

Management of Secondary School Teachers in Enhancing Quality Education in Kwara State, Nigeria

(Pengurusan Guru Sekolah Menengah dalam Meningkatkan Kualiti Pendidikan di Nigeria)

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ABSTRACT

An effective management within educational institutions could enhance the quality of education provided by the institution. This quantitative study determined the perceptions of secondary school principals on the importance of teacher competency, conducive learning environment, curriculum relevance, staff development, supervision and motivation towards the attainment of quality education. Stratified random sampling technique was used to select 175 public secondary school principals from a population of 310 principals in Kwara State, Nigeria, who participated in the study. Data was collected using the Teacher Management and Quality Education Questionnaire (TMQEQ), and analyzed using descriptive statistics. The findings revealed that the principals agreed that teacher competency, conducive learning environment, curriculum relevance, staff development, supervision and motivation are important towards the attainment of quality education. The findings implicate that school administrators should continuously encourage and support teachers to acquire more training and additional qualification. In addition, government and school principals should constantly supervise teachers' classroom activities in order to stimulate professional growth of teachers as well as put in place appropriate strategies to motivate teachers towards achieving quality education in the public senior secondary schools in Nigeria.

Keywords: Management; secondary school; teacher; quality education; Nigeria

ABSTRAK

Pengurusan yang efektif dalam institusi-institusi pendidikan boleh meningkatkan kualiti pendidikan yang disediakan oleh institusi tersebut. Kajian kuantitatif ini menentukan persepsi guru besar sekolah menengah terhadap kepentingan kecekapan guru, persekitaran pembelajaran kondusif, kurikulum yang relevan, pembangunan, penyeliaan, dan motivasi staf ke arah mencapai kualiti pendidikan. Teknik pensampelan rawak berstrata digunakan untuk memilih 175 pengetua daripada populasi 310 pengetua di sekolah-sekolah menengah awam di Negeri Kwara, Nigeria, yang menjadi peserta kajian ini. Data telah dikumpul menggunakan Kaji Selidik Pengurusan dan Kualiti Pendidikan (TMQEQ) dan dianalisis dengan menggunakan statistik deskriptif. Dapatan menunjukkan bahawa guru-guru besar bersetuju bahawa kecekapan guru, persekitaran pembelajaran kondusif, kurikulum yang relevan, pembangunan, penyeliaan, dan motivasi staf adalah penting dalam mencapai pendidikan yang berkualiti. Penemuan ini mengimplicasikan bahawa pentadbir sekolah harus terus menggalakkan dan menyokong guru untuk memperoleh lebih banyak latihan dan kelayakan tambahan. Tambahan lagi, kerajaan dan pengetua sekolah harus sentiasa mengawasi aktiviti bilik darjah guru untuk merangsang pertumbuhan profesional guru serta meletakkan strategi yang sesuai untuk memotivasi guru ke arah mencapai pendidikan berkualiti di sekolah-sekolah menengah atas awam di Nigeria.

Kata kunci: Pengurusan; sekolah menengah; guru; kualiti pendidikan; Nigeria

INTRODUCTION

Running educational institutions involves supervision, staff development, motivation, leadership and control of the efforts of individuals (teachers) in achieving the goals of the institution. The key to effective management is the ability to get results from people in conjunction with people. A teacher is a trained person employed to impart knowledge to the students in classroom situations in order to help them acquire certain skills, attitudes, values as well as creating desirable changes in their behaviour. Ideal teachers possess unique qualities which include positive mental attitude,

sense of humour, presentation skills, calmness as well as excellent communication and interpersonal skills towards achieving the goal of education for the growth of a nation (Afangideh 2001).

Secondary school education is an important level of the entire education system of Nigeria. On one hand, a middle level labour force is provided from this level of education; on the other hand, higher learning institutions receive students who complete this level of education for the provision of high-level manpower. Quality of education can be regarded as the degree of effectiveness in teaching toward the achievement of educational goals.

