

**ASSESSMENT OF THE ROLE OF PRINCIPALS IN THE
IMPROVEMENT OF QUALITY ASSURANCE IN PUBLIC
SECONDARY SCHOOLS IN ENUGU STATE**

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Abstract: The study investigated assessment of the role of principals in the improvement of quality assurance in public secondary schools in Enugu State. The purpose of the study was to find a solution to the gap created by gender (male and female principals) and location (Urban and rural) of the public secondary school principals in the discourse under investigation. Three research questions and six null hypotheses were formulated and tested at 0.05 level of significance. The researchers adopted descriptive census survey research design for the study, while the total population of 295 principals was used. A 33-item structured questionnaire named “Assessment of the Role of Principals in Improvement of Quality Assurance Scale (ARPIQAS)” was used for data collection. The instrument was validated by three research experts, two from Educational Management Department and one from the field of Measurement and Evaluation in the Department of Mathematics and Computer Education, all from the Faculty of Education, ESUT. The instrument was subjected to a trial test using 30 computer studies teachers in public secondary schools in Ebonyi State, using Cronbach Alpha reliability estimate. A reliability coefficient of 0.62, 0.69, and 0.66 were obtained for cluster 1-3 respectively, while the overall reliability was 0.78. Mean and Standard Deviation were used to answer the research questions while t-test statistics was used on the six null hypotheses that guided the study. Based on the results, the research concluded that planning role, record keeping role, report writing and supervisory roles are to a great extent needed for effective improvement in the quality assurance in public secondary schools in Enugu State. Gender of the principals differ significantly in mean ratings on the extent planning role, record keeping role, report writing and supervisory roles on the improvement

of quality assurance in public secondary schools in Enugu State. Location of the computer studies teachers do not differ significantly in mean ratings on the extent planning role, record keeping role, report writing and supervisory roles on the improvement of quality assurance in public secondary schools in Enugu State. Based on the findings the researchers recommend among others; periodic supervision, seminars and workshop as well as in-service training for principals on the improvement of quality assurance in public secondary schools in Enugu State.

Introduction

In Nigerian's Philosophy of Education, it is believed that education is an instrument for national development, to this end the formulation of ideas, their integration for national development and the interaction of persons and ideas are all aspects of Education (Federal Republic of Nigeria, 2014). The role of education in the development of an individual and the society at large cannot be over-emphasized. Education equips individuals with the ability that will enable them to explore the world, manipulate it for their survival and establish themselves (Ojim, 2011). Ude (2015), noted that potentials deposited in individuals are exposed through education so that individuals can acquire training and knowledge in a profession and earn a living. Education enables individual cultivate good habits and develop the right attitude to work and life as good citizens especially, the secondary education (Enyi, 2015).

Secondary education does not only occupy an important place in the Nigeria Education System but also serves as a link between the primary and tertiary levels of education; and because of its central position, its programmes have functional roles, such as giving students access to higher education as well as preparing them for work. According to Ibe (2016), secondary education provides avenues for interaction among human beings with divergent needs, interest and motives. Enose (2010), summed it up by noting that educational organizations such as secondary school system exists in a symbiotic relationship with the environment while utilizing both human and material resources for the production of educated, socialized graduates with a principal as the administrative head.

Principal as a leader or head in every secondary school occupies a unique and strategic position in the secondary school administrative structure, since the principal is saddled with the responsibility of leadership and accountability. Bennel (2014), stated that within the secondary school system, the principal stands out as the

Chief Executive of the school. Bennel further noted that the principal is also the school administrator, the instructional leader, the personnel manager for both the staff personnel and the students. The principal assumes all routine jobs to accomplish all administrative task as leaders for achieving school objectives for posterity (Mbipom, 2016). Onyeike and Nwosu (2018), stated that principals are the uncompromising leaders of their school as well as administrators in whose hands lies the future of these institutions. Principals are the most important people in the secondary school setting, as they have the potentials for improving and maintaining equality and quality education. Okoli (2015), noted that success or failure of the secondary school programmes depends on the individual principals' ability and skills to utilize school resources towards achievement of the set goals as they perform their management functions which include; planning, record keeping, and reporting among others.

