Secondary School Teachers' Perception of Goal Attainment and Measures of Quality Control in Lahore District

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Abstract: *The present research aimed to study quality control techniques used by secondary school teachers in district Lahore to improve educational outcomes. The link between quality control measures, secondary school teachers' performance, and target accomplishment was examined in particular. The study's sample was selected by convenient sampling technique and included 418 secondary school instructors from 200 secondary schools. Questionnaire QCMSSGA was adapted to collect data on quality control measures and secondary school goal achievement (QCMSSGA). It was found that the instrument has a coefficient of reliability ranging from 0.75 to 0.81. Analysis including frequency distribution and Pearson product-moment correlation. Secondary school pupils who received high-quality supervision and teacher evaluations were more likely to meet their objectives. Due to the reasons mentioned earlier, secondary school instructors were instructed to conduct more frequent, routine instructional monitoring and pay greater attention to teacher performance evaluations.*

Key Words: Perception, Quality, Control, Secondary School Teachers, Goal Attainment

Introduction

Quality Assurance (QA) is essential to achieve high-standard outputs that meet current social expectations and standards of education. Education refers to the efficient administration, monitoring, evaluation, and review of resource inputs and transformation processes. According to Robinson (1994), QA refers to the steps performed by an organization to confirm that the artefact or service fulfils defined quality requirements. Establishing attainable standards for a process, planning work to meet educational objectives in educational institutions, documenting the essential procedures and then communicating it to the other parties involved, and monitoring and evaluating standard achievement are all part of its goals in anticipating and eliminating errors or omissions.

Quality Assurance (QA) is based on Venkaiah's (1995) philosophy, which states that all parts of an institution's operations should be addressed equally. Quality assurance (QA) is a term used by Harvey (1999) to define the process of guaranteeing actual resource input, control, process refinement, and raising output standards in order to accomplish set objectives and satisfy public responsibility. Teaching and learning must be administered and monitored so that they may be promoted as having "great value" to produce

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quality pupils. In Raouf's (2008) definition of education, quality assurance is the process of ensuring that an educational institution's operations are continually improved to meet the requirements and expectations of its students (society). This strategy is based on the belief that every aspect of a service or activity may be improved. Deming's continuous improvement cycle, often based on a Plan-Do-Check-Act cycle, established this (PDCA). Resources, instructional methods, and outputs may be periodically monitored by identifying the important factors that require improvement and devising solutions to solve these issues—following through on the strategy, analyzing results to verify that they are in line with the original objectives, and taking action throughout the whole plan's scope by gathering further input and conducting reviews with people engaged in the process (Deming,1986; Stahl, 1998; Temponi, 2005).

All teachers and students in secondary schools are subjected to various quality assurance measures to ensure that educational objectives are met while also ensuring that the best practices in resource allocation, utilization, and curriculum management are being used to educate individuals who achieve their educational goals or academic objectives.

Quality of education, and not just any kind of education, is essential to its advancement for the nation's young people. Adolescents have enormous potential for economic, political, and technical progress, and developing countries, in particular, should make use of this. Several studies have shown that secondary education positively impacts scarcity (poverty) reduction, access to excellent health care, equality, and social cohesion (Kadir, Tijani, & Marafa, 2020). Secondary education is defined by the Federal Government (2013) as a kind of post-primary education that prepares young people for jobs and education of higher level. At these levels of education, students are equipped with the knowledge and talents needed to participate in civic life and achieve economic success (World Bank Group, 2017).

Good instructional leadership and the execution of appropriate quality control measures by school administrators are heavily contingent on attaining these ambitious secondary education goals and objectives (Blasé & Blasé 1999). This is due to the fact that the principal is crucial in fulfilling the aims and objectives of the secondary

school. Secondary education goal attainment refers to the efficient inculcation of the required knowledge, skills, and attitudes for both social and academic success. A secondary school's purpose is to produce students who can contribute positively to society's development while also holding the intellectual capacity to continue their studies at post-secondary institutions. Many adolescents in developing countries do not pursue further education beyond secondary school, making secondary education goals even more crucial. To put it another way, this level of learning lies at the heart of society's overall development. Consequently, a country's failure to achieve its goals has a devastating impact on both the country and the world.