Quality of education is a dynamic process where changes are acquired through an effective educational process (Saddon 2000). According to Finnie and Usher (2005) the quality of education is considered important. It is measured by using different indices such as students and their backgrounds, teachers and their skills, school and their structure and environment, curricula and societal expectations or feedback (Nilson 2003). The UNESCO (2012) highlighted some indicators of quality education as follows:

1. Quality process: trained and well supervised teachers with the knowledge of good teaching methods, classroom management and assessment of students to facilitate effective learning.
2. Quality learning environment: provision of healthy environment, protection and safety as well as adequate resources and facilities.
3. Quality content: relevant curriculum needed for the acquisition of skill and knowledge.
4. Quality learners: healthy, well-nourished and ready to participate learners through the support of families and communities.
5. Quality outcome: acquisition of knowledge, skill, values and attitude for the achievement of educational goals and objectives.

Staff development involves helping staff to improve their knowledge, attitude and skills in order to become more efficient at what they are doing. The principal as the chief administration of the school should take responsibility of ensuring that quality education takes place efficiently. Staff development is an investment in people with the aim of developing their capacities as well as use the capacities more productively by contributing to the development of their environment (Abelega 2003). Staff development is concerned with providing learning and development opportunities for people in order to improve their performance within an organization. Generally, staff development is the process of ensuring continuous increase in knowledge, skills, competences required to effectively carry out tasks and duties.

The National Policy on Education (2013) specifically prescribes supervision of instruction as one of the processes for achieving quality education. Supervision can be seen as the process of assisting the classroom teacher to improve on his competence in order to ensure a favourable setting for effective teaching and learning (Ogbonna & Afiamagbon 2010). According to Ogunu (2000), supervision is a skilled and specialized service rendered to teachers to improve the teaching and learning process. The main purpose of supervision is to develop potentials of all that are involved in the instructional process in order to bring about improvement in their job. Consequently, the duty of the supervisor is to help, guide, lead, stimulate, and advise teachers to improve on their teaching so as to enable students to improve their learning. Supervision is an integral part of management which involves monitoring

and polishing of the factor resources for the maintenance of standard and quality. Francis (2013) in a study found that through effective supervision in achieving quality environment could enhance quality education in Nigeria unity secondary schools. Joan and Enose (2011) carried out a study on 33 head teachers and 330 head of department and found that quality assurance and standard in observing teachers in class enhance quality education. Similarly, Mobegi et al. (2010) investigated secondary school head teachers' quality assurance strategies and challenges in Gucha district, Kenya. He argued that head teachers play their roles as quality assurance officers and are responsible to supervise the teachers towards enhancing quality education.

In addition, motivation was found to be the driving force for voluntary actions towards achieving the stated goals and objectives of an organization. Motivation involves encouraging and inspiring teachers to take required action (Norris 2001; Skaalvik & Skaalvik 2016). Teacher motivation is the act of creating the drive or energy that propels the teachers to perform specific actions towards the realization of educational goals. Motivation in terms of regular payment of salaries, housing loan, and other compensations needed for effective management of teachers is required in enhancing quality education. In a study on management of teaching staff for quality education delivery in secondary school in Abia state, Nigeria involving 222 principals and 118 supervisors, Eucharia et al. (2016) argued that motivation makes teachers active in classroom activities. There are several areas on management and enhancement of quality education that are yet to be carried out by these scholars. These include management of secondary school teachers, quality education, especially in Kwara State, Nigeria. These scholars left a lot of gap in that they did not study whether staff development, supervision and motivation are indices to measure management of secondary school teachers in achieving quality education. This study on management of secondary school teaches in enhancing quality education in Nigeria therefore endeavours to fill these gaps yet to be covered.

To summarize, quality of education in educational institutions around the world could be enhanced through developing, supervising, and motivating the teaching staff. However, before proceeding with the actions in developing, supervising, and motivating the teaching staff in an educational institution, there is a need to know the perceptions of the staffs towards its importance and necessity. Therefore, this study determined the perceptions of secondary school principals in Kwara State, Nigeria on the elements of quality education and the importance of staff development, supervision and motivation towards quality education. Specifically, this study was done with the objectives below:

1. To determine the perception of principals in public senior secondary schools in Kwara State, Nigeria on

- the importance of teacher competency towards quality education.
2. To determine the perception of principals in public senior secondary schools on the importance of conducive learning environment towards quality education.
 3. To determine the perception of principals in public senior secondary schools on the importance of curriculum relevance towards quality education.
 4. To determine the perception of principals in public senior secondary schools on the importance of staff development towards quality education.
 5. To determine the perception of principals in public senior secondary schools on the importance of staff supervision towards quality education.
 6. To determine the perception of principals in public senior secondary schools on the importance of staff motivation towards quality education.