Planning according to Okoli (2015), has to do with development of strategies for future action to ensure efficient and effective implementation of all educational programmes. Nwangwu (2012), opined that educational planning is the process application of rational systematic analysis to the process of educational development, with the aim of making education more effective and efficient in responding to the needs and goals of its students and society. Educational planning is in fact very crucial for policy, decision and implementation of educational programmes.

Record keeping is one of the most important aspects of the school principals' duties (Okoli, 2015). Record keeping has to do with information about the school; such as students' enrolment, finance, academics, statutory staff, maintenance and general records. These pieces of information are highly dependable, factual and reliable (Ogunsaju, 2014). Oke (2011), explained that the school record is a repository of information for the society. The purpose of record keeping is to save time and cost, improve the efficiency of storing and maintaining records as well as providing adequate and

accurate information about the school. It is therefore very vital for operation of the school.

Report writing is an important role of the school principal. Oke (2011), posited that annually or quarterly, the school principal is expected to present reports on its performance, that of the staff, students and the entire school, such reports can be sent to the Ministry of Education or school board as an account of stewardship. According to Okoli (2015), School principals should not only be highly knowledgeable but must possess report writing skills to be able to prepare readable reports.

Assessment could be said to be a carefully considered opinion or judgment, it involves the process of investigating the status of an individual or group, normally with reference to expected outcome (Nnabuike, 2012). Ezike (2013), noted that to assess is to decide the value of something. It therefore, follows that educational assessment is concerned with decisions on educational issues. Eze (2012), asserted that assessment is the process of getting information, analyzing and drawing conclusions. Odoh (2017), viewed assessment as the use of measurement or grading based on known criteria. In the opinion of Nnabuike (2012), assessment is a procedure for determining the extent to which an attribute is present in an object or individual in numerical or quantitative terms. Assessment is thus an indispensable tool in getting information, analyzing and drawing conclusions on the role of principals in the improvement of quality assurance in secondary schools.

Quality assurance is the systematic management, monitoring and evaluation of performance of school administrators, teachers and students towards attaining educational goals. It also ensures consistent documentation, review and decision towards quality improvement in institutional management, teaching and learning processes for the achievement of set standards in schools. This conception raises the issue of promoting a value system in the institutional management which emphasizes production of quality learners' outcome in the teaching learning processes. Brown (2014), asserted that quality assurance is the ability of the schools to meet certain criteria relating to academic matters, staff-students ratios, staff development, physical facilities, funding and adequate library facilities. Oladipo (2010), on the other hand opined that quality assurance in the educational system refers to the ability of educational institution to meet the expectations of the users of manpower in relation to the quality of skills acquired by their output. Therefore, it is not certain on the extent the male and female secondary school principals meet the

expectations while playing their roles in the secondary schools. Thus, gender of the school principal is a factor of great concern in this study.

Gender is a socially learned behavior and expectation associated with male and female (Azikiwe, 2011). It is described as the biological sex of individuals in terms of being male or female. In Nigeria society, there are differences and inequalities between women and men in responsibilities assigned, activities taken, access to and control over resources as well as possession of leadership qualities (Adigwu, 2014). Oke (2011), observed that there is a significant relationship between the secondary school principals' gender effectiveness in management of discipline finance as well as personnel in the secondary school. Alhourani (2013), argued that gender does not impact on leadership effectiveness of the secondary school principal. Alhourani further asserted that female principals were effective as their male counterpart. The issues of gender has gained much attention with little or no conclusion especially as regards the secondary school principals' effectiveness in their role both in the rural and urban secondary schools, thus this research hope to add the existing knowledge on the assessment of the role of principals in the improvement of quality assurance in public secondary schools with regards to gender as well as location.