In spite of the fact that key players in Pakistan's secondary education system seem to recognize this level's importance, fulfilling its aims and objectives remains a dream, notably in Lahore. Due to the lack of basic reading, writing, and communication abilities. In the Lahore area, many secondary school pupils cannot significantly contribute to the country's economic progress since they are unable to get entrance to higher educational institutions (Akeke, Mbon & Osim, 2015). This might be attributed to a lack of quality control activities among secondary school instructors. Teachers in secondary schools may be to blame for not following quality control measures to the letter. Some SST members feel that the local education authority is primarily responsible for ensuring the quality of education in their area. This is due to the fact that SSTs seem to have poor knowledge of their role in aiding school goals.

Principals' roles in national and global goals are becoming more important, according to Umeh (2018), with a significant emphasis on school-based instructional activities. Due to SST's responsibility to ensure that schools provide high-quality education, this is why, according to Arikewuyo, (2009), the school principal is the school's main executive officer and is responsible for all school-related operations. " As a result, the effectiveness or accomplishment of secondary education goals depends on the performance of the school administrators in charge of the school's operations. Consequently, administrators have been shown to be a major impediment to secondary school pupils achieving their educational objectives (Akomolafe, 2012). Good leaders work relentlessly to improve performance

by focusing on the quality of training, according to academics at the University of Washington in 2017. High-quality standards are defined and promoted by these individuals, and they work to prevent teacher dispersion and fragmentation by staying in close touch with classes and instructors. Effective principals also encourage their staff to further their education. Stringent quality control measures accomplish this.

The degree to which an event complies with a set norm is quality (Mbon, Omorobi, Owan, Ekpenyong, 2019). An organization's performance may be improved by creating a strong quality culture, which is the goal of quality control. Establishing values and beliefs instils an understanding of each individual's fundamental goal of excellence. Qualitative control is an approach or set of methods used to verify if an item meets predefined quality standards and is satisfactory to a client/customer. Many strategies are used in secondary schools to ensure academic standards are maintained, and learning environments are enhanced, such as effective instructional monitoring, teacher evaluation, and the development of long-term school visions. For school administrators, Adeyinka (2010) suggests incorporating and developing self-regulating, effective control mechanisms and metrics within the system they administer. According to Adenaike & Olaniyi (2010), secondary education's key quality control measures include monitoring and inspection.

According to these experts, quality control processes may be carried out internally and outside. If the principals, division heads, and vice-principals do it, it is an external quality control measure. External monitoring and inspection are carried out by members of the Local Government Authority who have been appointed as such by the zonal office of education.

Obudu Local Government Area, secondary school administrators use instructional monitoring and frequent teacher evaluation as key quality control measures. Secondary education's goals cannot be achieved without these quality-control methods, which directly impact the teaching and learning processes that determine the quality of school leavers. Instructional supervision is widely acknowledged as an essential quality control instrument that aids in developing high-quality secondary school students. "Instructional guidance" refers to measures that help schools flourish by increasing teachers' abilities by purposeful, intentional, and intelligent directing. Enhancing the teaching-learning process through a network of cooperative activities and democratic relationships between those involved in teaching and learning is defined as an essential component of educational management. It is seen as a critical activity for achieving an effective educational system (Oyewole and Ehinola, 2014).

Teachers and students work together to develop and carry out a set of planned activities that give progress to teaching and learning and, therefore, the quality of students (Aguba, 2009; Archibong, 2013; Shahzad & Lodhi, 2023; Siddique et al., 2021). An instructional supervisor's role is to help teachers maintain and develop their classroom performance while assuring the quality of educational institutions. Because of this, stakeholders in elementary schools must pay particular attention to instructional monitoring. Teachers are a crucial part of educational delivery, and the quality of their training and supervision has a significant impact on the quality of teaching and learning (education), as Lockheed and Verspoor (1991) recognized.

