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ASSESSMENT OF PRINCIPALS' ROLES FOR QUALITY ASSURANCE AT SECONDARY EDUCATION LEVEL IN NSUKKA EDUCATION ZONE

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Abstract

The study assessed the extent principals have given attention to their roles for quality assurance in education. The study was guided by six research questions and six hypotheses. The study was carried out in Nsukka Education Zone of Enugu State. Six hundred and sixty-two (662) raters comprising six hundred and four (604) teachers and fifty-eight (58) principals from the zone constituted the sample for the study. The proportionate stratified random sampling technique was used to select the sample for the study. The instrument used for data collection was a rating scale. The rating scale was the researcher – developed instrument titled "Principals' Roles for Quality Assurance Rating Scale (PRQARS)". The instrument was trial tested using 5 principals and 15 teachers from five secondary schools in Udenu Education Zone. Udenu Education Zone is outside the area of study but contingent to the area of study. To determine the reliability of the instrument, the scores from the 5 principals and 15 teachers in the trial testing of the instrument were used to establish the internal consistency reliability of the instrument using Cronbach Alpha method. This method was considered appropriate because the items in the instrument were non-dichotomously scored. The instruments have an overall reliability estimate of 0.92 which indicates that the instrument was reliable. The data collected from the study was analysed using mean, standard deviation frequency and percentages to answer the research questions. T-test of independent sample was used to test the hypothesis.The results revealed that the extent the principals carried out their roles using the quality assurance standards as the benchmarks was quite encouraging except in guidance services where they carried out the role on an average rate. It was also found out that gender has no significant influence on principals' roles for quality assurance in

education. In line with the findings of the study, the educational implications of the study were highlighted and the recommendations were equally proffered among others that the school principals should be provided with adequate educational facilities and over heads through School Based Management Committee (SBMC), Old Students' Associations, Non-Governmental Organizations (NGOs), Communities, Philanthropists and other Development Partners, to enhance effective delivery of their roles in infrastructural provision and maintenance in secondary schools for quality assurance in education.

Key words: Assessment, Principal's roles, Quality assurance, Secondary Education

Introduction

The leader of any secondary school in Nigeriabe it public or private is generally regarded as the principal**.** Principal is supposed to have a proven (tested and shown to be true) quality and the knowledge to achieve his or her leadership roles. The principals are the custodians and accounting officers of their various schools. Igwe(2009) stated that principals undertake all routine activities to accomplish numerous administrative tasks as leaders towards achieving educational objectives for posterity. Igwepointed out that principals are the uncompromising leaders of their schools as well as administrators in whose hands lie the future of these institutions.

In Nigerian education system, secondary education occupies a strategic position, as it lies between the primary and tertiary levels of education in Nigeria. So, the secondary education absorbs the graduates of primary level and prepares them for the tertiary which is the manpower base of the nation. The Federal Republic of Nigeria (2004) defines secondary education as the education the child receives after primary education before tertiary stage. The broad goals of secondary education, according to the Federal Republic of Nigeria (2004:12) shall be to "prepare the individual for useful living within the society and higher education". To achieve these objectives in secondary schools, quality assurance must be put in place and has to be assessed continually.

The term assessment is commonly used to refer to judgements of students' work (Scriven, 2011). According to Scriven (2011:40), 'assessment' refers to a judgement which can be justified according to specific weighted set goals, yielding either comparative or numerical

ratings.Assessment is the process of analysinginformation from different sources in order to develop a deep understanding of what students achieve as a result of their educational experiences. This process comes in when assessment results are used to improve subsequent learning (Oregon, 2011). Oregon also seesit to involve the use of empirical data on student learning to refine programs and improve student learning.Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development (Palomba and Banta, 2008, Huba and Freed, 2010).

The concern for quality has been a serious issue in education reforms in Nigeria. Ajayi and Adegbesan (2011) see quality as the total of the features of a process, product or service on its performance as perceived by customers of the product or clients of the service. It is not just a feature of a finished product or services but involves a focus on internal processes and outputs and includes the improvement of productivity.

