

Leadership Quality Assurance Efforts in Nigerian Secondary Schools: Essential Ingredient for Attainment of Educational Objectives

Ajero, Joy Ifeoma, Ph.D., and Adegoroye, Olufunke Adebimpe

Department of Educational Foundations, Faculty of Education, Ajayi Crowther University, Oyo, Nigeria

Providence University College, Otterburne, Manitoba, Canada.

*Corresponding author: e-mail: joyajero@yahoo.com

Abstract

Quality educational leadership has been an area of great interest to researchers, government and other stakeholders all over the world, having been found to be playing an essential role in attainment of educational objectives of every nation. Educational organisations are designed to serve specific purposes and to carry out certain functions, thus, every educational system needs quality leadership to inspire, motivate and provide the employees with role models that will enable them strive to attain set objectives. This paper examined the level of leadership quality assurance efforts in Nigerian secondary schools towards attaining educational objectives as stipulated in the National Policy on Education and in line with the International Organisation for Standardization (ISO 9000) guidelines, global Education For All (EFA) initiative. In this regard, objective selection of school principals as leaders as well as regular performance appraisal and motivation have been found to be effective tools in assuring quality leadership for attaining educational objectives in Nigerian secondary schools.

Keywords: Quality Assurance, Quality Leadership, Educational Objectives.

Introduction

The concern for quality improvement and assurance in education globally has necessitated the adoption of quality assurance as an emerging policy perspective in today's world. Quality Assurance initiative was introduced by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) during the World Conference on Education For All (EFA) held in Jomtein, Thailand in the year 1990 where it was agreed that every country should pay greater attention to improving quality at all levels of education to ensure substantial achievement of measurable learning outcomes. In line with the Quality Assurance Initiative, the International Organisation for Standardization (ISO) 9000 guidelines on quality improvement for companies and institutions as well as the Millennium Development Goals, the quest for quality improvement through quality assurance processes became evident in Nigerian education sector, thus the emphasis on

the need to put in place the necessary mechanisms for the attainment of the national educational goals and objectives.

Concepts of Leadership and Quality Leadership

Leadership is the ability to positively influence people and systems to have meaningful impact and achieve results. Leadership entailsh how decisions are made, communicated and carried out at all levels. It is very crucial in the formulation and effective implementation of strategic plan as it creates the enabling environment for its success. Yalokwu (2006) stated that leadership is an essential element of effective management, saying that without developing the necessary leadership attitudes and skills, it is impossible to manage subordinates effectively. According to Bates (2012), educational leadership involves the articulation of ways in which educational institutions develop and support the organisational ideology, vision of civilization, curriculum, pedagogy and evaluation of

performance. Bottery (2002) equally asserted that educational leaders who are committed to the notions of transformation and quality improvement usually impact not only upon themselves and their institutions, but the wider society. Clark (1991) , as cited in Ayeni (2007), asserted that leadership in a school setting has the legitimate authority to direct, guide and regulate the actions of both teaching and non-teaching personnel who in turn make use of the physical materials and financial resources so that the educational goals can be accomplished. There is thus the need for individuals with sound training in the field of educational management to occupy leadership positions in our schools.

Leadership quality is a great area of interest to researchers, governments and stakeholders generally all over the world because the quality of leadership of every organization determines its success. According to Earley (2003), leadership is a crucial factor in school effectiveness and the key to organizational success and improvement. Cole (2004) emphasizes that leadership is essentially a process in which one individual or sometimes a small group of individuals, influences the efforts of others towards the achievement of goals in a given set of circumstances. Meador (2019) asserted that in a school setting a leader must be multifaceted as he or she deals with other administrators, teachers, support staff, students and parents on a daily basis. According to him, an effective leader understands that others are continuously watching what he is doing and how he responds to situations. He is expected to arrive early and stay late, remains calm in times where there may be chaos, volunteers to help and assist in areas where he is needed. He carries himself inside and outside of the school with professionalism and dignity and does his best to make informed decisions that will benefit the school. The University of San Diego (2019) equally offers the following characteristics of successful school leaders:

9. They understand the importance of building and sustaining reciprocal family and community partnerships where teachers are motivated to willingly carry out their duties, students are motivated to be connected to teachers and families are supportive because of the trusting relationships that have been built by the leader.