MANAGEMENT BY OBJECTIVES MODEL

The conceptual framework of this study is based on Management by Objectives (MBO) model posited by Peter Drucker during the early 1980s, as cited by Clement (2013). MBO refers to the process by which administrators and subordinates jointly define their common goals in terms of expected outcomes (Hoy & Miskel 2004). Figure 1 below shows the conceptual framework of this study, constructed by adapting the MOB model by Clement (2013).

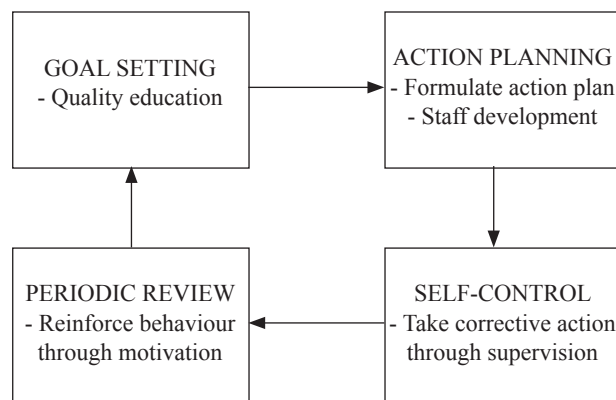


FIGURE 1. Conceptual Framework (Adapted from Clement 2013)

This technique can also be applicable in the school setting, since MBO is simply management by demonstration and measuring of results towards predetermined goals and objectives. Goal setting is the most important element in MBO. This means MBO is a participative management style where subordinates and managers formulate objectives

of an organization and jointly identify its common goals. In setting goals for a school, the school staff should participate through a representative format. The teachers would participate fully in the implementation of stated goals and take corrective actions through supervision made by the principal. The school principal also reviews the progress towards the stated objective (quality education) by appraising overall performance of teachers, reinforce their behaviour and give them support through staff development, motivation and compensation in order to achieve quality education.

The implication of using this technique in the study is that it helps the principal to motivate teachers to be highly committed to the achievement of the educational goals. It also helps the principals and teachers to easily detect and control problems that may crop up during the performance of duties. Furthermore, it promotes full participation of all in the affairs of the organization and provides sound framework for the appraisal and compensation (staff development and motivation).

METHODOLOGY

RESEARCH DESIGN AND SAMPLING

Descriptive cross-sectional survey research design was used in this study. The design was considered appropriate because of the opportunity to obtain the opinion of the sampled population, analyse the data collected with the use of appropriate data analysis technique, and get a reasonable conclusion about the population from the findings of the study (Ary et al. 2018).

This study is focused on public senior secondary schools in Kwara State, Nigeria. The population of this study comprised all 310 principals in public senior secondary schools in Kwara State. Through the use of Krejcie and Morgan’s formula, 175 principals were selected as the sample, from the total of the known population. Stratified random sampling technique was used to select the sample from every regions of Kwara State, Nigeria. This sampling method was used to ensure that all categories of principals were given equal chance of being selected. The demographic profile of the respondent is as in Table 1.