Fadokun (2012) sums the definition of quality assurance in education as a programme of an institution or a whole education system. In such case, quality assurance is all attitudes, objectives, actions and procedures that through their existence and use, and together with quality control activities, ensure that appropriate academic standards are being maintained and enhanced in the education system.

The quality of education being given to the present Nigerian children at the secondary schools is low when compared to other countries of the same standing or even with the past generation (Nwankwo, 2008). Nwankwo maintained that the quality of education offered to and received by the youths is low when compared with the type of education received by the past generation.In the same vein, Igbuzo (2006) asserts that the quality of secondary school education in Nigeria is on the decline as measured from the literacy rate.

In an attempt to bridge this gap, the Enugu State government offered all the public secondary schools a new brand bus to facilitate the principals' curricular activities. The government also ordered the principals to reside in the host community to strenghthen whole school evaluations and stops the principals from all external engagements. This effort by the

government is aimed at ensuring the maintainance of examination ethics (Office of the Education Commissioner, Enugu State, 2013). Since education is designed to prepare the students for a very useful, productive and fulfilling life in society, and this objective is not being met, it stands to reason that the quality of Nigeria education, especially secondary education is questionable. What then can be done to increase quality assurance in secondary school education? This could be done by taking quality assurance standards serious.

School infrastructures are physical resources that facilitate effective teaching and learning. The current emphasis all over the world among educational practitioners is on the learner-friendly school environment with learner-friendly instructional delivery system (Oyebola, 2011). Modern school environment puts emphasis on the provision of facilities as contained in the 'minimum standards for establishing schools' which include: functional classroom blocks; functional examination/assembly hall; functional laboratories/workshops; functional libraries; functional Social amenities (electricity, water and accessible road networks); functional visual and audio-visual aids; functional furniture etc (Akinsolu, 2004).

Learner's achievements are another focus of the quality assurance standards in education. The issue of poor scholastic performance or mass failure of students in tests or examinations has been widely reported by teachers and examination bodies and stake-holders in education.

Even in internal examinations, teachers and school administrators (principals) express their shock on the same issue and also condemn the lack of seriousness observed among students (Abiodun, 2011). Generally, "the learner's achievements for quality standards depend on many factors of which the major three are the learners, the teachers (headed by the principal) and learning environment" (Anusiem, 2009:36).

Teaching and Learning are also aspects of quality assurance standards in education. Okwilagwe (2005) maintained that quality education has come to be linked with such indicators as quality teachers, improved curriculum content and delivery quality environment, teacher-student ratio, parental involvement, increased and improved monitoring and supervision of learning and quality output among others.

Managment and Leadership standards in secondary schools also count in the quality assurance standards in education.

Many countries such as the United Kingdom, Singapore, Hong Kong and many states in the United State of America have introduced deliberate process for recruiting professionals as school leaders (Tarda and Akuh, 2011). Tarda and Akuh maintained that in these countries, aspiring principals undergo professional degrees in Educational Administration (Management or Leadership) after which certification is secured to practice as a school head.

Care, Support and Guidance involve guiding, informing, directing, watching over and assisting individual students in making choices, adjustments and solving problems they encounter in teaching and learning situations. The individual is assisted to understand, accept and use his/her abilities, aptitudes and interests to achieve his/her goals and aspirations (Odemelam&Uwani 2009; Mogbo, 2005; Shertzer& Stone, 1981). Care, Support and Guidance therefore is a process of helping individuals to understand themselves and their world. It is developmental in nature; the individual is assisted to understand, accept and use his/her abilities, aptitudes, interests attitudinal patterns in relation to his/her aspirations. It is an integral part of the education process where students are assisted to understand themselves, their abilities, interests and goals.

