

PERCEIVED IMPACT OF QUALITY MANAGEMENT OF SCHOOL-BASED FACTORS ON THE ACADEMIC ACHIEVEMENT OF STUDENTS IN SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

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ABSTRACT

This study investigates the perceived impact of quality management of school-based factors for enhanced academic achievement of secondary school students in Rivers State, Nigeria. Three research questions and three hypotheses guided the study. This study adopted a descriptive survey design. A sample size of 140 principals was drawn from 140 secondary schools in the State using a stratified random sampling technique. The instrument was validated by experts and the reliability was carried out using test-retest method which yielded an index of 0.96. Mean scores and standard deviation were used to answer the research questions, while the null hypotheses were tested using z-test at 0.05 alpha significance level. The findings revealed among others that, the extent to which quality management of teachers' functional activities can enhance the academic achievement of students in secondary schools include: reinforcing teaching staff positively for work well-done helps to motivate them perform their duties efficiently which improves students' learning behavior; paying staff their salaries regularly triggers them to do their jobs perfectly for students' productivity; establishing research grants for staff enhances their task performance for knowledge transfer to students, involving staff in professional development programmes is a crucial input for productive processes within the school, providing teaching staff with ICT devices (laptops, internet) enhances their task performances for students' productivity, promoting staff regularly helps them perform their duties as expected for the production of high level manpower, and providing staff with instructional aides helps to improve their skills in preparing the students for further education. Based on the findings, the researcher recommended that, Principals should properly manage teachers' functional activities to enhance the academic achievement of students in secondary schools.

Keywords: Quality management, academic achievement, secondary schools

Introduction

Quality in educational institutions systematically refers to fitness for a particular function or purpose. It is a concept that embraces all its functions and activities (teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and the academic environment) geared at achieving institutional goals and objectives. Quality management could be seen as an ideal systematic process of managing change in organizations including educational institutions for improved productivity. It includes all the activities carried out by school managers and administrators in an effort to implement quality policy such as quality planning, quality control, quality assurance, quality improvement, quality staff performance function, and quality academic achievement among the students.

Nwabueze (2017) sees management in educational institution as the systematic coordination of resources (human, finance, time and material) in an efficient manner for the achievement

of organizational set goals and objectives. According to Madumere-Obike and Nwabueze (2011), management principles are referred to as the processes encountered in educational institutions for quality improvement, world class development, continuous incremental change, total service delivery and total quality leadership.

Okeke (2001) sees quality management as the aggregate of all efforts from the top management to the lowest rung of the organizational hierarchy geared towards doing the right things first and all the time and continually striving for improvement. Ibiam (2014) maintains that Quality management in educational institution is that concerned with the improvement of the institutional, staff and students' performance, which has to do with conscious and concerted efforts of everybody in the educational system. Jacklin (2002) sees quality management as an ideal systematic process for change management in public educational institutions.

Institutional management is systematic process of providing, utilizing and maintaining the human, material, finance and time resources for effective academic and administrative functions in schools for better productivity. According to Ogunu (2000), it is the effective organisation and utilization of human and material resources in a particular system for the achievement of identified objectives. Oboegbulam and Onwurah (2011) see it as the effective and efficient coordination of school related activities for institutional and individual productivity.

Quality management of teaching staff promotes the quality of works they do through improved functional performance and structural ability. Quality management of teaching staff creates a conducive working environment for increased instructional enhancement, and courage to promote adequate settings for skill and knowledge transfer. This equally promotes staff and students' involvement in skill development and behavioural management (Nwabueze, 2011).

Leadership behaviour of school administrators determines the task performance of staff and students' productivity. According to Ibukun (1997), effective leadership functions of school principals determine the progress of staff and students. Ekundayo (2010) states that principals are at the helms of school affairs and would always perform their respective duties to ensure the achievement of educational goals and objectives. They provide good leadership functions in schools, ensuring staff members' welfare, and promote students' active involvement in academic programmes. School heads who become successful leaders concentrate on promoting powerful teaching-learning processes among staff and students through proper supervision and inspection.

