School Principals' Use of Management Principles: A Veritable Tool for Effective Delivery of Quality Assurance in Osun State Secondary Schools

Penggunaan Prinsip Pengurusan dalam Kalangan Pengetua Sekolah: Alat Benar untuk Penyampaian Jaminan Kualiti yang Berkesan di Sekolah Menengah Negeri Osun

Oni Timothy Taiwo
Akinola, Oluwatoyin Bolanle
Olowo, Busuyi Francis
Email: olowofrancis.of@gmail.com

Abstract

The use of management principles by secondary school principals should set good standards and guideline by which all teachers must strive to achieve in the delivery of quality teaching which involves continuous assessment of learners, classroom management, record keeping, promoting discipline and effective development of cognitive, affective and psychomotor domains of learners. This paper examined the management principles adopted by principals in Osun State secondary schools; investigated the level of principals' use of management principles; and examined the relationship between principals' use of management principles and quality assurance. The study adopted a correlational survey research design. The population of the study comprised all the 6,982 teachers. The sample for the study comprised 810 teachers, representing 10% of all the teachers in Osun State secondary schools. The results showed that authority and delegation (93.1%), discipline (92.5%), order (85.1%), division of work (80.9%), espirit de corps (75.5%), unity of direction (65.3%) and equity (61%) respectively were the management principles adopted by principals in public secondary schools in Osun State. The study equally showed that the principals of Osun Sate secondary demonstrated high level in using management the principles. The result further showed that there was a significant positive relationship between principals' use of management principles and quality assurance (r <0 .386, p< .05). The study concluded that principals' use of management principle had positive impact and sustained quality assurance in Osun State secondary schools.

Keywords: Principal, Management Principles, Quality Assurance, Secondary School.

INTRODUCTION

Quality assurance in the education system aims at preventing poor performance and ensures that the products of the system conform to the expected standards. The quality of education is the degree of excellence of the output as seen in students, which can be achieved through principals' effective use of management principles. Okebukola (2005) defined quality assurance as an umbrella concept for a lot of activities that are

designed to improve the system's input, process and output. Quality assurance of education therefore, involves the process of monitoring, assessing and evaluating all aspects of the educational activities and communicating the outcome of such to all concerned with a view to improving the products of the education system. This system encompass a range of mechanisms, tools and processes to monitor overall system performance, policy implementation, school and staff effectiveness, and individual student outcomes. A critical look at this concept shows that quality assurance in education entails systematic management, monitoring and evaluation procedures adopted to measure the performance of school principals, teachers and students against educational objectives to ensure best practices in resource inputs, utilization and curriculum management by the principals to produce students that achieve the set educational goals in secondary schools. School systems include various layers, which operate in diverse contexts, and employ staff with a range of experience and competences.

The need for efficient quality assurance techniques in secondary schools by principals is centred on the assumption that human beings are naturally lazy, dislike work and enjoy pleasures more than work (Anad, 2004). This is counter-productive to the realization of educational goals, hence the school principals should set good standards which all teachers must strive to achieve in the delivery of quality teaching which involves continuous assessment of learners, classroom management, record keeping, promoting discipline and effective development of cognitive, affective and psychomotor domains of learners. In order to pursue quality instruction and students performance/productivity, it is important to have efficient control mechanisms put in place to achieve the set educational objectives. The principal being an instructional leader is expected to device appropriate measures to ensure that both teachers and students comply with the laid down rules and regulations guiding the teaching-learning process for effective performance. This will make the teachers to be dedicated, committed, and goal oriented with high expectations for the achievement of secondary school educational aims and objectives.

The effective use of management principles such as delegation of authority, division of labour, discipline, unity of direction, order, equity, initiative, and espirit de corps should enhance teaching and learning which in turn result in quality assurance of schools, the effect of this would be assessed by the level of academic performance of students of Osun State secondary schools particularly in external examinations. However, the reports of poor performance of students' in external examinations coupled with the high ratio of examination malpractice which depicts non-actualisation of quality assurance in secondary schools (Adeniji 2002). It was observed that that quality assurance in education is being affected by; Lack of commitment to supervision by many principals; Lack of proper monitoring and evaluation of students' learning outcomes; Inadequate training facilities to develop teachers for professional growth and increased productivity; and the conception that lack of

adequate feedback to teachers affects working relationship between principals and teachers and this has perhaps constituted an impediment to quality assurance in secondary schools (Ayeni & Akinola, 2008; Ipaye, 2002; Ogunu, 2001; Okebukola, 1996; Zobaida, 2008). It is a sad observation that most systems of quality assurance involve the inspection, monitoring, supervision and evaluation of schools and any faults or failings are almost always laid at the door of the principals or teachers. It is rare to find quality assurance that actually looks rigorously at curriculum and examination provision, usually determined nationally (Danielson, 2007). The danger in all quality assurance is that the easy-to-measure peripherals are the focus, instead, the focus must be relentlessly on the learners, their experiences in learning as learners and the nature of the final 'product'. Thus, quality assurance needs to be seen in terms of the extent to which the agreed goals have been reached by learners (Reid, 2009). A consideration of the above shows that there is a greater challenge ahead of principals partly because of existing gaps and inadequacies in their supervisory duties.