Another variable of interest to this study is gender influence. Awareness of gender as a central feature of all aspects of everyday life and society has become more and more widespread. Gender, according to Hannan (2011) refers to the social attributes and opportunities associated with being male and female and the relationships between women and men; girls and boys as well as the relations between women and women and those between men and men. These attributes, opportunities and relationships are socially constructed and are learned through socialization process. Gender looks at the status of women in comparison to that of men. Gender points to the differences between men and women as imposed by society.

To attain all these standards in secondary education, especially now that the current global trend for quality assurance is the whole school evaluation which involves school self evaluation and external evaluation, efficient and effective leadership must characterize the Nigeria secondary schools. To achieve such an efficient and effective leadership, there should be a continual assessment of the school leaders (FME/EQAHN, 2008). Hence, the main

concern of this study is to assess the principals' leadership roles for quality assurance in the secondary schools using education quaity assurance standards in Nigeria as benchmarks.

Statement of Problem

The ultimate goal of secondary education is to develop the individual's mental capacity and character for higher education and useful living within the society. Despite the societal demand for quality assurance in education and the need for thorough effective leadership in schools, there is a growing concern about the realization of secondary education objectives owing to the fact that many principals give little attention to effective management of educational activities in secondary schools. As a result, there has been a steady decline in school infrastructure provisions, learner's achievement, teaching and learning, management and leadership plus care, support and guidance which signifies non-realization of quality assurance in education. However, literature is replete with evidence that quality assurance in education is being affected by lack of principals' commitments to their leadership roles and that gender has effect on these principals' roles. As a matter of fact, Nsukka education zone is not left out in this deplorable situation.

Therefore, these weaknesses in duties by the principals imply that this situation would remain as long as the solution to the problem is not sought for. Hence, the problem of the study, put in question form is: to what extent have the principals' leadership roles met the challenges of quality assurance in education?

Research Questions

The following are the guiding research questions for this study:-

1. To what extent are the principals paying attention to infrastructural maintenance in the schools for quality assurance in education as rated by principals and teachers?
2. To what extent do the principals pay attention to promoting learner's achievements in the schools for quality assurance in education as rated by principals and teachers?
3. To what extent do the principals pay attention to supervision of teaching and learning in the schools for quality assurance in education as rated by principals and teachers?

4. To what extent do the principals carry out their managerial and leadership roles in the schools for quality assurance in education as rated by principals and teachers?
5. To what extentare the principals involved in guidance services in the schools for quality assurance in education as rated by principals and teachers?

Hypothesis

H_{01}: There is no statistically significant difference between the mean ratings of male principals and female principals on their roles in the schools for quality assurance in education.

Methodology

The design of the study is an evaluative design. An evaluation design study according to Ali (2006), involves a study that seeks to provide data for making value judgements about some events, objects, methods, materials etc. The population of the study comprises of two thousand and seventy (2070) principals and teachers in the 58 public secondary schools in Nsukka Education Zone.The sample size for this study was six hundred and sixty two (662) respondents. The proportionate stratified random sampling technique was used in composing the teachers sample size. The proportionate stratified random sampling technique was used in composing the teachers sample size.The instrument for data collection was a rating scale. The rating scale was a researcher – developed instrument titled "Principals' Roles for Quality Assurance Rating Scale (PRQARS)". The direct delivery and retrieval method wasapplied to administer the instrument to the respondents. The researcher employed the services of three trained research assistants. Mean scores and standard deviation was used to answer the research questions. Real limit of 0.05 – 1.49, 1.50 – 2.49, 2.50 – 3.49, and 3.50 – 4.00 was used to interpret the results for research questions as Very Little Extent, Little Extent, Great Extent and Very Great Extent. The t-test analysis was used to test the hypotheses at $P < 0.05$ level of significance.

Results

Research Question one: To what extent are the principals paying attention to infrastructural maintenance in the schools for quality assurance in education as rated by principals and teachers?