TABLE 1. Demographic profile of the respondents

| | | Percentage (n) | Percentage (%) |
|---------------------|-------------------|----------------|----------------|
| Gender | Female | 79 | 45.0 |
| | Male | 96 | 55.0 |
| Age | 40-50 | 100 | 57.0 |
| | 51 above | 75 | 43.0 |
| Qualification | Bachelor’s degree | 143 | 82.0 |
| | Master’s degree | 30 | 17.0 |
| | Ph.D. | 2 | 1.0 |
| Years of experience | 16-20 years | 78 | 44.6 |
| | 21years above | 97 | 55.4 |

From the table, 79 respondents (45%) are female and 96 respondents are male (55%). In terms of the average age of the respondents, 57% are between the age of 45-30, and 43% are over 50 years. In terms of the qualification of the respondents, majority 143 respondents (82%) are bachelor's degree holders while 30 respondents (17%) are master's degree holders, and 2 of the respondents (1%) are PhD holders. In the aspect of years of experience, 78 respondents (44.6%) have 16-20 years of experience, and 97 respondents (55.4%) have over 20 years of experience in the sample public senior secondary schools.

DATA COLLECTION METHOD

A questionnaire titled "Teacher Management and Quality Education Questionnaire" (TMQEQ) was designed for the purpose of this study and used for data collection. The instrument had two sections; section A collected the demographic data of the samples, while section B elicited

information concerning teacher management and quality education. The questionnaire used 4-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). This was used to allow the researcher to include four extreme options without the provision of a neutral option and make it easier to answer by the respondents. Dolnicar and Grun (2007), and Preston and Colman (2000) concluded that 4-point Likert scale answer format was completed faster than 5 and 7-point scales. To ensure the face and content validity of the instrument, draft copies of the instrument were given to two experts in educational management and two experts in measurement and evaluation. Relevant adjustment corrections were made based on their observations and recommendations. The corrected copies were further administered to 10 principals who are part of the samples to examine their understanding of the items wording, instructions and understandability of questions and scales in order to detect if there is any difficulty in filling the questionnaire.

TABLE 2. Reliability test for TMQEQ

| Construct | Sub-construct | N | Cronbach's Alpha | Decision |
|--------------------|--------------------------------|---|------------------|--------------------------|
| Teacher Management | Staff development | 5 | 0.80 | All items are acceptable |
| | Staff supervision | 5 | 0.78 | All items are acceptable |
| | Staff motivation | 5 | 0.76 | All items are acceptable |
| Quality Education | Teacher competency | 6 | 0.87 | All items are acceptable |
| | Conducive learning environment | 6 | 0.84 | All items are acceptable |
| | Curriculum relevance | 6 | 0.86 | All items are acceptable |

Table 2 shows the results of the reliability test for TMQEQ. For teacher management construct, the Cronbach's Alpha values for the sub-constructs are 0.80 for staff development, 0.78 for staff supervision, and 0.76 for staff motivation. For quality education construct, the Cronbach's Alpha values for the sub-constructs are 0.87 for teacher competency, 0.84 for conducive learning environment, and 0.86 for relevant curriculum. According to Bond and Fox (2015) and Pallant (2011), Cronbach's Alpha value exceeding 0.70 shows that the instrument is reliable and can be accepted.

DATA ANALYSIS METHOD

The data collected were analysed using descriptive and inferential analyses with the help of Statistical Packages for Social Science (SPSS) version 22. For descriptive analysis, the criterion mean value for the interpretation of the mean is given as follows: $4 + 3 + 2 + 1 / 4 = 2.50$. The criterion mean depicts that any item that is above or equal to the criterion mean value of 2.50 is interpreted as "agreed," while the item that is below the criterion mean value is interpreted as "disagreed." For the interpretation

equal to the criterion mean value of 2.50 is interpreted as "agreed," while the item that is below the criterion mean value is interpreted as "disagreed." For the interpretation of the 4-point Likert scale, the composite mean for each item was collapsed into two levels, namely agreed and disagreed. This is considered acceptable in order to prove normal univariable distribution (George & Mallery 2010).

FINDINGS AND DISCUSSION

PRINCIPALS' PERCEPTION ON THE IMPORTANCE OF STAFF DEVELOPMENT TOWARDS QUALITY EDUCATION

Table 3 shows the analysis of the samples' response for the construct of staff development in enhancing quality education.