Quality Assurance is a two way system, that is, it involves the whole school on the one hand and Quality Assurer on the other: they both work together to achieve a continuous improvement in standard and not minimum standard as intended by inspection system (Alaba, 2010). In Quality Assurance, all stakeholders are involved and carried along, that is, students, teaching staff, non- teaching staff, parents, government and the community; here the community includes the opinion leaders, traditional and religious leaders as well as the corporate bodies. Quality Assurance looks at education improvement from the holistic approach, though, the students are the target, and everything in the learning environment is involved in the process of achieving higher standard.

School management involves planning, organisation, directing, supervising, monitoring and evaluating the whole school. These administrative strategies are pertinent in the achievement of quality assurance in secondary schools. Appropriate leadership by the principal and effective management will enhance the potential of creating a successful school. Management may be likened to those bundle of skills focused on keeping the school, in many and diverse ways, on path; ensuring the status quo for effective teaching and learning. As change is increasingly necessary or imposed because of changed circumstances, additional perspectives and skills are required. These will have the purpose of facilitating change in organisation, curriculum, teaching and learning, implementing new initiatives and dealing with declining enrolments among others. These additional skills, required for a time of 'crisis', are increasingly clustered together as leadership skills. Management principles could be seen as the process of influencing the activities of an organization toward goal setting and goal achievement. As such, it must be stressed that any meaningful and useful definition of leadership must contain some elements such as a group to be led which must have a set of laid down objectives, there must be conscious attempts to influence

the behaviour of others within the group and there must be willingness of subordinates to carry out the action (Akerele, 2007).

The Federal Ministry of Education (FME, 2009) remarked that quality standard in the education system are goals or targets which learners, teachers, staff and school administration aspire to attain. In this regard understanding quality assurance is the ability of education system to meet certain criteria relating to academic matters. Thus, there exists acceptable general standard to guide academic matters, quality of students' ratio, staff mix by rank, staff development, physical facilities, funding and adequate library facilities (Adebayo, Oyenike & Adesoji, 2009). Akinola and Adebakin, (2016) observed that the Nigerian school system structure has it that for an individual to attain an administrative level that is the position of a principal, experience of such an individual is rather considered than his/her area of specialisation in school administrative, management or leadership. However, without the understanding of the principles of management, effective leadership in school administration cannot be achieved.

The absence of such may impede favourable learning environment and possibly result to problems such as examination malpractice, cultism, academic incompetence or indiscipline among students and staff, as well as poor attitude of teachers to teaching. Ofojebe and Ezugoh (2010) explained that quality assurance in education entails the quality of teaching personnel, quality of available instructional and teaching materials, equipment and facilities, school environment and pupils, including quality of education delivery. It embraces functions and activities that will ensure quality of the academic (teaching curriculum) and structures that will allow an objective review of the quality of instructional delivery. It is the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards (Kadir, 2012). This underscores the fact that quality is the ability or degree with which a product, service or phenomenon conforms, to an established standard, and which makes it to be relatively superior to others. The development of human potentials, talents, intellect, attitude and skills is credited to education. Therefore, the development of a country's natural resources is dependent on the quality of its human resources and the quality of human resources in turn depends on education (Alumode, 2005).

A school that provides quality and value in the provision of their educational services is likely to grow and prosper. Such schools gain benefits such as, loyalty of students, staff and even parents, lower vulnerability to economic changes. Studies have shown that a good and effective school where quality is assured is one that can demonstrate quality in its aims, in oversight of pupils, in standards of teaching and academic achievements and in its links with the local community. These are achieved through the principals' use of management principles. The current poor results of Osun State

secondary schools students' especially in external examinations as record shown that percentages of students that have five credits and above including English and mathematics in WASSCE 2012 was 22.21, 2013 was 20.54, 2014 was 18.55, 2015 was 21.68 and 2016 was 46.3 . This makes one doubt the use of these principles by their principals. This necessitated this study.

RESEARCH QUESTIONS

In this study, the following research questions and hypothesis were raised and formulated respectively.
(a)   What are the management principles adopted by principals in Osun State secondary schools?
(b)   What is the level of principals' use of management principles?

