

## **Principals Quality Control Of Time Book, Teachers Class Attendance, And Teachers Job Performance In Secondary Schools In Calabar Education Zone Of Cross River State, Nigeria**

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### **Abstract**

*The main thrust of this study was to examine principals' quality control of time book, control of teachers' class attendance and teachers' job performance in secondary schools in Calabar Education Zone of Cross River State, Nigeria. To achieve the purpose of this study, two hypotheses were formulated. Literature review was carried out accordingly. Survey research design was adopted for the study. A sample size of one hundred and twenty (120) respondents' was randomly selected for the study. The selection was done through the simple random sampling technique. The questionnaire was the main instrument used for data collection. The instrument was subjected to face validity by experts in Measurement Evaluation, Research and Statistics who vetted the items developed. The reliability estimate of the instrument was established through the cronbach alpha reliability method. Population t-test analysis was the statistical analysis technique adopted to test the hypotheses under study. Each hypothesis was tested at .05 levels of significance. The result of the analysis revealed that principals' quality control of time book, and teachers' class attendance, significantly related to teachers' job performance in Colleges of education in Cross River State. Based on the findings of the study, it was recommended among others that that school principals should collaborate with relevant stakeholders to organize capacity development programmes for teachers to keep them abreast of current trends and best practices. Also, it was recommended that school management should ensure that adequate feedback on students' performance is provided and adequately utilized for remedial purposes.*

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Date of Submission: 02-01-2021

Date of acceptance: 15-01-2021

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### **I. Introduction**

Education has been described as the bedrock of every society and a tool for nation building and Nigeria is not an exception. Nigeria's quest for educational excellence in the secondary school system as a pivot for its realization of national development ideals will remain unrealizable if principals of secondary schools are not efficient in the implementation of educational quality assurance. For quality education to be achieved in a nation the principal actors of learning who are the principals, teachers, students and the environment must be cooperatively organized. Vartlak (2016) highlights the importance of close monitoring of operations in organizations, claiming that no organization can successfully accomplish its goals without any consideration for efficiency of its internal and external operations. Principals' quality assurance implementation involves the principal administering the school in such a way as to obtain better results that tally with the goals of secondary education. This is necessary if the institution is to ensure the production of the educated, employable, disciplined and cultured individuals.

The most prominent task of the school principal is to improve the teaching-learning process through effective quality control measures that are connected to teachers' class attendance. It is the primary responsibility of the school principal to coordinate and control teachers' activities for the purpose of achieving the best in the management of instructional resource inputs, process and outputs which determine students' academic success in secondary schools (Okoye, Onyali, & Ezeugbor, 2016).

However, there is a growing public concern about the realization of the objectives of secondary education due to dwindling students' academic performance. This has been partly attributed to teachers'

inadequacies in curriculum delivery as well as minimal attention paid by many principals to coordination and control of teachers' instructional performance, which has its negative implications on students' learning outcomes. It becomes imperative to think of the challenges of realizing secondary school objectives in a situation where the principal looks away and allow the teachers to do whatever they like (Okoye et al. 2016; Okoro & Ezeonwumelu, 2017). In addition to that, scholars such as Ayeni and Akinfolarin (2014), Olorunsola and Belo (2018), Bamire and Adelabu (2018) and Adeniji (2002) have implied that in addition to other factors, the dwindling academic performance of secondary school students is partly due to non-challant attitude of school teachers and principals. The quality of lesson delivery seems to be nose diving in the school system nowadays as a result of lack of effective coordination and control by the school principals. The worst of it all is that some principals have compromised the educational goals in secondary schools due to their failure to continuously monitor and supervise the teachers effectively. They fail to check the time book to ascertain the time teachers report to work and close after working hours, neither do they supervise teachers' class attendance and job performance. Others appear to have totally delegated their leadership roles to their subordinates (vice-principals and heads of departments). All of these thoughts provoking statements have given credence to the study. This is with a view to making appropriate recommendations that will ensure sustainable improvement in instructional management and the achievement of desirable learning outcome in secondary schools.

## **II. Literature Review**

### **Principals' quality control of time book and teachers' job performance**

Osawe (2017) saw time as a valuable factor in running organizations. The author opined that in as much as time is available to everybody, it is an essential commodity that must be managed with utmost care to be fully utilized. Igbokwe-Ibeto and Egbon (2012) asserted that time is a vital resource in the place of work because of the role it plays in output creation.

