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SECONDARY EDUCATION GOAL ATTAINMENT IN ANAMBRA STATE: IMPERATIVE FOR PRINCIPAL'S QUALITY ASSURANCE PRACTICES

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ABSTRACT
The study seeks to examine secondary education goal attainment in Anambra state as an imperative for principle's quality assurance practices. The population of the study consisted of all the teachers in Calabar Education zone from the entire population, a sample of 200 teachers was purposely selected for the study. The study adopted a descriptive survey research design, two research questions and two null hypotheses. The researchers structured a questionnaire titled secondary education goal attainment questionnaire. (SEGAQ) with 30 items for the data collection. The questionnaire was validated by three experts, and each from the field of Educational Management and Policy. Measurement and Evaluation and quality assurance unit, Nnamdi Azikwe University. Mean and standard deviation were used to analyze the research questions while t-test statistics was used to test the hypotheses. The findings revealed that the mechanism for measuring quality assurance for secondary education goal attainment such as quality secondary school leaver/graduate, professional exposure, status of curriculum and syllabus, ability to deliver and flow with the curriculum, regular teacher retraining. Recommendation were made that there should be sufficient teaching/learning facilities such as laboratory/equipment, classroom, examination hall, computer laboratory and recreation Centre.

Keywords: Secondary education, goal attainment, principals and quality assurance

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Introduction

Secondary education is the second level in the educational system. Federal Republic of Nigeria (2004) asserted that secondary education is the form of education children receive after primary education before the tertiary stage. The broad aim of secondary education is to prepare individuals for higher education and also prepare them for useful living within the society they live. Secondary education consists of senior secondary schools and junior secondary schools.

According to Federal Republic of Nigeria (2004), the junior secondary school will be both prevocational and academic in nature. It will teach all the basic subject which will enable the students to acquire further knowledge and develop skills.

According to Abubakar in Offem and ON (2020) education is a sure pathway to liberation of the mind and the improvement of socio-economic status or people. They further explained that education and training help individuals to be empowered and escape poverty by providing them with necessary skills and knowledge to raise their output, income and wealth.

Secondary education could change student's mind-set, orientation to values and acquisition of relevant skills. One of the broad aims of secondary education according to the national policy on education (FRN.2004) is to raise a generation of people who think for themselves, respect the dignity of labor, appreciate those values specified under the broad national goals and live as citizens. According to Oboegbulem (2014) in every school system, the student is at the center of the teaching and learning activities. This type of education needed for the achievement of useful living within the secondary school principals, teachers and the society at large. Useful living within the society implies the development and training of the leader to ensure that all school programmes are propelled towards developing to the fullest the personality of the learner. This development which should involve his intellectual, physical, social, psychological as well as educational needs hence to be centered on studentsSection 12, sub-section 114 of the FRN(2009 edition) of the National Policy on education copiously documented on the title " Monitoring and maintenance of minimum standards" it stated that the reason why the federal government set up the various commission boards council is to ensure that the minimum academic standard prescribed by these federal Education

parastatals are not compromise in any way. Specifically, sub-section 11 clearly specified the goal of the educational system by the bodies to include.

i. Maintaining and improving standard in all academic programmes and institutions
ii. Ensuring uniform standard and quality control of instructional activities in institutions and similar status
iii. Ensuring dissemination of information of innovation and progressive educational principles and practices in these institution through publication, workshop, meeting, seminar and conference
iv. Obtaining information problems and difficulties of lecturers and institution and offer in a practical solution to them.

According to Ukeje, Akabogu and Ndu (1992) for the school to successfully achieve this all-round development of the students, it has to perform a number of students'-oriented functions, some academic and some administrative. The administrator (principal) has to ensure that the institution instructional programmes are planned and executed for the benefit of the student and the society. Similarity, Abenga (1998).

Opined that the school should provide avenues for the students to develop desirable technological, social, moral and psychological skills needed for survival in this growing information age.

