



**BUSINESS TEACHERS RATINGS OF SELF-ASSESSMENT PRINCIPLE OF
TOTAL QUALITY MANAGEMENT APPLIED BY PRINCIPALS FOR
SECONDARY SCHOOL IMPROVEMENT IN DELTA STATE**

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Abstract

The study determined business teachers' ratings of self-assessment principles of quality management applied by principals for secondary school improvement in Delta State. One research question guided the study and one hypothesis was tested at 0.05 level of significance. The study was a descriptive survey. The population of the study comprised 320 business teachers teaching in government owned secondary schools in Delta State. Through stratified sampling technique 50% of the population was sampled. This made up a sample of 160 business teachers that was used for the study. A validated structured questionnaire was used for data collection. The reliability of the instrument was tested Cronbach Alpha reliability method which yielded a score of 0.88 for internal consistency and was deemed high for the study. The data collected from the respondents were analyzed using descriptive mean, standard deviation and t-test. The mean value was used to answer the research question while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The null hypothesis was tested with t-test at 0.05 level of significance. Findings revealed that business teachers' opined that that public secondary school principals in Delta State apply school self assessment principle to a low extent. It was also revealed that male and female business teachers did not differ on their opinion on the extent principals apply self assessment principles for school improvement in Delta State. Based on these findings, the following recommendations were made among others, that government should also provide funding for secondary school principals so as to enable them organize seminars, workshops and interactive session to expose teachers on the importance of school self assessment.

Keywords: *Self-Assessment, Total, Quality, Management, Principles, Principals, Business, Teachers, Public, Secondary, Schools*



Introduction

Education is the bedrock of growth and development of any nation. Thus, education is the process through which man makes effort to better the lot of himself and his environment. According to the Federal Government of Nigeria's (2013) national policy on education, education is an instrument par excellence for effecting national development. This is evident in the Federal Republic of Nigeria's vision of becoming one of the 20 developed economies by the year 2020 through quality education standard.

The Nigerian educational system seems to witness enormous quantitative growth at the expense of qualitative development (Adeolu, 2012). Hence, the current education reforms in the education sector in Nigeria in the areas of planning, curriculum innovation and teacher education, among others, are management mechanism to revamp the education industry to instill sustainable school quality reform. In this light, the Federal Government of Nigeria instituted quality education standard in the nation's education system (Ayeni, 2012).

According to Ejionueme and Oyoyo (2015), quality education is defined as a measure of the extent to which classroom instruction meets the set standards. In the same vein, Ayeni (2012) defined quality education as the measure of the extent to which the training received from an institution enables the recipient to think clearly, independently and analytically to solve relevant societal problems in any given environment. Quality education thus encompasses quality learning resources inputs, instructional process, teachers' capacities development, effective management, monitoring and evaluation, and quality learning outcomes in secondary schools. The need to attain quality education has informed the calls by researchers and scholars like *Ogunnaike, Sholarin and Ezeugwa (2014)*, Bua and Ada (2013) for the adoption of total quality management (TQM) in the nation's educational system especially in the secondary schools. This is because total quality management has been viewed by them as a systematic approach to school improvement. Mohanty and Lakhe in Bua and Ada (2013) stated that the characteristics of TQM are that it is a pragmatic long-term system approach which can be adopted and practiced through proper planning, systematic evaluation and allocating responsibilities and resources. In a TQM school, teacher-student teams are the equivalent of the front-line workers in industry. The product of their successful work together is the development of the students' capabilities, interests, and character. In one sense, the student is the recipient of educational services provided for the student's growth and improvement.



Self assessment allows students and teachers to reflect on themselves and their work. According to Adebule and Adebule (2014), through the process of self-assessment students and teachers can identify the points on which they can improve. Thus, self assessment is to encourage the learners to assess their own progress or to comment on their own achievement in schools. School self assessment (SSA) is a programme of professional development that supports schools in improving teaching and learning through ongoing reflection and peer review (Alade, 2007). An institution undertaking school assessment involves its whole staff in a process of goalsetting regarding students learning and sets in motion a continuous cycle of internal self review and external peer review that moves the school closer to its goals and would lead to school improvement.

School improvement as a distinct approach to educational change aims at enhancing students' outcome as well as strengthening the school's capacity for managing change. Freddy (2008) defined school improvement as, an effort to determine and provide, from within and without, conditions under which the adults and youngsters who inhabit schools will promote and sustain learning among them. According to these definitions, the purpose of school improvement is to impact ostensibly on the relationship between the teaching and learning process and the conditions that support it. The following yardsticks according to Freddy (2008) indicate school improvement: (1) School engagement that focus on engaging students in the learning process (these include performance management systems, continuous improvement and curriculum alignment). (2) Instructional quality that focuses on the processes the school uses to improve the quality of instruction provided to students. (3) Learning opportunities that include direction, focus and opportunity for learning. Further, the change which should take place as a result of the school improvement effort should not merely reflect an implementation of policies, but rather, improvements or adaptations of practice like total quality management which transform the learning process to achieve the maximum impact on students, teachers and schools (Freddy, 2008).

