

**PRINCIPALS' APPLICATION OF QUALITY ASSURANCE STRATEGIES
FOR ENHANCING ADMINISTRATION OF SECONDARY SCHOOLS IN
IDEATO NORTH LOCAL GOVERNMENT AREA OF IMO STATE**

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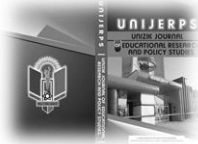
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ABSTRACT

The study was conducted to determine the principals' application of quality assurance strategies for enhancing administration of secondary schools in Ideato North local government area of Imo state. The study was guided by three research questions. The study adopted descriptive survey research design. The population of the study comprised all the 34 public secondary school principals in Ideato North LGA. The entire population was used. The instrument for data collection was the researcher developed questionnaire titled "Principals' Application of Quality Assurance Strategies for Enhancing School Administration Questionnaire (PAQASESAQ). The instrument was validated by three experts and the suggestions of the experts were duly incorporated into the final draft of the instrument for data collection. The reliability of the instrument was ascertained using Cronbach alpha reliability which yield overall coefficient of 0.94 was obtained. The data for the study was collected with the help of three research assistants. The data generated for the study were analyzed using mean and standard deviation for answering the research questions. The results of the study found among others that there was high extent of principals' application of instructional supervision strategies for enhancing administration of secondary schools in Ideato North LGA of Imo state. It also revealed that there was high extent of principals' application of staff professional development strategies for enhancing administration of secondary schools in Ideato North LGA of Imo state. Based on the findings, it was recommended among others that the teachers should be encouraged and sponsored to participate in workshops, seminars and conference for exchange of ideas and update of their knowledge. This swill not only serves as a tool



for staff professional development but will also serve as moral boost and incentives to teachers. Conclusion was drawn.

Introduction

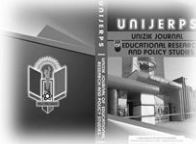
Education is an instrument for developing ones potentials, intellects, skills, attitude and knowledge for useful living and development of the society. To buttress this, Oduma (2013) pointed out that education helps in the positive development of human potentials, the human talent, the human intellect, the human attitude and the human skills. Functional education system is precondition for positive development of human potentials and this is enhanced through quality assurance.

According to Ayeni (2012) quality assurance is the efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce quality outputs (students) that meet standards and expectations of the society. In the view of the concept, Idialu (2013) defined quality assurance as ways of managing the educational sector and ensure that services provided are kept at high standard that will positively affect its products (students). Based on the above definition, quality assurance is defined by the researcher as the as the process of management school resources and

programmes in an efficient way in order to ensure the instruction of students remain standardize at all time.

Quality assurance serves as an indispensable component of quality control strategy in education, it promotes maintenance of high standard of education, helps to determine the quality of teachers' inputs and adequacy of learning environment (Adegbesan, 2011). It also fosters the determination of standard and strategies to be applied in the process of attainment of predetermined standards or goals. Thus, application of quality assurance strategies is essential in improving the standard of education in Ideato North local government area (LGA) of Imo State.

Several authors have identified quality assurance strategies. Adegbesan (2013) identified quality assurance strategies to include: monitoring, evaluation, supervision, inspection and quality control (staff professional development). Similar to this, Oduma (2013) highlighted quality assurance strategies to include: monitoring, instructional supervision, facilities maintenance and inspection, staff quality



control, professionalism and continuous professional development in education by training and certifying practitioners among others. The quality assurance strategies highlighted by the above authors that were adopted in this study include: instructional supervision, staff professional development and facilities maintenance. The justification for the choice of the three strategies was that the items of the instrument covered the excluded areas.

School plants are all the physical facilities in the school which include: playground, buildings, furniture, tools, equipment, apparatus, machinery, farms, information and communication technology facilities among others. School plant maintenance strategies is basically relating to the repair, replacement and general upkeep of physical features as found in school buildings, grounds and safety systems (Nhlapo, 2006). Other school plant maintenance strategies include: developing a comprehensive plan or programme for the purchase of facilities, regular inspection of school facilities, constituting committee for the management of school facilities, innovating school buildings, replacing damaged facilities among others. Facilities maintenance could also be enhanced through supervision.

Supervision is basically concerned with observing and appraising various teachers' activities in order to offer suggestion and professional assistance that could lead to improvement in instructional delivery in the school. Supervision of instruction is aimed at enhancing teaching and learning through proper guidance, planning and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them, the instructional process is improved and well-articulated (Okendu, 2012). Supervisory strategies involve checking teachers' scheme of work and school attendance, monitoring their classroom instructional delivery among others. Deficiency of teachers observed during supervision could be managed through staff professional development strategies.