HYPOTHESES

There is no significant relationship between principals' use of management principles and quality assurance in Osun State secondary schools.

The activities of the school principals' is centred mainly on administration. The management and sustenance of secondary education is the responsibility of the principals and sometimes it not easy to carry out this responsibility accurately and diligently to achieve the laid down goals of that level of education. The roles of principal's sustainability in secondary schools in Nigeria cannot be over- emphasized. The principal as a leader of a group of teachers in the school system has the function of interacting with the teachers in order to improve the teaching and learning situation for their students through instructional supervision. This is one process by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality improvement in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of the educational system (Peretomode, 2004). Management in the school system is concerned with how school principals' manage the educational resources allocated to schools for use as well as its control and students. The principal's managerial functions by the same token should go beyond those of the school coordination. He/She should be responsible not only to himself, but also to staff members and the students. Again, the principal is faced with the responsibility of determining the priorities of management and the management style to be used for achieving qualitative educational results.

Management is an integral process and it is difficult to put its functions neatly in separate boxes. Management functions tend to coalesce, and it sometimes becomes difficult to separate one from the other. Management principles emanated from the

traditional classical organisation though often called administrative management theory or universal principle movement which was initiated by a French man Henri Fayol (1841 – 1925). However, Fayol identified the underlisted as the fourteen principles upon which the soundness and good working order of the school management depends (Koontz & Weihrich, 1990):

1. Division of work: This is the principle of specialisation which applies to all kinds of work, managerial as well as technical. The intent of division of work is to produce more and better work for the same effort. Specialisation is the most efficient way to use human effort. Here, the principal focuses on dividing the school work among the staff (academic and non-academic), who is trained and specialised in a particular field to perform such duty. This division of labour would make work simpler and would result in greater efficiency. It will help the students in acquiring speed along with accuracy in their performance.

2. Authority and responsibility: Authority flows from responsibility. Authority is the right to give orders and obtain obedience, and responsibility is the corollary of authority. Authority is both formal and informal. Authority and responsibility, similarly, co-exist in the school system. Among a group of students it would refer to the right of one student to get exactness from his classmates; responsibility would entail obligation for the performance of job assigned. Principals' is expected to give authority that is commensurate with responsibility. There should be a balance between authority and responsibility. For example the principal should have the right to punish a teacher/staff for wilfully not obeying a legitimate order but only after sufficient opportunity has been given to the teacher/staff for presenting her/his case.

3. Discipline: Discipline is the obedience to organisational rules and employment agreement which are necessary for the working of the organisation. The principle of discipline is absolutely necessary for the proper functioning of an organisation. Members of an organisation are required to perform their functions and conduct themselves in relation to others according to rules, norms and customs. Discipline can best be maintained by: (i) having good superiors at all levels; (ii) agreements (made either with the individual employees or with a union as the case may be) that are as clear and as fair as possible; and (iii) penalties judiciously imposed. The principle of discipline will help the school management to achieve its objectives, because it is a necessary prerequisite for the maintenance of teaching-learning atmosphere in the school environment.

4. Unity of command: The principle of unity of command states that each participant in a formal organisation should receive orders from and be responsible to only one superior. This will help to prevent confusion regarding tasks to be done. Therefore, in the school system, each teacher/staff should have one head of department whose command he/she has to obey. This is apart from the principal being the overall school

head, this will lead to easy flow of activities and programmes; it will ultimately help to achieve stated school goals.

5. Unity of direction: Fayol propound that the principle of unity of direction means that all managerial and operational activities which relate to a distinct group with the same objective should be directed by one head and one plan. This means that all related activities should be directed by one person. For example, all kinds of transactions that are made in school, such as payment of school fees, buying textbooks, uniforms, and the like should be under the control of the school bursar. This is essential for the unity of action, coordination of strength and focusing of effort. All the units of an organisation should be moving towards the same objectives through coordinated and focussed efforts.

6. Subordination of Individual interest to general interest: Fayol opine that the interests of an organisation should take priority over the interests of any one individual in the organisation. The interest of the school is above the interests of the individual and the group. However, the achievement of this can only be made possible when the school principal set an example of honesty, integrity, fairness and justice. The reality of this will involve an attitude and a spirit of sacrificing individual interests whenever it becomes apparent that such interests are in conflict with school interests.

7. Remuneration of personnel: Motivation and productivity are close to one another as far as the smooth running of any organisation is concerned. The overall pay and compensation should be fair to both teachers/staff and the school. The teachers/staff should be paid fair wages, which should give them at least a reasonable standard of living. Hence, the school principal in connection to the board (ministry of education or teaching service commission) should take into consideration the working conditions and difficulty of the job.