10. They empower teachers and cultivate leadership skills, supporting teachers to continually develop themselves.

11. Successful leaders utilize data and resources to drive continuous improvement through site-based decision-making.

12. They have a vision and a plan, a goal that they can unite a team around and a plan to help them get there.

13. They create collaborative, inclusive learning environment that provides all students with access to flexible learning choices and effective paths for achieving educational goals in spaces where they experience a sense of belonging.

14. They encourage risk-taking amongst subordinates and colleagues by creating a supportive environment that rewards not just successful ideas or initiatives but effort as well, no matter the outcome.

15. They lead by examples, positioning themselves as tremendous role models for not only the students in their schools but for colleagues and parents as well.

16. They persevere and are willing to commit to a school despite the obstacles or challenges.

17. They are lifelong learners, humble in their knowledge yet confident in their abilities.

Zenger (2002) identified leadership competencies that are needed in the strategic planning process to attain organizational goals to include technical skills, managing time and resources, taking responsibility beyond job requirements, creating and sustaining an environment for empowerment, innovation and organizational learning, setting high expectations and demonstrating personal commitment and involvement in quality. An effective leader is one that always has a strong opinion in any matter and sticks to it, he is focused and does not compromise. Stacey (2007) stated that an organisation's primary focus should be the leader as one who translates the directives of those higher up in the hierarchy into group goals and tasks. Leaders should monitor task performance in terms of goal achievement and ensure that a cohesive team is built and motivated to task realization. They should always supply any skills or efforts that are missing in the team and, most importantly, articulate purpose and culture, thereby reducing the uncertainty that team members face. From the fore-going, it quite evident that quality leadership is sine-qua-non in educational goal attainment.

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, 2016). Osakwe (2016) described quality as the degree to which a phenomenon conforms to an established standards that make it to be comparatively superior to others. Nwite and Okpalanze (2017) described quality as measures for excellence, perfection, value for money, customers' satisfaction, fitness for purpose and transformation. Similarly, Ejiogu (2013) explained that generically, quality refers to the level of excellence of something, which may be high or low, positive or negative, but in common parlance it has come to be associated with the good, the beautiful and the attractive. Adebayo, Onyike and Adesoji (2004) opined that quality in education is in two aspects namely: internal aspect and external aspect. According to them, the internal aspect is the implementation of the school objectives, while the external aspect is the implementation of the national objectives. Harvey and Green (2013) argued that quality in education is based on how efficient the teachers are, how adequate the instructional materials and facilities needed for teaching and learning are, how well prepared the graduates are to meet the challenges of life and solve the problems in the society, thus assuring quality in education.

Quality assurance is the relative measure of inputs, process, outputs or learning outcomes according to nationally agreed minimum standards (Nwosu, 2013). Ayeni (2016) views quality assurance as the set of activities that an organization undertakes to ensure that a product or service will satisfy given requirement for quality. According to him, quality assurance goals involve the anticipation and avoidance of faults or mistakes by setting attainable standards for a product and organizing work so that the goals are achieved, the required procedures documented and attained standards are communicated.

