



# **HEAD-TEACHERS' UTILIZATION OF QUALITY ASSURANCE PRINCIPLES FOR ENHANCING EFFICIENCY IN MANAGEMENT OF PRIMARY SCHOOLS IN IKWO LOCAL GOVERNMENT AREA OF EBONYI STATE.**

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## **Abstract**

The study examined Head-teachers' utilization of quality assurance principles for enhancing efficiency in management of primary schools in Ikwo local government area of Ebonyi State. Three research questions guided the study, using descriptive survey design. The population of the study comprised of all the 34 public primary school Head-teachers' in Ikwo LGA. The instrument used for data collection was the researcher developed questionnaire captioned "Head-Teachers' Utilization of Quality Assurance Principles for Enhancing School Management Questionnaire (HUQAPESMQ)". The instrument was validated by three experts in the department of Educational Administration and Measurement and Evaluation, Ebonyi State University, Abakaliki. The reliability of the instruments was ascertained using Cronbach alpha at the coefficient level of 0.94. Three research assistants were used to collect data for the study. The data collected for the study were analyzed using mean and standard deviation from the questionnaire administered to the respondents. The results of the study showed that there was high degree of head-teachers' utilization of instructional supervision principles for enhancing efficiency in management of primary schools in Ikwo LGA of Ebonyi State. The study also revealed that there was high degree of head-teachers' utilization of staff professional development principles for enhancing efficiency in management of primary schools in the area under study. The study recommends after its findings, that teachers should be tutored and sponsored to go for workshops, seminars, and conferences in order to exchange ideas and equally update their knowledge as this will help them to be professionally on ground.

**Keyword:** Head-Teacher, Utilization, Quality Assurance, Principles, Efficiency, Management, Primary Schools.

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## Introduction

Education is an important tool for national awareness, positive change and development. The growth of a nation's economy, politics and social values mostly depend on the amount of qualitative and quantitative education she could offer to her citizens. At the individuals' level, education is an instrument for human capital building and for all round development of individuals' personalities in society. It is the fulcrum on which the development of any society or country hangs and a tool for sustainable development. Knowing the importance of education to society requires that all education systems, whether public or private entity should continually be seen as a citadel of learning and an instrument for national development.

According to Ayeni (2012) quality assurance means the effective and proper management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce quality outputs (pupils) that meet global standard and the expectations of the society. Likewise, Idiahu (2013) looked at quality assurance as the means of managing the educational industries to ensure that the services provided are maintained at a high standard that will ensure positive influence on the products (pupils/students). Therefore, quality assurance is defined by the researcher as the means of maintaining and managing all available school equipment, resources and programmes in a peculiar ways in order to bring about standardization of the instruction offered to the pupils/students at all time.

The word "Quality Assurance" is relatively new in the educational arena, yet it has quickly grown in importance (Allais, 2009). Until recently, there was no clear consensus on what constitutes quality assurance (Doherty, 1994). Quality Assurance systems is one of the main tools that have been introduced to ensure quality in all sectors of education institutions. It is argued that quality assurance processes are important to primary education institutions as they offer ways for verifying objective evidence of processes, assessing success of implementation of processes, judging if defined targets have been

effectively achieved and adducing evidence for problem solving (Mgaiwa, 2018; Allais, 2009).

Quality Assurance is a philosophy and a process in which all the functions and activities of an institution are treated equally, planned, controlled, and implemented systematically and scientifically (Allais, 2009; Doromal, 2010; Lim, 2018).

Quality Assurance Principles in primary Education Institutions explored the significance of having quality assurance mechanisms in primary education. It investigated the challenges faced by primary educational institutions in developing countries, including inadequate infrastructure, irrelevant curriculum, and insufficient assessment methods, which stressed the need for effective quality assurance principles.

Quality Assurance Principle is a proactive process that aims to prevent defects from occurring in the first place. It involves establishing and implementing processes, procedures, and systems to ensure that products or services are designed, developed, and produced consistently and reliably. It focuses on planning, defining quality objectives, implementing quality control measures, conducting audits, and continuously improving processes to enhance overall quality.