TABLE 3. Responses on staff development sub-construct

| No | Item | Responses | | Decision |
|---------|--|-----------|-------|----------|
| | | Mean | SD | |
| 1 | Staff development helps to equip teachers with necessary skills needed to enhance quality education. | 2.81 | 0.965 | Agreed |
| 2 | Staff development aids teachers to realize his/her potential for growth within the system. | 2.87 | 0.980 | Agreed |
| 3 | Staff development helps in developing qualities in teachers that will enable them to be more productive. | 2.98 | 0.226 | Agreed |
| 4 | Staff development enhances teachers' notion towards achieving educational goal. | 2.81 | 1.033 | Agreed |
| 5 | Staff development programme helps to ensure staff loyalty into the culture of the school towards achieving the stated goals. | 2.84 | .984 | Agreed |
| Overall | | 2.86 | 0.838 | Agreed |

As shown in Table 3, the overall perception of the principals on the importance of staff development towards enhancing quality education is interpreted as "Agreed" ($M = 2.86$, $SD = 0.838$). This shows that the principals agreed that staff development improve quality education in public senior secondary schools in Kwara State, Nigeria. In addition, all the responses obtained mean values higher than the criterion mean value of 2.50. This shows that the principals agree that staff development i) aids teachers to realize their potentials for growth within the system ($M = 2.87$, $SD = 0.980$), ii) helps in developing qualities in teachers that will enable them to be more productive ($M = 2.98$, $SD = 0.226$), iii) helps to equip teachers with necessary skills needed to enhance quality education ($M = 2.81$, $SD = 0.965$), iv) enhances teachers' notion towards achieving educational goal ($M = 2.81$, $SD = 1.033$), and v) helps to ensure staff loyalty into the culture of the school towards achieving the stated goals ($M = 2.84$, $SD = .984$).

The results indicate that the principals agree that when teachers are adequately exposed to developmental programs such as workshops, seminars, conferences, in-service training and computer literacy programs, they will invariably equip with necessary skills needed to enhance quality education as well as enable them to be more productive. These findings agree with Ezegebe's (2003) position that readiness of any nation to maximize the inherent benefit of education is largely dependent on the quality of human resources available.

PRINCIPALS' PERCEPTION ON THE IMPORTANCE OF STAFF SUPERVISION TOWARDS QUALITY EDUCATION

Table 4 shows the analysis of the samples' response for the construct of supervision in enhancing quality education.

TABLE 4. Responses on staff supervision sub-construct

| No | Item | Responses | | Decision |
|---------|---|-----------|-------|----------|
| | | Mean | SD | |
| 6 | Supervision helps in stimulating professional growth of teachers by creating confidence in them. | 2.94 | 0.972 | Agreed |
| 7 | Helps teachers to develop appropriate methods of teaching to improve their effectiveness. | 2.88 | 0.995 | Agreed |
| 8 | Supervision gives room for a favourable setting in achieving effective teaching and learning. | 2.98 | 0.226 | Agreed |
| 9 | Supervision encourages teamwork between the supervisor and teacher in achieving the set goals and objectives. | 2.92 | 1.039 | Agreed |
| 10 | Supervision helps in assisting and guiding the teachers to improve classroom instructions and curriculum reforms. | 2.86 | 1.005 | Agreed |
| Overall | | 2.92 | 0.847 | Agreed |

As shown in Table 4, the overall perception of the principals on the importance of staff supervision towards enhancing quality education is interpreted as "Agreed" (Mean = 2.92, $SD = 0.847$). This shows that the participants agreed that supervision brings about quality education in secondary schools in Kwara State, Nigeria. In addition, all the responses obtained mean values higher than the

criterion mean value of 2.50. This shows that the principals agree that supervision i) helps in stimulating professional growth of teachers by creating confidence in them ($M = 2.94$, $SD = 0.972$), ii) gives room for a favourable setting in achieving effective teaching and learning ($M = 2.98$, $SD = 0.226$), iii) encourages teamwork between the supervisor and teacher in achieving the set goals and objectives ($M =$

2.92, $SD = 1.039$), iv) help teachers to develop appropriate method of teaching to improve their effectiveness ($M = 2.88$, $SD = 0.995$), and v) helps in assisting and guiding the teachers to improve classroom instructions and curriculum reforms ($M = 2.86$, $SD = 1.005$).