Another essential QC strategy in secondary schools is the practical evaluation of teacher performance. As defined by Chukwubikem (2013), teacher performance assessment is the process of assessing a teacher's effectiveness in light of the circumstances of their workplace and the school system as a whole. This is essential because Lahore's public secondary education institutions face the greatest challenge of all: increasing the efficacy of teachers and instructors. SST self-evaluation is generally known to be crucial to developing educational systems. An effective teaching assessment helps teachers improve their instruction, improve student learning and raise education's ultimate goals. Teacher evaluations often have two purposes: to determine an instructor's level of competence and to aid in that teacher's growth. By providing teachers with the opportunity to improve their careers and take on new responsibilities based on their performance ratings, schools may better understand individual skills, performance, and motivation. As a result, the school's overall goals may be better achieved by showing that the teachers are ready to put the school's curriculum into practice. Consequently, this study examined

SST's quality control procedures and the district's progress toward its objectives.

It was no mystery that the public is concerned about secondary education's apparent inability to produce high-quality school pupils who can contribute somewhat to national advancement. More disturbing is the reality that most kids graduate from high school without learning the essential abilities needed to thrive in college, including functional reading, mathematics, and efficient communication. Consequently, many kids drop out of school and fail to make a substantial contribution to society. To the detriment of society and their immediate surroundings, they have become a burden. Hooliganism, gangsterism, kidnapping, and other kinds of societal malaise have emerged due to this discontent.

Suppose administrators fail to apply suitable quality control measures to ensure teachers' success in teaching and acquire the correct kinds of information, skills, values, and attitudes and the attainment of secondary education's objectives. In that case, this might be the outcome QC approaches such as instructional monitoring and instructor performance assessment may help to improve this situation.

Consequently, this research examined secondary school teachers' quality control mechanisms and goal achievement in District Lahore Public Sector secondary schools. The principal purpose of this research was to discover whether quality control measures employed by secondary school instructors in the Lahore area had any impact on students' ability to meet their educational objectives. The researcher framed the following objective of the study:

- To explore the supervisory role performed by secondary school teachers while teaching.
- The relationship between secondary school teachers' role and goal attainment in secondary school.
- The relationship between secondary school teacher instructional supervision and achievement of goals to ensure quality.

Research Methodology

A group of elements from which subjects are selected on specific technique is called population

(Munir et al., 2021; Saeed et al., 2021; Sajjad et al., 2022; Siddique, 2020; Siddique et al., 2022; Siddique et al., 2021; Siddique, Hassan, et al., 2023; Siddique, Siddique, et al., 2023). No of the subjects selected from the population is called sample of the study and data is always collected from the subjects (Akhter et al., 2021; Akhter et al., 2021; Ali et al., 2021; Azeem et al., 2021; Faiz et al., 2021; Jabeen et al., 2022; Kanwal et al., 2022; Lakhan et al., 2020; Mah Jabeen et al., 2021). The research was conducted via the use of a survey. Because the study's goal was to gather, analyze, and characterize the features of existing phenomena, this method was selected. During the 2020/21 academic year, all 418 secondary school teachers in Lahore were included in the research. Random sampling was used to choose the responder for the survey. The Quality Control Measures and Secondary School Goal Attainment Questionnaire was adapted to gather data, and it was a well-designed five-point Likert-type questionnaire (QCMSSGAQ). The first section collected respondents' demographics, and twenty-five (25) questions were included in the second section. For each sub-variable, ten (10) items were used to conduct the analysis. SA: 5 points, 4 points for agreeing, 3 points for neutral, 2 points for disagreeing, and 1 point for severely disagreeing were allocated to the answer choice (SD). In order to establish the instrument's dependability, Cronbach alpha was utilized, with variables ranging from .85 to 92 yielding coefficients. In order to make sense of the collected information, SPSS version 20 was employed. The data were analyzed using means, frequency distribution tables and Pearson product-moment correlations.