Location refers to whether an institution is in the urban or rural area (Austin, 2019). It is the place where a particular point or object exist. Research has revealed that schools in the urban areas are better managed than those in the rural areas with regards to the school principals' efficiency in discharging their duties. Sarah (2015), observed that there is significant difference in the performance of the secondary school principals in promoting learning climate in urban and rural secondary schools. Urban teachers are more prone to truancy and higher absentee tendency than their counterparts in rural areas as a result of school principals' poor leadership role (Anam, 2013). Mulkeen (2015), pointed out that monitoring of teachers is difficult in rural areas because of the reason that school principals often travel to urban offices to make administrative arrangements and thus stay away longer from the school. Uduak and Usang (2015), observed that remote schools are less likely to be visited by external inspectors. Frame in Uduak and Usang (2015), argued that the rural school principals are effective in their roles but are only constrained by poor provisions of educational facilities and fund from the government. As a result of the foregoing, the researcher is motivated empirically to carry out this research on

assessment of the role of principals in the improvement of quality assurance in public secondary schools in Enugu State.

Statement of the Problem

The secondary school principals are the uncompromising leaders of their school as well as administrators in whose hands lies the future of the school. Their role performance to determine the effectiveness of the teachers, students and the curriculum implementation, however, principals abilities and powers as authoritative, specialized and pedagogical leaders of the school have turned into a matter of worry as there is public outcry on how principals direct school activities, thus, indicating poor role performance which affects the quality of the secondary education to an extent.

School effectiveness and the level of students' academic performance have been seen to center mainly on quality assurance. However, it is unfortunate to observe an increasing rate of students' poor academic performance in both internal and external examination which the public secondary schools have recorded in recent times. This makes one to wonder the quality of efforts from the various school principals to improve the quality of secondary education through administrative role.

Furthermore, research has been carried out in other areas as it concerns secondary education. However, no research to the best knowledge of the researchers has been carried out on the assessment of the principals' role in the improvement of quality assurance in public secondary schools in Enugu State. These prevailing conditions motivated the researchers to embark on this study. Thus, the problem of this study put in question form is; To what extent do principals perform their role in the improvement of quality assurance in public secondary schools in Enugu State?.

Purpose of the Study

The purpose of this study is to ascertain the extent to which principals perform their roles in the improvement of quality assurance in public secondary schools in Enugu State; Specifically, the study aims to ascertain the:

1. extent to which principals perform their planning roles in improving quality assurance in public secondary schools in Enugu State.
2. extent to which principals perform their record-keeping roles as to improve of quality assurance in public secondary schools in Enugu State.

3. extent to which principals perform their report writing role in the improvement of quality assurance in public secondary schools in Enugu State.

Research Questions

The following research questions are posed to guide the study;

1. to what extent are the planning roles of the principal performed in the improvement of quality assurance in public secondary schools in Enugu State?
2. to what extent are the record-keeping roles of the principal performed in the improvement of quality assurance in public secondary schools in Enugu State?
3. to what extent are the report writing roles of the principal performed in the improvement of quality assurance in public secondary schools in Enugu State?

Hypotheses

The following null hypotheses were formulated and will be tested at 0.05 level of significance.

1. There is no significant difference in the mean response scores of male and female principals on the extent to which the principals' planning roles are performed in the improvement of quality assurance in public secondary schools in Enugu State.
2. There is no significant difference in the mean response scores of male and female principals on the extent to which the principals' record-keeping role are performed in the improvement of quality assurance in public secondary schools in Enugu State.
3. There is no significant difference in the mean response scores of male and female principals on the extent to which the principals' report writing roles are performed in the improvement of quality assurance in public secondary schools in Enugu State.
4. There is no significant difference in the mean response scores of urban and rural school principals on the extent to which the principals' planning roles are performed in the improvement of quality assurance in public secondary schools in Enugu State.
5. There is no significant difference in the mean response scores of urban and rural school principals on the extent to which the principals' record-keeping roles are performed in the

improvement of quality assurance in public secondary schools in Enugu State.

6. There is no significant difference in the mean response scores of urban and rural school principals on the extent to which the principals' report writing roles are performed in the improvement of quality assurance in public secondary schools in Enugu State.