The results show that the principals agree that when teachers were adequately supervised, they will ensure and maintain quality instruction as well as ensuring a favourable setting for improving learning and total educational programme. This finding is in line with Chike-Okoli (2004) that ultimate aim of supervision is to improve the overall efficiency and raise the academic standards

of the institutions. In addition, this finding conformed to Joan and Enose's (2011) findings that supervision of teachers when they are teaching in class can enhance quality education.

PRINCIPALS' PERCEPTION ON THE IMPORTANCE OF STAFF MOTIVATION TOWARDS QUALITY EDUCATION

Table 5 shows the analysis of the samples' response for the construct of motivation in enhancing quality education.

TABLE 5. Responses on staff motivation sub-construct

| No | Item | Responses | | Decision |
|----|---|-----------|-------|----------|
| | | Mean | SD | |
| 11 | Regular payment of teacher salaries enhances quality education. | 2.89 | 1.002 | Agreed |
| 12 | Provision of adequate teaching learning materials encourage teachers to perform very well. | 3.00 | 0.962 | Agreed |
| 13 | Giving appropriate promotion to teachers improves quality education. | 2.78 | 0.856 | Agreed |
| 14 | Giving of appropriate recognition and respecting the worthy of teachers make them to be active in classroom activities. | 2.90 | 1.037 | Agreed |
| 15 | Giving of award to good teachers promote quality education. | 2.90 | 1.009 | Agreed |
| | Overall | 2.90 | 0.973 | Agreed |

As shown in Table 5, the overall perception of the principals on the importance of staff supervision towards enhancing quality education is interpreted as "Agreed" ($Mean = 2.90$, $SD = 0.973$). This shows that the participants agreed that motivation brings about quality education in secondary schools in Kwara State, Nigeria. In addition, all the responses obtained mean values higher than the criterion mean value of 2.50. This shows that the principals agree that 1) provision of adequate teaching learning materials encourage teachers to perform very well in the class ($M = 3.00$, $SD = 0.962$), 2) giving appropriate recognition and respect to the teachers make them to be active in classroom activities ($M = 2.90$, $SD = 1.037$), 3) giving awards to good teachers promote quality education ($M = 2.90$, $SD = 1.009$), 4) regular payment of teacher salaries enhance quality education ($M = 2.89$, $SD = 1.002$), and 5) giving appropriate promotion to teachers improve quality education ($M = 2.78$, $SD = 0.856$).

The results show that the principals perceived that it is important to provide constant motivation to the teachers so that they are happy in doing their job; therefore, when they are happy and feel appreciated, they could strive more to deliver a better quality of teaching. This finding supports the findings of Ololube (2006) that teachers' commitment depends on motivation and job satisfaction. Similarly, this finding agreed with Fliak (2003) that motivation is crucial to the long-term success and performance of any education system. This finding is also in line with Ololube (2004) who posits that increased motivation of teachers leads to an increase in productivity that gives boost to educational quality, as well as agreed with Eucharia et al. (2016) who

affirm that teachers make learning so interesting when they are regularly motivated by administrators.

PRINCIPALS' PERCEPTION ON THE IMPORTANCE OF TEACHER COMPETENCY TOWARDS QUALITY EDUCATION

Table 6 shows the analysis of the samples' response for the sub-construct of teacher competency in enhancing quality education.

As shown in Table 6, the overall perception of the principals on the importance of teacher competency is interpreted as "Agreed" ($M = 2.92$, $SD = 0.967$). This shows that the principals agreed competent teacher improve quality education in public senior secondary schools in Kwara State, Nigeria. In addition, all the responses obtained mean values higher than the criterion mean value of 2.50. This shows that the principals agree that competent teacher 1) makes adequate provision for students' activities ($M = 2.91$, $SD = 0.975$), 2) uses appropriate format and correct language ($M = 2.93$, $SD = 0.950$), 3) demonstrates command of the subject matter content ($M = 2.92$, $SD = 0.963$), 4) uses verbal and non-verbal communications that are positive, supportive and respectful ($M = 2.90$, $SD = 0.992$), 5) presents overview of lesson and summarizes major points of the lesson ($M = 2.94$, $SD = .943$), and 6) uses appropriate teaching aids ($M = 2.92$, $SD = .975$).