The null hypothesis was rejected because the p-value of .001 is less than the .05 threshold of significance at 416 degrees of freedom; the alternative hypothesis was retained. This shows that secondary school instructors significantly impact students' ability to achieve their educational objectives in high school. Despite the p-value of .710, which is higher than the .05 thresholds at 138 degrees of freedom in Table 4, the null hypothesis that "there is no significant association between secondary school teacher assessment and attainment of objectives" has been accepted as true.

Data Analysis

Table 1

Frequency distribution of items to explore supervisory roles performed by the secondary school teachers while teaching.

| S.No | Supervision Quality Indicators | Frequency of Responses | | | | | | | | | |
| | | HighlyAgree (5) | | Agree (4) | | FairlyAgree(3) | | Disagree(2) | | Highly Disagree(1) | |
		f	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	The principal/vice-principal/heads of department check and ensureadequate preparation of lesson notes by teachers on a weekly basis	109	26	221	53	37	9	25	6	24	6
2	The principal/Vice-Principal checks andensures adequacy of the scheme of workand records of work on a weekly basis	98	24	232	56	38	9	34	8	14	3
3	The principal monitors and ensuresteachers' attendance during lessons onadaily basis	167	40	200	48	20	5	16	4	13	3
4	The principal monitors students' c l a s s attendance on a daily basis	165	40	196	47	20	5	14	3	21	5
5	The principal/Vice-Principal visits the classroom to evaluate the teaching-learning process and checks students 'written work daily	92	22	223	54	41	10	41	10	19	5
6	The school has adequate instructionalmaterials and textbooks to improvethe teaching-learning process	103	25	228	55	42	10	29	7	15	3
7	The school has adequate instructional materials and textbooks to improve theteaching-learning process	58	14	170	41	72	17	85	20	31	7
8	The principal provides regular and constructive feedback to teachers after classroom monitoring and evaluation oflessons	100	24	232	56	34	8	29	7	22	5
9	The principal provides feedback on students 'academic performance and reviews same with teachers and other stakeholders on a termly basis	96	23	245	59	41	10	18	4	18	4

The results show that 79% of participants agreed that "the principal/vice-principal/heads of department check and ensure adequate preparation of lesson notes by teachers on a weekly basis." Similarly, 80% of participants agreed that "the principal/Vice-Principal checks andensures adequacy of the scheme of workand record of work on a weekly basis," and 88% of participants agreed that "the principal monitors and ensuresteachers attendance during lessons on a daily basis". On the same pattern, 87% of participants agreed that "the principal monitors students 'class attendance on a daily basis" and 76% of participants agreed that "the principal/Vice Principal visits the classroom to evaluate the teaching-learning process and checks students' written work on a daily basis". There were 80% of participants who agreed that "the

school has adequate instructional materials and textbooks to improve the teaching-learning process" and 55% of participants agreed that "the school has adequate instructional materials and textbooks to improve the teaching-learning process". Similarly, 80% agreed that "the principal provides regular and constructive

feedback to teachers after classroom monitoring and evaluation of lessons" and 84% of participants agreed that "the principal provides feedback on students' academic performance and reviews same with teachers and other stakeholders on the termly basis".

Table 2

Pearson correlation between secondary school teachers' role and goal attainment in secondary school.

	Secondary school teacher's role	Attainment of goal	*P*
Secondary school teacher's role	1	.082**	0.001
Attainment of goal		1	

*p=0.05**

The Person's r was applied to the data for correlation investigation between the independent and dependent variables. The results show a positive but weak correlation between the teachers' role and goal attainment as r = .082

with *p*=.001 (*p*<.005). Therefore, Ho: "There is no significant relationship between the secondary school teachers' role and goal attainment" has been rejected.

