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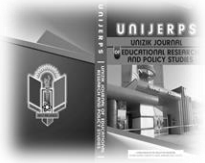
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ASSESSMENT OF INTERNAL QUALITY ASSURANCE PRACTICES OF PRINCIPALS IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The descriptive survey research design was adopted for this study. This study was carried out in Anambra state. There are 21 Local Government Areas in the state. The population for this study is 739 respondents. This is made up of all the 258 principals in the 258 public secondary schools and 481 principals in the 481 private schools in the State. The sample size for this study is 370 respondents. This is made up of 129 principals in public secondary schools and 241 principals in private secondary schools in the state. The instrument for data collection is a structured questionnaire titled "Internal Quality Assurance Practice Questionnaire" (IQAPQ). The instrument was validated by three experts, two in the Department of Educational Management and Policy, and one in the Department of Educational Foundations (Measurement and Evaluation Unit), all in Nnamdi Azikiwe University. The reliability of the instrument was established using Cronbach alpha method. The alpha coefficients of 0.73 and 0.74 were obtained. The researcher administered the instrument directly on the respondents with the help of six research assistants who are teachers in the sampled schools. Data collected for the study were analysed using descriptive statistics of mean and standard deviation to answer the research questions. Based on the data analysis, major findings of the study are as follows: Principals in private secondary schools practice internal quality assurance with regards to quality care, guidance and safety and to effective school leadership to great extent while their public secondary school counterparts practice same to low extent. There is significant difference in the mean ratings of principals in public and private secondary schools on the extent they ensure that students are provided with quality care, guidance and safety as well as on learners learning and achievement.



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Keywords: Assessment; Quality Assurance; Practices; Principals; Public; Private; Secondary Schools

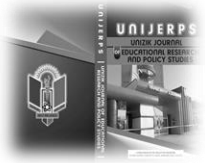
Introduction

The Nigerian educational system seems to witness enormous quantitative growth at the expense of qualitative development (Adeolu, 2012). According to FRN (2013) the essence of instituting quality education standard is to enhance graduate employability which has become a fundamental objective of today's education system.

Quality education, according to Mosha (2017) is measured by the extent to which the training received from an institute enables the recipient to think clearly, independently and analytically to solve relevant societal problems in any given environment. Quality assurance is about consistently meeting product specification or getting things right, first time and every time.

The quality of care, guidance and safety was also assessed in study as a component of the internal quality assurance practices. According to FME (2014), this component is concerned with how well the school ensures learner's care, welfare, health and safety; how well the school ensures that learners work in a healthy, non-violent and safe environment; how well the school ensures that learners have space to articulate their concerns on matters which affect their attendance and learning and how well the school provides supports, advice and guidance for learners, based on the monitoring of their achievements and personal development.

Also, internal quality assurance practice assessed was effective school leadership. According to FME (2014), effective school leadership is concerned with how effectively the school utilizes human and material resources to improve learning outcomes; how effectively the school leadership clearly directs improvement and sets clear priorities; the extent to which the school leadership promotes the well-being of learners through high quality care, education and training. This component is also concerned with how leaders in the school are made accountable for their different roles in


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the school. Leaders in this sense refer to the school principals. These internal quality assurance practices are assessed in Anambra state because of the commitment of the state to education, especially in the provision of secondary education.

Purpose of the Study

The main purpose of this study is to assess the internal quality assurance practices of principals in public and private secondary schools in Anambra State.

Specially, this study assessed extent secondary school principals ensured that:

1. Students are provided with quality care, guidance and safety in public and private secondary schools in Anambra State.
2. School leadership focus effectively on learners' learning in public and private secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent do principals ensure that students are provided with quality care, guidance and safety?
2. To what extent do principals ensure that school leadership focused effectively on learners' learning and achievement?

Hypotheses

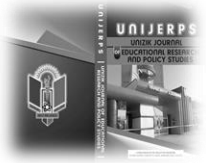
The following hypotheses were tested at 0.05 level of significance:

HO_1: There is no significant difference in the mean ratings of principals in public and private secondary schools on the extent they provided students with quality care, guidance and safety.