The results indicate that the principals agree that to assure the quality of education, teachers need to be competent not only in teaching methods and approaches, but the content knowledge of their subjects as well, as

TABLE 6. Responses on teacher competency sub-construct

| No | Item | Responses | | Decision |
|----|---|-----------|-------|----------|
| | | Mean | SD | |
| 1 | Competent Teacher makes adequate provision for students' activities. | 2.91 | 0.975 | Agreed |
| 2 | Competent Teacher uses appropriate format and correct language. | 2.93 | 0.950 | Agreed |
| 3 | Competent Teacher demonstrates command of the subject matter content. | 2.92 | 0.963 | Agreed |
| 4 | Competent Teacher uses verbal and non-verbal communications that are positive, supportive and respective. | 2.90 | 0.992 | Agreed |
| 5 | Competent Teacher presents overview of lesson and summarizes major points of the lesson. | 2.94 | 0.943 | Agreed |
| 6 | Competent Teacher uses appropriate teaching aids. | 2.92 | 0.975 | Agreed |
| | Overall | 2.92 | 0.967 | Agreed |

described in the questionnaire. This finding relates to the findings by Francis (2013) where students' achievement is related to the competency of the teachers. The result is also supported by Joan and Enose (2011), and he further stated that the competency of the teachers could be developed and supported through adequate and continuous supervision by more senior teachers, and that this would enhance the quality of education.

PRINCIPALS' PERCEPTION ON THE IMPORTANCE OF CONDUCTIVE LEARNING ENVIRONMENT TOWARDS QUALITY EDUCATION

Table 7 shows the analysis of the samples' response for the sub-construct of conducive environment in enhancing quality education.

TABLE 7. Responses on conducive learning environment sub-construct

| No | Item | Responses | | Decision |
|----|--|-----------|-------|----------|
| | | Mean | SD | |
| 7 | Conducive environment helps teacher to utilize appropriate classroom rules and regulation. | 2.96 | 0.967 | Agreed |
| 8 | Conducive environment helps to generate enthusiasm for learning among students. | 2.97 | 0.983 | Agreed |
| 9 | Conducive environment helps teacher to maintain a neat and orderly classroom to learning. | 2.98 | 0.963 | Agreed |
| 10 | Conducive environment helps teacher to be consistently model and reinforce appropriate behaviour among students. | 2.99 | 0.963 | Agreed |
| 11 | Conducive environment provides immediate feedback to reinforce students' learning. | 2.89 | 0.986 | Agreed |
| 12 | Conducive environment allows teacher to move round the classroom to keep abreast of students' activities. | 2.94 | 0.943 | Agreed |
| | Overall | 2.96 | 0.968 | Agreed |

As shown in Table 7, the overall perception of the principals on the importance of conducive learning environment is interpreted as "Agreed" ($M = 2.96$, $SD = 0.968$). This shows that the principals agreed that conducive learning environment improves quality education in public senior secondary schools in Kwara State, Nigeria. In addition, all the responses obtained mean values higher than the criterion mean value of 2.50. This shows that the principals agree that conducive learning environment 1) helps teacher to utilize appropriate classroom rules and regulation ($M = 2.96$, $SD = 0.967$), 2) helps to generate enthusiasm for learning among students ($M = 2.97$, $SD = 0.983$), 3) helps teacher to maintain a neat and orderly classroom to learning ($M = 2.98$, $SD = 0.963$), 4) helps teacher to be consistently model and reinforce appropriate behaviour among students ($M = 2.99$, $SD = 0.963$), 5) provide immediate feedback to reinforce students' learning

($M = 2.89$, $SD = .986$), and 6) allows teacher move round the classroom to keep abreast of students' activities ($M = 2.94$, $SD = .943$).

The results indicate that the principals agree that conducive learning environment is vital to the success of the students learning. This is because students and teachers need an environment that are safe and comfortable to conduct the activity of teaching and learning so that the delivery process is not interrupted by discomforts and difficulties. The conduciveness of learning environment also related to the development and maintenance of teaching and learning motivation. The results above is supported by (Abelega 2003) where he suggested that when teachers are motivated, they use their capacities more productively by contributing to the development of their environment, which will enhance students' learning.