Method

The study adopted descriptive census survey research design. Descriptive census survey research design is that, in which the researchers does not manipulate the independent variable to determine their effect on the dependent variables, it was deemed suitable for the study which is concerned about finding out and describing the situation the way it is (Idoko, 2011). It was considered appropriate for the study following the description of descriptive census survey by Odi (2019), as the type of survey research design in which the entire population for the study is used. The design specifies how such data is collected and analyzed. The population for the study comprised all the 295 secondary school principals in the public secondary schools in Enugu State which comprise 135 female 160 male principals in the 242 Rural and 53 Urban public secondary schools in Enugu State respectively. This was based on the data obtained from the Post Primary School Management Board Enugu (PPSMB, 2022). The entire population of 295 secondary school principals were used for the study. The population was made up of 160 male and 135 Female principals in the 242 rural and 53 urban public secondary schools in Enugu State. No sampling was done because the population was manageable. A 33-item structured questionnaire named "Assessment of the Role of Principals in Improvement of Quality Assurance Scale (ARPIQAS) developed by the researchers was used for data collection. The instrument had two sections; A and B. Section A contains the respondents bio data while section B was divided into four parts with 33 items structured to assist the researchers in providing clues to the research questions that guided the study. Part 1, was on the planning role of the principals with 12 items, part 2 was on record keeping role of the principal with 11 items, part 3 was on the report writing role of the principal with 10 items. The response format for the instrument was 4-point scale of Very Great Extent(VGE), Great Extent(GE), Little Extent(LE) and Very Little Extent(VLE). Each response option had a numerical value assigned to it as follows;

Very Great Extent(VGE) = 4 points

Great Extent(GE) =3 points

Little Extent(LE) =2 points

Very Little Extent(VLE) = 1 point

The respondents' responses were used to assess the role of principals in the improvement of quality assurance in public secondary schools in Enugu State. An introductory letter stating the rationale for the study was attached to the instrument for the respondents. In order to ensure the face validity of the instrument, draft copies of the instrument together with the research topic, purpose of the study, research questions, hypotheses, scope of the study and the developed instrument were given to three experts. Two experts in educational management from Department of Educational Management while the other expert was in measurement and evaluation from the Department of Mathematics and Computer Education, all from Faculty of Education, Enugu State University of Science and Technology, Enugu. To determine the face validity of the instrument, they were requested to assess the relevance, adequacy, suitability and comprehensiveness of the items in addressing the research questions as well as the clarity of the instruction to the respondents. The 33 generated items survived the validation. The validators' comments were used to modify the final instrument that was used for data collection.

The reliability of the instrument was determined by administering 30 copies of the questionnaire to a sample of 18 male and 12 female principals from public secondary schools in Ebonyi State in a trial testing to ascertain the internal consistency of the instrument. The respondents were assured of confidentiality of all the information they supplied. Data collected from the respondents' responses were analyzed using Cronbach Alpha Reliability Coefficient to determine the internal consistency of the instrument. The instrument was divided into three sections. Each section yielded the following reliability coefficient; cluster A had 0.62, cluster B had 0.69, and cluster C had 0.66. The overall reliability coefficient was 0.78, indicating that the instrument is reliable and suitable for the study.

The questionnaire was administered and retrieved by the researchers with the help of six research assistants that were properly briefed on the content of the questionnaire and its administration to ensure that the questionnaire was properly administered. The research assistants helped to retrieve the completed questionnaire. Appointment was booked with the respondents for collection at a later date for those who were not able to fill their own copies of the instrument because of the

nature of their job. 295 copies of the questionnaire was administered to the total population, and the entire questionnaire were retrieved and used for data analysis. The data collected with the questionnaire was analyzed using Mean (\bar{x}) with Standard Deviation (SD) to answer each of the three research questions. However, each of the six hypotheses was tested using t-test statistics at 0.05 level of significance. The analysis was done with the use of the Statistical Package for Social Sciences (SPSS). The t-test was used because of the sample size and also the researcher made use of two groups.

