

**PRINCIPLAS' HUMAN RESOURCE MANAGEMENT PRACTICIES AS  
DETERMINANTS OF QUALITY ASSURANCE IN SECONDARY  
SCHOOLS IN ENUGU STATE, NIGERIA.**

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**Abstract**

*The Study x-rayed Principals' Human Resource Management Practices as Determinants of Quality Assurance in Public Secondary Schools in Enugu state. Four research questions and four null hypotheses guided the study. The study was conducted using survey research design with all the 295 principals of the 295 Enugu state owned secondary schools and all the 8,290 teachers, making a total of 8,585 respondents. The sample size for the study comprised all 295 principals of Enugu state owned secondary schools and 10% of all the 8,290 teachers, which is 829 teachers . The 829 teachers were drawn through proportionate stratified simple random sampling techniques. A closed ended questionnaire, tagged "HUMAN RESOURCE MANAGEMENT PRACTICIES QUESTIONNAIRE" (HRMPQ) , which was researcher designed was used to obtain responses from the respondents. The instrument was face validated by three experts. Two of them are experts in educational management, from the Department of Educational Management whereas one is an expert, in measurement and evaluation from the Department of Mathematics and Computer Education. All the three experts are from the Faculty of Education, Enugu State University of Science and Technology (ESUT), Agbani. Internal consistency of the instrument was determined using Cronbach Alpha statistics and a coefficient of 0.80 was obtained. Out of the 1,124 copies of the questionnaire administered to the respondents, 1032 were returned, making 91.82% return rate. Responses from the respondents were analyzed using mean scores and standard deviations while t-test was used to test the differences in the mean ratings of the null hypotheses at 0.05 level of significance at appropriate degrees of freedom. The findings of the study showed to a very great extent, principals' staff performance appraisal practice is a determinant of quality assurance in Enugu state owned secondary schools. Also the findings indicated that to a very great extent, principals' supervision practice is a determinant of quality assurance in Enugu state owned secondary schools among others. It was recommended among others that annual performance appraisal for teachers is crucial as well as government appointing professionals as principals who will continuously supervise the teachers in accordance to professional ethics and practices to ensure quality instruction delivery which is a positive signal to equality assurance.*

**KEY WORDS:** Principals, Teachers, Human Resource Management Practices, Secondary Schools, Quality Assurance.

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### **Introduction**

Education is internationally accepted as a key development index and it is recognition of this importance, that government all over have made commitment in their countries educational policies for their citizen to have access to education (Imam, 2012). Therefore education has been seen as the master key with which any nation could pertinently close the doors of poverty, prejudice and ignorance and simultaneously open doors of economic prosperity , national development, social advancement and civilization. In other words education is an eye opener, an essential tool for individual and national development and social advancement. According to Igwesi (2007) in Ebosie, Faustina and Amuta(2018),education is an invaluable instrument of political, social, economic, scientific and technological development. According to Denchukwu (2020), education is a veritable tool with which people using human ability to respond to and interact with the environment, pass on from generation to generation those aspects of their culture and values which they consider to be worth while. Okeke (2013) stated that education is the aggregate of all the processes by which a child or young adult develops the abilities, attitudes, and other forms of behavior which are of positive value to the society in which he/she lives. It is therefore, a process of transmitting culture in terms of continuity and growth and for disseminating worthwhile knowledge in order to enhance social control or to guarantee rational direction of the nation or both. Therefore, education guides individuals to their desired occupation and brings about individual development, economic and national developments, which are positive signals of progress to the nation.

Education at the secondary school level which is the crux of this study, is the level of education after primary school but before tertiary level of education. Therefore, secondary education is the bridge between the primary and tertiary levels of education in Nigeria. According to the Federal Republic of Nigeria (FRN,2013), secondary education is the education, children receive after primary education and before tertiary stage, which is specifically posited that, it is a level of education meant for children between ages of 12-17 years. The abroad goals of secondary education have been identified by the Federal Republic of Nigeria(2013) to include the preparation of students for useful living within the society and preparation for higher education. It should be noted that the achievement of these specified goals of secondary education is dependent on the improvement of teaching quality. This explains why Aroge (2012) posted that every one who is concerned about the academic performance of students in secondary schools, will agree that the

teaching improvement of teaching quality is a high priority in any of educational programs. The quality of education given to students at secondary school level is hinged on the teachers, hence, the facts remains that teachers stand at the centre of the success of education process at secondary school level.

A teacher can be seen as an individual who is professionally trained to teach, instruct, impart knowledge, skills and innovations as well as guiding learners to pass through the learning process. According to Ben-yunusa (2000) in Nsude (2015) the teacher is the main force and the last person that ensures any educational programme is implemented according to specification, he/she decides on what to teach and at what time, even when some kind of teaching schemes may have been prepared for him/her. He/she interprets the syllabus and breaks it into teaching schemes and lesson plans. He/she decides on what instructional materials to use, the methodology to adopt, the amount of time to spend on each aspect and the equipment and the space to use. Udoh (2012) stated that a teacher is one who is professionally trained and actively involved in a systematic, rational and organized process of transmitting knowledge and skills to the learners in accordance to professional ethics and principles. According to Chapin (2014), in schools, the teachers is solely in charge of training students to become good citizen and active world citizens. Generally, the realization of goals and objectives of secondary school is determined by the performance of the classroom teachers. This explains why Ocho (2005) in Nsude (2015) observed that in schools, class teachers determine the failure or success of educational enterprise. Therefore classroom teachers must perform in a way that enhances positive schooling which is positive signal to quality instruction delivery. Mukoro and pupu(2013), observed that teachers performance is enhanced by correction encouragement and in service training. According to Ikechi (2011), it is from high ranking teachers in secondary schools that principals are appointed.