8. Centralization and Decentralisation: Centralization implies the concentration of decision making authority at the top management whereas its dispersal among more than one person is known as decentralisation. Here, the principal allows the head of department to make decisions in respect to his department. The need for this according to Fayol is to balance teachers/staff involvement through decentralisation with Head of Department retention of final authority through centralisation. The degree of centralisation will depend upon the circumstances in which the company is working.

9. Scalar Chain of command: Scalar chain is the ranking from the ultimate superior's authority to the lowest ranks. The structure of an organisation suggests that there is a superior and subordinates. Principals are to ensure a proper and appropriate flow of communication in the school. The line of authority is the route followed via every link in the chain by all communication which start from or go to the ultimate authority.

10. Order: The principle of order states that they should be a precise location or place for everything and people in the organisation. In essence, this means orderliness. It is the responsibility of the principal to ensure that the right person is on the right job and that everything is in its proper place. This kind of order depends on principal's precise knowledge of the human requirements and resources of concern and a constant balance between these requirements and resources. Accordingly Fayol suggest that it is only when people and materials must be in suitable places at appropriate time for maximum efficiency.

11. Equity: This principle emphasises kindliness and justice in the behaviour of principals towards teachers/staff. The principal has it as a duty to instil a sense of equity throughout all levels ensuring that subordinates should is treated with justice and kindliness. Good sense and experience are needed to ensure fairness to everyone in the school; this will ensure loyalty and devotion. There should be no discrimination against anyone on account of sex, religion, language, caste, belief or nationality etc.

12. Stability of tenure of personnel: The organisational policies provide a sense of reasonable job security. Staff turnover should be minimised to maintain organisational efficiency. This is because it takes time for a staff to learn his job; if they quit or are discharged within a short time, the learning time has been wasted. At the same time those found unsuitable should be removed and those who are found to be competent should be promoted. Fayol suggested staff should be selected and appointed after due and rigorous procedure. But once selected they should be kept at their post and also equal opportunities be given to everyone. They should have stability of tenure. They should be given reasonable time to show results.

13. Initiative: Initiative means taking the first step with self-motivation. It is thinking out and executing the plan. Initiatives focus on the ability, attitude and resourcefulness to act without prompting from others. The principal should create an environment which encourages the staff to take initiative and also be encouraged to develop and carry out their plans for improvements; this will help to provide a sense of great satisfaction to intelligent and committed teachers.

14. Espirit de corps: Espirit de Corps is anchored on cohesiveness and team spirit, and should be encouraged among teachers/staff. Principal ability to promote teamwork will give rise to a spirit of mutual trust and belongingness among team members. It will also minimise the need for using penalties. Fayol (1949) warned against two enemies of esprit de corps, which are (i) divide and rule, and (ii) abuse of written communication. It may work to the benefit of the organisation to divide its enemies but it will surely be dangerous to divide one's own workers. Such staff should rather be welded in cohesive and highly interacting work-groups. Over-reliance on written communication also tends to disrupt team spirit. Written communication, where necessary, should always be supplemented

by oral communication because face-to-face contacts tend to promote speed, clarity and harmony in the organisation.

Arikewuyo (2004) listed the following tasks which must be done by education managers in order to have qualitative education. These include: Measurement and standardization of academic attainments, Evaluation of quality of work during supervision, Use of competent teachers and administrative/supervisory personnel, Dissemination of information to teachers and students, Use of educational technologies with a view to increasing the efficiency of teaching, New research and development to invigorate all educational activities, Guidance and counselling, Providing students with suitable employment information, Efficient management of all resources available.

Quality management provides a connection between outcomes and the process by which outcomes are achieved. The highest level of quality principles is in learning. This is where it impacts the classroom. It has been observed that to achieve desired results in schools, principals' must question core teaching and learning processes and methods. When the focus of quality is instructional process to student learning, the impact of quality management was found to be the greatest. However, the following may be seen as the reasons for the desired attention to improving the quality of education in Nigeria. Quality assurance serves as an indispensable component of quality control strategy in education, It will ensure and maintain high standard of education at all levels, It will assist in monitoring and supervision of education activities especially that of teaching and learning, It will equally help to determine the quality of teachers input, It will assist to determine the resources as well as facilities needed for smooth operations especially from time to time in the school systems, It helps to determine the adequacy of the learning environment for the comfort of both the teacher and the students, It would also ensure how the financial resources available could be prudently and judiciously utilized (Adegbesan, 2012).