The decision rule; real limit of the mean scores were applied, therefore the upper and lower limits of the mean was as follows;

Table 1: Mean responses and standard deviation of the respondents on the planning role of the principal performed in the improvement of Quality assurance in public secondary schools in Enugu State. N=295

S/N	Planning roles performed by the principal in the improvement of quality assurance in the secondary school include:	VGE	GE	LE	VLE	\bar{x}	SD	DEC
1	preparation of school budgets	89	80	85	41	2.74	1.039	GE
2	drafting of the school time table	93	98	100	4	2.95	.842	GE
3	scheduling of staff meeting	78	93	79	45	2.69	1.025	GE
4	scheduling of parents and staff meeting	72	79	81	63	2.54	1.080	GE
5	making available the school curriculum to all teachers	76	98	88	33	2.74	.968	GE
6	strategies for control of conflict within the school environment	89	95	70	41	2.79	1.026	GE
7	preparation of school financial records	70	77	83	65	2.52	1.081	GE
8	making plans for procurement of needed school facilities	57	88	73	77	2.42	1.075	LE
9	effective provision of teaching materials	92	86	71	46	2.76	1.059	GE
10	planning on security of the school	113	124	32	26	3.10	.915	GE
11	extra curriculum planning	105	130	29	31	3.05	.936	GE
12	schools event planning	126	136	31	2	3.31	.682	GE
Grand Mean/ Overall SD						2.80	.977	

From Table 1 above, the results of data analysis for research question 1 indicated that all the items are of a great extent which had mean responses that were higher than the cut-off point of 2.50 except item 8 which the respondents responded to a little extent and had mean of 2.42 and it is less than the 2.50 mean. The value of the grand mean was also high at 2.80 as well as the overall standard deviation (.977). This implied that the

Mean scores from 3.50 – 4.49 Very Great Extent (VGE). Mean scores from 2.50 – 3.49 Great Extent (GE). Mean scores from 1.50 – 2.49 Little Extent (LE). Mean scores from 0.50 – 1.49 Very Little Extent (VLE). The null hypotheses were rejected when the significant level was less than 0.05 and were not rejected when the significant level was more than 0.05 level of significance.

Results

Research Question 1: To what extent is the planning role of the principal performed in the improvement of Quality assurance in public secondary schools in Enugu State?

respondents agreed that all the items were planning role that principals perform in the improvement of Quality assurance in public secondary schools in Enugu State.

Research Question 2: To what extent is the record keeping role of the principal performed in the improvement of Quality assurance in public secondary schools in Enugu State?

Table 2: Mean responses and standard deviation of the respondents on the record keeping role of the principal performed in the improvement of Quality assurance in public secondary schools in Enugu State.

S/N	Record keeping role of the principal performance in the improvement of quality assurance include;	VGE	GE	LE	VLE	\bar{x}	SD	DEC
13	keeping record of school staff actions	130	129	34	2	3.31	.698	GE
14	keeping record of school events	90	81	66	58	2.69	1.106	GE
15	keeping record of school finances	76	62	80	77	2.46	1.136	LE
16	keeping record of facilities procurement	87	86	72	50	2.71	1.067	GE
17	keeping record of staff recruitment	112	135	47	1	3.21	.713	GE
18	recording of school mails	98	109	85	3	3.02	.814	GE
19	record of school visitors	113	129	27	26	3.12	.904	GE
20	recording of students performance	78	81	77	59	2.60	1.083	GE
21	recording of staff performance	96	103	89	7	2.98	.851	GE
22	staff remuneration record	80	74	76	65	2.57	1.110	GE
23	need assessment record	91	108	95	1	2.98	.804	GE
Grand Mean/Overall SD						2.88	0.935	

From Table 2 above, the results of data analysis for research question 2 indicated that all the items are of a great extent which had mean responses that were higher than the cut-off point of 2.50 except item 15 which the respondents responded to a little extent and had mean of 2.46 and it is less than the 2.50 mean. The value of the grand mean was also high at 2.88 as well as the overall standard deviation (.935). This implied that the

respondents agreed that all the items were record keeping role that principals perform in the improvement of Quality assurance in public secondary schools in Enugu State.

Research Question 3: To what extent is the report writing role of the principal performed in the improvement of Quality assurance in public secondary schools in Enugu State?

Table 3: Mean responses and standard deviation of the respondents on the report writing role of the principal performed in the improvement of Quality assurance in public secondary schools in Enugu State.