PRINCIPALS' PERCEPTION ON THE IMPORTANCE
OF CURRICULUM RELEVANCE TOWARDS
QUALITY EDUCATION

Table 8 shows the analysis of the samples' response for the construct relevant curriculum in enhancing quality education.

As shown in Table 8, the overall perception of the principals on the importance of relevant curriculum is interpreted as "Agreed" ($M = 2.93$, $SD = 0.966$). This shows that the principals agreed relevant curriculum improve quality education in public senior secondary schools in Kwara State, Nigeria. In addition, all the

responses obtained mean values higher than the criterion mean value of 2.50. This shows that the principals agree that relevant curriculum i) help teacher to have clear and specific objectives of the lesson ($M = 2.91$, $SD = 0.968$), ii) help teacher to have adequate information on the choosing topic ($M = 2.93$, $SD = 0.964$), iii) help teacher plans lesson in logical sequence ($M = 2.96$, $SD = 0.959$), vi) help teacher to demonstrate awareness of individual students learning needs ($M = 2.90$, $SD = 0.968$), v) help teacher to relate the day's lesson to previous and life application of the lesson ($M = 2.94$, $SD = .969$), and vi) help teacher to progressively measure students' learning ($M = 2.92$, $SD = .968$).

TABLE 8. Responses on curriculum relevance sub-construct

| No | Item | Responses | | Decision |
|----|---|-----------|-------|----------|
| | | Mean | SD | |
| 13 | Relevant curriculum help teacher to have clear and specific objectives of the lesson. | 2.91 | 0.968 | Agreed |
| 14 | Relevant curriculum help teacher to have adequate information on the choosing topic. | 2.93 | 0.964 | Agreed |
| 15 | Relevant curriculum helps teacher plans lesson in logical sequence. | 2.96 | 0.959 | Agreed |
| 16 | Relevant curriculum help teacher to demonstrate awareness of individual students learning needs. | 2.90 | 0.968 | Agreed |
| 17 | Relevant curriculum help teacher to relate the day's lesson to previous and life application of the lesson. | 2.94 | .969 | Agreed |
| 18 | Relevant curriculum help teacher to progressively measure students' learning. | 2.92 | 0.968 | Agreed |
| | Overall | 2.93 | 0.966 | Agreed |

The results indicate that the principals agree that the relevance of the curriculum is important towards quality assurance of education. This is because when the curriculum is relevant to the students' needs, it could be delivered in a more structured and logical manner, which is beneficial to both students and teachers. This result is in line with Mobegi et al. (2010) where he stated that quality assurance of education is highly related to the relevance of the curriculum with students' needs.

CONCLUSION

This study determined the perceptions of secondary school principals on the importance of teacher competency, conducive learning environment, curriculum relevance, staff development, supervision and motivation towards quality education. The findings revealed that the principals agreed that teacher competency, conducive learning environment, curriculum relevance, staff development, supervision and motivation are important towards the attainment of quality education. The findings of this study have implications on the government, school administrators and teachers. The government and school administrators should provide and encourage teachers to improve and progress in their education and

obtain additional qualifications so that they can be more productive, realizing potential for growth within the system, as well as achieving necessary skills needed to enhance quality education. Meanwhile, efforts should be made by the government and school administrators to constantly supervise teachers' classroom activities in order to stimulate professional growth of teachers, develop appropriate methods of teaching, ensure favourable classroom settings for effective teaching and learning, encourage teamwork between supervisor and teacher as well as assist and guide the teachers to improve classroom instructions towards achieving quality education. This study like other studies, has several limitations. Thus, further researchers can expand this study by examining different variables as indices of managing teachers in enhancing quality education apart from staff development, supervision and motivation. Also, the study can be carried out in other institutions of learning as well as using different statistical analyses.

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Received: 23 August 2018
Reviewed: 21 May 2019
Accepted: 18 October 2019
Published: 29 November 2019