Staff professional development strategies range from structured activities such as workshop, seminars, training, observation and assessment and discussion among others (Desimone, 2009). Similar to this, Abdulrahman (2015) pointed out that staff professional development strategies through seminar, in-service training or workshops offer one of the most promising ways for improving classroom instruction.



Continuing this, Abdulrahaman pointed that it is an attempt to assist the classroom teachers to improve on their teaching strategies, techniques, handle new instructional materials or possess the necessary information and skills that are required for effective lesson delivery. Professional growth programme could help to bridge the gaps in teachers' competencies and reduce the deficiencies in their skills and methodology. Thus, professional development of staff and principals is essential for the acquisition of skills and knowledge for administration of secondary schools.

Peretomode and Peretomode (2008) argue that administration is concerned with performance of executive duties, the carrying out of plans, policies and decision and controlling the efforts of employees in the day-to-day running of an educational organization to achieve set goals. Equally adding to the literature on the concept, Ezeugbor (2014) defined administration as the process of mobilizing all factor resources for the achievement of school goals and objectives. In the context of this study, administration will be seen as managerial duties that are concerned with planning, coordination and controlling the available resources in the

school towards attainment of educational goals and objectives.

Anyaogu (2015) pointed out that there are cases of inadequate and low-quality teachers, poor decayed obsolete learning equipment, poor and infrequent inspection and supervision of schools, poor maintenance of school plant and premises and shortage of school furniture for students and teachers among others. These cases could be attributed to lapses on principals' application of quality assurance strategies in secondary schools in Ideato North LGA. It is against this background that this study was undertaken to ascertain the principals' application of quality assurance strategies for enhancing administration of secondary schools in Ideato North LGA of Imo State.

Statement of the Problem

The tasks of maintaining a functional school system to some extent rest on the shoulder of the principals. The functional school system is enhanced through principals' application of quality assurance strategies such as instructional, supervision, staff professional development and facilities maintenance. However, there seems to be lapses in principals' application of quality assurance strategies. This seems



to be evident in low quality teachers, poor decayed obsolete learning equipment, poor and infrequent inspection and supervision of schools, poor maintenance of school plant and premises and shortage of school furniture for students and teachers seems to persist in secondary schools in Ideato North local government area of Imo state.

This seems to results to low quality of school products in IdeatoNorth LGA of Imo state. To support this, Anyaogu (2015) pointed out that some products of today's secondary education system in Imo state (Imo North LGA inclusive) can neither usefully live in the society or move into higher institution without parents aids or forgery. It is against this background that this study investigated principals' application of quality assurance strategies for enhancing administration of secondary schools in Ideato North Local Government Area of Imo State.

Purpose of the Study

The main purpose of the study is to ascertain the principals' application of quality assurance strategies for enhancing administration of secondary schools in Ideato North Local Government Area of Imo State.

Specifically, this study sought to find out the extent:

1. Principals' application of Instructional supervision strategies for enhancing administration of secondary schools in in Ideato North Local Government Area of Imo State.
2. Principals' application of staff professional development strategies for enhancing administration of secondary schools in Ideato North Local Government Area of Imo State.
3. Principals' application of facilities maintenance strategies for enhancing administration of secondary schools in in Ideato North Local Government Area of Imo State.

Research Questions

The following research questions guided the study

1. What is the extent of principals' application of Instructional supervision strategies for enhancing administration of secondary schools in Ideato North Local Government Area of Imo State?
2. What is the extent of principals' application of staff professional development strategies for enhancing administration of secondary schools



- in Ideato North Local Government Area of Imo State?
3. What is the extent of principals' application of facilities maintenance strategies for enhancing administration of secondary schools in Ideato North Local Government Area of Imo State?

Method

The descriptive survey research design was adopted for the study. The population of the study comprised 34 principals in public secondary schools in Ideato North LGA of Imo state and all were used for the study. The researcher's developed questionnaire titled "Principals' Application of Quality Assurance Strategies for Enhancing School Administration Questionnaire (PAQASESAQ)" was used as the instrument for data collection. The instrument was face and content validated by three experts; two of the experts from Department of Educational Management and Policy and one expert in Measurement and Evaluation in the Department of Educational Foundations are lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka. Cronbach alpha was used to determine the internal consistency of the

instrument. Coefficient values of 0.78, 0.70, and 0.80 were obtained for part I, II and III respectively. These coefficient values were adjudged high enough for the instrument usability. This is in line with Nworgu (2015) who recommended that co-efficient value of 0.60 and above is adequate for any research work. The results of the reliability test are attached as Appendix D on page 63. Copies of the questionnaire were administered directly to the respondents by the researcher and also with the help of three research assistants who are secondary school teachers in Ideato North Local Government Area of Imo State. The distribution and collection of the copies of the questionnaire lasted for four weeks. 32 copies of questionnaire administered were properly filled and successfully retrieved, indicating 94 percent return. At the end of the exercise, copies of the questionnaire that are properly completed and retrieved will be used for data analysis. Mean and standard deviation were used in answering the research questions. In answering the research questions in this study, mean scores that fall between: 4.00-3.50, 3.49-2.50, 2.49-1.50, and 1.49-below were taken to indicate VHE, HE, LE and VLE respectively.