Secondary schools occupy a strategic position in the educational sector. It bridges the gap between the primary and tertiary level of education in Nigeria. Education is the backbone of any society and the quality of education determines the quality of human resources of a country. Materu (2007) observed that this development is a natural response to public perception that educational quality compromised in the effort to expand enrollment in recent years growing complaints by employers that graduates are poorly prepared for the work place and increasing competition in the market place as numerous private and transactional providers enter scene. Nigerian education system today center around the quality of education imparted to the citizenry and the relevance of that education to the life of the individual in particular and the nation in general. Quality refers to the standard of a phenomenon when it is compared to other things like it

Quality has to do with whether something is good or bad; it is about the

standard of something when compare with other things. Also, it as an essential and distinguishing attribute of something or someone (Ijaiya; wordnetweb in Emmanuel, 2012). According to Wikipedia (2007) quality assurance refer to a programme for the systematic monitoring and evaluation of the various aspect of a project, services, or facility to ensure that standard of quality are being met. Harrey (2009) defined quality assurance in the higher education as the collection of policy, procedure, systems, and practice internal or external to the organisation, designed to achieved, maintain and enhance quality. the later definition directly addresses the concept from the perception of higher institutions. it brings to bare the fact that quality assurance measures have to do with actions taken internally, focused on ensuring quality. Quality assurance is the measures adopted by stakeholders to ensure the achievement of set goal and objective (Ali, Azunku and Onuoha, 2016). Federal Republic of Nigeria (2004) defined quality assurance as the process of setting maintaining and improving standards in all aspect of the school system.

Quality can be described as standards of something as compared to other things that is degree of goodness or excellence. It pervades every aspect of the activities undertaken in the process of education and the wide array of beneficial result of educational activities on both individual learners and the wider society (charity and quality assurance is the process for determining quality and it is defined as both fitness for purpose and fitness of purpose. Odejide (2007) opined that while fitness for purpose concern education mission, fitness of purpose relates to education capacity to satisfy national goals. According to Onojetah (2013) explained that quality deal with the totality of education activities and process, input and output, including the assassins of facilities resources and capacity development.

Quality assurance in education has become dominant mainstream trends for some time; regulatory requirement relating to its havING been incrementally embedded into policies at "macro" (global level) "meso" (national level) and "micro" (institute/school level). quality assurance place attention on enhancing teaching and learning on education matters. they also clarify responsibilities for quality in teaching and learning at the individual, institutional, educational and national levels. By so doing, stakeholder is able to asses education quality as to whether acceptable level are being record and sustained (Aiden, Conroy and Mc

Namara, Drill in Onojetah,2013). Quality assurance can be considered from the point of view of exception (distinctive, embodying excellence and passing a minimum set of standards), value for money (focusing on efficiency and effectiveness, measuring output against input) and transformation (a qualitative change; education is about doing something to the learner). It also deals with concept liked enhancing and empowering (Vroeijenstijn, 2005). The planned and systematic review process of an educational programme to determine whether acceptable standard of education and infrastructure are being maintained and facilitated are the main thrust of quality assurance.

Quality education is "measured by the extent to which the training received from an institution enables the recipient to think clearly, independently and analyticailly to solve relevant social problems in any given environment". Preset standard institution quality is the totality of features and characteristics of a product, of services that bear on its ability to satisfy stated or implies needs. Quality in middle education (secondary school) is often complex because of the difficulty in agreement among the various stakeholders of what constitute quality in education.

There are the general feelings that the quality education imparted with curricula that are limited to parochial concerns may no longer be adequate in the face of prevailing global situation. The curricula and the content have usefulness and thus have relevance to the needs, aspiration and values of today's Nigeria and her education system. Secondary school education and higher intitution must have a little link based on it full preparation into higher education that is why quality is the most important determinant of value in a consumer service context (Boltan and Dew 1991). Eze (2012) ,quality implies the totality of features and characteristics of a product or service that bother in being able to satisfy stated needs.

Quality assurances is the practice of managing the ways goods are produced or serviced are rendered to assure that they kept in a high standard. Quality assurances according to Afolabi (2010) is the process of monitoring, assessing and evaluating all aspects of school life objectively and making known the outcome of all stakeholders with a view to improving standards. It is planned and systematic activity/measure implemented in a system to ensure that the quality requirement for products or service is fulfilled.