N=295

S/N	Report writing role of the principals include:	VGE	GE	LE	VLE	\bar{x}	SD	DEC
24	reporting of staff gross misconduct	80	70	86	59	2.58	1.091	GE
25	reporting of need assessment outcome	83	95	88	29	2.79	.965	GE
26	reporting of student outstanding performance	83	70	77	65	2.58	1.119	GE
27	reporting of staff outstanding performance	101	96	91	7	2.99	.865	GE
28	reporting of school social events	103	105	86	1	3.05	.809	GE
29	reporting of school financial activities	75	80	94	46	2.62	1.029	GE
30	reporting of staff leave of absence	100	82	84	29	2.86	1.000	GE
31	reporting of security challenges	83	79	87	46	2.67	1.048	GE
32	Report writing of staff retirement							

		96	92	100	7	2.94	.871	GE
33	school developmental reports	100	86	81	28	2.87	.990	GE
Grand Mean/Overall SD						2.80	0.979	

From Table 3 above, the results of data analysis for research question 3 indicated that all the items are of a great extent which had mean responses that were higher than the cut-off point of 2.50. The value of the grand mean was also high at 2.80 as well as the overall standard deviation (.979). This implied that the respondents agreed that all the items were report writing role that principals perform in the improvement of quality assurance in public secondary schools in Enugu State.

Hypothesis 1: There is no significant difference in the mean response scores of male and female principals on the extent to which the principals’ planning roles are performed in the improvement of quality in public secondary schools in Enugu State.

Table 4: t-test on the mean ratings of male and female principals on the extent to which the principals’ planning roles are performed in the improvement of quality in public secondary schools in Enugu State.

GENDER	N	Mean	Std. Deviation	T	Df	Sig.	Dec.
MALE	160	3.00	1.021	0.260	293	.293	S
FEMALE	135	3.50	0.95				

Table 4 shows that the t value for the difference in mean rating of male and female principals on the extent to which the principals’ planning roles are performed in the improvement of quality in public secondary schools in Enugu State is 0.260, significant at .293 level of significance, which is higher than 0.05 set for the study. The null hypothesis is therefore rejected. This means that there is a significant difference in the mean ratings of male and female principals on the extent to which the principals’ planning roles are performed in the improvement of quality in public secondary schools in Enugu State.

Hypothesis 2: There is no significant difference in the mean response scores of male and female principals on the extent to which the principals’ record-keeping role are performed in the improvement of quality in public secondary schools in Enugu State.

Table 5: t-test on the mean ratings of male and female male and female principals on the extent to which the principals’ record-keeping role are performed in the improvement of quality in public secondary schools in Enugu State.

GENDER	N	Mean	Std. Deviation	T	Df	Sig.	Dec.
MALE	160	3.08	.750	-.220	293	.440	S
FEMALE	135	3.52	.680				

Table 5 shows that the t value for the difference in mean rating male and female principals on the extent to which the principals’ record-keeping role are performed in the improvement of quality in public secondary schools in Enugu State (-.220), significant at (.440) level of significance, which more than (0.05) set for the study. The null hypothesis is therefore rejected. This means that there is a significant difference in the mean ratings of male and female principals on the extent to which the principals’ record-keeping role are performed in the improvement of quality in public secondary schools in Enugu State.

Hypothesis 3: There is no significant difference in the mean response scores of male and female principals on the extent to which the principals’ report writing roles are performed in the improvement of quality in public secondary schools in Enugu State.

Table 6: t-test on the mean ratings of male and female principals on the extent to which the principals’ report writing roles are performed in the improvement of quality in public secondary schools in Enugu State.

GENDER	N	Mean	Std. Deviation	T	df	Sig.	Dec.
MALE	160	2.95	1.120	-1.12	293	.080	S
FEMALE	135	3.51	1.030				

Table 6 shows that the t value for the difference in mean rating of male and female principals on the extent to which the principals’ report writing roles are performed in the improvement of quality in public secondary

schools in Enugu State is (-1.12), significant at (.080) level of significance, which is greater than (0.05) set for the study. The null hypothesis is therefore rejected. This means that there is a significant difference in the mean ratings of male and female principals on the extent to which the principals' report writing roles are performed in the improvement of quality in public secondary schools in Enugu State.

Hypothesis 4: There is no significant difference in the mean response scores of urban and rural school principals on the extent to which the principals' planning roles are performed in the improvement of quality in public secondary schools in Enugu State.