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Table 1: Mean and standard deviation of the ratings of principals and teachers on the extent the principals are paying attention to infrastructural maintenance in the schools for quality assurance in education

		PRINCIPALS N= 58			TEACHERS N= 604		
S/N	**Items**	**Mean**	**S.D**	**Decision**	**mean**	**S.D**	**Decision**
1	Always make sure that the school buildings are clean, tidy and in good repair.	3.74	0.55	VGE	3.05	1.00	GE
2	Ensures that the school is guarded by viable security operatives to avoid vandalism.	3.72	0.45	VGE	2.67	1.03	GE
3	Ensures that the school is provided with toilet and washroom facilities.	3.60	0.72	VGE	2.56	0.96	GE
4	Ensures that the toilet and the washrooms are clean and hygienic.	3.59	0.70	VGE	2.57	1.08	GE
5	Ensures that the school is provided with enough classroom blocks, workshops, laboratories and libraries.	3.72	0.45	VGE	2.73	0.95	GE
6	Ensures that the classroom blocks, workshops, laboratories and libraries are always in good repair.	3.72	0.45	VGE	2.71	0.97	GE
7	Ensures that the classrooms provided are of adequate sizes.	3.60	0.56	VGE	2.64	1.06	GE
8	Ensures that the staffs are provided with good and	3.55	0.60	VGE	2.60	1.03	GE

	sizeable offices.						
9	Ensures that the classrooms, workshops, laboratories, libraries and offices are provided with adequate furniture.	3.69	0.47	VGE	2.39	0.98	LE
10	Ensures that good chalkboards and other teaching facilities are provided in each class.	3.47	0.68	GE	2.98	1.15	GE

NOTE: VGE= Very Great Extent, GE= Great Extent, LE= Low Extent, VLE= Very Low Extent.

Table 1 reveals that the principals assessed and rated themselves as paying attention to infrastructural provision and maintenance in the schools to a very great extent except in item 10 where they rated themselves to be carrying out this role only to a great extent. This is because in all the items of the instrument, the principals' mean rating scores are within the range of 3.50-4.00 and 2.50-3.49 (for item 10) which indicates very great extent and great extent respectively. The table also reveals that the teachers assessed and rated the principals to be carrying out this role to a great extent except in item 9 in which they rated the principals to be carrying out the role to a low extent. This is because in all the items of the instrument, the teachers' mean rating scores are within the range of 2.50-3.49 and 1.50-2.49 (for item 9) which indicates great extent and low extent respectively.

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Table 2: The frequency and percentage scores of the infrastructural availability and maintenance in the 29 schools sampled as directly observed by the researcher

S/N	Items	Frequencies and Percentages of schools observed to have the following measures of school infrastructures.									
		0-4		5-9		10-14		15-19		TOTAL	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	The number of building structures seen in the school.	4	13.7	15	51.6	7	24.0	3	10.3	**29**	**100**
2	The number of the building structures seen that still retain their painted view; i.e with no rude/humorous writings and pictures on their walls.	22	75.5	4	13.7	1	3.4	2	6.8	**29**	**100**
3	The number of the building structures seen that are still in their good roofing order.	15	51.6	11	37.8	2	6.9	1	3.4	**29**	**100**
4	The number of buildings seen with their doors, windows and burgulary proof being intact.	23	79.2	4	13.8	1	3.4	1	3.4	**29**	**100**
5	The number of security men available in the school.	29	100	0	0	0	0	0	0	**29**	**100**
6	The number of	16	55.0	13	44.7	0	0	0	0	**29**	**100**

	foot-path entrance and exit found in the school.												
7	The number of functional toilet facilities seen in the school.	29	100	0	0		0	0		0	0	**29**	**100**
8	The number of functional washrooms seen in the school.	29	100	0	0		0	0		0	0	**29**	**100**
9	The number of classroom blocks seen in the school.	15	51.6	14	48.3		0	0		0	0	**29**	**100**
10	The number of functional workshop blocks seen in the school.	29	100	0	0		0	0		0	0	**29**	**100**
11	The number of functional laboratory halls seen in the school.	29	100	0	0		0	0		0	0	**29**	**100**
12	The number of functional library blocks seen in the school.	29	100	0	0		0	0		0	0	**29**	**100**
13	The number of functional building blocks for staff seen in the school.	29	100	0	0		0	0		0	0	**29**	**100**