Quality assurance in education involves the process of monitoring, assessing, evaluating what is provided, resource utilization and the effect as well as communicating the outcomes to all concerned for consistent improvement. According to Ayeni (2010), the concept of quality assurance in education is to ensure that the educational goals and objectives are achieved in schools. Consequently, the Federal Republic of Nigeria as cited in Osakwe (2016) outlined the following educational quality assurance objectives to:

- Ensure that quality teaching and learning take place in schools and centres;

- Create a valid and reliable data base that can support or inform policies and decisions aimed at improving the overall effectiveness of schools and centres, monitor the level of learning achievement as well as other educational performance indications in schools and centres;
- Set and maintain uniform standard nationwide;
- Ascertain that the approved curriculum is operational in schools and centres and that stated objectives are being achieved;
- Provide regular report on the state of education in Nigeria;
- Advise on the provision of proper and adequate physical facilities in educational institutions;
- Provide professional support to teachers in the area of pedagogy and classroom management as well as to school administrators in the area of school management.

Similarly, Adegbesan (2010) outlined the major needs for quality assurance in Nigeria as:

- To serve as indispensable component of quality control strategy in education;
- To ensure and maintain high standard of education at all levels;
- To assist in monitoring and supervision of education;
- To determine the quality of the teacher input;
- To determine the number of classrooms needed based on the average class size to ensure quality control of education;
- To determine the level of adequacy of the facilities available for quality control; and
- To ensure how the financial resources available could be prudently and judiciously used.

Ajayi and Adegbesan (2007) opined that quality assurance is related to accountability, both of which are concerned with maximizing the effectiveness and efficiency of educational systems and services in relation to their contexts, of their missions and stated objectives.

Application of Quality Leadership for the Attaining National Educational Objectives

According to the National Policy on Education (2013), the goals of education in Nigeria include:

- Development of the individual into a morally sound, patriotic effective citizen;
- Total integration of the individual into the immediate community, the Nigerian society and the world;

- Provision of equal access to qualitative educational opportunities for all citizens at all levels of education within and outside the formal school system;
- Inculcation of national consciousness, values and national unity; and
- Development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society.

Attaining the above stated goals and objectives in Nigerian secondary schools demands quality leadership which was described by Yalokwu (2006), as the ability to induce employees in a less threatening and acceptable way to contribute their optimum to the achievement of organizational goals and objectives. According to him, the Principal's main task of leadership is to integrate individuals and informal groups with the organization so as to optimize their efforts for the achievement of organizational goals.

Assuring Quality Leadership in Nigeria Secondary Schools

Ensuring that the Nigerian secondary schools are managed by quality and effective leaders who are capable of directing the system towards the attainment of the national educational goals and objectives entails the followings:

- **Objective Selection of School Principals**

Objective selection of school principals play a vital role in the attainment of national educational goals. According to Papadatou (2019), the staffing of the school units in any country with capable school leaders should be the top priority of the state while measures should be taken to ensure that the processes for selecting school leaders and for their professional development remain objective and systematic, if the country intends to implement and educational policy in an efficient and effective way. Dale (2005) asserted that recruitment process is both costly and lengthy, saying that when mistake is made, it can be catastrophic for the organization as well as the individual involved. He therefore advised that organisations should always be objective in dealing with the issue of staff recruitment and selection. Ejiogu (1990) equally stated that appropriate policies must be designed to ensure that as much as possible, only the right people are selected as educational leaders. Similarly, Heller (2002) advised that adequate measure should be taken to ensure that planning is such that school management is able to have the right

people in the right place at the right time. Suffice to say that subjective selection of educational leaders is capable of rendering the school system inefficient and ineffective. Thus, instead of a senior teacher who is assigned to the office and a better salary as a recognition for faithful services in the classroom, we need able persons who in addition to good experience, have had the opportunity of serious study of the science of educational administration and a breadth of educational background which justifies the designation as educational statesman rather than merely as office manager," (Ukeje, Akabogu & Ndu, 1992).