HO_2: There is no significant difference in the mean ratings of principals in public and private secondary schools on the extent they ensured that school leadership focused effectively on learners' learning and achievement.

Research Method

The descriptive survey research design was adopted for this study. This study was carried out in Anambra state. Anambra is a state in south-eastern Nigeria. There are 21 Local Government Areas in the state and is divided into six education zones namely Aguata, Awka, Nnewi, Ogidi, Onitsha, and Otuocha education zones. The population for this study is739 respondents. This is made up of all the


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258 principals in the 258 public secondary schools and 481 principals in the 481 private schools in the State. The sample size for this study is 370 respondents. This is made up of 129 principals in public secondary schools and 241 principals in private secondary schools in the state. The instrument for data collection is a structured questionnaire titled "Internal Quality Assurance Practice Questionnaire" (IQAPQ). All the questionnaire items are structured on a four-point rating scale of very great extent – 4 points, great extent – 3 points, low extent – 2 points and very low extent – 1 point. To ascertain the validity, the research questions and hypotheses together with the instrument were given to three experts, two in the Department of Educational Management and Policy, and one in the Department of Educational Foundations (Measurement and Evaluation Unit), all in Nnamdi Azikiwe University. The reliability of the instrument was established using Cronbach alpha method. Copies of the questionnaire for the study were administered 25 principals of schools in Enugu State which were outside the area of study. The internal consistency of the items in the clusters was determined using Cronbach statistics. The alpha coefficients of 0.73 and 0.74 were obtained respectively. The researcher administered the instrument directly on the respondents with the help of six research assistants who are teachers in the sampled schools. Data collected for the study were analysed using descriptive statistics of mean and standard deviation to answer the research questions.

Presentation of Results

Research Question 1: To what extent do principals ensure that students are provided with quality care, guidance and safety?

Table 1: Mean Ratings of Principals on the Extent they ensure that Students are provided with Quality Care, Guidance and Safety in Public and Private Secondary Schools in Anambra State

S/N	Section D:Quality Care, Guidance and Safety As a Principal of my School,	Public Sce. Schs. $\bar{X}$	Sd	Rmks.	Private Sec. Schs. $\bar{X}$	Sd	Rmks.

	I:						
1	Mandate students to move about in the school during break time in orderly manner.	2.53	1.00	GE	2.61	1.03	GE
2	Direct teachers to use class assessment for lesson planning.	2.40	1.02	LE	2.68	1.01	GE
3	Mandate teachers to teach students how to live healthy lives through personal hygiene.	1.42	1.01	VLE	2.51	1.02	GE
4	Ensure that students are taught to keep themselves safe by avoiding harmful substances.	1.38	1.03	VLE	2.70	1.01	GE
5	Mandate security agents in the school to remove any harmful object in the school compound.	2.51	1.01	GE	2.64	1.03	GE
6	Ensure that portable water is available in the school compound by making arrangement for regular water supply.	1.42	1.02	VLE	2.68	1.04	GE
7	Provide school health facilities such as sickbay and first-aid to promote students' health and safety.	1.22	1.00	VLE	2.71	1.01	GE
8	Mandate teachers to keep accurate records of each student to enable the school take decisions on the students based	2.60	1.03	GE	2.70	1.03	GE

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	on the records.						
9	Request parents to monitor their children's academic progress at home based on their achievement in class examinations.	2.50	1.02	GE	2.64	1.02	GE
10	Direct teachers to use feedbacks from previous examinations to check whether a student is progressing or not.	1.34	1.02	VLE	2.81	1.02	GE
11	Direct guidance and counsellors to match students' past academic records with current ones so as to counsel them appropriately.	1.26	1.01	VLE	2.86	1.00	GE
12	Mandate form teachers to give students their examination results each term to enable them check how well they make progress academically.	2.72	1.02	GE	2.55	1.01	GE
	Mean of Means	1.94	1.02	LE	2.67	1.01	GE

Results in Table 1 indicate principals' internal quality assurance practices regarding quality care, guidance and safety. On the whole, public secondary school principals have cluster mean of 1.94 with standard deviation of 1.02. The principals in private secondary school has cluster mean of 2.67 with cluster standard deviation of 1.01. this means that public secondary school principals practices internal quality assurance with regards to quality care, guidance and safety to low extent while those in private

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schools do same to great extent. The range of the standard deviation indicated the closeness of the ratings to their means.