Quality assurance principles focuses on both administrative and procedural activities that are implemented in a quality system to meet the requirements and purpose of a product, service, or activity. It includes systematic measurement, standard comparison, processes monitoring, and drawing feedback with the intent to prevent errors. To that end, quality assurance can be implemented across all sectors of National economy including primary education.

Quality assurance principles ensures that physical facilities in the school known as school plants which includes, playground, buildings, furniture ,tools, equipment, apparatus, machinery, farms, information and communication technology facilities among



others should be maintained and adequately take care of in order to serve its purposes.

According to Nhlapo, (2016), ways of maintaining school plants include: developing a comprehensive plan or programme for purchase of facilities, regular inspection of school facilities, constituting committee for the management of school facilities, replacing damaged facilities among others.

Another way for maintaining school facilities include adequate school supervision. The teachers in the classroom require adequate supervision that could lead to improvement in instructional service delivery in educational industry. Good supervision services bring about enhancement in teaching and learning through proper guidance, planning and devising ways of improving teachers professionally and equally help them release their creative abilities so that through them, the instructional process is improved and articulated (Okendu, 2012).

The principles that could be used in supervisory services include: checking teachers' scheme of work and school attendance, monitoring their classroom instructional delivery and where there is deficiency in teachers' activities, this could be managed through staff professional development strategies. The staff professional strategies that could be used may range from structured activities such as workshops, seminars, training, observation, discussion, and assessment among others..

In their own assertion, Peretomode and Peretomode, (2018), maintained that management is concerned with the performance of executive duties like, making of proper plans, policies and decisions and controlling the activities of employees in the day-to-day business of the educational industry in order to achieve the set goals. In his own words, Ezeugbor (2014), saw administration as a process of mobilizing all factors and resources for the achievement of school goals, aims and objectives. Other management functions according to this study includes; planning, coordination and controlling all the available

resources in the school for the attainment of educational goals and objectives.

According to Anyaogu (2015), there are cases of inadequate and poor quality teachers, poor, decayed and obsolete learning facilities and inadequate supervision of schools, poor maintenance of school plant and environment in most primary schools. Most of these problems could be attributed to lapses on head-teachers' utilization of quality assurance strategies in primary schools in Ikwo LGA, of Ebonyi State. This was what spurred the researchers to verify the head-teachers' utilization of quality assurance principles for enhancing efficiency in the management of primary schools in Ikwo LGA of Ebonyi State.

### **Statement of the Problem**

In this modern time, the task of maintaining an efficient, effective and functional school system is dependent on the ability of the school head or school manager. The functional school system is enhanced through the head-teacher' utilization of the principles of quality assurance such as instructional supervision, instructional modeling, adequate personal motivation of staff, staff professional development and adequate maintenance of school facilities. Notwithstanding, there seems to be lapses in head-teachers' utilization of quality assurance principles in their day-to-day running of their schools, which is made evident by the low quality teachers,, poor, decayed and obsolete learning facilities and inadequate supervision of schools, poor maintenance of school plant and environment in most primary schools in the area under study.

This has resulted in low quality products of the schools in the area under study. To give support to this statement, Anyaogu (2015), asserted that most products of today's primary education system in Ebonyi State which includes Ikwo LGA, cannot fit in the modern technological age of the present day society. It is against this background, that the researchers ventured into this study of the head-teachers' utilization of quality assurance principles in the management of primary schools in Ikwo Local Government



Area of Ebonyi State.

### **Purpose of the Study**

The study proposed a holistic framework for utilization of quality assurance principles for enhancing management of primary schools in Ikwo Local Government Area of Ebonyi State. In nut shell, the study opt to find out the degree of:

1. Head-teachers'utilization of Instructional supervision principles for enhancing efficiency in management of primary schools in Ikwo Local Government Area of Ebonyi State.
2. Head-teachers' utilization of staff professional development principles for enhancing efficiency in management of primary schools in Ikwo Local Government Area of Ebonyi State.
3. Head-teachers' utilization of facilities maintenance principles for enhancing efficiency in management of primary schools in Ikwo Local Government Area of Ebonyi State.