Leading and managing school demands a distribution of values, vision, competence, and concern for the well-being of the entire school. Distributed leadership includes practices that interact with multiple staff performance that supports working separately with a degree of interdependence to achieve change. Harris and Chapman (2002) postulated that effectiveness heightens expectations and the engagement of students and teachers in the school to maintain its reputation as a learning organization. Gullickson (2010) acknowledged the importance of supervision, noting that leaders need to get a sense of where commitment lies and where supervision is necessary. Quinn (2002) pointed out that principals are responsible for informing teachers about new educational strategies, technologies and tools that apply to effective instruction. It is therefore evident that pre-eminent in the Principal's role as an instructional supervisor is his/her ability to motivate and inspire teachers with the

end goal of exerting a positive influence on instructional practice and ultimately learners' achievement.

Leithwood and Jantzi (2006), as well as Leithwood (2010) in their studies identified four categories of leadership practices: setting directions, developing people skills, redesigning the organisation, and managing instructional programs. Leithwood (2010) found that leadership influenced students' ability to learn through a four-path model: rational, emotional, organisational, and family. The path was found to be populated with variables that leaders selected to improve student learning. School leadership it was concluded requires commitment, experience, understanding, and planning to achieve improved academic performance of students. School leaders' behaviours it was recommended must contribute to and support the development of learning communities. It was concluded therefore, that school leadership should be geared toward improved teaching skills, knowledge, and ability. Leaders' efficacy has been found to be an important link in the quality of the school environment and its impact on student learning (Leithwood & Jantzi, 2008).

According to Mohammed (2016) the managerial role of the principal is that of a supervisor. The researcher found supervision to be the basis for goal attainment and maintenance of standard which resulted in the improvement of the quality of teaching and learning for teachers and students. The principal as a leader of group of teachers and non-teaching staff in the school system has the function of interacting with both groups in order to improve the learning situation for the students through instructional supervision. Instructional supervision has been found to be one of the processes by which school administrators achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of the educational system (Peretomode, 2004). Supervision is also seen by principal to improve instruction at all levels. The principal supervises the heads of departments by checking their scheme of work and lesson notes, making sure they go to classes regularly, checking absenteeism, rewarding hardworking teachers, and punishing the indolent ones, assigning administrative duties through the principles of division of work and encourage them to do the right things at the right time using their initiative. He/she provides the materials for effective discharge of assigned duties and he encourages experimentation. All these are also inputs into the standard of education.

Ehindero (2004) identified some indices for quality assurance in education to include: The learners; Teachers; The teaching/learning process; and the Flow of operational fund. The quality of schools amongst other variables requires quality educational officers in the schools that can facilitate the right academic structure that promote standard in teaching and learning. Thus, the realization of planned educational goals aimed at societal development depends to a large extent on the administrative capacity

of the school principal to translate planned policies into actions and principles with practices in pursuit of set out instructional goals. A quality school administration is ascertained from the good organizational classroom network.

Elmore (2008) and Mulford (2003) in their studies in Hopkins Paris, found fostering organisational learning to be essential function of school leadership. This to them meant building the capacity of their schools for high performance and continuous improvement through the development of staff, creation of climate and conditions for collective learning and thoughtful use of data to improve curriculum and instruction. A key aspect of effective school principalship that has been found (Drysdale, Goode & Gurr, 2011; Leithwood, Day, Sammons, Harris, & Hopkins, 2006) is that the school leaders' ability to build vision, allow staff use their initiative, delegate responsibility, redesign the school organisation, enrich curriculum, promote teacher quality, manage and enhance quality teaching and learning, and develop effective internal collaboration and relationships with school neighbours and stakeholders led to quality assurance of their schools. These studies actually investigated the leaders' use of management principles. Evidence of a relationship between the measures of observed leadership behaviours and the reported success of schools in meeting mandated student achievement standards were useful in helping to determine how principals allocated their time, prioritized their work and engaged in specific leadership practices and behaviours.

THEORETICAL FRAMEWORK

This study is hinged on the management theory of Henri Fayol. The administrative management theory as developed by Henri Fayol (1949), Henri Fayol was a Frenchman with considerable executive experience, focused on the entire organisation rather than just the work and the things that managers did. His work focus on administrative activities and developed the fourteen management principles. These administrative principles used as a process, focused on the entire organisation, and help organisations such as schools have a single purpose and enhance operation in a relatively stable environment that would ensure survival of the particular organisation structure for many years. The application of this theory becomes appropriate in this study in that management principles enable the education system to attain success even beyond the minimum standards in the inputs, processes and outputs/outcomes that would lead to producing Nigerian students' who will be useful to the society. Each of the management principles as outlined by Henri Fayol are inter-related in a chain and an interlocking relay to complete the race towards bracing the tape for a qualitative education as the final product. In a relative sense, the principles of management are a part of mechanism for measuring predetermined national standards that are achieved optimally and meeting those standards consistently.