- **Regular Performance Appraisal of School Principals**

Performance appraisal has an enormous capacity to change an organisation for better or worse, (Cullen, 2005). Thorne (1999) described performance appraisal process as one of the most important tools in the manager's 'people-managing kitbag' after selection. According to Newton and Davies (2009), performance appraisal is a high-potential vehicle for motivating and rewarding employees rather than a mandatory, bureaucratic exercise used only for judgment or manipulative purpose. They stated that performance appraisal should be treated as an opportunity to communicate formally with employees about their performance, their strength and weakness, and their developmental possibilities. Philip (1990) pointed out that the most important factor in organizational effectiveness is the effectiveness of the individuals who make up the organization. Thus the task of reviewing situations and improving individual performance must be a key task for managers. Clearly, there is need for regular performance appraisal exercise to be carried out on educational leaders, not necessarily for judgmental purpose, but rather as suggested by Ejiogu (2001), with the aim of providing them with enough information for the improvement of their performance strategies.

- **Motivation of Staff**

Another way of ensuring quality or effective educational leadership is through motivation. The importance of motivation in modern day management cannot be overemphasized. Motivation has been proved to be a very strong instrument for employee optimum productivity. Appleby (1994) states that motivation is a management element of direction which is concerned with inducing people to work to the best of their ability. Akinmarin (2001) notes that motivation involves a chain of reactions that begins with the needs arising from given wants or

goals sought which give rise to tensions and satisfying wants. George and Jones (2002) define motivation as the psychological forces within a person that determine the direction of that person's behavior, effort level, and persistence level in the face of obstacles within the organizational context. Bello (2000) as cited in Edimkpa (2007) describes motivation as the willingness to exert high levels of effort to reach organisational goals, conditioned by the effort's ability to satisfy some individual need. Cole (2004) states that understanding human motivation is a complex matter. He explains that sometimes a person's motives may be clear to him, but quite puzzling to others. In other situations both the individual and those affected by his behavior understand what is driving him. In some situations, especially where stress is involved, the individual concerned may be totally unaware of his motives, whereas others may see them quite clearly. He suggests, therefore, that it is important for those in managerial and supervisory positions to be aware of these issues, and to take account of their own prejudices in this area of their work. Tompkins (2006) describes motivation as an internal force that leads employees to comply with organisational directives and carry out their responsibilities in an acceptable if not superior manner. Mullins (2007) explained motivation as the direction and persistence of action. According to him, it is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action often over a long period of time, motivation refers to the forces within a person that affect the direction, intensity, and persistence of voluntary behaviour. He maintains that motivated employees are willing to exert a particular goal effort for a certain amount of time. Similarly, Norton (2008) writes that school managers who understand human behavior and the importance of motivation are much more effective in making positive difference in the school climate and maximizing human potential. Armstrong (2009) opines that motivation is usually initiated by the conscious or unconscious recognition of an unsatisfied need. Goal is then established which is believed to satisfy the need, and a decision is made on the action that is expected to achieve the goal. If the goal is achieved the need will be satisfied and the behaviour is likely to be repeated the next time a similar need emerges.

- **Creation of Positive School Climate**

School climate reflects the physical and psychological aspects that are more susceptible to change and provide the

preconditions necessary for effective teaching and learning. A school with positive climate is one that has effective strategies in place to support students' learning at all levels. The students' needs drive the range and intensity of interventions and strategies. School climate as described by Hoy and Miskel (2005), refers to teachers' perceptions of the general work environment of the school; the formal organisation; informal organisation; personalities of participants, and organisational leadership influence. It is the sum of values, culture, safety practices and organizational structures within a school that cause it to function and react in particular ways. It encompasses the school's physical attributes as well as levels of order, satisfaction and productivity. Brooks (2005) notes that cordial relationship between teachers and students as well teachers and principals is one of the factors involved in creating a positive school climate. Deci and Chandler (as cited in Brooks, 2005) describe a positive school climate as one that uses as little control as possible. It encourages students to think through their own problems rather than feeding them solutions. It permits them to try out their own plans and ideas and allows them to work at their own speed. The new paradigm of management emphasizes an environment in which growth and empowerment of the individuals in an organisation are the keys to success. It is therefore imperative that educational leaders learn to build the appropriate school climate that maximizes human potentials.