### **Research Questions**

The following research questions guided the study

1. What is the degree of Head-teachers 'utilization of Instructional supervision principles for enhancing efficiency in management of primary schools in Ikwo Local Government Area of Ebonyi State.?
2. What is the degree of Head-teachers 'utilization of staff professional development principles for enhancing efficiency in management of primary schools in Ikwo Local Government Area of Ebonyi State.?
3. What is the degree of Head-teachers 'utilization of facilities maintenance principles for enhancing efficiency in management of primary schools in Ikwo Local Government Area of Ebonyi State?

### **Method**

The research method used for this study is descriptive survey design. The population of the study is made up of all the 34 head-teachers' in public/government owned primary schools in Ikwo Local Government Area of Ebonyi State. The researcher's developed questionnaire captioned "Head-Teachers' Utilization of Quality Assurance Principles for Enhancing School Management Questionnaire (HUQAPESMQ), as the instrument for data collection. The instrument was face and content validated by three experts: two of the experts came from the Department of Educational Administration and one from the Department of Measurement and Evaluation, all in the Faculty of Education, Ebonyi State University, Abakaliki. Cronbach alpha was used to determine the internal consistency of the instrument. Coefficient values of 0.78, 0.70, and 0.80 were obtained for part 1, 11, and 111 respectively. These coefficient values were accepted good enough for the use of the instrument. This goes to collaborate with Nworgu (2015) who opted that any coefficient value of 0.60 and above can be accepted for any research study. The questionnaire used for the study was administered to the respondents with the help of three research assistants. The research assistants are also primary school teachers in Ikwo LGA of Ebonyi State. The administration and collection of the questionnaire lasted three weeks and all the returned questionnaire were properly filled, with 95 percent of them returned. All the completed and retrieved questionnaire were used for the analysis of the study. Mean and standard deviation were used in interpreting the research question. In the interpretation of the study, mean scores that fall from 4.00-3.50, 3.49-2.50, 2.49- 1.50, and 1.49 and below, were assumed to indicate VHD, HD, LD, and VLD respectively.

### **Result**

**Research Question 1:** What is the degree of Head-teachers 'utilization of Instructional supervision principles for enhancing efficiency in the management of primary schools in Ikwo Local Government Area of Ebonyi State?





**Table 1:** Mean ratings and standard deviation scores of Head-teachers 'utilization of Instructional supervision principles for enhancing efficiency in the management of primary schools.

ITEMS		PRINCIPALS (N=32)		
S/N	As a head-teacher, I use instructional supervision to:	Mean	SD	Remarks
1	Monitoring of teachers attendance enhance their regularity in school	2.69	0.11	High Degree
2	Checking teachers lesson notes to ensure that they are up to date	2.57	1.16	Low Degree
3	Monitoring teachers classroom instructional delivery with a view of providing them professional guide in the area of difficulty	2.47	1.35	High Degree
4	Looking at teachers scheme of work to ensure adequate coverage of syllabus	2.55	0.13	High Degree
5	Cross checking teachers marking schemes to verify quality assessment of the pupils	2.44	1.18	Low Degree
6	Cross checking pupils note to ensure that their continuous assignments are marked by teachers	2.57	1.12	High Degree
7	Cross checking teachers methods of continuous assessments to ensure that they are done at record time	2.54	1.09	High Degree
	<b>Mean of Means'</b>	<b>2.55</b>	<b>0.89</b>	<b>High Degree</b>

Table 1 shows that head-teachers indicated high degree of utilization of instructional principles for items 1,3, 4, 6 and 7. This is indicated in their mean ratings of 2.50-3.49, but their mean ratings revealed low degree of their utilization of instructional principles for items 2, and 5 as their mean ratings fall within the range of 1.50-2.49. The total standard deviation scores for head-teachers that stood at 0.89 is an indication of their convergence of their response and therefore, their responses are close to the mean scores.