METHODOLOGY

The study adopted a correlational survey research design. The population of the study comprised all 6,982 teachers in Osun State secondary schools. The sample for the study comprised 810 teachers, representing 10% of teachers in Osun State secondary schools. Multi-stage sampling procedure was used for the study. From each senatorial district, three Local Government Areas (LGAs) were selected using simple random sampling technique, five schools were also selected from each Local Government Area using simple random sampling technique, and 18 teachers from each school were selected using purposive sampling. The teachers selected were those that had been in the schools for a minimum of two years. This was to ensure that they could give accurate information about their principals' use of management principles. Principal's Management Principles and Quality Assurance Questionnaire (PMPQAQ) were designed. The PMPQAQ was used to elicit information from the teachers on the relationship between principals' management principles and quality assurance in Osun State. The instrument was divided into: Section 'A' which contained three items to elicit the demographic information of the respondents; Section 'B' contained 29 items that used to collect information on the various management principles adopted by principals; Section 'C' contained 11 items which were to gather information on level of principals use of management principles; Section 'D' contained 10 items to elicit information on respondents perception of the relationship between principals use of management principles and quality assurance in schools.

The likert scale scoring format of Always (3), Sometimes (2), Never (1), was used in the first part of the instrument to answer section B and; To a large extent (4), To a moderate extent (3), To a little extent (2), Not at all (1), 4 point likert scale was used in the second part of the instrument to answer section C and D. Face and content validity of the instrument was established by means of experts' review, and the test re-test method was adopted to achieve a reliability index of 0.80. The data collected was analysed descriptively, using mean and standard deviation (SD) to answer the research questions and correlation statistics to analyse hypothesis. Hypothesis was tested using Pearson Product Moment Correlation statistics at 0.05 level of significance.

RESULT

Research question 1: What are the management principles adopted by principals in Osun State secondary schools?

To answer research question one, percentage scores were used to determine management principles adopted by principals in Osun State secondary schools. The result was presented in table 1

Table 1: Mean and Standard Deviation of Management Principles adopted by Principals

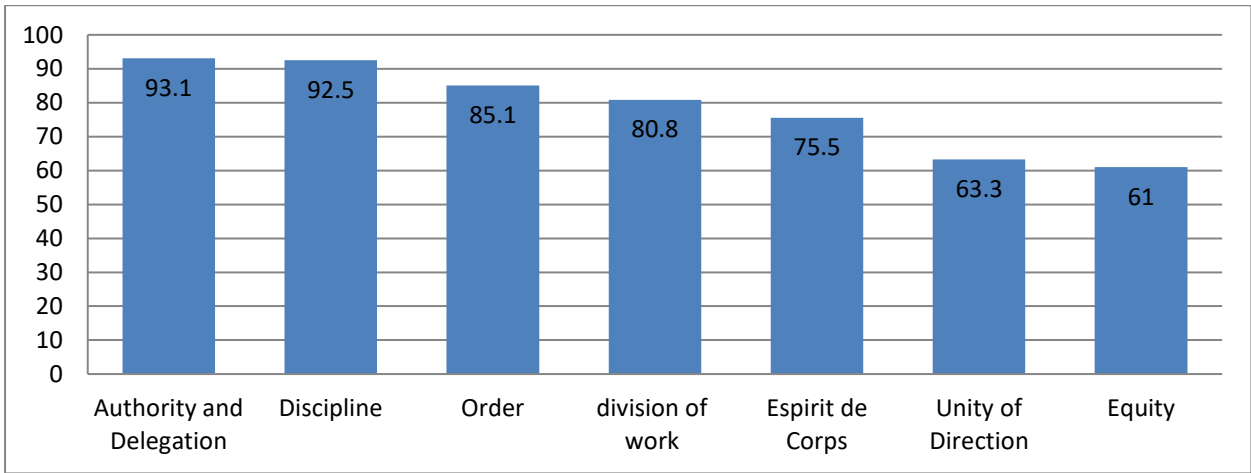| Item	Always	%	Sometimes	%	Never	%	Total (%)
Division of Work	509	80.9	110	17.5	10	1.6	629 (100)
Authority and Delegation	584	93.1	24	3.8	21	3.1	629 (100)
Discipline	582	92.5	37	5.9	10	1.6	629 (100)
Order	535	85.1	94	14.9	--	--	629 (100)
Equity	384	61	247	39	--	--	629 (100)
Unity of Direction	411	65.3	203	32.3	15	2.4	629 (100)
Initiative	422	67.1	155	24.6	52	8.3	629 (100)
Espirit de Corps	475	75.5	134	31.3	20	3.2	629(100)