The work of the principal as a supervisor is to influence teaching behaviours of teachers in such a way as to improve the quality of learning for students. This can be achieved by working directly with teachers in the planning of their instructions through proper supervision and inspection of lesson notes and other instructional activities. Kochhar (2005) states that supervision can be seen as those activities directly concerned with monitoring educational programmes that enhance the conditions teaching and learning in an educational institution. Supervision is that, which helps to improve the teaching function for enhanced students' productivity (Igbo, 2002). According to Nwaogu (1990), supervision is the process of helping, guiding, advising and stimulating growth in order to improve on the quality of work. Supervision is therefore, any programme that helps teachers achieve both qualitative and quantitative instructional delivery.

Supervision is the systematic process where the supervisor and the supervisee separate the known and familiar from the unknown and unfamiliar. Through their collaborative work, the supervisor and the supervisee can add depth to what is known and bring clarity to what is unknown. The analysis of data and relationship between the teacher and the supervisor form the basis of the programme, procedures and strategies designed to improve the student's learning as well as improving the teacher's classroom behaviour. Instructional supervision is perceived as those activities which are conducted by the supervisor (both internal and external) with the main aim of sensitizing, mobilizing, motivating and stimulating the teachers in the school towards improved performance of their duties with a view to optimally achieve stated objectives and goals that transcend the system (Ukaigwe, 2017; Ukala & Nwabueze, 2015). Proper supervision of educational practices enhances students' academic achievement.

Students' academic achievement according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance from the beginning of an educational programme to the end of such programme. In this study, academic achievement is characterized by performance of students in academic and non-academic activities. It can be defined as excellence in all academic disciplines as well as extracurricular activities. It includes excellence in sporting, behaviour modifications, confidence, communication skills, punctuality, assertiveness, Arts, Culture, and the like. Students' academic achievement is specifically determined by the school administrative leadership expectations and teachers' functional performance.

THEORETICAL REVIEW

This study is hinged on the Administrative Management Theory which was postulated by Henry Fayol in 1916. This theory described and classified administrative management roles and processes to a recognised and referenced material in the growing discourse of management.

According to Oluwuo and Nwabueze (2016), Fayol's theory was based on quality management of an institution for enhanced productivity. Henri Fayol proposed five primary functions of management which include: Planning, Organizing, Commanding, Coordinating, and Controlling (Fayol, 1916, 1987). His postulations were geared on the success of an institution, which is highly dependent on quality improvement for institutional and individual productivity. A commitment to continuous improvement can ensure that individuals would never stop learning as long as they continue to live. He advocated staff participation as the key to the successful implementation of quality management in educational institution would lead to improved students' academic achievement.

STATEMENT OF THE PROBLEM

Students' academic achievement is measured by his involvement in academic and extracurricular activities and this is actually determined from the beginning of one's involvement in an educational programme to the end of such programme. Quality management of school-based factors (such as staff management, good leadership behaviour and proper school supervision) enhances students' academic achievement. In schools in Rivers State, it is observed that some students do not perform well in school related activities. This could be that, some of the school-based factors that can enhance the quality of programmes are not properly managed. The issues of qualitative and functional educational programme require effective and urgent attention on the part of school administrators to enhance students' improvement in academic and non-academic activities. It is very clear that

societal expectation of a school is to be effective in terms of quality of cognitive, affective and psychomotor learning outcomes. Some factors within and outside the school environment tend to be associated with students academic achievements and are therefore important in explaining students' academic achievement. Some of these factors include parental support and involvement in their children education, school climate/environment, classroom instructions, students' learning activities, school-community relations, and other aspects of the instructional process, which need qualitative management. However, the problem is focused on the management of school-based factors which include the management of teachers' functional activities, school leadership behaviour and supervision of school-related activities for enhanced academic achievement of secondary school students in Rivers State

PURPOSE OF THE STUDY

This study investigates the perceived impact of quality management of school-based factors for enhanced academic achievement of secondary school students in Rivers State. Specifically, this study is designed to:

1. Identify the extent to which quality management of teachers' functional activities can enhance the academic achievement of students in secondary schools;
2. Ascertain the extent to which quality leadership functions among principals can enhance the academic achievement of students in secondary schools;
3. Find out the extent to which quality supervision of school-related activities by the principals can enhance the academic achievement of students in secondary schools.

