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Abstract
This paper examined an assessment of principals’ resource management practices for quality assurance in secondary schools in Zaria and Giwa education zone, Kaduna State, Nigeria. Two objectives and research questions guided the study. The study adopted a descriptive survey research design. The entire population of 81 principals was studied hence; no sampling was done due to the relatively small size of the population of the study. The instrument used for data collection was structured questionnaire titled “An Assessment of principals’ resource management practices for Quality Assurance in Secondary Schools “APRPQAPSS”. The Research questions were analyzed using descriptive statistics. The instrument was pilot tested and a reliability index of 0.85 was obtained. Weighted mean of 3.0 was used as the bench mark to determine the acceptability or otherwise of the response of the respondents. The level of significance used was 0.05. The findings revealed that in Kaduna State most principals are yet to fully utilize and effectively manage the human resources for quality assurance in the schools also the extent of principals’ material resource management practices for quality assurance in secondary schools in Kaduna State is low though principals ensures classrooms are equipped with furniture so that students can comfortably sit down and learn but there are no regular services and repairs of materials in most schools Kaduna State. The study recommends that principals should involve the teachers in decision making to improve their participation in achieving school goals and principals should ensure that there are regular services and repairs of the available materials resource in the schools so as to ensure that teaching and learning can take place and for quality assurance practices.
Keywords: Quality Assurance, Resource Management Practices, Human Resources, Material Resources

Introduction

Quality of education has become an important issue in developing countries that are expanding enrolments rapidly toward education for all goals within the context of severally limited resources. It comes at a time of growing awareness of mass failure of senior secondary school students in public examination conducted by West Africa Examination Council (WAEC) and National Examination Council (NECO). Growing complaints by parents, heads of tertiary education institutions and employers of graduates of this level of education indicate that secondary school graduates are poorly prepared for the challenges ahead. Quality assurance relates to the achievement of educational programme standards which are established by institutions, professional organizations, and government. Quality assurance mechanisms are the processes by which the achievement of these standards is measured.

Secondary education encompasses the acquisition of knowledge and production of graduates who are prepared for higher education, and become useful members of the society with intellectual competencies to help in the growth and development of our nation as well as meeting the international standards when compared with other graduates globally. The need for efficient quality assurance techniques in secondary schools by principals is centered on the assumption that human beings are naturally lazy, dislike work and enjoy pleasures more than work (Anad, 2004). This is counter-productive to the realization of educational goals; hence the school principals should set good standards which all teachers must strive to achieve in the delivery of quality teaching which involves continuous assessment of learners, classroom management, record keeping, promoting discipline and effective development of cognitive, affective and psychomotor domains of learners. Human resource management practice is concerned with much more than simply filling vacant positions, housekeeping and record-keeping. According to Quartey and Bekoe (2015), human resource management practice is regarded as a strategic approach to acquiring, developing, managing, motivating and gaining the commitment of the people working in an organization. In school organization, the teachers and non-teaching staff constitute the human resource and it is incumbent on the principal to effectively manage them. Meanwhile, human resources may not sufficiently meet the school objectives without the material resources. The principal as the school manager is at the vanguard of ensuring that both human and material resource made available for education are effectively and efficiently utilized and managed in such a way as to bring about consistent improvement in quality of teaching and learning (Abudulraman, 2014)
Human resources in the education sector in terms of quality and quantity contribute largely to the overall success of the education system. Olukunle (2001) revealed that human resource, not capital, not income, not material resource constitute the ultimate basis for job performance. All matters relating to ensuring quality places the school principal at the focal point. This is because quality assurance is a management function and the principal occupies a central position in the management of the school and therefore has responsibility for ensuring quality in the school. In fact, Ojo (1999) elucidated that school administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment, evaluation and examinations, resource allocation, costing, planning, staff appraisal of relationship with the community, use of practical skills necessary for sustaining the policies of an organisation such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on. All these tasks according to Ekundayo (2010), can be reduced to the following: planning, organising, directing, supervising, and evaluating the school system. These are activities are of the school principal who must ensure that they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs. To this end, a secondary school principal is seen as the one who strives to ensure that quality education is being provided in secondary schools. It is against this background that this study was carried out to assess of principals’ resource management practices for quality assurance in secondary schools in Zaria and Giwa education zone, Kaduna State, Nigeria.