Stroller in Offem and Edeh (2019) viewed quality assurance as the degree to which an item or process met or exceeds the user requirement. Stroller further state that quality assurance is those planned and systematic actions necessary to provide adequate confidence that faculty, system or component will perform satisfactorily and safety in service. It is a set of activities intended to ensure that products or services satisfy customer requirement in a systematic and reliable fashion. Quality assurance practice has a continuous process by which an institution can guarantee that standard and quality of its educating provisions are being maintained or enhance.

Assurance is about consistently meeting product specification or getting right fist, every time. Quality assurance is the university system implies the ability of the institution to meet the expectation of the users of man power in relation to quality of skill acquired by their output (Ajayi and Akindutire 2007).

The concept of quality assurance is a set of activities or procedures that an organization undertakes to ensure that standards are specified and reached for a product or services. It goals are to create reliable system by anticipating problems and designing procedure to avoid as many errors and fault as possible. Quality with respect to education, this implies the ability or with degree with which an education system are conforms to the established standard and appropriateness, of the input available for the delivery of the system. Therefore, quality in education mean the relevance and appropriateness of the education programmed to the need of the community for which it is provided quality assurance in education is feared education target and improvement in the process education deliver (Offem and Edeh, 2019).

In terms of quality and quantity, exercises tremendous influence on quality assurance in education. Quality assurance is a key component of successful internationalization, mechanism, for building institutional repetition in a competitive local and arena and necessary foundation for consumer protection (NUC, 2006).

STATEMENT FOR THE PROBLEM

The rapid changes in education globally are causing tension. These tension include innovation; standardization diversity comparability; autonomy, accountability, rising enrollment in all level of education amidst declining budget; academy excellence school facilities, school environment, lecture

changes in education globally are causing tension. These tension include innovation; standardization diversity comparability; autonomy, accountability, rising enrolment in all level of education amidst declining budget; academy excellence school facilities, school environment halls /class room and student examination etc. These tension required concerted action by education stakeholders through quality assurance practice. To in other realize the secondary education goal attainment with focuses on vision of being best in preparation and development of adequate middle manpower for global competiveness. It is evidence that form goals attained, assurance practices most be of most priority to secondary education including other higher level of education.

Research questions

The following research questions were posed to guide the study

1. What are the mechanism form measuring quality in secondary education attainment?
2. What are the instrument to ensure secondary education goal attainment?

Hypotheses

The following hypothesis directed the study

1. There is no significant difference in the mean rating of male and female teachers on the criteria for measuring quality assurance in secondary education goal attainment.
2. The instrument to ensure quality assurance secondary education goal attainment do not differ significantly by rank.

Method

The population of the study consisted of four hundred (400) teachers in the Calabar educational zoneand from the entire population, a sample of 200 teachers was purposely selected for the study. They adopted a descriptive survey design. According to Nworgu (2015). Descriptive survey are those which aim at collecting data on a number of objects and describing in a systematic manner, the characteristic features or facts about a given population. This design is suitable since the study will seek to collect data from respondent considered to be true representative of the population of study to ascertain secondary educational goal attainment in Anambra state; imperative for principle quality assurance practices. The researchers developed self-structure

questionnaire containing 30 items on a 4-point and strongly agree (SA) 4point Agree (A)2point Disagree (DA)2 point and strongly disagree (SD) 1point. In assessing the opinion of teachers on the criteria for quality assurance and the instrument to ensure secondary education goal attainment in Anambra state. Mean values were interpreted as follows strongly agree (SA) 3.50-4.49, Agree (A) 2.50-3.49, Disagree (DA)1.50-2.49, and strongly disagree (SD) 0.05-1.49, this instrument was validated by three experts (one in quality assurance unit and one in measurement and evaluation area, and one in education management. The instrument consists of three sectors: A personal data B- Criteria for measuring quality assurance in secondary education goal attainment and C instrument to ensure secondary education goal attainment. The reliability of the instrument was conducted on trail test on sample of (25) teachers who were not part of the study sample. Reason product moment correlation coefficient was used to determine the reliability of the instrument which held a reliability coefficient of 0.78. the distribution was carryout by the researcher. A total of 200 copies of questionnaire was distributed to the respondents, but however, a total of 190 were returned the data collected were equally analyzed using the mean standard deviation. from the analysis of the mean of respondent to the research questions, any item with the mean cut-off point that is equal or less than 2.49 was uphold or rejected.