RESEARCH QUESTIONS

The following research questions guided this study:

1. What is the extent to which quality management of teachers' functional activities can enhance the academic achievement of students in secondary schools?
2. What is the extent to which quality leadership functions among principals can enhance the academic achievement of students in secondary schools?
3. What is the extent to which quality supervision school-related activities by the principals can enhance the academic achievement of students in secondary schools?

HYPOTHESES

The following hypotheses were tested at 0.05 alpha significant level:

1. There is no significant difference between the mean scores of secondary schools in principals in rural and urban areas on the extent to which quality management of teachers' functional activities enhance the academic achievement of students.
2. There is no significant difference between the mean scores of male and female principals on the extent to which quality leadership functions among principals can enhance the academic achievement of students in secondary schools.
3. There is no significant difference between the mean scores of secondary schools in principals in rural and urban areas on the extent to which quality supervision school-related activities by the principals can enhance the academic achievement of students in secondary schools.

METHODOLOGY

This study adopted a descriptive survey design. The population comprised all the 247 public secondary schools in Rivers State with 247 principals. A sample size of 140 principals was drawn from 140 secondary schools in the State using a stratified random sampling technique. This represented 56.7% of the population. The Schools were stratified into rural and urban areas from which 80 public senior secondary schools were drawn from the rural areas and 60 from the urban areas. This included 100 male and 40 female principals. The instrument used for this study was Questionnaire titled “Perceived Impact of Quality Management of School-Based Factors on Academic Achievement of Students’ Questionnaire (PIQMSBFAASQ)”. The instrument had two sections: A & B. Section A contained the demographic information such as sex and location of school. Section B contained questionnaire items structure based on the variables of the study. The modified likert scale of four-point ratings were adopted to generate required information from the respondents ranging from strongly agree to strongly disagree. The instrument was validated by experts and the reliability was carried out using test-retest method. The results were correlated using Pearson’s product moment correlation coefficient, which yielded a reliability index of 0.96. Mean scores and standard deviation were used to answer the research questions, while the null hypotheses were tested using z-test at 0.05 alpha significance level.

RESULTS

Research Question 1

What is the extent to which quality management of teachers’ functional activities can enhance the academic achievement of students in secondary schools?

Table 1(Part-I). Mean Scores of principals in urban and rural areas on the extent to which quality management of teachers’ functional activities can enhance the academic achievement of students in secondary schools

S/N	Extent to which quality management of teachers’ functional activities can enhance the academic achievement of students include:	Urban (60)		Rural (80)		Mean Set	Decision
		Mean	St.D	Mean	St.D		
1	Positive reinforcement of teaching staff for work well-done motivates them to perform their duties efficiently and promotes students’ learning behaviour	3.37	0.86	3.39	0.74	3.38	Very High
2	Regular payment of staff salary triggers them to do their jobs perfectly for students’ productivity	3.18	0.88	3.24	0.75	3.21	Very High
3	Staff involvement in professional development programmes is a crucial input for productive processes within the school	3.26	0.87	3.32	0.74	3.29	Very High
4	Providing teaching staff with ICT devices (laptops, internet) enhances their task performances for students’ productivity	3.15	0.88	3.17	0.76	3.16	Very High
5	Regular promotion of staff helps them perform their duties as expected for the production of high level manpower	3.24	0.87	3.16	0.76	3.20	Very High

Table 1(Part-II). Mean Scores of principals in urban and rural areas on the extent to which quality management of teachers’ functional activities can enhance the academic achievement of students in secondary schools