In all, the mean of means' value of 2.55 which fall within the range of 2.50-5.49, indicates high degree of head-teachers' utilization of Instructional supervision principles for enhancing efficiency in the management of primary schools in Ikwo Local Government Area of Ebonyi State.?

**Research Question 2 :** What is the degree of head-teachers' utilization of staff professional development principles for enhancing efficiency in management of primary schools in Ikwo Local Government Area of Ebonyi State?



**Table 2:** Mean ratings and standard deviation scores of head-teachers' utilization of staff professional development principles for enhancing efficiency in management of primary schools in the area of study.

S/N	ITEMS	HEAD-TEACHERS (N-32)		
	As a head -teacher, I apply staff professional development principles to:	Mean	SD	Remark
8	Granting study leave to teachers in order to enhance their knowledge	2.57	1.06	High Degree
9	Encouraging teachers to take part in staff discussion forum for enhancing their knowledge in carrying out their duties	2.38	1.11	Low Degree
10	Organizing seminars for teachers to enlighten them on innovative instructional principles	2.43	1.42	Low Degree
11	Encouraging teachers to attend conferences in order to up-date their skills	2.55	0.10	High Degree
12	Providing opportunities for teachers to participate in seminars in order to improve their skills	2.42	1.29	Low Degree
13	Organizing symposium for teachers advancement of knowledge	2.40	1.77	Low Degree
	<b>Mean of Means'</b>	<b>2.46</b>	<b>1.02</b>	<b>Low Degree</b>

Table 2 shows that head-teachers indicated high degree of utilization of staff professional development principles for items 8 and 11. This is verified by their mean ratings of the items that fall within the range of 2.50- 3.49. Notwithstanding, the mean ratings of head-teachers revealed low degree of head-teachers' utilization of staff professional development principles for items 9, 10, 12 and 13 as their mean ratings fall within the range of 1.50-2.49. The pooled standard deviation scores for head-teachers which stand at 1.02 indicate convergence of their responses and thus their responses are close to

the mean scores.

In all, the mean of means value of 2.46 which fall within the range of 2.50-5.49 indicates low degree of head-teachers' utilization of staff professional development principles for enhancing efficiency in the management of primary schools in the area of study.

**Research Question 3:** What is the degree of head-teachers' facilities maintenance principles for enhancing efficiency in the management of primary schools in Ikwo Local Government Area of Ebonyi State?



**Table 3:** Mean ratings and standard deviation scores of head-teachers' utilization of facilities maintenance principles for enhancing efficiency in the management of primary schools in Ikwo LGA of Ebonyi State.

S/N	ITEMS	HEAD-TEACHERS (N=32)		
	As a head -teacher, I apply facilities maintenance principles to:	Mean	SD	Remark
14	Making sure that school surroundings are clean to enhance learning	2.54	0.09	High Degree
15	Repairing of damaged tables/chairs so that pupils can sit down and take their lesson	2.43	1.16	Low Degree
16	Frequent repair of school machines in order to keep them functional at all times	2.45	1.21	Low Degree
17	Keeping toilers tidy to avoid exposing pupils to diseases	2.57	1.18	High Degree
18	Repairing broken doors/windows to protect school properties	2.39	0.69	Low Degree
19	Renovating classroom to enhance learning	2.44	0.45	Low Degree
20	Repairing cracked walls to avoid building from falling	2.47	1.15	Low Degree
21	Forming committee to entertain all forms of damages, destructions, faults, in school plants	2.51	1.09	High Degree
22	Replacing damaged electric facilities to improve lighting/ventilation to enhance learning	2.42	1.22	Low Degree
23	Repairing leaking roofs to protect pupils from harm	2.50	1.20	High Degree
	<b>Mean of Means'</b>	<b>2.47</b>	<b>0.94</b>	<b>Low Degree</b>