Figure 1: Bar Chart Showing Management Principles adopted by Principals

Table 2 shows the management principles adopted by principals in Osun State secondary schools. The respondents concurred that the principals were always used management principle such as authority and delegation (93.1%), discipline (92.5%), order (85.1%), division of work (80.9%), espirit de corps (75.5%), unity of direction (65.3%) and equity (61%) respectively in Osun State secondary school. It can be concluded that Principals in Osun State adopted authority and delegation, discipline, order, division of work, espirit de corps, unity of direction and equity as principle in the management of secondary schools.

Research question 2: What is the level of principals' use of management principles?

Table 2: Level of Principals' Use of Management Principles

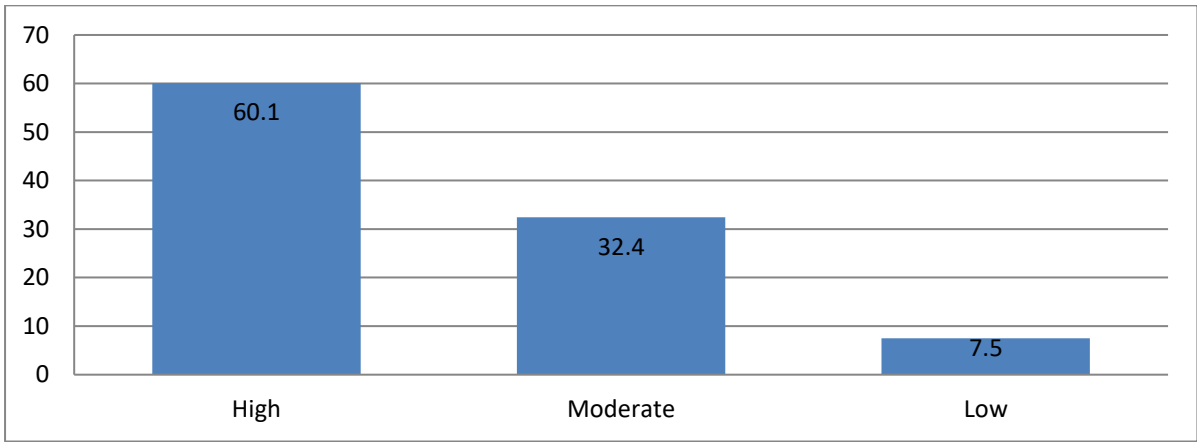| Level of Principals' Use of Management Principles as Rated by Teachers	Frequency	Percentage (%)
Low (<39)	47	7.5
Moderate (40-59)	204	32.4
High (60>)	378	60.1
Total	**629**	**100**

Figure 1: Bar Chart Showing Level of Principals' Use of Management Principles

Table 2 showed the level of principals' use of management principles as rated. It can be deduced that 7.5% of the respondents rated the level of principals' use of management principles as low. It was also observed that the result showed that 32.4% of the respondents that rated the level of principals' use of management principles as moderate. The result further showed that 60.1% of the respondents rated level of principals' use of management principles as high. The majority of the respondents were in support of high level and therefore, the level of principals' use the management principles in Osun State secondary schools were high.

Research hypothesis: There is no significant relationship between principals' use of management principles and quality assurance in Osun State secondary schools.

Table 3: Pearson Product Moment Correlation Analysis of Relationship between Principals' Use of Management Principles and Quality Assurance

Source of Variation	N	Mean	S.D	DF	R	p	Remark
Principals' use of principles	629	63.99	7.594				
Quality assurance		35.12	7.570	628	0.930	p<0.05	Rejected

Table 4.3.2 showed a Pearson product moment correlation value (r=.386, p<0.05). This indicated that there was significant relationship between principals' use of management principles and quality assurance in Osun State secondary schools as rated by teachers. Therefore, the null hypothesis was rejected and the alternative hypothesis that there is significant relationship between principals' use of management principles and quality assurance in Osun State secondary schools was accepted.