Although there are other key players in the business of secondary education, the teachers and principles are the major determinants of its products. Jaihoiba (2003) in Nsude (2015) stated that the principal is a secondary school administrator who has to organize and direct the affairs of school in such a way as to achieve its goals and objectives. According to him he is the person responsible for co-coordinating the activities of the school using the resources in his disposal in such a way that the school objectives are achieved. Therefore, a principal is essentially an organizer and a coordinator who has to work with classroom teachers as a team in order to achieve the desired

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goals and objectives of the school. According to FRN (2013) the secondary principal is the administrative head of the secondary school, charged with the responsibility of running the day-to-day activities of the school and is responsible for all that go on in the school. Parker (2011) stated that the school principal defines what the school seek to be in the future and how to be there. Gardiner (2011) was in agreement with Parker (2011), when he posited that the school principal sets goals and methods needed to attain the goal which then serves as the planning framework for the school. According to shama and Sandana in Uwakwe (2017) secondary school principals take decisions that affects the lives of the students and the human resource they manage. Ikechi (2011),posited that a principal is a high ranking classroom teacher promoted to a management position and given the task of being in charge of a secondary school. The management of secondary school is a very great task for the principals.

The management of secondary school is a very great task for the principals. Nwangwu, Elechi, Nsude and Ozougu (2022) stated that management is a process where by various resources (human and material) are integrated into total system in order to accomplish an institutional or organizational predetermined goals. In other words, according to Nwangwu et al (2022), management is also an attempt to harness the efforts of different and many individuals or groups working in an institution or organization to accomplish defined goals. Uchendu (2015) sees management as the process of planning, organizing, supervising, directing, coordinating, with aim of achieving its goals and objectives within the set time. Okoji and Unachukwu (2014), stated that management involves getting work done with the help of people using available resources within a given time limit. Therefore management is a process of pooling resources together, using human resource for the purpose of achieving organizational goals and objectives in other words, management can be viewed as the planning , organizing, leading and controlling of resources human resource, inclusive to achieve organizational goals effectively and efficiently. In the context of education accordings to Nwangwu, Elechi, Nsude and Ozougu(2022), educational management is a management process geared towards the implementation of educational tasks by efficiently and effectively utilizing available human and material resources to accomplish predestined goals efficiently and effectively. Peretomode (2012), states that educational management is concerned with planning and formulation of educational policies or programs with a view to achieving educational goals. Hence educational management focuses mainly on the achievement of goals and objective through the coordination of human and material resources.

According to Uchendu and Akuegwu (2016), educational management can also mean employing human resource for the coordination of available resource directed at achieving educational purpose. According to them, Educational management involves the process of utilizing human and material resources, using the functions of planning, organizing, directing, leading and controlling, teaching/caring and other school activities for achieving educational outcomes. The principal, as the administrative head of the secondary school need other human resource, both teaching and non-teaching to plan, organize, direct, control, and coordinate all the activities or the school effectively and efficiently to achieve the school goals and objectives. Therefore, the principal must be knowledgeable, innovative and must have wide experience to manage human resource in his establishment effectively and efficiently too.

Human resource management in education , according to Nwangwu, Elechi, Nsude and Ozougu (2022) is a strategic and coherent approach to management of education's most valued and cherished assets. According to them, this assets are the teaching and non-teaching staff working in educational institutions, who individually and collectively contribute in diverse ways in the realization of predetermined goals of education. They went further to state that human resource management in education is a set of practices and approaches integrating teaching and non-teaching staff in educational institutions so as to accomplish institutional purpose and goals for which it was established and at the same time, taking into consideration the needs and aspiration of the staff. Human resource management in education, therefore, involves the motivation and effective coordination of the activities and efforts of human resource of educational institutions so as to secure optimal output from them that enhance both productivity and effective quality education delivery. It is therefore important to state that human resources are the most critical resources among all other resources that are involved in quality education delivery. It is against this stand point that the welfare of human resources in education is of paramount important if quality education delivery will be achieved effectively and efficiently in Nigerian schools, secondary schools inclusive.

Nwangwu, Elechi, Nsude, and ozoagu (2022), therefore, listed human resource management practices or functions of principals as procurement, promotion, mentoring, staff professional development, compensation, induction, appraisal to organizing, directing, controlling, integrating, maintenance, discipline, termination, placement, co-ordination of performance

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appraisal, as well as motivation. Nwangwu et al (2022) further hinted that indices or practice for a good human resources management in educational institution, to include taking care of staff's interest, high level of motivation, staff moral, efficiency, group cooperation, loyalty, low staff burn-out, and low absenteeism. Furthermore Samuelsson (2013) was in agreement with Nwangwu, Elechi, Nsude, Ozoagu (2022), when he hinted that the basic practices or functions of human resources management include recruitment and selection of staff, staff training, and development, job evaluation, performance appraisal and promotions, wages and salary administration, supervision, staff welfare and industrial relations. However, the researcher focused on the following human resources management practices or functions: performance appraisal, supervision, mentoring, and staff professional development.