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Cluster B: Affirmative scaled items

S/N	ITEMS	Frequencies and percentages of schools that the researcher affirmed YES and NO with respect to the following aspects of infrastructure			
		YES		NO	
		Freq.	%	Freq.	%
1	The school is fenced with good gate	12	41.4	17	58.6
2	All the classrooms seen are sizeable enough to accommodate up to 40 students	29	100	0	0
3	All staff members has his/her comfortable office	0	0	29	100
4	All staff are provided with good table and seat	0	0	29	100
5	There are chalkboards in all the classrooms seen (not one made of the classroom walls)	0	0	29	100

A good look at **table 2 (A and B)** above reveals that greater number of schools or percentages of schools have the infrastructural availability and maintenance at a low pace. These direct observation results are contrary to the principals' and teachers' ratings as showcased in table 1

Research Question two: To what extent do the principals pay attention to promoting learner's achievements in the schools for quality assurance in education as rated by principals and teachers?

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Table 3: Mean and standard deviation of the ratings of principals and teachers on the extent the principals pay attention to promoting learner's achievements in the schools for quality assurance in education

		PRINCIPALS N= 58			TEACHERS N= 604		
S/N	**Items**	**mean**	**S.D**	**Decision**	**mean**	**S.D**	**Decision**
11	Encourages the students to embrace all the subjects to ensure consistent achievement across all subjects and grade levels.	3.79	0.41	VGE	2.89	1.05	GE
12	Ensures that the school is doing well in relation to national learning targets.	3.84	0.37	VGE	2.83	0.97	GE
13	Is fully involved in ensuring that the standard of students' achievement for at least past three years is rising.	3.76	0.43	VGE	2.62	0.96	GE
14	Always check the students' exercise books and compare with that of students in similar schools in similar situations.	3.33	0.80	GE	2.15	0.82	LE
15	Ensures that the school hosts its annual inter house competition every session.	3.91	0.28	VGE	3.06	1.10	GE
16	Involves fully in making the students' behaviour to be consistent and acceptable in the classroom.	3.81	0.48	VGE	2.92	0.97	GE

17	Involves fully in making the students to demonstrate proper conduct during recreations/break time.	3.67	0.54	VGE	2.79	0.99	GE
18	Ensures that the students/students and staff/students relationship are positive.	3.69	0.54	VGE	2.63	1.11	GE
19	Ensures that the students attend school regularly and on time.	3.60	0.59	VGE	2.98	1.04	GE
20	Encourages the students to develop national consciousness.	3.57	0.60	VGE	2.71	0.98	GE
21	Encourages the students to develop and promote Nigeria languages.	3.44	0.65	GE	2.87	1.11	GE
22	Involves fully in making sure that at least 50% of the students who sat for the Basic Education Certificate Examination (BECE), WAEC and NECO achieve at least a credit pass in the core subjects.	3.78	0.53	VGE	2.81	0.97	GE
23	Encourages the students to develop talents and opportunities for future roles.	3.78	0.50	VGE	2.78	1.33	GE
24	Always provides avenue for the students to have access to a range of	3.60	0.65	VGE	2.40	0.88	LE

	vocational education.						
25	Ensures that the students are provided with competencies for self-reliance.	3.66	0.55	VGE	2.51	0.90	GE

Table 3 reveals that the principals assessed and rated themselves as paying attention to promoting learner's achievements in the schools to a very great extent except in items 14 and 21 where they rated themselves to be carrying out this role only to a great extent. This is because in all the items of the instrument, the principals' mean rating scores are within the range of 3.50-4.00 and 2.50-3.49 (for items 14 and 21) which indicates very great extent and great extent respectively. The table also reveals that the teachers assessed and rated the principals to be carrying out this role to a great extent except items 14 and 24 in which they rated the principals to be carrying out the roles at a low extent. This is because in all the items of the instrument, the teachers' mean rating scores are within the range of 2.50-3.49 and 1.50-2.49 (for items 14 and 24) which indicates great extent and low extent respectively.