Table 1: Distribution of Secondary School Education by Zone

S/N	ZONE	NUMBER OF SCHOOLS
1.	Aguta	49
2.	Awka	64
3.	Nnewi	49
4.	Ogidi	42
5.	Onitsha	32
6.	Otuocha	24
TOTAL		**260**

Source: PPSSC Awka as at September 2019

Research question 2: what are the criteria for measuring quality assurance for secondary education goal attainment?

Table 1: Mean with standard deviation of respondent rating of the mechanism for measuring quality assurance in secondary education goal attainment in Anambra state.

S/N	ITEMS	X	SD	DECISION
1.	Quality secondary graduates	4.16	1.41	Agree
2.	Professional exposure	33.8	1.48	Agree
3.	Status of curricular and syllabus	3.94	1.34	Agree
4.	Ability to deliver and flow with current trend in secondary education teacher	3.33	1.31	Agree
5.	Regular teacher's development program	2.41	1.33	Agree
6.	Regular workshop	2.46	1.32	Agree
7.	Assign impress	3.91	1.31	Agree
8.	Standard examination	3.44	1.40	Agree
9.	Market demand of middle man power	3.46	1.45	Agree
10	Adequate overall development activities	3.37	1.49	Agree
	Grand Mean	**3.30**	**1.38**	**Agree**

The table above indicate that two items lower than 2.5 were rejected criteria for measuring quality attainment. The other eight items were not agree as criteria for measuring quality assurance in secondary education this is because their mean were above the cutoff point 2.5 showing not agree

Research question 3
What are the instrument to ensure the quality assurance in secondary education goal attainment?

Table 2

S/N	ITEMS	$\bar{X}$	SD	DECISION
1.	Training and development of staff	3.55	1.59	Agree
2.	Assessing quality of teachers work	3.27	1.30	Agree
3.	Good governance/administration	3.31	1.39	Agree
4.	Available infrastructure an facilities	3.48	1.46	Agree
5.	Quality Teaching	3.62	1.41	Agree
6.	Selective in admitting student	3,21	1.48	Agree
7.	Regular supervision	3.39	1.56	Agree
8.	External supervision	3.32	1.56	Agree
9.	Quality of syllabus an curriculum	3.45	1.48	Agree
10.	Discipline of students and staff	3.31	1.51	Agree
	Grand Mean	**3.39**	**1.46**	**Agree**

Table 2 result reveal that all the instrument are factors/indicators that ensure quality. Assurance in secondary education goal attainment. In other words, if these instrument are available in the secondary school such will be judge as having quality assurance in goal attainment.

Hypothesis: There is no significant difference in the mean rating of the respondents by rank on the criteria for measuring quality assurance in secondary goal attainment.

Table 3: T test summary forsignificant difference between male and female teachers on the criteria for measuring quality assurance in secondary goal attainment.

Teachers	No	X	SD	DF	T.cal	T.crit	Decision
Male	**100**	**3.31**	**1.39**				
				1.83	**1.337**	**1.90**	**Agree**
Female		**1.26**	**3.36**	**1.43**			

Table 3 above, the test of the hypothesis shows that there is no significant difference as perceived by the male and female teachers on the mechanism secondary school education attainment.

Hypothesis 2: The instrument to ensure the quality assurance in university goal attainment o not differ significantly by gender

Table 4: T-test summary for significant difference between male and female lecturers on the instrument ensure quality assurance in secondary goal attainment

Teachers	No	X	SD	DF	T.cal	T.crit	Decision
Male	**100**	**3.30**	**1.38**				
				1.83	**1.722**	**1.90**	**Agree**

The test above of hypothesis in the table shows that there is no significant difference as perceive by both Male and Female lecturers

Discussion of Findings

The finding of the study reveals that both male and female teacher agreed that majoring quality in secondary education is a factor indicator of many variables which among other include: quality secondaryschool graduates, professional exposure, status curricular and syllabus, ability, to deliver and flow with current trend.in secondary education.

Which students make way of their career paths, because the value of graduates is determined by the school where they are training?

Similarly, table 2, fining indicated that are several instrument that can be used to ensure and promote in education among which are quality teacher, quality syllabus an curriculum, use of P.T.A

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