Performance appraisal is a process of determining or evaluating the extent to which an employee's past and or present performance is in tandem with his assigned duties and his future potentials for the institution (Nwangwu, Elechi, Nsude, and Ozoagu (2022)). According to them, employee's performance appraisal is aimed at determining the strengths and weaknesses of the employees with the aim of reinforcing his strengths and remedying the weakness which will consequently enable both the employee and the institution to know how to strengthen the growth and development of both the employee and the institution for quality assurance. Therefore, performance appraisal is the process of evaluating how well employees perform their jobs as compared to a set of standard and then communicating that information to those employees. Mohammed Ahirif and Asgha (2019) noted that performance appraisal is the system of evaluating employee's performance relative to his or her job requirements. According to chapman (2011) performance appraisals are essential for the effective management and evaluation of staff. He went further to stress that performance appraisal helps to develop individuals, improve organizational performance through monitoring of standard. This study sought to ascertain the extent to which performance appraisal is a determinant for quality assurance in secondary schools in Enugu state.

Supervision is a process of stimulating growth and a means of helping teachers so as to bring about improvement in instruction, teaching and learning. Chike okoh and Adaeze (2016),noted that the supervision is concerned with making adequate provision for all the conditions which are essential to effective learning through effective teaching. They went further to state that supervision is a service activity that exists only to help teachers do their jobs better.

Walker (2016), noted that supervision is a task of improving instruction through regular monitoring of teachers. Ugouchukwu (2020), defined supervision as a deliberate effort or attempt to provide professional leadership to teachers and similar personnel within school system with a view to improve school instructions, learning, adaptation and use of other educational resources. Osakwe (2010) opined that through supervision the principal can provide meaningful feedback and direction to teachers that can have profound effect on the learning that occurs in classroom. Therefore, supervision is an exercise meant to assist, direct, stimulate and motivate teachers to improve teaching and learning processes in the school system. In other words, the term supervision is used to describe those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of students and teachers. Hence, supervision can be regarded as a master key in the quality assurance exercise in education industry.

Another aspect of human resources management practice or function which may be a determinant of quality assurance is mentoring. Teacher mentoring according to Cook (2012), enhances a relationship of ongoing support, collaboration and development of knowledge and skills that translate into improved teaching strategies. In the words, of Olu-Ajayi (2016), mentoring is a supportive relationship established between two individuals where knowledge, skills, and experiences are shared. Odimmega, Udemba, and Obiekwe (2021), noted that mentoring as a learning partnership, is the most effective ways to transfer skills, knowledge and offer people the opportunity to learn needed skills and knowledge that allow them to function well at a more senior level. Odimmega et al (2021), further stated that mentoring provides workplace learning in a less stressful environment. Therefore, mentoring is a form of personal guidance provided by the mentor to the mentee so as to transfer skills and knowledge to the mentee that will help the mentee to function well in his/her, place of work. Hence, the researcher sought to determine if mentoring may be a crucial factor of quality assurance in public secondary schools in Enugu state, Nigeria.

Another human resources management practice which may be a determinants of quality assurance in Nigeria secondary schools, especially Enugu state, is staff professional development. Nwangwu, Elechi, Nsude and Ozoagu (2022) noted that staff professional development is a process of improving technical, conceptual and moral skills of employees through skill acquisition, in service training and education which enhances proper and adequate job performance. According to them, staff professional development programme enhances productivity, boosts morale and

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reduces institutional costs. However, Nwangwu et al (2022), noted that if quality education delivery and outcomes must be achieved, the education and training provided to the employees must be in tandem with the needs and aspirations of both the institution and the employees. In the words of Nakpodia in Olohundare and Sholes (2020), staff professional development is a process of continuously updating teachers knowledge, skills and interest in the chosen field. Osokoya (2012), noted that the benefits of professional development of teachers are to assist teachers update their knowledge, obtain higher teaching qualification, acquire more conceptual and technical knowledge, skills, and competencies in their teaching subjects, that will enable them address the challenges of teacher quality and quality education delivery effectively. This explains why quality education delivery and outcomes are done through continues staff development provided through in- service training, conferences, seminars and workshop. The researcher, therefore, sought to find out if staff professional development is a determinant of quality assurance in public secondary schools in Enugu state.

Quality assurance is a proactive approach which attempt to identify problems and deal with them immediately or even better prevent them from happening at all. Denchukwu (2020), defined quality assurance as part of quality management that focused on providing confidence that quality requirement will be fulfilled. According to Ayeni (2012), quality assurance process is an act of managing and utilizing human and material resources so as to achieve the educational objectives. Quality assurance in secondary schools, according to Harrison (2011), hinges to a very great extent on principals ingenuity in managing human resources effectively. In the words of Ifedili (2015), quality assurance is the process of ensuring that the educational outputs (students) are processed with all required staff and quality programmees, facilities and materials to meet the universal standard . The essence of quality assurance is to prevent mistakes or defects in a system so as to achieve the desired quality product. Therefore, quality assurance can be seen as a measure to ensure that standards are maintained, enhanced and sustained. To Menyanga (2014), quality assurance is a means of putting in place adequate and appropriate structures , legislations, supervision of school staff and other resources so as to meet the set minimum standards in education as well as sustaining the standards. Stephanie, in Galle, Nasiru, Alaku, and Samuel (2021), noted that quality assurance in education are proactive measures of ensuring quality of input, teaching-learning process, academic achievement of learners and school management, before things get out of hands. Nwite (2012) was in agreement with Stephanie in Galle et al (2021),

when he maintained that the quality assurance in teacher's classroom, management involves a systematic management, monitoring and evaluation of procedures adopted to measure the performance of students to ensure that best practices in institutional inputs and outputs are maintained in the schools.