- **Effective Communication Process**

Lesikaar (1980) as cited in Peretomode (1991) succinctly states that communication is the ingredient which makes organization possible. It is the vehicle through which the basic management functions are carried out. According to him, managers and administrators direct through communication, they coordinate, staff, plan and control through communication. Effective communication, as opined by Ejiogu (2001), is the responsibility of both the sender and the receiver, communication between a superior and a subordinate depends considerably on the relationship that exists between them and the usefulness of the information as perceived by the receiver. He therefore, suggests that the executive must try to build up a healthy climate of mutual trust and respect with and among his or her staff. Effective communication is the core of all leadership activities. The ability to communicate effectively enables leaders to influence the attitudes and actions of their colleagues and subordinates, (D'Souza, 2004). According to Hoy and Miskel (2005),

communication is so pervasive in schools that it is a fundamental and integrative process in educational administration. It means sharing messages, ideas or attitudes to produce understanding or shared meanings among people. They further emphasize that communication permeates every aspect of school life, teachers instruct using oral, written and other media such as video-tapes, computers and art forms. Students demonstrate their learning through similar media, while principals also spend majority of their time communicating.

It is important that educational administrators understand that effective communication infuses the interpersonal, organisational, and administrative processes of schools. Vecchino (2006) states that effective and open communication is essential to the well-being of every organisation. To him, honest feedback from managers to employees help to direct efforts as well as to gauge performance and expose areas of needed improvement. He identifies appropriate language, emphatic communication, feedback, climate of trust, appropriate media and effective listening as some of the ways of ensuring effective communication in an organisation. Blundel and Ippolito (2008) opine that in order for communication to be effective, each party concerned needs to make some efforts to understand the other. They maintain that managers occasionally make use of grapevines to achieve effective communication by allowing rumours to be spread in order to prepare the ground for subsequent formal communication. This they say, is because grapevines are often considerably faster than conventional routes, are more likely to gain the attention of employees, and do not require any investments in communication infrastructure. In fact the grapevine as suggested by Ejiogu (2010), should not be seen as useless and destructive, a manager who listens objectively to grapevine, he says, will always discover quickly where the shoe pinches in the system. Hargie & Tourish (2009) pointedly write that job satisfaction cannot be achieved by an exclusive emphasis on tasks. They argue that effective organizations must be aware of their members' personal needs, and take care to nurture relationships at all levels. Communication, they say is a vital means of furthering this objective, through opening of channel of communication, people can articulate their needs, reduce uncertainty by gaining access to information, develop opportunities to make a difference. According to Ellis (2009), the evidence from communication audits suggests that people find face-to-

face communication by far the most effective form of communication. This he says does not come cheaply. Managers may therefore, increasingly have to invest time in their communications including face-to-face talking and listening in order to avoid wastage of electronic messages. Communication within and between organizations and sections of organizations stimulates higher levels of innovation.

Another important way of achieving effective communication in an organisation is negotiation. The process of negotiation, as described by Blundel & Ippolito (2008), comprises periods of discussion and the presentation of proposals and counter-proposals. After some time this may lead to an outcome that can be accepted by all sides. Ellis writes that in negotiation, both parties are roughly balanced as far as their needs and outcomes are concerned. To him, it is a creative process which seeks to solve problems, remove hindrances and get out of states impasse. In any negotiation, both sides should gain which is 'win-win', he says. Effective communication helps to create harmonious and progressive workplace. An administrator therefore, should be a competent communicator who always has a repertoire of communication strategies from which to draw, be creative and flexible in moving from one approach to another as people, situations and content change.