DISCUSSION

The findings showed that principals in Osun State secondary schools adopted management principles for use in their schools, as shown from the items listed. All the respondents were in agreement that the management principles are adopted by principals in Osun State secondary school. That effective use of management principles such as: division of work, authority and delegation, discipline, order, equity, unity of direction, initiative, and espirit de corps enhanced quality assurance of schools. Division of work enabled the principals to assign tasks to staff according to their areas of specialization, authority and responsibility enabled principals to delegate responsibilities to staff according to their capacities. Discipline as a principle helped principals to ensure that both staff and students abided by rules and regulations of the school. Order as one of the management principles used ensured that principals standardized and allowed due process to be followed in all matters of the schools. Furthermore, equity as a principle enabled principals to give equal opportunities to all staff in matters of training and development. Also, principals ensured that all activities of the school were tailored towards the achievement of school goals. In addition principals created an environment which encouraged staff to use their initiative and finally, principals in Osun state secondary schools encouraged team spirit and cohesion among their staff.

Furthermore, the result of research questions concluded that principals in Osun State secondary schools demonstrated their managerial skills and applied principles as befit the situation in all activities of the school. This findings was is in line with the findings of (Wright, 2008) to achieve effectiveness, that leading, teaching, managing, along with students learning, were key areas of evaluation in assessing school improvement.

The study indicated that principals evaluated the level of teaching and learning achievements of teachers by constantly evaluating their performance. This was achieved by ensuring that everyone has a full understanding of the rules and regulations of the school. This finding corroborated that of Boyd (2012) commented that school leaders need to assume the roles of caretakers, teachers, students, workers, managers, role models, and instructors in their efforts to build strong school communities. The most effective principals were found to focus on building a sense of school community, with attendant characteristics. The accessibility of the head, cordial principal- teachers relationship plus staff welfare all come together to assist the leadership in his quality attainment. It is in line with the findings of Arikewuyo (2009) who also noted that quality in education is to be judged by both its ability to enable the students performs well in standard examinations and relevance to the needs of the students, community, and the society as a whole. He finally concluded that quality serves as determination of gradations based on standard of excellence beneath which a mark of inferiority is imposed or adduced and above which grades of superiority are defined. Arikewuyo (2004) furthermore listed some tasks which must be done by principals in order to have qualitative education. These include: Measurement and standardization of academic attainments, Evaluation of quality of work during supervision, Dissemination of information to teachers and students, Use of educational technologies with a view to increasing the efficiency of teaching, New research and development to invigorate all educational activities, Guidance and counseling, Efficient management of all resources available. Whereas Ogunsaju (2002) pointed that for a school principal to perform his roles effectively in assuring quality in the school, he should be able to play these parts: be a listener, an encourager, a dissuader, a reporter, a watcher, a judge, a critic, a decision taker and on occasion of a model. Also, a friendly environment that encourages staff to use their initiative, and which allows staff to focus on their abilities in order to act without his/her prompting. Out of the 45 copies administered to the principals 38 were filled and returned, while out of 810 copies administered to teachers 629 were returned after completion.

Finally, the result showed that both principals and teachers understood the connectivity between teaching process, supervision, and teaching with instructional materials helps students to understand lessons better. The working relationship with parents have improved the administration of the school, and the involvement of parents into the decision-making body has influenced the overall objectives of the school. This was in agreement with Ogunsaju (2002) that found that a school manager may manage with good or bad judgment, with great or little experience, with exemplary or undesirable character traits, that educational management functions for quality assurance in our education systems may be practiced in similar terms by all kinds of people, in all kind of schools by educational managers.

CONCLUSION AND RECOMMENDATION

The management and sustenance of secondary education is the responsibility of the principals and sometimes it not easy to carry out this responsibility accurately and diligently to achieve the laid down goals of that level of education. The roles of principal's sustainability in secondary schools in Nigeria cannot be over- emphasized. The principal as a leader of a group of teachers in the school system has the function of interacting with the teachers in order to improve the teaching and learning situation for their students through instructional supervision. Quality assurance serves as an indispensable component of quality control strategy in education, It will ensure and maintain high standard of education at all levels, It will assist in monitoring and supervision of education activities especially that of teaching and learning, It will equally help to determine the quality of teachers input, It will assist to determine the resources as well as facilities needed for smooth operations especially from time to time in the school systems

Base on the finding, the following are recommended for Principals' Use of Management Principles to warrant Quality Assurance: Additional provision of classrooms, furniture, equipped libraries and laboratories and teaching materials should be adequately made to promote a conducive learning environment, Principals of secondary schools should be continually trained in leadership and management skills to be a good listener, an encourager, a dissuader, a reporter, a watcher, a judge, a critic, a decision taker and on occasion of a model to promote effectiveness in terms of providing a conducive learning environment, Effective and consistent supervision and monitoring of the school system to confirm their level of compliance to quality assurance and to identify and eliminate poor qualities or misfits, A provision of competent personnel to supervise in areas such as, Measurement and standardization of academic attainments and Evaluation of quality of work during supervision, and also provision of educational technologies with a view to increasing the efficiency of teaching.

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