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Research Question2: To what extent do principals ensure that school leadership focused effectively on learners' learning and achievement?

Table 2: Mean Ratings of Principals on the Extent They Ensure that School Leadership Focused Effectively on Learners' Learning and Achievement in Public and Private Secondary Schools in Anambra State

S/N	Section E: Effective School Leadership	Public Sce. Schs.			Private Sec. Schs.		
	As a Principal of my School, I:	$\bar{X}$	Sd	Rmks.	$\bar{X}$	Sd	Rmks.
13	Guide teachers to understand when learners need special attention and to respond to them accordingly.	2.57	1.01	GE	2.60	1.02	GE
14	Ensure students attend school regularly by applying school rules appropriately.	2.74	1.01	GE	2.72	1.01	GE
15	Run open door policy for students to have confidence in the school leadership and behave orderly.	2.53	1.02	GE	2.51	1.02	GE
16	Ensure that teachers use positive methods of classroom discipline through frequent meeting with the teachers.	2.04	1.01	VLE	2.58	1.02	GE

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17	Supervise teachers' lesson notes to ensure they have good knowledge and understanding of the subject matter.	2.50	1.02	GE	2.84	1.03	GE
18	Direct teachers to manage time well to help students progress academically.	2.52	1.03	GE	2.63	1.01	GE
19	Provide written school rules with appropriate sanctions in each class for erring students.	2.56	1.01	GE	2.81	1.03	GE
20	Go round the class regularly to watch students as they carry out class activities in order to ensure quality learning in the class.	1.32	1.01	VLE	2.64	1.02	GE
21	Monitor instructions regularly in order to identify issues for improvement.	2.70	1.02	GE	2.52	1.01	GE
22	Check students' movement in and out of the class during lessons to avoid distraction in	1.36	1.02	VLE	2.52	1.03	GE

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	teaching and learning processes.						
23	Monitor teachers' class attendance by asking students to rate their teachers' punctuality to classes.	1.24	1.01	VLE	2.71	1.02	GE
	Mean of Means	2.19	1.01	LE	2.64	1.02	GE

Results in table 2 show the extent of internal quality assurance practices of the school principals regarding effective school leadership.

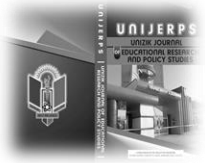
On the whole, the cluster mean of the public secondary school principals is 2.19 indicating low extent while that of the private secondary school principals is 2.19 indicating great extent. Thus, public secondary school principals practice internal assurance with regards to effective school leadership to low extent while those in private secondary schools practice same to great extent.

Hypotheses

HO_1**:** There is no significant difference in the mean ratings of principals in public and private secondary schools on the extent they provided students with quality care, guidance and safety.

Table 3: t-test of Principals on Extent They Provided Students with Quality Care, Guidance and Safety in Public and Private Secondary Schools in Anambra State

Principals	**Sample Size**	$\bar{X}$	**SD.**	**df.**	**t-Cal.**	**t-Crit.**	**Decision**
Pub. Sch.	128	1.94	1.02	366	2.69	±1.9650	Significant (> 0.05)
Pri. Sch.	240	2.67	1.01				



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The result as presented in Table 9 showed that, the t-test calculated is 2.69, while the t-test critical table value is ±1.9650. This value calculated is greater than the critical observed table value which is ±1.9650 and falls within the rejection region. The null hypothesis (H_0) of no significant difference in the mean ratings is thus rejected indicating that there is significant difference in the mean ratings of principals in public and private secondary schools on the extent they ensure that students are provided with quality care, guidance and safety.