Research Question three: To what extent do the principals pay attention to supervision of teaching and learning in the schools for quality assurance in education as rated by principals and teachers?

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Table 4: Mean and standard deviation of the ratings of principals and teachers on the extent the principals pay attention to supervision of teaching and learning in the schools for quality assurance in education

		PRINCIPALS N= 58			TEACHERS N= 604		
S/N	**Items**	**Mean**	**S.D**	**Decision**	**mean**	**S.D**	**Decision**
26	Ensures that no teacher with highest qualification lower than NCE teaches in the junior classes.	3.57	0.60	VGE	2.64	1.10	GE
27	Ensures that no class has more than 40 students	3.41	0.70	GE	2.32	1.04	LE
28	Ensures that every student receives a minimum of 180 days schooling per year.	3.64	0.55	VGE	2.32	1.11	LE
29	Ensures that students with special needs have an appropriate education.	3.36	0.81	VGE	2.43	1.01	LE
30	Involves in checking the extent the teachers have good subject knowledge and understanding of the subjects they teach.	3.76	0.47	VGE	2.86	1.09	GE
31	Directs the teachers on how to make the teaching a challenge to the students so as to promote high expectations.	3.86	0.35	VGE	2.81	1.03	GE
32	Always checks the extent teachers give home works to the students to extend learning.	3.67	0.47	VGE	2.79	0.97	GE

33	Always supervises the teachers in making sure that assessments are used to inform lesson planning.	3.91	0.28	VGE	2.69	1.01	GE
34	Encourages the teachers to give the students group works so as to engage them in collaborative or team learning.	3.62	0.56	VGE	2.50	0.93	GE
35	Supervises the teachers in making sure they use the national curriculum.	3.63	0.64	VGE	2.53	0.98	GE
36	Ensures that the teachers are supplied with necessary text books and other teaching materials.	3.67	0.47	VGE	2.62	1.07	GE
37	Ensures that the students are supplied with required text books and other learning materials.	3.41	0.73	GE	2.51	1.03	GE

Table 4shows that the principals assessed and rated themselves as paying attention to supervision of teaching and learning in the schools to a very great extent except in items 27 and 37 where they rated themselves to be carrying out this role only to a great extent. This is because in all the items of the instrument, the principals' mean rating scores are within the range of 3.50-4.00 and 2.50-3.49 (for items 27 and 37) which indicates very great extent and great extent respectively. The table also reveals that the teachers assessed and rated the principals to be carrying out this role to a great extent except items 27, 28 and 29 which they rated the principals to be carrying out the roles at a low extent. This is because in all the items of the instrument, the teachers' mean rating scores are within the range of 2.50-3.49 and 1.50-2.49 (for items 27, 28 and 29) which indicates great extent and low extent respectively.

Research Question four: To what extent do the principals carry out their managerial and leadership roles in the schools for quality assurance in education as rated by principals and teachers?

Table 5: Mean and standard deviation of the ratings of principals and teachers on the extent the principals carry out their managerial and leadership roles in the schools for quality assurance in education

		PRINCIPALS N= 58			TEACHERS N= 604		
S/N	Items	Mean	S.D	Decision	mean	S.D	Decision
38	Develops a School Development Plan (SDP) which is based on rigorous self evaluation and spells out the areas for improvement.	3.41	0.77	GE	2.54	0.83	GE
39	Operates with a viable School Based Management Committee (SBMC) which actively supports school improvement.	3.67	0.63	VGE	2.72	0.96	GE
40	Develops a prospectus for the school and makes sure it gets to all staffs and students.	3.55	0.71	VGE	2.59	0.98	GE
41	Involves staffs and students in decision making, setting school goals and reviewing them.	3.69	0.47	VGE	2.71	1.02	GE
42	Ensures that the school use external evaluation recommendations to	3.69	0.63	VGE	2.67	0.88	GE