S/N	Extent to which quality management of teachers’ functional activities can enhance the academic achievement of students include:	Urban (60)		Rural (80)		Mean Set	Decision
		Mean	St.D	Mean	St.D		
6	Providing staff with instructional aides helps to improve their skills in preparing the students for further education	3.27	0.87	3.29	0.75	3.28	Very High
	Aggregate mean	3.26	0.87	3.27	0.75	3.27	Very High

N/B: Very High = 3.01-4.0; Moderately High = 2.50-3.0; Low = 1.50-2.49; Very Low = 0.01-1.49

Data on Table 1 present the mean scores and standard deviation of principals in urban and rural areas on the extent to which quality management of teachers’ functional activities can enhance the academic achievement of students in secondary schools. The respondents agreed to a very high extent on the items in the table with high mean scores above the mean criterion of 2.50. The aggregate mean scores of 3.26 and 3.27 for principals in urban and rural areas respectively showed that they responded to a very high extent. Therefore, the extent to which quality management of teachers’ functional activities can enhance the academic achievement of students in secondary schools include: reinforcing teaching staff positively for work well-done help to motivate them perform their duties efficiently which improves students’ learning behaviour, paying staff their salaries regularly triggers them to do their jobs perfectly for students’ productivity, involving staff in professional development programmes is a crucial input for productive processes within the school, providing teaching staff with ICT devices (laptops, internet) enhances their task performances for students’ productivity, promoting staff regularly helps them perform their duties as expected for the production of high level manpower, and providing staff with instructional aides helps to improve their skills in preparing the students for further education.

Research Question 2

What is the extent to which quality leadership functions among principals can enhance the academic achievement of students in secondary schools?

Table 2(Part-I). Mean Scores of male and female principals on the extent to which quality leadership functions among principals can enhance the academic achievement of students in secondary schools

S/N	Extent to which quality leadership functions among principals can enhance the academic achievement of students include:	Male (100)		Female (40)		Mean Set	Decision
		Mean	St.D	Mean	St.D		
7	Encouraging students to be hard-working in academic activities by principals enhances their academic achievement	3.12	0.69	3.08	1.09	3.10	Very High
8	Maintaining good student-principal relationship helps the students to improve on their study habits	3.28	0.67	3.24	1.07	3.26	Very High

Table 2(Part-II). Mean Scores of male and female principals on the extent to which quality leadership functions among principals can enhance the academic achievement of students in secondary schools

S/N	Extent to which quality leadership functions among principals can enhance the academic achievement of students include:	Male (100)		Female (40)		Mean Set	Decision
		Mean	St.D	Mean	St.D		
9	Adopting good leadership styles by the principal helps the students to maintain good grades/results	3.30	0.66	3.26	1.07	3.28	Very High
10	Creating sufficient management of workforce skills by the principals helps to promote good behaviour among students	3.20	0.68	3.22	1.07	3.21	Very High
11	Establishing disciplinary functions in school sharpens the attitude of students	3.05	0.70	3.07	1.09	3.06	Very High
12	Ensuring that students obey the rules and regulation of the school helps to equip them with appropriate skills' modifications	3.34	0.66	3.30	1.06	3.32	Very High
13	Good leadership behaviour among principals does not enhance the achievement of educational goals and objectives	1.97	0.80	1.95	1.27	1.96	Low
	Aggregate mean	3.04	0.69	3.02	1.10	3.03	Very High

N/B: Very High = 3.01-4.0; Moderately High = 2.50-3.0; Low = 1.50-2.49; Very Low = 0.01-1.49