However, presently in Nigeria, according to Fasasi and onyeniran (2014), there is a great concern and complaints by parents, heads of tertiary institution and employers of secondary education graduates in Nigeria, Enugu state inclusive, about the quality of these graduates. Brown (2016), was in agreement with Fasasi and Onyeniran (2014), when he stated that Nigerian education presently seems to be at crossroads, as far as producing quality graduates who will work to deserve and justify their pay, work independently , globally, and bring creativity into their workplace and consequently , contributing positively to the society in which they live. Furthermore, Ayeni (2012) lamented that there have been steady decline in teachers instructional task performance and students academic performance which depicts non-realization of quality assurance in secondary schools. The question this situation raises is what are the principals' human resources management practices that are determinants of quality insurance in secondary schools In Enugu state? It is therefore against this background, that the researcher determined principals' human resource management practices as determinants of quality assurance in secondary schools in Enugu state.

### **Statement of the problem**

In Nigeria today especially in Enugu state, there is great concern and complaints by the parents, heads of tertiary institutions and employers of secondary education graduates about the quality of these graduates. In other words, Nigerian education presently seems to be at crossroads as far as producing quality graduates , who will work to deserve and justify their pay, work independently, globally and bring creativity into their workplace , contributing positively to the society. The situation has been exacerbated by steady decline in teachers' instructional task performance and students' academic performance which has resulted into mass production of secondary school graduates who could not read, write, carry out simple calculations in mathematics and comprehend simple English language.

The abysmal performance of these secondary school graduates has been blamed on the classroom teachers who are accused of apathy, uncommitted, uninspired, unmotivated, high level

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of inefficiency and ineffectiveness in the discharge of their duties. However, very unfortunately, the deplorable working conditions under which classroom teachers break their necks and backs as well as stressing their eyes to prepare the future leaders of Nigerian nation have not been seriously considered by the authorities. In fact, poor infrastructures, insufficient logistics, slackness in the upholding of ethical conducts, low salaries and inadequate rewards. System is characterized with teaching and learning profession in Nigeria Enugu State inclusive. Again teaching and learning under insatiable and deplorable conditions might lead to negative effect on students, consequently resulting into mass production of poor quality graduates. This ugly situation had consequently resulted into non-realization of quality assurance in secondary schools in Enugu State. It is against this stand point, that the researcher was motivated to examine principals' human resource management practices as determinants of quality assurance in Enugu state owned secondary schools. The problem of this study is, therefore put in a question form thus "To what extent do principals' human resource management practices, are determinants of quality assurance in public secondary schools in Enugu State?"

### **Purpose of the study**

The main purpose of this study is to x-ray the extent to which principals' human resource management practices are determinants of quality assurance in public secondary schools in Enugu State. Specifically, the study sought to:

1. Determine the extent to which principals' performance appraisal is a determinant of quality assurance in public secondary schools in Enugu state?
2. Examine the extent to which principals' supervision is a determinant of quality assurance in public secondary schools in Enugu state?
3. Ascertain the extent to which principals' mentoring practice is a determinant of quality assurance in public secondary schools in Enugu state?
4. Find out the extent to which principals' staff professional development practice is a determinant of quality assurance in public secondary schools in Enugu state?

### **Research Questions**

The following research questions guided the study

1. To what extent do principals' performance appraisals practice as determinants of quality assurance in public secondary schools in Enugu state?

2. To what extent do principals' supervision practice as a determinants of quality assurance in public secondary schools in Enugu state
3. To what extent do principals' mentoring practice is a determinant of quality assurance in public secondary schools in Enugu state?
4. To what extent do principals' staff professional development practice as a determinant of quality assurance in public secondary schools in Enugu state?

### **Hypotheses**

The following null hypotheses, which guided the study were tested at 0.05 level of significance

1. Significance difference does not exist between the mean scores of principals and teachers on the extent to which principals' performance appraisal practice as a determinant of quality assurance in public secondary schools in Enugu state.
2. There is no significant difference between the means scores of principals and teacher on the extent to which principals', Supervision practice as determinant of quality assurance in public secondary schools in Enugu state
3. Significance different does not exist between the mean scores of principals and teachers on the extent to which principal mentoring practice as a development of quality of assurance in public secondary schools in Enugu state.
4. There is no significant differences between mean scores of principals and teachers on the extent to which principals' staff professional development as determinant of quality assurance in public secondary school in Enugu state

### **Methodology**

In this research study, the researcher adopted survey research design. According to Nwogu (2015), survey research design is a research design, where a group of people or items is studied by collecting and analyzing data from only a few people or items deemed to be the representative of the entire group, from which inferences are made about the entire group. Thus the researcher deemed it wise to adopt survey research design for the study, because it uses a representative sample of entire population. The area of the study is Enugu state. Enugu state has six education zones namely, Agbani, Agwu, Enugu, Nsukka, Obollo-Afor and udi. There exist three types of secondary schools in each of these six education zones. They are Enugu state owned secondary

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schools, Federal government owned secondary schools, which are called the public secondary schools and private secondary school. Enugu state shares boarder with Imo and Abia states in the South, Ebonyi state in the East, Benue state in the north, Kogi state in the North West and Anambra state in the West. There are seventeen local government education authorities in Enugu state. Also in Enugu state there are many universities, polytechnics and colleges of education. The study covered all the Enugu state owned secondary schools in the six education zones of Enugu state.