	improve quality and standards.						
43	Motivates and delegates duties to teachers and students so as to improve performance.	3.86	0.35	VGE	2.76	1.03	GE
44	Uses performance appraisal of staffs to bring about improvements and not to victimize the staffs.	3.57	0.75	VGE	2.44	0.88	LE
45	At the release of any external or internal examination results analyses and uses the performance data for improvements.	3.66	0.58	VGE	2.31	0.98	LE
46	Ensures that adequate statutory and non statutory records are kept in the school.	3.59	0.59	VGE	2.66	1.07	GE
47	Is committed to promoting and protecting the welfare of the staffs to enhance productivity.	3.53	0.63	VGE	2.77	1.04	GE
48	Discharges his/her duties without discriminations and bias.	3.81	0.40	VGE	2.67	1.11	GE
49	Regularly calls for the Parents Association (PA) meetings.	3.67	0.54	VGE	2.82	1.14	GE
50	Always encourage parents to help in the school.	3.64	0.72	VGE	2.76	1.12	GE

Table 5shows that the principals assessed and rated themselves as carrying out their managerial and leadership roles in the schools at a very great extent except in item 38 where they rated themselves to be carrying out this role only to a great extent. This is because in all the items of the instrument, the principals' mean rating scores are within the range of 3.50-4.00 and 2.50-3.49 (for item 38) which indicates very great extent and great extent respectively. The table also reveals that the teachers assessed and rated the principals to be carrying out this role to a great extent except in item 38 which they rated the principals to be carrying out the roles at a low extent. This is because in all the items of the instrument, the teachers' mean rating scores are within the range of 2.50-3.49 and 1.50-2.49 (for item 38) which indicates great extent and low extent respectively.

Research Question five: To what extent are the principals involved in guidance services in the schools for quality assurance in education as rated by principals and teachers?

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Table 6: Mean and standard deviation of the ratings of principals and teachers on the extent the principals are involving in guidance services in the schools for quality assurance in education

S/N	Items	PRINCIPALS N= 58 Mean	S.D	Decision	TEACHERS N= 604 mean	S.D	Decision
51	Ensures that school provides a safe working and learning environment for the students and teachers.	3.67	0.57	VGE	2.80	1.03	GE
52	Ensures that the school has a guidance and counsellor.	3.88	0.33	VGE	2.87	1.04	GE
53	Supervises the counsellor to ensure efficient delivery of guidance and counselling services to the school.	3.60	0.62	VGE	2.59	1.09	GE
54	Ensures that the boarders are given safe and balanced meals.	3.47	0.80	GE	2.06	0.93	LE
55	Encourages the students to live healthy lives.	3.52	0.60	VGE	2.57	1.01	GE
56	Ensures that the school gives proper attention to girls' needs.	3.45	0.75	GE	2.25	0.84	LE
57	Permits and helps children from disadvantaged groups to join fully in school life.	3.43	0.62	GE	2.38	0.92	LE

58	Ensures that the school is provided with potable water supply.	3.38	0.88	GE	2.13	0.85	LE
59	Ensures that the school community is safe and secured.	3.62	0.59	VGE	2.42	0.91	LE
60	Ensures that students with special needs have access to all areas of the school activities.	3.36	0.77	GE	2.57	0.86	GE

Table 6 shows that the principals carry out fifty percent of their guidance role in the schools at a very great extent and the same percent of the role at a great extent as rated by them. This is because in all the items of the instrument, half of the principals' mean rating scores are within the range of 3.50-4.00 (for items 51, 52, 53, 55 and 59) and 2.50-3.49 (for items 54, 56, 57, 58 and 60) which indicates very great extent and great extent respectively. The table also reveals that the principals carry out fifty percent of their guidance role in the schools at only a great extent and the same percent of the role at a low extent as rated by the teachers. This is because in all the items of the instrument, half of the principals' mean rating scores are within the range of 2.50-3.49 (for items 51, 52, 53, 55 and 60) and 1.50-2.49 (items 54, 56, 57, 58 and 59) which indicates great extent and low extent respectively.