Table 7: t-test on the mean ratings urban and rural school principals on the extent to which the principals' planning roles are performed in the improvement of quality in public secondary schools in Enugu State.

LOCATION	N	Mean	Std. Deviation	T	df	Sig.	Dec.
URBAN	53	2.80	1.010	-0.55	293	.928	S
RURAL	242	3.17	.990				

Table 7 shows that the t value for the difference in mean rating of urban and rural school principals on the extent to which the principals' planning roles are performed in the improvement of quality in public secondary schools in Enugu State is (-0.55), significant at (.928) level of significance, which is higher than (0.05) set for the study. The null hypothesis is therefore rejected. This means that there is a significant difference in the mean ratings of urban and rural school principals on the extent to which the principals' planning roles are performed in the improvement of quality in public secondary schools in Enugu State.

Hypothesis 5: There is no significant difference in the mean response scores of urban and rural school principals on the extent to which the principals' record-keeping roles are performed in the improvement of quality in public secondary schools in Enugu State.

Table 8: t-test on the mean ratings in the urban and rural school principals on the extent to which the principals' record-keeping roles are performed in the improvement of quality in public secondary schools in Enugu State.

LOCATION	N	Mean	Std. Deviation	t	df	Sig.	Dec.
URBAN	53	2.73	.830	.880	293	.140	S
RURAL	242	3.05	.690				

Table 8 shows that the t value for the difference in mean rating in urban and rural school principals on the extent to which the principals' record-keeping roles are performed in the improvement of quality in public secondary schools in Enugu State is (.880), significant at (.140) level of significance, which is higher than (0.05) set for the study. The null hypothesis is therefore rejected. This means that there is a significant difference in the mean ratings of urban and rural school principals on the extent to which the principals' record-keeping roles are performed in the improvement of quality in public secondary schools in Enugu State.

Hypothesis 6: There is no significant difference in the mean response scores of urban and rural school principals on the extent to which the principals' report writing roles are performed in the improvement of quality in public secondary schools in Enugu State.

Table 9: t-test on the mean ratings on the urban and rural school principals on the extent to which the principals' report writing roles are performed in the improvement of quality in public secondary schools in Enugu State.

LOCATION	N	Mean	Std. Deviation	t	df	Sig.	Dec.
URBAN	53	3.03	.990	2.34	293	.040	NS
RURAL	242	2.80	1.11				

Table 9 shows that the t value for the difference in mean rating on the urban and rural school principals on the extent to which the principals' report writing roles are performed in the improvement of quality in public secondary schools in Enugu State is (2.34), significant at (.040) level of significance, which is less than (0.05) set for the study. The null hypothesis is therefore not rejected. This means that there is no significant difference in the mean ratings urban and rural school principals on the extent to which the principals' report writing roles are performed in the improvement of quality in public secondary schools in Enugu State.

Discussion of Findings

It was found out that the planning role of the principal performed in the improvement of quality assurance in public secondary schools in Enugu State, is performed to great extent. This finding agrees with

Nnabuike (2012), who opined that educational planning is the process of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society. Nwangwu (2011), noted that effective planning gives room for integrated action to occur, minimizes unforeseeable crisis, enhances the use of more efficient methods, and creates the basis for the managerial function of control, thereby assuring focus on the objectives of the system. Goodstein (2011), supported that planning should be the basis for monitoring and evaluating actual performance.

The comparison between the mean response scores of male and female principals on the extent to which the principals' planning roles are performed in the improvement of quality assurance in public secondary schools in Enugu State showed that there is a significant difference in the mean ratings of male and female principals on the extent to which the principals' planning roles are performed in the improvement of quality in public secondary schools in Enugu State. This findings is in line with Sarah (2015), which also revealed that there was a significant differences in the mean rating of teachers in most of the functions of the principals in promoting learning climate of male and female secondary schools in Ebonyi State.

Similarly, on the influence of location on principals role in the improvement of quality assurance in secondary schools, it was found that there was a significant difference in the mean ratings of urban and rural school principals on the extent to which the principals' planning roles are performed in the improvement of quality in public secondary schools in Enugu State. This finding is in line with Sarah (2015), who observed that there are significant difference in performance of the secondary school principals in promoting learning climate in urban and rural secondary schools.