Time is often a scarce resource and is often divided amongst various time-consuming factors engaged in by individuals. For employers to ensure that productive hours are not misappropriated by their staff or subordinates they create avenues to help them monitor how their staff makes use of time. One of the ways this is done is through the use of time book. Time book shows a record of the time a teacher reports for duty in the morning and the time he/ she closes for the day. The time book contains columns for date, name of the teacher(s), time of reporting for duty in the morning and time of signing out at the close of work. It is a daily routine for all staff to sign the time book. This is used to monitor punctuality and is also used to check teacher absenteeism. Adeyemi (2010) posited that time book helps the principals to know teachers' dedication and commitment to duties, the principal refers to the time book to get information on teachers' punctuality to work. It therefore provides information on irregularities of attendance and also reveals teachers' rate of absence from duty. This control measure has been seen as checking the teachers and has been found to enhance productivity (Kayode & Ayodele, 2015).

Butakor and Boatey (2018) conducted a study on principal's supervision of teacher's punctuality and students' attendance in Senior High School in Ghana. Three research questions were formulated to guide the study. The study adopted descriptive survey research design. The sample comprised 200 students (106 boys and 94 girls), randomly selected. The results revealed a high significant relationship existed between principal's supervision of teachers' attendance and students' attendance. The researchers claimed that the increase in attendance of students is related to the increase in teacher attendance which is made possible by increased supervision.

In another study, Sule (2013) investigated the influence of principals' supervisory demonstration strategies and teacher's effectiveness in secondary schools in Cross River State. Four research questions and four research hypotheses were generated to guide the study. The study adopted survey research design. The sample for the study was six hundred and sixty (660) drawn randomly from the entire population of teachers in Cross River State. The instruments used were titled: Principals' Time Book Supervision Questionnaires (PTBSQ) and Teachers' Effective Scale (TES). Data obtained were analyzed using the chi-square ( $X^2$ ) statistical tool. The result indicated that principals' time book supervision significantly influence teachers' effectiveness. The author inferred that time book provides information on regularities of attendance and also revealed that teachers' absence from duty inhibits teachers' effectiveness.

Adeyemi (2010) conducted a study on principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. For the purpose of study to be achieved, three research questions and three research hypotheses were formulated to guide the study. The study adopted ex-post facto research design. The sample of two hundred and forty teachers was selected through the stratified random sampling technique. Two sets of instruments were used to collect data for the study. These instruments were titled: "Principals' Quality Control of Time Book Questionnaire (PQCTBQ) and Teachers' Job Performance Scale (TJPS). The data collected were analyzed using frequency counts, percentage, correlation Matrix and the

t-test. The result showed that secondary schools where principals are more involved in the monitoring of teachers' activities have better results in external examination.

### **Principals' control of teachers' class attendance and teachers jobs' performance.**

The class attendance is used to ascertain the regularity of both the teachers and students to school. It shows whether the teachers and students are present, absent or late to school. Each class in a school (primary or secondary) has a record kept by the principals in which all the names of the teachers and students in the class are written and their daily attendance taken. Ololube (2013) affirmed that class attendance is marked regularly. The attendance during the morning session is checked immediately after the morning assembly while afternoon session attendance is checked after the teachers' and students' recreation/break.

Ker and Oluwole (2006) pointed out that class attendance gives an overall picture of the punctuality or regularity of both teachers and students in a class. In other words, it can be used to measure the attitude of members of a class towards school attendance. The class attendance is used by principals to account for teachers and students during certain unforeseen circumstances. For instance, the attendance ca by the principal can be used to ascertain the validity of claims made in respect of school students and teachers in the community. Sani (2019) also stated that class attendance register helps the principals' to identify teachers who attend class regularly and those who are frequent absentees. Also, it creates an insight into students' poor performance. In other words, it creates opportunity for the principals to know teachers who fail to perform, based on learners' academic performance.

Akomolafe (2012) conducted a study on principals' administrative effectiveness in public and private secondary schools in Ekiti, Nigeria. To achieve the study objectives, the population for the study consists of teachers in both public and private schools. A sample of 295 subjects were sampled, 191 subjects from public institutions, 104 subjects from private institutions. Data were gathered using a self -constructed questionnaire titled "Principals' administrative effectiveness in secondary schools (PAESS). The result revealed that private schools were more effectively administered by the principals, resulting in higher discipline and punctuality amongst both students and teachers.