The school principal is the principal officer in charge of the daily management of secondary school in Delta State. This is because secondary schools can only be productive if there is effective and efficient management of human and material resources in the system by the principals. Some of the duties of the principal includes, ensuring that the multi-faceted problems facing the secondary school system do not hinder the efficient service delivery towards producing quality education in this



country; ensuring that funds entrusted on them is properly utilized; ensuring the provision and maintenance of physical facilities; ensuring that teachers are motivated for their total commitment and ensuring the supervision of instructional materials to ascertain effective teaching and learning. However, this seems not to be the case in Delta State.

It appears that principals in public secondary schools in Delta State seem not to apply self evaluation principles in their management. Despite the institutionalization of quality standard in the school system in Nigeria, secondary schools in Nigeria and Delta State in particular seem to be riddled by management inefficiencies which have resulted in poor quality standard. This is showcased in ineffective management of the learning environment, lack of teamwork, poor communication method, poor management and lack of adequate funding. Furthermore, certain demographic factors like gender seem to influence the application of self assessment principles of TQM in secondary schools. According to Ejionueme and Oyoyo (2015), gender refers to the socially determined differences between women and men, such as roles, attitudes, behaviour and values. Oyoyo (2014) opined that gender can influence principals' access to and control over resources and decision-making capacity with regards to school management. These views are however theoretical in nature and have not been empirically proven to be the determining factor in the application of self assessment principles of total quality management in secondary schools in Delta State. Thus, the study is aimed at eliciting business teachers' ratings of principals' application of self assessment of total quality management in secondary schools in Delta State.

Statement of the Problem

It is obvious that for schools to achieve improved performances, there is need for principals to apply total quality management principles. Literature also corroborates the application of self-assessment principles for achieving school improvement. It however appears that secondary schools in Delta State do not apply self-assessment principles which are essential for school improvement. This seems to be the reason for the poor state of academic standard in some of the public secondary schools in the State.

Moreover, looking at the dilapidated nature of the physical facilities in some of the secondary schools in the State, one gets worried as to the level of comfort of the students and staff in both the classroom setting and the entire environment. Some of



the school buildings are moribund in terms of outlook, with broken floors, windows and leaking roofs. Most teachers in the State also appear to show little or no commitment in terms of carrying out assigned tasks. Some of them are seen selling and marketing their private goods within the school. There are also cases of lateness to school cheating, bullying and failure to do assignments, damage of school facilities and untidy dressing habits among the students. These situation calls for concern because one is inclined to say that if principals apply self- assessment principles it would have helped improve these situations. This study therefore investigated business teachers rating of principals' application of self-assessment principles for school improvement in secondary schools in Delta State.

Research Question

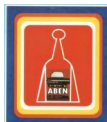
To what extent do principals apply self-assessment principle for secondary school improvement in Delta State?

Hypothesis

There is no significant difference in the mean ratings of male and female business teachers in secondary school on the extent principals apply self-assessment principle for school improvement in Delta State.

Methodology

The study was a descriptive survey. The population of the study comprised 320 business teachers teaching in government owned secondary schools in Delta State. Through stratified sampling technique 50% of the population was sampled. This made up a sample of 160 business teachers that was used for the study. A validated structured questionnaire was used for data collection. The questionnaire was structured on a five point response categories of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE). To establish the reliability of the instrument, it was administered on 10 business teachers in Awka Metropolis, Delta State who were not included in the population of the study. The Cronbach Alpha reliability method on the obtained data yielded a score of 0.88 for internal consistency which was deemed high for the study. Out of the 160 questionnaires distributed, 143 was returned amounting to 90% return rate. The data collected from the respondents were analyzed using descriptive mean, standard deviation and t-test. The mean value was used to answer the research question while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The null hypothesis was tested with t-test at 0.05 level of significance.



Results

Research Question

To what extent do principals apply self assessment principle for secondary school improvement in Delta State?

Table 1: Respondents mean ratings on the extent of principals' application of school self assessment principle for secondary school improvement in Delta State