The finding revealed that record keeping role that principals perform in the improvement of quality assurance in public secondary schools in Enugu State, is to a great extent. This finding is in agreement with Oke (2011), who explained that the school record is a repository of information for the society. According to Osakwe (2011), school records are official documents, books and files containing essential and crucial information of actions and events which are kept and preserved in the school office for utilization and retrieval as needed.

Comparison on the mean rating of male and female principals on the extent to which the principals' record-keeping role are performed in the improvement of quality assurance in public secondary schools in Enugu State indicated that there is a significant difference in the mean ratings of male and female principals on the extent to which the principals' record-keeping role are performed in the improvement of quality assurance in public secondary schools in Enugu State.

Comparison of the mean rating of urban and rural principals on the extent to which the principals' record-keeping role are performed in the improvement of quality assurance in public secondary schools in Enugu State showed that there is a significant difference in the mean ratings of urban and rural school principals on the extent to which the principals' record-keeping roles are performed in the improvement of quality assurance in public secondary schools in Enugu State.

It was found that report writing role of principals in the improvement of quality assurance in public secondary schools in Enugu State, is performed to great extent. This finding agrees with Okoli (2015), who noted that report writing is a skill every school principal should possess and pay serious attention to. Kelly (2013), stated that school principals are among the group whose job requires mainly report writing.

Comparison of the male and female principals on the extent report writing in secondary schools in Enugu State showed that there is a significant difference in the mean ratings of male and female principals on the extent to which the principals' report writing roles are performed in the improvement of quality assurance in public secondary schools in Enugu State. Similarly, on the influence of location of secondary school, it was found that there is no significant difference in the mean ratings urban and rural school principals on the extent to which the principals' report writing roles are performed in the improvement of quality in public secondary schools in Enugu State. This findings agrees with Mulkeen (2015), who observed that monitoring of teachers is difficult in rural areas because of the reason that school principals often travel to urban offices to make administrative arrangements and thus, stay away longer from the school.

Conclusion

Based on the findings of the study and the discussion that followed, conclusions were drawn as follows:

The items in table 1 were planning roles that principals perform in the improvement of quality assurance in public secondary schools in Enugu State. Gender and location of principals differ significantly on the extent planning role that principals perform in the improvement of quality assurance in public secondary schools in Enugu State. Record keeping is needed to a great extent as a role that principals perform in the improvement of quality assurance in public secondary schools in Enugu State. Gender and location of principals differ significantly on the extent principals perform record keeping role in the improvement of quality assurance in public secondary schools in Enugu State. It was agreed that all the items were report writing role that principals perform in the improvement of quality assurance in public secondary schools in Enugu State. Gender and location of principals do not differ significantly on the extent report writing role that principals perform in the improvement of quality assurance in public secondary schools in Enugu State, meanwhile there is significant difference in the mean rating of urban and rural principals on the report writing role that principals perform in the improvement of quality assurance in public secondary schools in Enugu State.

Educational Implication of the Findings

The finding of this study holds implications for the principals, students and government as well;

The school principals should retrace and improve in their role in order to ensure quality assurance in the public secondary schools in Enugu State. Principals' acquisition of these roles will go a long way to promote quality assurance among school principals.

The findings of this study hold strong implication to the students of whom the activities of education revolves around. It will help the students improve in their academic performance and influence the students in helping the school principals' achieve the goals of the secondary school education with keen interest on quality.

The finding of this study has implication on government and her education agencies with information on the state of the public secondary school. The government will by the findings of this study strengthen her policy and programmes as well as improve supervision and monitoring of the school principals so as to ensure quality in the public secondary schools.

Recommendation

Based on the findings and implication of the results, the following recommendations are made;

1. Efforts should be made by government at supervising the principals to ensure that these roles are carried out successfully with all seriousness and diligence.
2. There should be in-service training for principals to improve in discharge of these roles.
3. Seminars, workshop and conferences on improvement of quality assurance among principals in the public secondary schools in Enugu State, should be frequently organized.

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