Data on Table 2 present the mean scores and standard deviation of male and female principals on the extent to which quality leadership functions among principals can enhance the academic achievement of students in secondary schools. The respondents agreed to a very high extent on items 7-13 in the table with high mean scores above the mean criterion of 2.50. They disagreed to a low extent on item 14 with low mean score. The aggregate mean scores of 3.04 and 3.02 for male and female principals respectively showed that they responded to a very high extent. Therefore, the extent to which quality leadership functions among principals can enhance the academic achievement of students in secondary schools include: encouraging students to be hard-working in academic activities by principals enhances their academic achievement, maintaining student-principal relationship helps the students to improve on their study habits, adopting good leadership styles by the principal helps the students to maintain good grades/results, creating sufficient management of workforce skills by the principals helps to promote good behaviour among students, establishing disciplinary functions in school sharpens the attitude of students, ensuring that students obey the rules and regulation of the school helps to equip them with appropriate skills' modifications, and possessing good leadership behaviour among principals to enhance the achievement of educational goals and objectives.

Research Question 3

What is the extent to which quality supervision of school-related activities by the principals can enhance the academic achievement of students in secondary schools?

Table 3: Mean Scores of principals in urban and rural areas on the extent to which quality supervision of school-related activities by the principals can enhance the academic achievement of students in secondary schools

S/N	Extent to which quality supervision of school-related activities by the principals can enhance the academic achievement of students include:	Urban (60)		Rural (80)		Mean Set	Decision
		Mean	St.D	Mean	St.D		
14	Proper supervision of instructional activities increases students' active involvement in classroom activities	3.44	0.85	3.46	0.73	3.38	Very High
15	Quality supervision students' involvement in continuous assessment practices makes them to be more serious	3.29	0.87	3.25	0.75	3.21	Very High
16	Appropriate supervision of students' extracurricular activities encourages them to improve on their skills	3.36	0.86	3.38	0.74	3.33	Very High
17	Regular supervision of students' appearance in school helps to curtail lateness and absenteeism	3.22	0.88	3.20	0.76	3.29	Very High
18	Adequate supervision of examination reduces students' involvement in malpractices	3.43	0.85	3.39	0.74	3.16	Very High
19	Supervision of students' result compilations	3.20	0.88	3.24	0.75	3.20	Very High
20	Supervision of school related activities creates greater chance of continuing success in students' achievement	3.40	0.85	3.34	0.74	3.28	Very High
	Aggregate mean	3.33	0.87	3.32	0.75	3.27	Very High

N/B: Very High = 3.01-4.0; Moderately High = 2.50-3.0; Low = 1.50-2.49; Very Low = 0.01-1.49

Data on Table 3 present the mean scores and standard deviation of principals in urban and rural areas on the extent to which quality supervision of school-related activities by the principals can enhance the academic achievement of students in secondary schools. The respondents agreed to a very high extent on the items in the table with high mean scores above the mean criterion of 2.50. The aggregate mean scores of 3.33 and 3.32 for principals in urban and rural areas respectively showed that they responded to a very high extent on Research question three. Therefore, the extent to which quality supervision of school-related activities by the principals can enhance the academic achievement of students in secondary schools include: proper supervision of instructional activities increases students' active involvement in classroom activities, quality supervision students' involvement in continuous assessment practices makes them to be more serious, appropriate supervision of students' extracurricular activities encourages them to improve on their skills, regular supervision students' appearance in school helps to curtail lateness and absenteeism, adequate supervision examination reduces students' involvement in malpractices, supervision of students' result compilations, and supervision of school related activities creates greater chance of continuing success in students' achievement.

TEST OF HYPOTHESES

Hypothesis One

There is no significant difference between the mean scores of secondary school principals in rural and urban areas on the extent to which quality management of teachers' functional activities enhance the academic achievement of students.

Table 4. Summary of z-test analysis on the difference between the mean scores of secondary school principals in rural and urban areas on the extent to which quality management of teachers' functional activities enhance the academic achievement of students

Location of schools	N	Mean	St.D	df	z-calculated value	z-critical value	Decision
Urban	60	3.26	0.87	138	- 0.074	±1.963	Accepted
Rural	80	3.27	0.75				

Data on Table 4 present the summary of z-test analysis on the difference between the mean scores of secondary school principals in rural and urban areas on the extent to which quality management of teachers' functional activities enhance the academic achievement of students. The result showed that the null hypothesis is accepted. This is based on the fact that, the z-calculated value of -0.074 is less than the z-critical value of ±1.963. Therefore, this is an indication that, there is no significant difference between the mean scores of secondary school principals in rural and urban areas on the extent to which quality management of teachers' functional activities enhance the academic achievement of students. They are of the opinion that, quality management of teachers' functional activities enhance the academic achievement of students.