HO_2**:** There is no significant difference in the mean ratings of principals in public and private secondary schools on the extent they ensured that school leadership focused effectively on learners' learning and achievement.

Table 4: t-test of Principals on Extent They Ensure that School Leadership Focused Effectively On Learners' Learning And Achievement in Public and Private Secondary Schools in Anambra State

Principals	**Sample Size**	$\bar{X}$	**SD.**	**df.**	**t-Cal.**	**t-Crit.**	**Decision**
Pub. Sch.	128	2.19	1.01				Significant
				366	2.81	±1.9650	(> 0.05)
Pri. Sch.	240	2.64	1.02				

The result as presented in Table 10 showed that, the t-test calculated is 2.81, while the t-test critical table value is ±1.9650. This value calculated is greater than the critical observed table value which is ±1.9650 and falls within the non-acceptable region. The null hypothesis (H_0) of no significant difference in the mean ratings is thus rejected indicating that there is significant difference in the mean ratings of principals in public and private secondary schools on the extent they ensure that school leadership focus effectively on learners learning and achievement.

Summary of Findings

Based on the data analysis, the summary of major findings of the study are as follows:

1. Principals in private secondary schools practice internal quality

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assurance with regards to quality care, guidance and safety to great extent while their public secondary school counterparts practice same to low extent.

2. Principals in private secondary schools practice internal quality assurance with regards to effective school leadership to great extent while in public secondary schools practice same to low extent.
3. There is significant difference in the mean ratings of principals in public and private secondary schools on the extent they ensure that students are provided with quality care, guidance and safety.
4. There is significant difference in the mean ratings of principals in public and private secondary schools on the extent they ensure that school leadership focus effectively on learners learning and achievement.

Discussion

The principal's internal quality assurance practices with respect to quality care, guidance and safety was assessed in this study. Specifically, the study assessed extent the principals in public and private secondary schools ensured that students are provided with quality care, guidance and safety. The findings of the study indicated that principals in private secondary schools practice internal quality assurance with respect to quality care, guidance and safety to great extent but their counterparts in public secondary schools practice same to low extent. The hypothesis indicated that there is significant difference in the mean ratings of public and private secondary school principals on the extent they provide students with quality car, guidance and safety.

The findings by Kiboss and Jemiryott (2014) showed that there was a positive correlation between teachers' academic progress of students and teachers' monitoring, care and guidance. The study by Pontso and Bongani (2016) revealed principals in public and private secondary schools differed in their mean ratings on the extent they engaged on quality care, guidance and safety as well as monitoring the academic progress of students for school improvement.

Specifically, the study assessed the extent principals ensure that school leadership focus effectively on learners' and achievement. The study found that principals in private secondary school

principals, to a great extent, ensure that school leadership focus effectively on learner's learning and achievement. The hypothesis indicated that there is significant difference in the mean ratings of principals in public and private secondary school leadership focus effectively on learner's learning and achievement.

In support of this study, Adebule and Adebule (2014) found that principals in public and private secondary schools differed significantly in their mean ratings on extent they ensured that school leadership focused effectively on learners' needs and achievement. Adebule and Adebule also found that their respondents rated the leadership of their schools very high in terms of school results, sporting activities, discipline, participation in co-curricular activities and physical facilities. Again, Adediwura (2012) found that more than half of the sampled respondents were not adequately involved in the school leadership neither was the school leadership focused effectively on learners' needs and achievement.

Conclusion

The conclusion of this study is that principals in both public and private secondary schools practice internal quality assurance with reference to quality care, guidance and safety to great extent while principals in public secondary schools practice them to low extent.

Recommendations

Based on the findings of the study and the discussion that followed, these recommendations were made:

1. As part of their internal quality assurance practice, principals in public secondary schools should ensure quality care, guidance and safety in their schools through regular monitoring of staff and students in their schools.
2. Principals in public secondary schools practice internal quality assurance with regards to effective school leadership by focusing the school leadership effectively on learners' learning and achievement

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