The population for the study was 8,585, which comprise of 295 principals of Enugu state owned secondary schools and all the 8,290 secondary school classroom teachers in the 295 Enugu state owned secondary schools. According to statistics unit, Post Primary Schools Management Board Enugu (2021), the 295 Enugu state owned secondary schools are distributed unequally in six education zones that make up the state. The total sample for the study was 1,124, comprising of 295 principals and 829 teachers. The principals' population was not sampled, because it is small and manageable. This is supported by Uzoagulu (2011) in Nsude (2015), who posited that a researcher is free to Use entire population, if it is small and manageable. To ensure that all the 8,290 teachers are equally represented and had an equal chance of being chosen, the researcher used stratified proportionate random sampling technique to sample 10% of the total population of teachers for the study. This is in agreement with the views of Uzoagulu (2011), who posited that when the population for a known study is in thousands, the researcher can make use of a desired percent for the study.

The instrument for data collection was a researcher structured questionnaire tagged "Human Resources Management Practices Questionnaire (HRMPQ)", which was made up of two sections, A and B. Section A was on respondents background information while section B was subdivided into four clusters, based on the research questions that guided the study. Cluster A contains 10 items which was on the staff performance appraisal, cluster B contained 11 items which was on the supervision, cluster C contains 10 items which was on the mentoring, and cluster D which contains 10 items on staff professional development. The instrument therefore contained a total of 41 items structured on four point rating scale of Very Great Extent (VGE) -4points, Great Extent (GE) 3points, Low Extent (LE)- 2points and Very Low Extent(VLE)- 1point. The instrument was face validated by three experts, two were experts in educational management from Department of Educational Management while the other one is an expert in measurement and evaluation from the

Department of Mathematics and Computer education, all from Faculty of Education, Enugu State university of Science and Technology, (ESUT) Agbani, Enugu State. Internal consistency of the instrument was determined using Cronback Alpha statistics and a co-efficient of 0.80 was obtained, which indicated that the instrument was reliable. Out of the 1,124 copies of questionnaire administered to the respondents by the researcher with the help of six briefed research assistants, 1042 were returned, making 91.82% return rate.

For data analysis, means statistics and standard deviation were used to answer the research questions, while t-test was used to test the differences in the mean ratings of the null hypotheses at 0.05 level of significance at appropriate degrees of freedom.

### Data presentation analysis and results

In this data presentation analysis and results, the researcher presented the finding and the results of the data analysis on the four research questions and four null hypotheses.

#### Research Question 1

To what extent do principals' staff performance practice as a determinant of quality assurance in public secondary schools in Enugu state?

**Table 1:** Mean scores of Principals and Teachers on the extent to which principals' staff performance practice as a determinant of quality assurance in public secondary schools in Enugu state.

S/N	In my opinion, staff performance appraisal determines quality assurance when teachers:	Principals n = 274			Teachers n = 768		
		X	SD	Dec.	X	SD	DEC
1	Give assignment frequently	2.94	.82	GE	3.03	.80	GE
2	Mark the assignments frequently	2.97	.82	GE	3.06	.82	GE
3	Are punctual to school and classes	2.92	.80	GE	3.00	.81	GE
4	Prepares good lesson notes	3.02	.80	GE	2.92	.83	GE
5	Adhere strictly to the climate of the school	2.92	.83	GE	2.98	.81	GE
6	Cover their scheme before end of the term	2.91	.78	GE	2.96	.84	GE
7	Are in the areas of their specialization	3.05	.82	GE	3.02	.82	GE

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8	Use appropriate teaching aids	2.99	.79	GE	2.99	.81	GE
9	Are regular to classes	3.03	.86	GE	2.96	.81	GE
10	Write good lesson notes and plans	3.02	.80	GE	2.92	.83	GE
	<b>Cluster mean/SD</b>	<b>2.98</b>	<b>.81</b>	<b>GE</b>	<b>2.99</b>	<b>0.82</b>	<b>GE</b>

The data analysis on table 1 above shows the mean rating of both principal and teachers on the extent to which principals' performance appraisal practice as a determinant of quality assurance in secondary schools in Enugu state. The data analysis shows the grand or cluster mean scores of the principals and teachers in Enugu state as 2.98 and 2.99 respectively. The analysis further revealed that the grand or cluster standard deviation for principals is .81, while that of teachers is .82. The standard deviation shows unanimity in the responses of the respondents. This is an indication that principals' performance appraisal practice as a determinant of quality assurance in public secondary schools in Enugu state to a great extent.

### Research Question 2

To what extent do principals' supervision practice as a determinant of quality assurance in public secondary schools in Enugu state?