Hypothesis Two

There is no significant difference between the mean scores of male and female principals on the extent to which quality leadership functions among principals can enhance the academic achievement of students in secondary schools.

Table 5. summary of z-test analysis on the difference between the mean scores of male and female principals on the extent to which quality leadership functions among principals can enhance the academic achievement of students in secondary schools

Gender of Staff	N	Mean	St.D	df	z-calculated value	z-critical value	Decision
Male	100	3.04	0.69	138	0.107	±1.963	Accepted
Female	40	3.02	1.10				

Data on Table 5 present the summary of z-test analysis on the difference between the mean scores of male and female principals on the extent to which quality leadership functions among principals can enhance the academic achievement of students in secondary schools. The result showed that the null hypothesis is accepted. This is based on the fact that, the z-calculated value of 0.107 is less than the z-critical value of ±1.963. Therefore, this is an indication that, there is no significant difference between the mean scores of male and female principals on the extent to which quality leadership functions among principals can enhance the academic achievement of students in secondary schools. They are of the opinion that,

quality management of leadership functions by principals enhances the academic achievement of students.

Hypothesis Three

There is no significant difference between the mean scores of secondary school principals in rural and urban areas on the extent to which quality supervision of school-related activities by the principals can enhance the academic achievement of students in secondary schools.

Table 6. Summary of z-test analysis on the difference between the mean scores of secondary school principals in rural and urban areas on the extent to which quality supervision school-related activities by the principals can enhance the academic achievement of students in secondary schools

Location of schools	N	Mean	St.D	df	z-calculated value	z-critical value	Decision
Urban	60	3.33	0.87	138	0.071	±1.963	Accepted
Rural	80	3.32	0.75				

Data on Table 6 present the summary of z-test analysis on the difference between the mean scores of secondary school principals in rural and urban areas on the extent to which quality supervision of school-related activities by the principals can enhance the academic achievement of students in secondary schools. The result showed that the null hypothesis is accepted. This is based on the fact that, the z-calculated value of 0.071 is less than the z-critical value of ±1.963. Therefore, this is an indication that, there is no significant difference between the mean scores of secondary school principals in rural and urban areas on the extent to which quality supervision of school-related activities by the principals can enhance the academic achievement of students in secondary schools. They are of the opinion that, quality supervision of school-related activities enhance the academic achievement of students.

DISCUSSION OF FINDINGS

The findings revealed that, the extent to which quality management of teachers’ functional activities can enhance the academic achievement of students in secondary schools include: reinforcing teaching staff positively for work well-done help to motivate them perform their duties efficiently which improves students’ learning behaviour, paying staff their salaries regularly triggers them to do their jobs perfectly for students’ productivity, involving staff in professional development programmes is a crucial input for productive processes within the school, providing teaching staff with ICT devices (laptops, internet) enhances their task performances for students’ productivity, promoting staff regularly helps them perform their duties as expected for the production of high level manpower, and providing staff with instructional aides helps to improve their skills in preparing the students for further education. Test of hypothesis one showed that, there is no significant difference between the mean scores of male and female principals on the extent to which quality leadership functions among principals can enhance the academic achievement of students in secondary schools. They are of the opinion that, quality management of leadership functions by principals enhance the academic achievement of students. However, teaching quality is determined by the amount of learning students have been able to achieve from teaching/learning encounter. This implies that, quality learning is derived from good teaching and there are factors that are associated with good teaching in higher education, which include: effective communication, provision of variety of methods and techniques, combination of theory with practice,

conducive environment, respect, connection of knowledge, and the use of new technologies. The findings agree with that of Uche and Nwabueze (2010), who found that quality teaching enhance quality output of students, and create a sustainable future for the youths as well equip students with entrepreneurial skills for individual and societal development.