Kalagbor (2016) conducted a research on factors influencing academic performance of public and private secondary schools in Rivers state, Nigeria. Several factors including teacher utilization of teaching periods and discipline were studied. A sampling size of 489 SS 3 students from public schools and 213 SS 3 students from private schools were selected for the study. The instrument used for the collection of data was the "Students' Academic Performance Questionnaire" (SAPQ), structured on the 4-point Likert scale measurement. Results revealed, amongst others, that students from private schools reported high rate of teacher attendance and utilization of lesson periods, which translated to better academic performance levels from the private school students.

Mwesiga and Okendo (2018) examined the effectiveness of heads of schools in supervising teachers' teaching activities in secondary schools in Kagera region, Tanzania.. The sample size comprised 32 schools, 32 head of schools, 32 academic masters/mistress and 310 teachers. Data were generated using questionnaires and interview method. Hypotheses were tested by Pearson Correlation. Results revealed strong significant relationship between school headship and teachers teaching commitment and job effectiveness.

### **III. Methodology**

The design adopted for this study was the survey research. The study area was Boki Local Government Area of Cross River State. The target population comprised principals and teachers in secondary schools in Boki Local Government Area of Cross River State. As at the time of this study, there were about twenty-eight (28) secondary schools principals with about four hundred and thirty-six (436) teachers in the area. The study adopted the balloting method of the simple random sampling technique. The researcher numbered the schools from 1-28 in pieces of paper and put same in a box then blindfolded a student who was asked to pick twenty (20) secondary schools. The same method was used to select one hundred (100) teachers and twenty (20) principals for the study, making the sample of study a hundred and twenty (120). The research instrument used for data collection was a questionnaire titled "Principals' Quality Control Measures and Teachers' Performance Questionnaire (PQCMTQP)".

The questionnaire was a 25-item structured questionnaire developed by the researcher and comprised of two sections. The first, Section A, had 15 items which sought information from the school principals on teachers' instructional performance and students' academic performance, while the second, Section B, had 10 items; that sought relevant research information from the teachers on the level of principals' controlling measures in secondary schools. The instrument utilized a 4- point rating scale indicating strongly agree, agree, disagree, and strongly disagree with 4, 3, 2, and 1 rating points used to assess the level of principals' quality control measures for effective teaching and quality academic performance in secondary schools.

To achieve instrument validity, the items of the questionnaire were face validated by the supervisors, and two other experts in Test and Measurement in the Federal College of Education, Obudu. This was to ensure that the numbers of items associated with each variable were sufficient and ascertain if the items also covered the expected scope of the variables measured and the instrument is properly worded. After the validation, corrections were made which resulted in some items been reframed. To establish the reliability of the instrument, the “Principals’ Quality Control Measures and Teachers’ Performance Questionnaire (PQCMT PQ)” was administered to ten (10) principals and thirty (30) teachers in the study area but who were not part of the sample of the study. The Cronbach Coefficient Alpha method of establishing reliability was used to measure the internal consistency of the variables of study and a reliability coefficient of 0.74 was obtained. The researcher used Pearson Product Moment Correlation (PPMC) analysis technique for data analysis.

#### IV. Results and Discussion

This chapter focuses on the result of data analysis, interpretation of results and discussion of the findings. This chapter is presented in two parts, the general description of data and hypothesis-by-hypothesis presentation of results.

##### Presentation of result

This section presents the hypothesis by hypothesis presentation of results.

##### Hypothesis One

The null hypothesis states that there is no significant relationship between principals’ quality control of time book and teachers’ job performance. To test this hypothesis, Pearson Product Moment Correlation analysis technique was applied on the data. The result is shown in Table 1.

**Table 1: Summary of Pearson Product Moment Correlation Analysis of the relationship between principals’ quality control of time book and teachers’ job performance**  
N=120

Variables	X	SD	R
Principals’ principals’ quality control of time book	15.57	2.18	0.793*
Teachers’ job Performance	15.39	2.37	

\* Significant at .05, critical r = .178, df = 118

The result of the analysis is found to be significant ( $r=0.793$ ;  $P<0.05$ ). The null hypothesis is therefore rejected because the calculated r-value of the 0.793 is found to be greater at the 0.05 probability level, and with 118 degree of freedom. This result means that there is a significant relationship between principal’s quality control of time book and teachers’ job performance.