Conclusion and Suggestions

Clearly, the responsibility of ensuring the attainment of educational goals and objectives at secondary education level lies on the school principals as the educational leaders and the ability to carry out this responsibility depends largely on the Principals' leadership qualities or competencies. It therefore follows that assuring quality in the secondary school system begins with assuring quality leadership. Every other step should come after the assurance of quality leadership, failure to do this is likened to "snapping the fingers without the thumb" which will definitely amount to futility. In the light of the fore going, the following suggestions are put forward for the assurance of quality leadership in the Nigerian secondary schools:

- There is need for objective selection of school principals to ensure that only those who are competent leaders are appointed as principals rather than selecting principals based on their number of years in classroom.
- There should be special package in terms of remuneration. School Principals occupy special positions

as educational leaders and should be treated with some kind of preferences in relation to their counterparts in the ministry.

- School Principals' performance appraisal and review should be more regular than that of other staff in the

system, bearing in mind that leadership in every organization is a major success determinant and 'to whom much is given much is expected'.

References

- Adebayo, O., Oyenike, A. & Adesoji, O. (2004). Quality assurance and sustainable university education in Nigeria. Lagos: University of Lagos
- Adegbesan, S.O. (2011). Establishing quality assurance in Nigerian education system: Implication for educational managers. *Educational Research and Reviews*, 6(2): 147-151
- Akinmarin, O. A. (2001). Global issues in human resource management and strategies. Lagos: Nile Ventures.
- Ajayi, T. & Adegbesan, S.O. (2007). Quality assurance in the teaching profession. *Olabisi Onabanjo University Journal of Educational Studies*, 6(2) 143-153
- Appleby, R.C. (1994). *Modern business administration*. London: Financial Times Management.
- Arikewuyo, M.O. (2004). Effective funding and quality assurance in the Nigerian education system. A paper presented at the 1st National Conference of the Institute of Education, Olabisi Onabanjo University, Ago-Iwoye
- Armstrong, M. (2009). *Handbook of management: A guide to managing for result* (2nd edition). London: Kogan Page.
- Ayeni, O. G. (2007). Leadership virtues and the management of vocational education for national development. *Journal of Research in Vocational and Technical Education*, 4 (2): 52-61.
- Ayeni, A.I. (2010). Teachers instructional task performance and principals' supervisory roles as correlates of quality assurance in secondary schools in Ondo State. Unpublished doctoral thesis: OAU, Ile-Ife
- Bates, R. (2002). Administering the global trap: The role of educational leaders. *British Journal of Educational Management, Administration and Leadership*, 30(2): 157 – 174.
- Blundel, R. & Ippilito, K. (2008). *Effective organisational communication: perspectives, principles and practice* (3rd edition). Harlow: Pearson Education Ltd.
- Bottery, M. (2012). Leadership: The logic of sufficiency and the sustainability of education. *British Journal of Educational Management, Administration and Leadership*, 40(4): 449-463.
- Brooks, R. (2005). Nurturing school ownership and responsibility: A vital ingredient of a positive school climate. Retrieved from: <http://www.drrobertbrooks.com/writings/articles/0312.html>.
- Career Guide for Educators, University of San Diego (2019). Ten characteristics of effective educational leaders. Retrieved From:
- Cole, G. A. (2005). *Organisational behaviour: Theory and practice*. London: Thomson Learning.
- Cullen, A. (2005). How we transformed the internal revenue services. Retrieved from: <http://hbs.edu/tools/prints-item.jhtml?id=4674&t=strategy>
- Dale, M. (2005). A manager's guide to recruitment and selection. Retrieved from: <http://www.hrmguide.couk/hrm/chap8/Ch8-links7.htm>
- D'souza, A.J. (2004). *Leadership: A trilogy on leadership and effective management*. Nairobi: Pauline Publications.
- Earley, P. (2003). Leaders or followers? Governing bodies and their role in school leadership. *British Journal of Educational Management, Administration and Leadership*, 31(4): 353-367.
- Edimkpa, E.C. (2007). Strategies for enhancing Staff development and motivation in Anambra State secondary schools. *UNIZIK Orient Journal of Education*, 3(1): 99-105.
- Ejiogu, A. M. (1990). *Educational management: A system approach*. Lagos: Lantern Books
- Ejiogu, A. M. (2001). *Human resources management: Toward greater productivity*. Lagos: Generation Publishers Limited.
- Ejiogu, A. M. (2010). *Total involvement management: A 21st Century imperative*. Lagos: Chartered Institute of Administration.
- Ejiogu, A.M. (2013). *Fundamentals of entrepreneurship, quality assurance and corporate governance*. Lagos: University of Lagos.