Results

Research Question 1: What is the extent of principals' application of instructional supervision strategies for enhancing administration of secondary schools in Ideato North Local Government Area of Imo State?

Table 1: Mean ratings and standard deviation scores of principals' application of instructional supervision strategies for enhancing administration of schools

S/N	ITEMS	PRINCIPALS (N = 32)		
		Mean	SD	Remark
1	Monitoring teacher's attendance to enhance their regularity in school	2.68	0.11	High Extent
2	Checking teachers lesson notes to ensure that they are updated	2.47	1.16	Low Extent
3	Monitoring teacher's classroom instructional delivery with a view of providing professional guidance in areas of deficiencies	2.57	1.34	High Extent
4	Checking teachers' scheme of work to foster adequate coverage of syllabus	2.53	0.12	High Extent
5	Vetting teachers marking schemes to ensure quality assessment of students	2.41	1.19	Low Extent
6	Checking students notes to ensure that assignments are regularly marked by the teachers	2.59	1.12	High Extent
7	Checking teacher's mode of students continuous assessments to ensure that they are done at the appropriate time	2.55	1.09	High Extent
Mean of Means'		2.54	0.88	High Extent

Table 1 reveal that principals indicated high extent of application of instructional supervision strategies for items 1, 3, 4, 6 and 7. This is shown by their mean ratings of the items that fall within the range 2.50-3.49. However, the mean ratings of principals revealed low extent of principals' application of instructional supervision



strategies for items 2, and 5 as their mean ratings fall within the range 1.50-2.49. The pooled standard deviation scores for principals which stand at 0.88 indicate convergence of their responses and thus their responses are close to the mean scores.

Generally, the mean of means' value of 2.54 which fall within the range 2.50-5.49 indicating high extent of principals' application of instructional supervision strategies for enhancing administration of secondary schools in Ideato North local government area of Imo state.

Research Question 2: What is the extent of principals' application of staff professional development strategies for enhancing administration of secondary schools in Ideato North Local Government Area of Imo State?

Table 2: Mean ratings and standard deviation scores of principals' application of staff professional development strategies for enhancing administration of schools

S/N	ITEMS	PRINCIPALS (N = 32)		
		Mean	SD	Remark
8	Granting study leave to teachers in order to enrich their knowledge	2.57	1.06	High Extent
9	Encouraging teachers to participate in staff discussion forum for enhancing their knowledge in performing instructional roles	2.38	1.11	Low Extent
10	Organizing workshops for teachers to enlighten them on innovative instructional strategies	2.43	1.41	Low Extent
11	Encouraging teachers to attend conferences in order to up-date their skills	2.55	0.10	High Extent
12	Providing opportunities for teachers to participate in seminars in order to improve the knowledge of their respective subjects.	2.42	1.29	Low Extent
13	Organizing symposium for teacher's advancement of knowledge	2.40	1.17	Low Extent
Mean of Means'		2.46	1.02	Low Extent

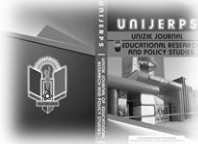


Table 2 reveal that principals indicated high extent of application of staff professional development strategies for items 8 and 11. This is shown by their mean ratings of the items that fall within the range 2.50-3.49. However, the mean ratings of principals revealed low extent of principals' application of staff professional development strategies for items 9, 10, 12 and 13 as their mean ratings fall within the range 1.50-2.49. The pooled standard deviation scores for principals which stand at 1.02 indicate convergence of their responses and thus their responses are close to the mean scores.

Generally, the mean of means' value of 2.46 which fall within the range 2.50-5.49 indicating low extent of principals' application of staff professional development strategies for enhancing administration of secondary schools in Ideato North local government area of Imo state.

Research Question 3: What is the extent of principals' facilities maintenance strategies for enhancing administration of secondary schools in Ideato North Local Government Area of Imo State?