##### Hypothesis two

The null hypothesis states that there is no significant relationship between principals’ control of teachers’ class attendance and teachers’ job performance. The collected data were analyzed using Pearson product moment correlation analysis. The result of the analysis is presented in Table 2.

**Table 2: Summary of Pearson Product Moment Correlation analysis of the relationship between principals’ control of teachers’ class attendance and teachers’ job performance**  
N=120

Variables	$\bar{X}$	SD	R
Principals’ control of teachers’ class attendance	15.43	2.40	0.844*
Teachers’ job performance	15.39	2.37	

\* Significant at .05, critical r = .178, df = 118

The result of the analysis is found to be significant ( $r=0.844$ ;  $P<0.05$ ). The null hypothesis is therefore rejected because the calculated r-value of the 0.844 is found to be greater at 0.05 probability level, and with 118 degree of freedom. This result means that there is a significant relationship between principals’ control of teachers’ class attendance and teachers’ job performance.

## **V. Discussion of findings**

The result of this study reveals that there is a significant relationship between principals' quality control of time book and students' academic performance ( $r = 0.844, p < .05$ ). This finding is in consonance with the study carried out by Ayeni (2020) which found a significant relationship between principals' time management strategies and academic performance of students. The findings also justified the views of Ereh and Okon (2015), which implied that Principals' effective documentation of teachers' record has a relationship with administrative effectiveness and teachers' performance. This is explained by the tendency of teachers to be punctual and present at their duty posts to prevent sanctions from the school management. This inadvertently pays off for the learners who experience improved teacher engagement, possibly leading to a marked improvement in the students' academic performance.

Elenwo (2018) who carried out a study on principals' supervision of teachers and students' academic performance in Secondary School Certificate Examination, SSCE. The researcher found that, teachers' appraisal by principals, observation of teachers in classroom, and teachers' adherence to scheme of work influence students' performance in senior secondary certificate examination to a large extent.

This study also found a significant relationship between principals' control of teachers' class attendance and teachers' job performance. This finding is also in line with the work of Ndungu, Allan and Emily (2015) which revealed the dearth of monitoring and evaluation of teachers' attendance register and its negative influence on job performance of teachers. Ndungu et al.(2015) inferred that when teachers are not properly monitored, absenteeism becomes the norm among them. Also, Duflo, Hanna, and Ryan (2012) identified the importance of closely monitoring teachers' attendance. They suggested that digital equipments like CCTV cameras and financial rewards could help in this regard, to encourage attendance by teachers.

## **VI. Conclusion**

The study concluded that effective quality control measures of teachers' instructional performance by principals are no doubt the hob of teachers' job performance and students' academic performance and leads to quality education in secondary schools. The noticeable gaps in teachers' instructional performance and students' academic performance could be partly attributed to shortage of qualified teachers and inadequate learning resources that will eventually result into good output (product value). In Nigeria, the level of learning achievement of students in secondary schools is relatively low partly due to the inability of the government to provide adequate learning facilities and teachers for effective curriculum delivery in secondary schools. As a result, students are faced with a lot of challenges which require stakeholders' intervention to improve the standard of secondary education. The continuous teachers' capacity development, motivation and effective coordination and control by the principals are potent factors for teachers' morale and commitment to instructional tasks performance, which are great determinants of the quality of students' academic performance.

## **VII. Recommendations**

Based on the findings of the study, the following recommendations are made in order to improve instructional management for the achievement of better learning outcomes in secondary schools.

- i. The Government should provide adequate number of qualified teachers to ensure thorough teaching and full coverage of the syllabi in all subjects; this will also make coordinating and controlling functions of principals to be effective and achieve the desired learning outcome in secondary schools.
- ii. Government should provide adequate classrooms to decongest large class size and improve working environment of teachers by providing good offices to motivate them for greater productivity in secondary schools.
- iii. The school principals should provide adequate instructional materials and facilities through Parents-Teachers Associations, (PTA), Old Students' Associations, Non-Governmental Organizations (NGOs), Communities, Philanthropists and other Development Partners, to enhance effective teaching and learning processes in secondary schools.
- iv. The school authority should give periodic feedback on students' academic performance and sensitize parents to equip their children/wards with the prescribed textbooks and other learning materials to improve the quality of learning outcome in secondary schools.
- v. School principals should collaborate with relevant stakeholders to organize capacity development workshop for teachers on production and effective utilization of instructional materials to enhance teaching-learning process in secondary schools.

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