Table 3

Correlation between Secondary school teachers' instructional supervision and goal attainment

	Secondary school teacher performance	Attainment of goal	*p*
Secondary school teachers' instructional supervision	1	.004**	0.005
Attainment of goal		1	

*p= 0.05**

The Person's r was applied to the data for correlation investigation between the independent as well as the dependent variable. The results show no correlation between the teachers' instructional supervision and the goal attainment as r = .004 with *p*=.005 (*p*=.005). Therefore, Ho: "There is no significant relationship between the secondary school teachers' instructional supervision and goal attainment" has failed to be rejected.

Discussion of Findings

To better understand secondary school teachers' supervision responsibilities during instruction, the frequency of each item utilized in the questionnaire is shown in Table 1. The t value of male and female secondary school students was found to be 30.07 and 32.25, respectively, in

Table 2. In public schools in Lahore, Pakistan, female secondary school instructors faced increasing quality control procedures. p= 0.002 that there is no significant difference between the mean score value of male and female secondary school teachers in terms of quality control and target accomplishment. p= 0.005 that the significance value was rejected. Statistically significant correlations between secondary school instructors and goal achievement may be seen in Table 3. Students and teachers benefit from educational supervision/SST because it helps teachers employ instructional practices that increase the quality of the teaching and learning process. It's not enough to bring out a teacher's defects or instructional weaknesses; expert advice on enhancing instructional delivery quality is also necessary, motivating students to meet their secondary school goals.

According to Soyewole & Ehinola (2014), instructional supervision is a spectrum of actions targeted at improving schools by boosting instructors' skills via thorough, deliberate, and intelligent assistance. Rather than contradicting their conclusions, however, this study's findings do. To attain educational management objectives, educational management should focus on teaching-learning development via a network of cooperative and democratic activities. Furthermore, Al-Hussein (2004) discovered that academic supervision significantly impacted secondary-level social science instructors in Riyadh city. Teachers and social problems supervisors have different ideas about what the job entails. According to some fascinating results, Saudi Arabian secondary school instructors play an essential role in enhancing the instructional efficacy of social studies teachers and administrators. As a result, better-performing teachers help students attain their educational goals more effectively. Research shows that successful teaching and instructional leadership is a combination of actions designed to enhance schools through increasing teachers' skills. To put it another way, it is the process of creating a web of collaborative activities and democratic connections between educators and students.

Secondly, the study found a substantial correlation between secondary school teacher performance and achievement of goals. It's not hard to see how these findings came to be, given how widely teacher effectiveness is recognized as a factor in raising educational standards. In order to assist teachers in improving their instruction and, in turn, students' learning, a practical teaching assessment system is essential. There are two reasons for this: measuring competence and encouraging professional growth and

development in teachers. To allow teachers to advance their careers and assume new responsibilities, good teacher evaluations may help schools become more aware of individual potential and performance. If this isn't done, the school's curriculum will fall short of its intended outcomes.

A study by Omoniyi (2014) found that school administrators rated teachers' attitudes toward work, teaching, and administration on a scale of 1 to 10. According to the research, teachers' overall attitude toward work and teaching may improve if school administration often evaluates instructors in delivering curriculum, which needs effective capacity development. Onyali and Akinfolarin (2017) found that efficient teacher evaluation approaches boost secondary school (teacher and student) effectiveness in Oyo State. In addition, it has been shown to increase the quality of instruction and the adherence of teachers to school schedules, and their commitment to teaching.

Teaching-learning improvement may be achieved through a network of cooperative and democratic teaching and learning activities. Increased teacher effectiveness leads to the achievement of educational objectives as a whole. Some interesting findings included that secondary school teachers have an important role in improving the instructional efficacy of social studies teachers and administrators. The study found a substantial correlation between secondary school teacher performance and achievement of goals. In order to assist teachers in improving their instruction, a practical teaching assessment system is essential. This is because evaluations serve two purposes: gauge competency and stimulate professional growth.

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