Table 3 above revealed that there is a high degree of maintenance principles for items 14, 21 and 23. This is shown by their mean ratings of the items that fall within the range of 2.50-3.49. In the same vain, the mean ratings of head-teachers' revealed low degree of head-teachers' utilization of facilities for items 15, 16, 17, 18, 19, 20 and 22 as their mean ratings fall within the range of 1.50-2.49. The pooled standard deviation scores for head-teachers' which stand at 0.94 clearly indicate convergence of their responses and therefore, their responses are close to the mean scores.

In all, the mean of means' value of 2.47 which fall within the range of 2.50-5.49 indicates low degree of head-teachers' utilization of facilities maintenance principles for enhancing efficiency in the management of primary schools in the area of study.

### Discussion of Finding

In table 1, the degree of the head-teachers' utilization of instructional supervision principles for enhancing efficiency in management of primary schools Ikwo Local Government Area of Ebonyi State was high. This means that there was high degree of head-teachers monitoring of teachers attendance and teaching and learning in the classroom, as well as checking teachers scheme of work and pupils note of lesson to ensure that assignments given to pupils were regular and equally marked. This goes to support the findings of Odumodu and Unachukwu (2015) who asserted that the level of management support practices for teachers' supportive supervision was low in primary schools.

In table 2, there was low degree of head-teachers' utilization of facilities maintenance principles for enhancing efficiency in management of primary schools in Ikwo Local Government Area



of Ebonyi. This indicates that there was low degree of head-teachers' enforcement of teachers to make their own contributions during town hall meetings/discussions, organizing of seminars/workshops for teachers to enlighten them on the way forward, providing opportunities for teachers to go for in-service training, among others. This is at variance with Ayeni (2011), who maintained that head-teachers sponsored teachers to attend seminars, workshops and conferences that are usually organized by either the Federal or State Ministries of Education. Though this could be true, but the variance could be as a result time and location.

The table 3, showed the degree of head-teachers' utilization of facilities maintenance principles for enhancing efficiency in management of primary schools in Ikwo Local Government Area of Ebonyi State was low. This findings means that the degree of head-teachers' repair of broken chairs, tables, servicing of school machines and replacement of doors and windows among others, were low in Ikwo Local Government Area of Ebonyi State. This finding was supported by Asiyai (2013) who discovered that most school facilities these days are in a state of disrepair. However, this finding contradicts that of Oboegbulem (2007) which indicated that physical equipment and facilities in primary schools are highly maintained. However, this contradiction could be attributed to location differences where such studies took place.

### **Educational Implications of the Findings**

The outcome of this study have some serious implications for primary school management as head-teachers' are found wanting in their utilization of quality assurance principles and as a result, there are challenging issues such as low quality teachers, poor decayed and obsolete

learning equipment/ facilities among others is bound to persist in primary schools. Therefore, for proper and effective management of primary schools and improvement on the falling standard of primary education, head-teachers ought to stand firm and brace up and make efficient utilization of quality assurance principles.

### **Recommendations**

Based on the outcome of this study, the following were recommended:

1. Heat-teachers' should check often and on teachers' note of lesson and equally go through their marking schemes.
2. That teachers should be encouraged and equally sponsored by private organizations, governmental bodies to participate in workshops, seminars, conferences for exchange of ideas and to help update their knowledge. This when carried out will help teachers and the entire society.
3. Government on their own should make adequate funds for head-teachers to use in the repair damaged, broken tables and chairs equally service worn out school machines and replace others that require replacement, including doors and windows.

### **Conclusion**

Based on the outcome of this study, the researchers concluded that there was low head-teachers' utilization of staff professional development principles and facilities maintenance principles to enhance efficiency in management of primary schools in Ikwo Local Government Area of Ebonyi State. However, the degree of head-teachers' utilization of instructional supervision principles was high according to the findings of the study.





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