The findings also revealed that, the extent to which quality leadership functions among principals can enhance the academic achievement of students in secondary schools include: encouraging students to be hard-working in academic activities by principals enhance their academic achievement, maintaining student-principal relationship helps the students to improve on their study habits, adopting good leadership styles by the principal helps the students to maintain good grades/results, creating sufficient management of workforce skills by the principals helps to promote good behaviour among students, establishing disciplinary functions in school sharpens the attitude of students, ensuring that students obey the rules and regulation of the school helps to equip them with appropriate skills' modifications, and possessing good leadership behaviour among principals to enhance the achievement of educational goals and objectives. Test of hypothesis two showed that, there is no significant difference between the mean scores of male and female principals on the extent to which quality leadership functions among principals can enhance the academic achievement of students in secondary schools. They are of the opinion that, quality management of leadership functions by principals enhances the academic achievement of students. In line with the findings, Geniucci and Muto (2007) identified direct and highly influential instructional leadership behaviours such as principal's approachability, interactive classroom observation and/or visitation which promotes students' academic achievement. However, leadership behaviour of a principal and teachers have significant impact on creating more effective schools leading to higher levels of student achievements. Cotton (2003) stated that principals' leadership behaviours have significant impact on student achievements such as: establishing a clear focus on student learning by having a vision, clear learning goals, and high expectations for learning among students as well as maintaining cordial relationships between staff and students. Moreover, good leadership skills among principals create positive impacts on teaching and learning, leading to improvements on students' performance and academic achievements. Thus, it is clear that principals as school leaders promote success in student achievements.

The findings finally revealed that, the extent to which quality supervision of school-related activities can enhance the academic achievement of students in secondary schools include: proper supervision of instructional activities increases students' active involvement in classroom activities, quality supervision of students' involvement in continuous assessment practices makes them to be more serious, appropriate supervision of students' extracurricular activities encourages them to improve on their skills, regular supervision students' appearance in school helps to curtail lateness and absenteeism, adequate supervision examination reduces students' involvement in malpractices, supervision of students' result compilations, and supervision of school related activities creates greater chance of continuing success in students' achievement. However, quality supervision influences teachers' functional behaviours in such a way as to improve the quality of learning for students. Test of hypothesis three showed that, there is no significant difference between the mean scores of secondary schools in principals in rural and urban areas on the extent to which quality supervision school-related activities by the principals can enhance the academic achievement of students in secondary schools. They are of the opinion that, quality supervision school-related activities enhances the academic achievement of students. In line with the findings, Ntukidem (2003) indicates that teachers under high level supervision performed better on their job than their counterparts under low supervision. On the contrary, Akinwumi (2000)

revealed that supervision has no significant impact on teachers' productivity and students' performance. Ntukidem (2003) also indicated that, school supervision does not significantly influence teachers' work performance and students' academic performance.

CONCLUSIONS

The study had shown that quality management of school-based factors improves staff productivity and students' academic achievement. The school based factors investigated in this study include quality management of teachers' functional activities, quality leadership functions among principals, and quality supervision of school-related activities. Quality management of these factors in the school system enhances students' academic achievement.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made.

1. Principals should properly manage teachers' functional activities by reinforcing teaching staff positively for work well-done, and paying staff their salaries regularly to motivate them perform their duties efficiently thereby helping to enhance the academic achievement of students in secondary schools.
2. Governments should provide teaching staff with ICT devices (laptops, internet) where these are inadequate to enhance their task performances for students' productivity.
3. Government and school administrators should provide teaching staff with modern and adequate instructional aides to improve their skills in preparing the students for further education.
4. Principals should always carryout proper supervision of instructional activities to increase students' active involvement in classroom activities, continuous assessment practices, extracurricular activities, examination and result compilations to creates greater chance of continuing success in students' achievement.

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