- Ellis, R. (2009). *Communication skills: Step ladders to success for the professionals*. Bristol: Intellect Books.
- George, J. M. & Jones, G.R. (2002). *Organisational behaviour* (3rd edition). New Jersey: Pearson Education Inc.
- Hargie, O. & Tourish, D. (2009). *Auditing organisational communication: A handbook of research, theory and practice*. East Sussex: Routledge.
- Harvey, L. & Green, D. (1993). Defining quality. *Assessment and Evaluation in Higher Education*, 18(1): 9-34
- Heller, R. (Ed) (2002). *Manager's handbook*. London: Dorling Kindersley.
- Materu, D. (2007). Higher education quality assurance in Sub-Saharan Africa: Status, challenges, opportunities and promising practices. World Bank Working Paper, No. 124
- Meador, D. (2019). The essential qualities of an effective school leader. Retrieved from: <https://wwwthoughtco.com/derrick-meador-3194221>
- Mullins, L. J. (2007). *Management & organisational behaviour* (8th edition). London: Pearson.
- Newtron, W. & Davies K. (2009). *Organisational behavior: Readings and exercises*. Berkshire: Mcgraw-Hill
- Nwite, O. & Okpalanze, N.P. (2017). Assessment of quality assurance practices in secondary schools in Enugu State, Nigeria. *Middle-East Journal of Scientific Research*, 25(8): 1695-1714
- Nwosu, C. (2013). Education quality issues and challenges. *Journal of Education Quality Assurance Evaluators*, 1(1): 1-7
- Ochuba, V.O. (2009). Improving the quality of education in effective inspection of schools. Retrieved from: findarticles.com/p/articlesmlqa3673ls4129
- Osakwe, R.N. (2016). Principals' quality assurance techniques for enhancing secondary schools' quality education in the 21st century. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 7(2): 176-180
- Papadalou, E. (2019). Selection methods and professional development of school leaders in Greece. *Oxford Research Encyclopedia* Retrieved from: <https://oxfordre.com/education/view/1093/acrefore/9780190264093.013.707>
- Peretomde, V.F. (1991). *Educational administration: Applied concept and theoretical perspectives*. Lagos: Joja
- Philip, T. (1990). *Appraising performance for results*. Berkshire: McGraw-Hill.
- Stacey, R. D. (2007). *Strategic Management and organisational Dynamics: The challenge of complexity* (5th edition). Harlow: Pearson.
- Thorne, P. (1999). *The new general manager: Confronting the key challenges of today's organization*. Berkshire: Mcgraw-Hill.
- Tompkins, J. R. (2005). *Organisation theory and public management*. London: Thomson.
- Ukeje, B.O., Akabogu, G.C. & Ndu, A. (1992). *Educational Administration*. Enugu: Fourth Dimension
- Vecchino, R. P. (2006). *Organisational behaviour: Core Concepts*. Belmont: Thomson Learning.
- World Conference on EFA (1990). *Meeting Basic Learning Needs*. Retrieved from: <http://www.unesco.org/education/pdf/11-93.pdf>
- Yalokwu, P.O. (2006). *Fundamentals of management* (2nd edition). Lagos: African Centre for Management and Education
- Zenger, M. (2002). *Leadership and strategic planning*. Retrieved from: www.swlearning.com/quant/evans/management