**Table 2:** Mean scores of principals and teachers on the extent to which principals' supervision practice as a determinant of quality assurance in public secondary schools in Enugu state

S/N	In my own opinion, supervision practice determines quality assurance when:	Principals n=274			Teachers n=768		
		X	SD	DEC	X	SD	DEC
11	Laboratories are regularly checked by the principals	3.02	.83	GE	2.96	.82	GE
12	Principals checks the continuous assessment of teachers	3.01	.83	GE	3.00	.83	GE
13	Principals checks teachers use of teaching aids	3.05	.82	GE	3.02	.99	GE
14	Principals supervises the teaching of teacher regularly	2.97	.84	GE	3.00	.81	GE

15	Principals ensures good adequate teaching aids	3.01	.82	GE	2.97	.81	GE
16	Principals supervises teaching and learning environment shows	3.02	.85	GE	2.97	.82	GE
17	Principals checks teachers lesson note regularly	3.05	.81	GE	2.99	.81	GE
18	Principals check if the teacher adhere to timetable	2.86	.79	GE	2.95	.84	GE
19	Principals visit teachers in class to find out their style or class management	3.05	.83	GE	2.99	.82	GE
20	Principals checks the teacher scheme of work or the content	2.98	.82	GE	3.01	.82	GE
21	Principals supervises regularly the quality of students feeding	3.06	.84	GE	3.03	.81	GE
	<b>Cluster mean/SD</b>	<b>3.01</b>	<b>.83</b>	<b>GE</b>	<b>2.99</b>	<b>.82</b>	<b>GE</b>

The data analysis indicated on the table 2 above shows the mean scores of both principals and teachers on the extent to which principals supervision practice as a determinant of quality assurance in public secondary school in Enugu state. The principals mean scores are ranged from 2.89 to 3.06 whereas teachers mean score ranged from 2.95 to 3.03. Therefore, both principals and teachers shows agreement in their responses, indicating that principals' supervision practice as a determinant of quality assurance in public secondary schools in Enugu state is to a great extent. Furthermore, the data analysis revealed that cluster mean 3.01 and 2.99 for principals and teachers respectively. Again, the standard deviation for the principals was .83 whereas that of teachers was .82. Therefore, standard deviation shows agreement on the responses of the respondents. This signifies that principals' supervision practice as a determinant of quality assurance in public secondary schools in Enugu state is to a great extent.

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**Research Question 3**

To what extent do principals mentoring practice as a determinant of quality assurance in public secondary schools in Enugu state?

**Table 3:** Mean ratings of principals and teachers on the extent to which principals' mentoring practice as a determinant of quality assurance in public secondary schools in Enugu state.

S/N	In my own opinion, mentoring determines quality assurance when	Principals n=274			Teachers n=768		
		X	SD	DEC	X	SD	DEC
22	When mentor and mentee work co operatively	2.93	.81	GE	2.99	.81	GE
23	The mentor greats adequate time for the mentee	2.95	.84	GE	2.96	.81	GE
24	The mentee is willing to learn and take corrections	2.97	.81	GE	2.99	.82	GE
25	Teachers are motivated to make use of laboratories for practical	3.07	.83	GE	2.98	.83	GE
26	Principals encourage teachers to make good use of teaching aid	2.94	.78	GE	2.97	.81	GE
27	Staff are often meant to practice whatever the principal teaches in school	2.92	.83	GE	2.96	.81	GE
28	The mentee is meant to practice what the mentor teaches	2.95	.84	GE	2.96	.81	GE
29	The mentor and mentee work collaboratively	2.97	.83	GE	2.97	.82	GE
30	Teachers are guided in the improvisation of instructional material	2.99	.80	GE	2.96	.82	GE
31	Teachers are always assisted with the creative ideas that will help them to prepare a good lesson note	3.03	.85	GE	2.99	.82	GE
	<b>Cluster mean/SD</b>	<b>2.97</b>	<b>.82</b>	<b>GE</b>	<b>2.98</b>	<b>.82</b>	<b>GE</b>

The mean ratings of both principals and teachers on the extent to which principals mentoring practice as a determinant of quality assurance in public secondary schools in Enugu state, are shown on the table 3 above. The mean ratings of the principals ranged from 2.92 to 3.07, whereas teachers

mean rating ranged from 2.96 to 2.99. The study further revealed the cluster means of 2.97 and 2.98 for principals and teachers respectively. Again the study also revealed both the principals' and teachers' have the same standard deviation of .82. This is indicative of the fact that the responses of the principals and teachers are the same. This consequently implies that principals' mentoring practice as a determinant of quality assurance in public secondary schools in Enugu state is to a great extent.

#### Research Question 4

To what extent do principals' staffs professional development practice as a determinant of quality assurance in public secondary schools in Enugu state?

**Table 4:** Mean rating of principals and teachers on the extent to which principals' staff professional development practices as a determinant of quality assurance in public secondary schools in Enugu state.

S/N	In my own opinion, staff professional development determines quality assurance when they are involved in	Principals n=274			teachers n=768		
		X	SD	DEC	X	SD	DEC
32	Professional training by resource experts	3.04	.80	GE	2.98	.83	GE
33	Vocation courses	3.01	.83	GE	3.02	.83	GE
34	Additional studies	3.00	.83	GE	3.02	.81	GE
35	Workshop, conferences and seminars	2.94	.82	GE	3.02	.80	GE
36	Refresher course programs	2.99	.82	GE	2.98	.80	GE
37	Information and communication training programme	3.01	.81	GE	3.02	.83	GE
38	In-service training programme	3.01	0.81	GE	2.95	0.82	GE
39	Special function for training in sports to keep fit	2.91	.82	GE	3.00	.82	GE

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40	Teaching learning process	3.01	.84	GE	2.94	.82	GE
41	The learning environment	2.95	.80	GE	2.96	.82	GE
	<b>Cluster mean/SD</b>	<b>2.98</b>	<b>.82</b>	<b>GE</b>	<b>2.99</b>	<b>.82</b>	<b>GE</b>

The data analysis on the table 4 above, shows the mean rating of both principals and teachers on the extent to which principals' staff professional development practices as a determinant of quality assurance in public secondary schools in Enugu state. The result of the data analysis shows the grand mean score of principals and teachers in Enugu state as 2.98 and 2.99 respectively with respect to the extent to which principals' staff professional practices as determinants of quality assurance in public secondary schools in Enugu state. Further analysis of the items revealed that the respondents agreed on the whole items, since the mean score of both the principals and teachers are to great extent.