**Statement of the Problem**
The delivery of high-quality secondary education is very vital for the development of students’ potentials and necessary skills to develop Kaduna State. Principals by virtue of their position as the chief executives of secondary schools are responsible for directing, stimulating and controlling both human and material resources to enhance the delivery of improved secondary education. It appears that secondary school principals in Kaduna State are not operating optimally in terms of resource management; the persistence of examination malpractice, decayed infrastructure, poor attitude to work among others as observed by the researcher in some secondary schools in Kaduna State lends credence to that fact. Researchers’ observation of pedagogy and classroom management as well as revealed that the poor quality of products from secondary to school administrators in the area of schools was as a result of the multi-faceted problems of management such as the system in Nigeria such as inadequate facilities, low morale of teachers, poor supervision of schools, frequent changes in educational policies and Secondary education articulated above for the purpose of inadequate funding. Explaining further (Nwosu,) opines that identification of education quality assurance in the educational system if high academic as
an area of strong concern and focus is perhaps standard must be attained and indeed in essential in a progressive display of worries over quality.

Concept of Quality and Quality Assurance
Quality is a diversified concept, which encompasses how learning is organized and managed, the content of learning and the level of achievement in terms of outcomes and what goes on in the learning environment, (Materu, 2007). Quality assurance refers to the planned and systematic actions necessary to provide adequate confidence that a product or service will satisfy given requirements for quality (Borahm & Ziarati, 2010). Quality standards are critical and depend on effective policy planning, implementation and monitoring. Babalola (2004) sees quality assurance in education as a proactive means of ensuring quality of inputs, teaching-learning process, academic achievement of pupils and school environment before things get out of hands. In the same vein, Materu (2007) stated that quality assurance is a planned and systematic review process of an institution or program to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced. Quality assurance therefore has to do with compliance with standards set in ensuring that schools achieve the objectives for which they are established. Quality assurance is an important component of successful internationalization and mechanism for building institutional reputation in a competitive local and global arena, and necessary foundation for consumer protection (NUC, 2006). Quality assurance is an important component of successful internationalization and mechanism for building institutional reputation in a competitive local and global arena, and necessary foundation for consumer protection (NUC, 2006).

Quality Assurance
Quality assurance in education in secondary schools is of high academic standard and reflects all proactive measures adopted by a country to ensure that the system standards remain high enough to produce results set for it. It relates to quality of teaching personnel, quality of instructional materials, equipment and facilities, environment, pupils and quality of education delivery (Ofojebe & Ezeugo).

The practice of quality assurance is benefits of the school or programme itself and general at the heart of quality management strategies and public. The practice of quality assurance has become a valuable instrument for dealing with the challenging task. Quality assurance in education therefore means the pertinent and suitability of the educational programme to meet the needs of the institution and achieve the set objectives (Fadipe, 2009). Quality assurance is the systematic review of educational programmes to ensure that acceptable standards of educational scholarship and infrastructure are being maintained.
Quality Assurance in Secondary Schools

Quality assurance in secondary schools in Nigeria engages on reviewing outputs of schools. Major internal and external educational auditing secondary school involves a “scrutiny by stakeholders and other government agencies in the group of external evaluators to the school to check process of achieving quality education.

The Concept of Resource Management Practices

Resource management practices in the Nigerian education system involves the management of human, material, physical and financial resources in various educational institutions in order to achieve the desired educational objectives. It calls for adequate provision for and efficient utilization of school plant facilities in the school system (Oboegbulem 2004, Adeogun, 2002; Mbipom 2000).

