reveals that the observed significant mean difference occurred between principals and zonal director supervision (3.29332\*) and between principals and vice principals administration (2.11567\*) indicating that there is a disparity in supervision of teachers among principals and zonal directors supervision in one hand, and principals and vice principals administration in the other hand in terms of enhancing quality assurance in secondary school education in Rivers State, although the requirements for supervision of teachers are similar in every pair (or group).

**Ho 2:** There is no significant mean difference in the mean ratings of principals, vice principals' administration and zonal directors supervision on the extent instructional strategies adopted by teachers enhance quality assurance in secondary school education in Rivers State.

**Table 4: One-Way ANOVA on Mean Ratings of Principals, Vice Principals Administration and Zonal Directors Supervision on the Extent Instructional Strategies Adopted by Teachers Enhance Quality Assurance in Secondary School Education in Rivers State**

Source	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	34.231	2	17.116	.563	.570	Not Sig.
Within Groups	16891.497	556	30.380			
Total	16925.728	558				

**N = 559; df = (2, 556); P = 0.570 > 0.05**

Table 4 presents the summary of One-Way Analysis of Variance (One-Way ANOVA) of the mean ratings of principals, vice principals administration and zonal director supervision on the extent instructional strategies used by teachers enhance quality assurance in secondary school education in Rivers State. Results in Table 4 shows that at 0.05 significance level and degrees of freedom (df) = (2, 556), F-ratio = .563 and P-value = .570. Since the P-value (.570) is greater than 0.05 (i.e  $P > 0.05$ ), the F-ratio (.563) is not statistically significant at 0.05 significance level ( $F_{(2, 556)} = .570, P > 0.05$ ). The hypothesis that there is no significant difference in the mean ratings of principals, vice principals administration and zonal directors supervision on the extent instructional strategies used by teachers enhance quality assurance in secondary school education in Rivers State was therefore not rejected. This implies that there is no significant difference in the mean ratings of principals, vice principals administration and zonal directors supervision on the extent instructional strategies used by teachers enhance quality assurance in secondary school education in Rivers State.

### DISCUSSION OF FINDING

The finding of this study revealed that there is significant difference in the mean ratings of principals, vice principals administration and zonal directors supervision on the extent teachers supervision enhance quality assurance in secondary school education in Rivers State. Thus Teachers' supervision enhances quality assurance in secondary school education in Rivers State. The finding of this study at variance with the finding of Ikegbusi and Eziamaka (2016) who revealed that secondary school teachers were highly indifference on their responses on the impact of supervision on teacher effectiveness. This indicates that the principals who are charged with the responsibility of supervising the teachers internally are not carrying out this function. Despite the fact that, supervision have significant impacts on teacher effectiveness ranged from assistance in clarifying school policies, strategies for effective curriculum implementation and delivery of instruction to teaching skills acquisition, and educational leadership. This finding is in line with the views of Eya and Leonard (2012); Okobia (2015) who found that supervision is more competent, conversant and effective, and that it can enhance instructional performance of teachers. Jonesboro (2013) also found out that supervision is effective because it relies heavily on the sense of voluntary shared responsibility, and on mutual shaping of goals and of patterns to reach them. In support of the result too, Olatoye (2011) observed that supervision furnishes and equips teachers with necessary information and suggestions for instructional improvement.

Finally, the finding in this study disclosed that the three groups agreed to a high extent that instructional strategies adopted by teachers enhance quality assurance in secondary school education in Rivers State. The finding of this study contradicts the finding of Ganiyu's earlier statement (2011) that the old teaching method was still in vogue among teachers. This means that they are involved in past activities randomly, not conscientiously, to use them in transmitting instructions. The conclusion that teachers use the lecture method most often in their teaching is in line with the opinion of Ezean (2011), who suggested that a new

topic or unit could be used at the secondary level; Supplemental textbook materials introducing important, non-essential material; develop interest and evaluate important points after the coaching unit; trying to cover many materials in the short term.

### CONCLUSION

Based on the findings, it was concluded that there should be prompt supervision of teachers as to ensure that teachers comply with the strategies for effective curriculum implementation and delivery in the classroom. The principals, vice principal administration and zonal directors supervision in the various schools should intensify vigorous monitoring and evaluation of teachers as to instill quality teaching and maintain the standard of secondary education. Teachers should be provided with the appropriate instructional materials as to make learning experiences more meaningful and realistic for children by advocating for the development and promotion of effective use of innovative materials in schools. The teacher should foster students' involvement in learning activities by giving prompt feedback to individual student, group and whole class, and follow-up students' feedback and attends to parents' observations on academic activities/exercises to extend learning, checks disruptive behaviour to reduce disciplinary problems and stimulates students to achieve better academic performance. The teachers' commitment and creativity toward teaching will enhance the learner's effectiveness to quality assurance in secondary school education.

### RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made

1. The supervising authorities should regularly supervise teachers to ensure proper instructional delivery that will enhance quality assurance in secondary education in Rivers State.
2. Teachers should cultivate creativity in their teaching as to be successful in their teaching career.
3. Teachers should Explore an inclusive approach to teaching, the popular method of teaching such as lecture and discussion methods should be ignore and engage other innovative methods that promote critical thinking, creativity and productivity among students as to enhance quality assurance in secondary school education in Rivers State.

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