This is evidenced on principals mean scores that ranged from 2.91 to 3.04 and that of teachers which ranged from 2.94 to 3.02. Furthermore, the analysis of the data also revealed the cluster means of the principals and teachers as 2.98 and 2.99 respectively. Again, the data analysis also revealed that both principals and teachers have standard deviation of .82. The closeness of the cluster means of the principals and teachers as well as their standard deviation being the same, showed that the respondents were homogenous in their responses. Therefore, the outcome of the above analysis revealed that principals' staff professional development practices as a determinant of quality assurance in public secondary schools in Enugu state is to a great extent.

### Hypothesis 1

Significance different does not exist between the mean scores of principals and teachers on the extent to which principals' performance appraisal practice as a determinant of quality assurance in public secondary schools in Enugu state.

**Table 5:** Summary of t-test analysis of the mean scores of principals and teachers on the extent to which principals' performance appraisal practice as a determinant of quality assurance in public secondary schools in Enugu state.

Group	n	x	SD	DF	level of significance	p-value	Decision
Principals	274	2.98	.81				
				1040	0.05	.705	NS
Teachers	768	2.99	.82				

The analysis of the data on table 5 above for principals and teachers on the extent to which principals' staff performance appraisal practice as a determinant of quality assurance in public secondary schools in Enugu State shows that at 1040 degree of freedom, the p-value was .705. The p-value is greater than 0.05 level of significance. Therefore, significant difference does not exist between the mean ratings of principals and teachers on the extent to which principals' staff performance appraisal practices as a determinant of quality assurance in public secondary schools in Enugu state, hence the null hypothesis was not rejected.

### Hypothesis 2

There is no significance difference between the mean scores of principals and teachers on the extent to which principals supervision practices a determinant of quality assurance in public Secondary Schools in Enugu state.

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**Table 6:** Summary of t-test analysis of the mean scores of principals and teachers on the extent to which principals' supervision practice as a determinant of quality assurance in Public Secondary Schools in Enugu state.

Group	n	x	SD	DF	P-VALUE	DECISION
Principals	274	3.01	.83			
				1040	.249	NS
Teachers	768	2.99	.82			

The analysis of data on table 6 above for the principals and teachers on the extent to which principals. supervision practices as a determinant of quality assurance in public Secondary School in Enugu state shows that at 1040 degree of freedom, the p-value was .249; which indicated that p-value is greater than 0.05 level of significance set for this study. The implication was that there is no significant difference between the mean scores of principals and teachers on the extent to which principals' supervision practice as a determinant in public Secondary Schools in Enugu State and therefore the null hypothesis was not rejected.

### **Hypothesis 3**

Significance different does not exist between the mean scores of principals and teachers on the extent to which principals' mentoring practices as a determinant of quality assurance in Public Secondary Schools in Enugu State.

**Table 7:** Summary of t-test analysis of the mean scores of principals and teachers on the extent to which principals' mentoring practices as a determinant of quality assurance in Public Secondary Schools in Enugu State.

Group	n	x	SD	DF	P-value	Decision
Principals	274	2.97	.82			
				1040	.734	NS
Teachers	768	2.98	.82			

The analysis of data on table 7 above for principals and teachers on the extent to which principals mentoring practices as a determinant of quality assurance in public Secondary Schools in Enugu State shows that at 1040 degree of freedom, the p-value was .734. This indicated that p-value is greater than 0.05 level of significance, set for this study. The implication has that the null hypothesis is not rejected and therefore, significance different does not exist between the mean ratings of principals and teachers on the extent to which principals' mentoring practices as a determinant of quality assurance in public Secondary Schools in Enugu State.

#### Hypothesis 4

There is no significant difference between the mean scores of principals and teachers on the extent to which principals' staff professional development practices as a determinant of quality assurance in public Secondary Schools in Enugu State.

**Table 8:** Summary of t – test analysis of the mean scores of principals and teachers on the extent to which principals and teachers on the extent to which principals' staff professional development practices as a determinant of quality assurance in public secondary schools in Enugu State.

Groups	N	X	SD	DF	P-value	Decision
Principals	274	2.98	.82			
				1040	.361	NS
Teachers	768	2.99	.82			

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The analysis of data on table 8 above for principals and teachers on the extent to which principals' staff professional development practices as a determinant of quality assurance in public Secondary Schools in Enugu State shows that at 1040 degree of freedom, the p-value was .361, which revealed that the p-value is greater than 0.05 level of significance set for this study. The implication was that null hypothesis was not rejected. Hence, there was no significant difference between the mean ratings of principals' and teachers on the extent to which principals' staff professional development practices as a determinant of quality assurance in public Secondary Schools in Enugu State.