Hypothesis

There is no statistically significant difference between the mean ratings of male principals and female principals on their roles in the schools for quality assurance in education.

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Table 7: T-test of independent sample showing the mean ratings of male principals and female principals on their roles in the schools for quality assurance in education

Gender	N	Mean	S.D	T	Df	Sig.(2tailed)	Level of sig.	Decision
Male Principals	49	3.62	0.26	-0.64	56	0.52	0.05	NS
Female principals	9	3.68	0.06					

Table 7 shows that sig. (2-tailed) (0.52) is greater than the level of significant of 0.05. Therefore, the null hypothesis which states that there is no statistically significant difference between the mean ratings of male principals and female principals on their roles in the schools for quality assurance in education was confirmed. Hence, the alternative hypothesis was rejected in favour of the female principals with high mean of 3.68.

Discussion

The findings of the study revealed that the principals are paying good attention to infrastructural maintenance in the schools for quality assurance in education in Nsukka Education Zone as rated by the principals and teachers. The principals pay good attention to promoting learner's achievements in the schools for quality assurance in education in Nsukka Education Zone as rated by the principals and teachers.The principals pay good attention to supervision of teaching and learning in the schools for quality assurance in education in Nsukka Education Zone as rated by principals and teachers.The principals carry out their managerial and leadership roles in the schools for quality assurance in education in Nsukka Education Zone very well as rated by principals and teachers.The principals pay fifty percent good attention to their guidance service roles in the schools for quality assurance in education in Nsukka Education Zone as rated by the principals and teachers.Gender has no influence on the principals' roles for quality assurance in education in Nsukka Education Zone as determined by the mean rating of the male and female principals on their roles for quality assurance in education.

Conclusions

From the result obtained in the study on assessment of principals' roles for quality assurance in education, it was found that the extent principals pay attention to infrastructural provision and maintenance in schools for quality assurance in education was to a great extent.The extent principals pay attention to monitoring the learners for improved academic achievements in the school for quality assurance in education was to a great extent.The extent the principals pay attention to supervision of teaching and learning in the school for quality assurance in education was to a great extent.The extent the principals carry out their managerial and leadership roles in schools for quality assurance in education was to a great extent.The extent the principal are involved in guidance services in the school for quality assurance in education was still on average scale.Gender had no influence on the principals' roles for quality assurance in education.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were made. The school principals should be provided with adequate educational facilities and over heads through School Based Management Committee (SBMC), Old Students' Associations, Non-Governmental Organizations (NGOs), Communities, Philanthropists and other Development Partners, to enhance effective delivery of their roles in infrastructural provision and maintenance in secondary schools for quality assurance in education. The school principals should provide constant and adequate feedback to the teachers on their instructional task performance to ensure periodic review and facilitate further improvement in the teaching-learning process for improved learners' achievements in secondary schools for quality assurance in education. The school authority should provide constant and comprehensive feedback on students'academic performance to parents in order to sensitize and encourage them to provide the required textbooks and other learning materials for their children/wards. School principals should collaborate with relevant stakeholders to promote capacity development of teachers through intensive and regular in-house seminar/workshop to improve knowledge, pedagogical skills and competence of teachers in various subjects, and improvisation of instructional materials to enhance teaching- learning process in secondary

schools for quality assurance in education. Government and professional bodies in the education sector should organize periodic capacity development workshops for educational managers (Principals) on institutional management especially on guidance services for quality assurance in education. All the stakeholders in the education sector should collaborate to organise annual education summit for comprehensive review and assessment of the extent to which the principals have delivered their educational roles in schools using the quality assurance standards in Nigeria education as bench marks.

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