Human Resources

Human resources are the people who constitute the workforce in an organization. According to Olagboye (2004), people and knowledge, skills and attitudes in them constitute resources. A secondary school as an educational institution has teaching staff, non-teaching personnel and students including their knowledge, abilities and skills as the human resources. Essentially, the personnel within the institutions and their capabilities in contributing to productivity and achievement of institutional objectives are referred to as human resources.

Material Resources

Classified Material resources into site, building and equipment, which includes permanent and semi-permanent structures such as machines, laboratory equipment, the chalkboard and office assistants’ tools such as brooms and clearing materials Oyedeji, (2000). School building is said to have positive impact on the comfort, safety and academic performance of the student. Material resources as the major factor contributing to academic achievement in the school system. These include the school buildings, classrooms, furniture, libraries, laboratories, recreational equipment and other instructional aids Hallak (1990).

Objective of the study

The study was carried out with the objectives to:

2. Examine principals’ material resource management practices for quality assurance in secondary schools in Kaduna State.

Research Questions: -

The following research questions guided the study:
1. What are the principals’ human resource management practices for quality assurance in secondary schools in Kaduna State?
2. What are the principals’ material resource management practices for quality assurance in secondary schools in Kaduna State?

**Methodology**

Descriptive survey design was used in conducting the study. The population for the study consists of Principals in all the Secondary Schools in Zaria and Giwa Education Zones in Kaduna state. The targeted population of the study comprised of eighty one (81) principals. The entire population of 81 principals was studied hence, there was no sampling. 20 item questionnaires are relevant to the research questions with strongly agreed, agreed, undecided, disagreed and strongly disagreed responses. The instrument was pilot tested and data collected from the pilot study was calculated using Cronbach Alpha techniques and reliability index of 0.80 was obtained. With this level of reliability index, the instrument was considered reliable for use in the study. The researcher carefully administered the questionnaire which led to a 100% properly filled and returned questionnaires. The Research questions were analyzed using descriptive statistics of frequency and simple percentage to analyse the bio-data of the respondents. Weighted mean of 3.0 was used as the bench mark to determine the acceptability or other wise of the response of the respondents.

**Results**

The summary of the analysis and results of data collected for the study are presented as follows:

**Research Question 1:** What are the principals’ human resource management practices for quality assurance in secondary schools in Kaduna State?

**Table 1:** Summary of descriptive analysis on the extent of principals’ human resource management practices for quality assurance in secondary schools in Kaduna State in Zaria and Giwa Education Zones.

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>MEAN</th>
<th>DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers are involve in decision making to improve their participation towards achieving school goals</td>
<td>2.6</td>
<td>Disagree</td>
</tr>
<tr>
<td>2</td>
<td>Delegating duties to the staff in order to expose them to challenges that come with responsibility.</td>
<td>3.2</td>
<td>Agree</td>
</tr>
<tr>
<td>3</td>
<td>Carrying the teachers along in reviewing the school goals for school improvement.</td>
<td>3.2</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>Conducting staff performance appraisal so as to encourage better performance and improvement.</td>
<td>3.8</td>
<td>Agree</td>
</tr>
</tbody>
</table>
The principal organizes seminar/workshop for teachers to acquire new skills that make them improve on the job. Enjoins senior staff to duly supervise the activities of the students in the school and report back to him. Engaging in planning classroom visit (where students and teachers are observed) as a significant means of showing the importance of teaching and learning. Managing the school through the establishment of committees to bring about efficiency in school administration. Principal promotes teachers’ welfare to improve their commitment. Organizing seminars or workshops for professional development of teachers.

In table 1, items 2, 3, 4, 5, 7, 9 and 10 have mean ratings above 3.00 which indicates acceptance by the principals and this shows the extent of principals’ human resource management practices for quality assurance in secondary schools. Items 1, 6 and 8 have mean ratings below 3.00 indicating some principals’ do not practice human resource management for quality assurance in secondary schools in Kaduna State.

**Research Question 2:** What are the principals’ material resource management practices for quality assurance in secondary schools in Kaduna State?