S/No	Items on School Self Assessment Principle for School Improvement in Your School:	Male Teachers N=52			Female Teachers N=91		
		Mean	SD	Remarks	Mean	SD	Remarks
1.	Ensuring that the periods for school self assessment are known by teachers and students for school improvement	2.45	0.62	Low Extent	2.00	0.71	Low Extent
2.	Involving students in the teachers assessment for school improvement	1.50	0.51	Low Extent	2.11	0.70	Low Extent
3.	Involving parents in the school assessment process for school improvement	1.98	0.54	Low Extent	2.34	0.65	Low Extent
4.	Making available resources for carrying out school assessment for school improvement	2.78	0.67	Moderate Extent	2.22	0.69	Low Extent
5.	Making staff aware of the criteria's for assessment for school improvement	2.15	0.55	Low Extent	2.42	0.72	Low Extent
6.	Providing information on the tools to be used for assessment for school improvement	2.22	0.58	Low Extent	2.25	0.74	Low Extent
7.	Ensuring that assessment covers issues regarding teaching and learning in the school for school improvement	2.57	0.67	Moderate Extent	2.44	0.76	Low Extent
8.	Ensuring that audits are done on the school finances for school improvement	2.64	0.71	Moderate Extent	2.36	0.67	Low Extent
9.	Ensuring that the school properties are audited for school improvement	2.21	0.52	Low Extent	2.34	0.69	Low Extent
10.	Providing feedback after assessment for school improvement	2.50	0.64	Moderate Extent	2.38	0.72	Low Extent
Cluster Total		23	6		22.9	7.1	
Cluster Mean		2.30	0.60	Low Extent	2.29	0.71	Low Extent

Data in Table 1 reveals that the male business teachers rated four items (items 62, 65, 66 and 68) on the extent of application of school self assessment principles for secondary school improvement to a moderate extent with mean rating ranging between 2.50 to 2.78 and standard deviations ranging between 0.64 to 0.71. However, they rated 6 items (items 59, 60, 61, 63, 64 and 67) to a low extent with mean ratings ranging from 1.50 to 2.45 and standard deviations ranging between 0.51 to 0.62 the female business teachers rated all items (59 to 68) to a low extent with



mean ratings ranging between 2.00 to 2.44 and standard deviations ranging from 0.65 to 0.76. The cluster mean of 2.30 for male business teachers and 2.29 for female business teachers indicates that principals in public secondary schools in Delta state apply school self assessment principle for school improvement to a low extent. The standard deviation shows that the responses of male business teachers and female business teachers rating for each item is slim, suggesting that their responses still clustered, though there is difference in the cluster scores of 0.60 and 0.71 respectively.

Hypothesis

There is no significant difference in the mean ratings of principals and teachers in secondary school on the extent principals apply school self assessment principle for school improvement in Delta State.

Table 2: *t-test Analysis of the mean ratings of male and female business teachers in secondary schools on the extent principals' apply school self assessment principle for school improvement in Delta State*

Status	N	\bar{X}	SD	df	Cal. t	t-value	Decision
Principals	52	2.30	0.60	141	0.11	1.96	NS
Teachers	91	2.29	0.71				
Total	143						

Result in Table 14 show that male business teachers (52 in number) had a mean rating of 2.30 and standard deviation of 0.60, while the female business teachers (91 in number) had a mean rating of 2.29 and standard deviation of 0.71. These yielded a calculated t-value of 0.11 at 141 degree of freedom. Since the calculated t-value of 0.11 is less than the critical t-value of 1.96, the null hypothesis is accepted. Hence, there is no significant difference in the mean ratings of male and female business teachers of secondary school on the extent principals apply school self assessment principle for school improvement in Delta State.

Discussion

The findings on the research question indicated that public secondary school principals in Delta State apply school self assessment principle to a low extent. This finding may have resulted because of lack of principals awareness on the need for school self assessment. In most cases, school assessment is done by supervising agencies like the State Ministry of Education, so some principals do not understand



the need for self assessment. This finding is in agreement with Adediwura (2012) *who reported that more than half of the sampled teachers were not adequately prepare to conduct school based assessment. Adediwura also discovered that more than fifty percent of the teachers have a negative perception of the effect of school based assessment on their teaching practices and on students' learning. Ogunnaike, Sholarin and Ezeugwa (2014) opined that school self-assessment is a means of recognizing the quality of provisions made by a school and from this early identification, formulating actions to improve provision and outcomes. Adebule and Adebule (2014) also noted that the effectiveness of a school self-review process will be determined by the process it adopts, to gauge the quality of its provision.*

Furthermore, findings of the study revealed that male and female business teachers did not significantly differ in their mean ratings on the extent of principals application of school self assessment principle for school improvement. As a result of this, it becomes imperative that principals of public secondary schools are educated on the need to adequately apply school self assessment principle in order to meet school goals.

Conclusion

Based on the findings of the study, the researchers conclude that public secondary school principals in Delta State apply school self assessment principle to a low extent. It therefore becomes imperative that adequate measures are put in place to improve the application of self assessment principles for school improvement in Delta State.

Recommendations

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

1. Government should also provide funding for secondary school principals so as to enable them organize seminars, workshops and interactive session to expose teachers on the importance of school self assessment.
2. The State Ministry of Education should map out school self assessment schedules for all secondary schools in the State. This will improve the quality of teaching and learning in the schools.
3. The Ministry of education should organize in-service training programmes that will educate principals on the current trends in self assessment practices for secondary schools.



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