### **Discussion of Findings**

The result of data analysis showed that principals' performance appraisal practices as a determinant of quality assurance in public Secondary Schools in Enugu State is to a great extent. The evidence from the findings showed that to great extent, teachers give assignment frequently, mark the assignment frequently, are punctual to school and classes, prepares good lesson notes, adhere strictly to the climate of the school, cover their scheme of before the end of work the term, are in the area of their specialization, uses appropriate teaching aids, are regular to classes and write good lesson note and plans. The findings is in agreement with Nwangwu, Elechi, Nsude and Ozoagu (2022), who posited that staff performance appraisal is aimed at determining the strength and weakness of employee with the aim of reinforcing his strength and remedying the weakness, which is a positive signal to quality assurance in Secondary Schools. The findings is also tandem with Endale (2015), who posited that performance appraisal is a vital determinant of quality assurance in Secondary Schools.

Further findings of the study revealed that significance different does not exist between the mean ratings of principals and teachers on the extent to which principals' performance appraisal

practices as a determinant of quality assurance in public Secondary Schools in Enugu State. The findings of the study also revealed that supervision practice as a determinant for quality assurance in public Secondary Schools in Enugu State was to a great extent. The finding of the study is as a result of the responses of the respondents who indicated that principals checks the science laboratories regularly, check the continuous assessment of teachers, check teachers' use of teaching aids, supervise the teaching of the teachers regularly, check teachers lesson notes regularly among others. The finding is in agreement with Odoani (2014) who posited that supervision enhances quality and sets standard that need to be maintained and sustained. The finding of..... The study further revealed that there was no significant difference between the mean scores of principals and teachers on the extent to which principals' supervision practice as a determinant of quality assurance in public Secondary Schools in Enugu State. The findings is in line with Obakpolo and Osakwe (2011), who noted that there was a significant relationship between classroom teachers' supervision and their teaching effectiveness, which according to them was a positive signal for quality assurance in Secondary Schools.

Furthermore, the result of the data analysis revealed that mentoring practice as a determinant of quality assurance in public Secondary Schools in Enugu State was to a great extent. This was evidenced on the premise that the study revealed that teachers are encouraged when they work cooperatively with the principals as their mentor, when the principals create adequate time for the teachers as their mentee, when teachers are motivated to make use of science laboratory for practicals among others. The findings is in agreement with Murays and Wairimu (2020), who stated that teacher mentoring has the potential to improve classroom practices for effecting teaching and learning. Furthermore separate studies conducted by Chukwu (2014) and Ugwu and Ikechukwu (2015) are in agreement with the present study because principals' mentorship relates

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to teachers' instructional leadership which is an aspect of quality assurance in Secondary Schools. Further findings of the study revealed that significance difference does not exist between the mean ratings of principals and teachers on the extent to which principals' mentoring practices as a determinant of quality assurance in Public Secondary Schools in Enugu State. The findings of this present study is in accordance with Ugwu and Ikechukwu (2015) who stated that mentoring relates significantly and positively with the three indices of capacity building: Self-efficacy, Organizational Socialization and job involvement, which are all relevant to quality assurance.

The result of the data analysis also revealed to a great extent principals' staff professional development practice as a determinant of quality assurance in Public Secondary Schools in Enugu State. This is evidenced on the responses of the respondents which showed to a great extent that staff are involved in professional training by resource experts, vocation courses, additional studies, workshop, conferences, seminars, refresher course programme, information and communication training programs, in-service training programs among others. The findings is in accordance with Olohundare and Shola (2020), who noted that through professional development programs such as Seminars, Conferences, Workshops, Lectures, Symposia and further studies for acquisition of higher teaching qualifications; teachers' knowledge, skills and techniques are expected to be updated to make them assist the Schools to achieve effectiveness in teaching and learning for quality instructional delivery in Secondary Schools. Further findings of the study indicated that there was no significant different between the mean scores of principals and teachers on the extent to which principals' staff professional development practices as a determinant of quality assurance in Public Secondary Schools in Enugu State. The implication was that the null hypothesis was not rejected. This was in agreement with Herview and Winful (2018) who stated that significant

difference does not exist between the mean ratings of the respondents on staff professional development as a determinant of quality assurance of principals in Secondary Schools.

### **Conclusion**

This study has established to a great extent that principals' human resources management practices in terms of staff's performance appraisal, supervision, mentoring and staff professional development are determinants of quality assurance in Public Secondary Schools in Enugu State. Consequently, principals' human resources management practices to a great extent are determinants of quality assurance in Public Secondary Schools in Enugu State.

### **Recommendations**

From the findings of the study, the following recommendations are made:

1. School principals should do everything in their power to plan and organize workshop/seminars and symposium for their teachers for capacity building
2. A state of emergency should be declared on education sector, especially secondary education, with a holistic approach on principals' human resources management skills in order to foster quality assurance in public secondary schools in Enugu State.
3. Principals should utilize the findings of this study effectively, in order to realize sound human resources management practices for quality assurance in Public Secondary Schools in Enugu State.
4. Principals should be trained and re-trained through Seminars, workshops and Symposium on effective management skills to enable them to continuously mentoring the teachers for quality instructional delivery.
5. Enugu State government through the state Ministry of Education should mandate the school principals to adhere strictly to critical human resource management practices so as to achieve quality assurance in Public Secondary Schools in Enugu State
6. Government should ensure the only capable, experienced and qualified teachers are appointed as principals, as this will enhance effective human resources management practices for quality assurance in Enugu State

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7. State government through appropriate bodies like Ministry of Education or Post-Primary Schools Management Board (PPSMB) should always organize annual performance appraisal for the teachers and principals, for this will enhance quality assurance in schools.

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