**Table 2:** Summary of descriptive analysis on the extent of principals’ material resource management practices for quality assurance in secondary schools in Kaduna State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>MEAN</th>
<th>DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principals ensure that library is stocked with needed books for assignment and research purposes</td>
<td>2.5</td>
<td>Disagree</td>
</tr>
<tr>
<td>2</td>
<td>There are regular services and repairs of materials in the school.</td>
<td>2.5</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>The principal/vice principals regularly supervised the schools.</td>
<td>3.9</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>Principal ensures that laboratory is equipped with chemicals for experiment.</td>
<td>3.8</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>The principal ensures sporting facilities are regularly maintained to encourage exercise among teachers and students</td>
<td>4.00</td>
<td>Agree</td>
</tr>
<tr>
<td>6</td>
<td>Students are encouraged not to vandalize school facilities</td>
<td>2.6</td>
<td>Disagree</td>
</tr>
</tbody>
</table>
Table 2 revealed that items 3, 4, 5, 7, 8, 9, and 10 with the mean scores above 3.00 which shows acceptability on the extent of principals’ material resource management practices for quality assurance in secondary schools in Kaduna State. Also item 1, 2, and 6 indicated rejection of principals’ on the extent of principals’ material resource management practices for quality assurance in secondary schools in Kaduna State.

**Discussion of the Findings**

This section provides the discussions of the study. The result of data analyzed in table 1 revealed the extent of principal’s human resource management practices for quality assurance in secondary schools in Kaduna State. This shows that principals in Kaduna State are yet to fully utilize and effectively manage the human capital in the schools. This finding is in line with the study of Ofojebe and Egboka (2008) which indicated that principals’ utilization of strategic supervision and human relations competencies is low. The finding of this study is also in agreement with the study of Asogwa (1990) who reported that of all the functions of management, principals’ level of consideration for most of the identified human resource management functions were very low. This implies among others that principals do not involve the teachers in decision making and setting school goals, also do not adequately motivate the teachers and students. Senior staffs do not duly supervise the activities of the students in the school and report back to the principals. On the other hand, most principals ‘agree on carrying the teachers along in reviewing the school goals for school improvement and Conducting staff performance appraisal so as to encourage better performance and improvement. Principals engage in planning classroom visit (where students and teachers are observed) as a significant means of showing the importance of teaching and learning.

The result of data analyzed in table 2 showed the extent of principals’ material resource management practices for quality assurance in secondary schools in Kaduna State. This finding is contrary to the finding of Allan Dodd (2006) whose study revealed that principals of the schools studied applied material resource management practices for school effectiveness to a great extent. From the findings it shows that Principals ensure classrooms are equipped with furniture so that students can comfortably sit down and learn and principal/vice principals regularly supervised the school materials. According to
Abimbade (1997) instructional resources in teaching and learning make students to learn more and retain better what they have been taught and that it also promotes and sustains students” interest. Also from the findings student are not encouraged to vandalize school facilities and principals do not ensure that library is stocked with needed books for assignment and research purposes.

**Conclusion**
Based on the research findings the following conclusions can be made:

1. In Kaduna State most principals are yet to fully utilize and effectively manage the human resources for quality assurance in the schools also they do not involve teachers in decision making in the school.
2. The extent of principals’ material resource management practices for quality assurance in secondary schools in Kaduna State is low though principals ensures classrooms are equipped with furniture so that students can comfortably sit down and learn and principal/vice principals regularly supervised the school materials but there are no regular services and repairs of materials in most schools Kaduna State.

**Recommendations**
Based on the findings and conclusions of this study, the following recommendations can be made:-

1. Principals’ should involve the teachers in decision making to improve their participation in achieving school goals and also senior staffs to duly supervise the activities of the students in the school for quality assurance in secondary schools in Kaduna State.
2. Principals’ should ensure that there are regular services and repairs of the available materials resource in the schools so as to ensure that teaching and learning can take place for quality assurance practices in secondary schools in Kaduna State.

**References**