Table 3: Mean ratings and standard deviation scores of principals' application of facilities maintenance strategies for enhancing administration of schools

Table 3 reveal that principals indicated high extent of application of facilities

S/N	ITEMS As a principal, I apply facilities maintenance strategies to:	PRINCIPALS (N = 32)		
		Mean	SD	Remark
14	Ensuring that school environment are kept clean to promote learning	2.54	0.09	High Extent
15	Repairing of broken chairs and tables so that students can comfortably sit down and learn	2.43	1.16	Low Extent
16	Regular servicing of school machines to keep them in functional state	2.45	1.21	Low Extent
17	Ensuring the toilet facilities are tidy to avoid exposing students to infections	2.57	1.18	High Extent
18	Replacing damaged doors and windows to	2.39	0.69	Low Extent



19	safeguard school facilities Renovating classrooms to stimulate learning	2.44	0.45	Low Extent
20	Repairing cracks on the walls to prevent school buildings from collapsing	2.47	1.15	Low Extent
21	Setting up committee to receive all complaints on damages, deterioration, faults and deficiencies in various aspects of school plants	2.51	1.09	High Extent
22	Repairing faulty electric fixtures to improve lighting and ventilation to promote learning	2.42	1.22	Low Extent
23	Replacing leaking roofs to protect students from rain and sun	2.50	1.20	High Extent
Mean of Means'		2.47	0.94	Low Extent

Maintenance strategies for items 14, 21 and 23. This is shown by their mean ratings of the items that fall within the range 2.50-3.49. However, the mean ratings of principals revealed low extent of principals' application of facilities maintenance strategies for items 15, 16, 17, 18, 19, 20 and 22 as their mean ratings fall within the range 1.50-2.49. The pooled standard deviation scores for principals which stand at 0.94 indicate convergence of their responses and thus their responses are close to the mean scores.

Generally, the mean of means' value of 2.47 which fall within the range 2.50-5.49 indicating low extent of principals' application of facilities

maintenance strategies for enhancing administration of secondary schools in Ideato North local government area of Imo state.

Discussion of Findings

Result presented on Table 1 indicated that the extent of principals' application of instructional supervision strategies for enhancing administration of secondary schools in Ideato North local government area of Imo state was high. This finding implies that there was high extent of principals monitoring of teachers' attendance and classroom instructional delivery as well as checking of teachers' scheme of work and students lesson notes to ensure that



assignments are regularly marked by the teachers. This is in line with the findings of Unachukwu and Odumodu (2015) who reported that the level of management support practices for teachers' supportive supervision was low in secondary schools.

Table 2 indicated that there was low extent of principals' application of facilities maintenance strategies for enhancing administration of secondary schools in Ideato North local government area of Imo state. This implies that there was low extent of principals' encouragement of teachers to participate in discussion forum, organizing of workshops and symposium for teachers to enlighten them, providing opportunities for teachers to participate in seminars among others. This is in disagreement with Ayeni (2011) who reported that principals sponsored teachers to attend seminars, workshops and conferences that were organized by the Ministry of Education and Professional association. This disagreement could be attributed to difference in time span and location.

Table 3 revealed that the extent of principals' application of facilities maintenance strategies for enhancing administration of secondary schools in Ideato North local government area of Imo state was low. This finding implies

that the extent of principals' repair of broke chairs and tables, servicing of school machines and replacement of damaged doors and windows among others was low in Ideato North LGA of Imo state. This finding is supported by Asiyai (2012) who found out that the school facilities are generally in a state of disrepair. However, this finding contradicts the earlier finding of Oboegbulem (2007) which revealed that physical facilities and equipment are maintained in secondary schools. This contradiction could be attributed to location difference of both studies.

Conclusion

Based on the findings of this study, it was concluded that there are low principals' application of staff professional development strategies and facilities maintenance strategies to enhance administration of secondary schools in Ideato North LGA. On the other hand, the extent of principals' application of instructional supervision strategies was high.

Educational Implications of the Findings

The findings of this study have implications for secondary school administration. Principals are found wanting in their application of quality



assurance strategies and thus critical challenging issues such as low-quality teachers, poor decayed and obsolete learning equipment among others is bound to persist in the school. For proper and efficient management of secondary schools and improvement on the falling standard of education, the principals need to stand to their feet and make efficient application of quality assurance strategies.

Recommendations

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

1. Principals should regularly check teachers' lesson notes and also vet their making schemes.

2. The teachers should be encouraged and sponsored by Government to participate in workshops, seminars and conference for exchange of ideas and update of their knowledge. This will not only serve as a tool for staff professional development but will also serve as moral boost and incentives to teachers.
3. Government should make available adequate funds for principals to utilize in repairing of broke chairs and tables, servicing of school machines and replacement of damaged doors and windows among others.

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