



School Administrators' Quality Assurance Strategies for the Implementation of Curriculum in Junior Secondary School in Owerri Municipal, Imo State

Dr. Osuji, C. & Etuketu, E.L.

**Department of Educational Management
Rivers State University, Port Harcourt, Nigeria**

ABSTRACT

This study examined School Administrators Quality Assurance Strategies for the Implementation of Curriculum in Junior Secondary School in Owerri Municipal, Imo State. The design of the study was a descriptive survey. Three research questions and three null hypotheses guided the study. The population of the study comprised 150 respondents drawn from 25 public and 25 private secondary schools. The sample of the study consisted of 150 school administrators which includes principals and vice principals (Academic and Admin). Questionnaires were used as instrument for data collection. The validation of the instrument was subjected to face validation by experts in measurement and evaluation. The reliability of the instrument was established using cronbach alpha method of analysis with a reliability score of 0.764. Mean and standard deviation were used to answer the research questions, while z-test statistics was used to test the null hypotheses at 0.05 level of significance. The study discussed the quality assurance strategies such as monitoring, supervision and evaluation as employed by school administrators for achieving quality education in secondary schools. This study also identified the challenges that can hinder the effective implementation of quality assurance in secondary schools and discussed the concepts of quality, quality assurance and curriculum implementation highlighting its functions in bringing about the delivery of secondary school curriculum to ensure quality education. The study concluded that proper application of these strategies by school administrators could enhance and promote quality assurance in the junior secondary schools.

Keywords:

INTRODUCTION

Everyone in education has his/her own idea and understanding of what the curriculum means. Some people see the curriculum as a set of guidelines relating to content or subject of instruction, yet others see it as the objective, content, activities and methods of what is offered to the learner in the school. According to Lake and Winterbottom (2010) in kattington, curriculum is a set of rule that benefits students by providing them with practice in both content and social curriculum through the use of active learning, exploration of interest, civic responsibility and character building.

Curriculum implementation involves day to day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum (Obanya, 2004). Ahmadi and Lukman (2015) indicated that it is the process of putting curriculum into action through an implementation agent (teachers, principals, education officials, parents among other agents). Only effective curriculum implementation ensures achievement of the objectives for which the curriculum was designed to attain. For effective implementation of curriculum to take place, quality assurance and standards is key. Quality assurance (QA) is one of the most critical tasks facing every nation's educational institutions, so that the societal demands for improved education service delivery would achieve the best learning outcomes that enhance the quality of life of the citizenry (Ayeni, 2010). Quality assurance in education encompasses systematic management, monitoring and evaluation procedures adopted to measure the performance of school administrators (principals), teachers and students against educational objectives to ensure best practices in resource inputs, utilization and curriculum management

by the principals to produce students that achieve the set educational goals in secondary schools (Obanya, 2005).

Curriculum issues have always occupied the centre stage in academic discourse in Nigeria. Beginning from the colonial period through the independence era, various opinions and views were expressed over what should constitute a functional utilitarian school curriculum. The differences in opinions culminated into the 1969 National Curriculum Conference at which all the varying opinions and interests were given consideration. The deliberations at the 1969 national conference subsequently led to the adoption of a National Policy on Education in 1977. Since then, the policy has been revised in 1981, 1991, 2004 and 2013 respectively. Within the context of this study which seeks to examine issues of quality assurance and secondary school curriculum implementation, it is pertinent to look at the policy provision for secondary education from which a broad secondary school curriculum is derived. Within this provision, it is stated that the broad goals of secondary education shall be to prepare the individual for a useful living within the society and a higher education (FRN 2004:18) specifically, the policy framework further provides that secondary education shall: provide all primary school leavers with the opportunity for education of a higher level; irrespective of sex, social status, religious or ethnic background, offer diversified curriculum to cater for the differences in talents, opportunities and future roles, provide trained manpower in the applied science, technology and commerce at sub-professional grades, develop and promote Nigerian languages, art and culture in the context of world's cultural heritage, inspire students with a desire for self improvement and achievement of excellence, foster national unity with an emphasis on the common ties that unite us in our diversity, raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizen, provide technical knowledge and vocational skills necessary for agriculture, industrial, commercial and economic development.

To achieve the above, the policy guideline also provided that secondary education shall be of six year duration, given in two stages: a junior secondary school stage and a senior secondary school stage; each shall be of three years duration. The above provide a broad framework from which the curriculum of secondary education is drawn. In all matters concerning secondary education, the needs, interest, values and aspirations of the society and her citizens determines the curriculum. As an important component of secondary education, the curriculum provides the baseline for organized learning experiences that is carried out in the schools and it provides the teachers and school managers with guideline to develop desirable learning activities for the children. Without the curriculum, teachers would teach without order and the school system will end in confusion.

Quality assurance in secondary school curriculum implementation seeks to address issues of standard, value and how the products of secondary education would be able to achieve the goals of secondary education. The value consumers place on goods and services explains the quality of each goods and services. This is a product or services that could be of superior or inferior quality depending on the extent to which such services or products are able to satisfy the desire of those who patronize it (Koko 2004). The quality of education provided in any society is also subjected to quality assessment. Thus, the extent to which an education system is able to achieve the objectives and goals which it is set to achieve, then the system is said to be qualitative. This implies that the products of the school system should be able to exhibit the desired cognitive and manipulative skills as outlined in the broad national policy and as embedded in the school curriculum.

Quality assurance in secondary education is a total holistic process concerned with ensuring the integrity of outcomes. Within the secondary school system, education managers play significant role in quality assurance in the implementation of the school curriculum. Over the past three decades or so, Nigerian secondary school students' achievement in terms of academic standard and manipulative skills have shown considerable and progressive deterioration. Performances in WASCE's and the poor quality of those admitted into higher institutions confirm this observation. This problem was considered serious enough that university authorities had to institute aptitude test as a condition for final selection of candidates for intake into first degree programmes across the country. Consequent upon the observed deterioration in the quality of the products of secondary schools, the feeling is that several factors

contribute to this deterioration. Among this factors include the quality assurance strategies in secondary school curriculum implementation, the effectiveness of school administrators in quality assurance implementation; and the provision of overall conditions favourable for quality assurance and so on. It could be possible that these factors act singly or in combination in affecting the quality of secondary education. It is therefore indisputable that the roles of secondary school managers contribute significantly in quality assurance in curriculum implementation.

Taiwo (2006) in Ukeje (2011) reported that the quality of education our children receive bear direct relevance on the quality of school managers. Similarly Ogbodo (2006) also reported that the quality of teachers in the schools determine to a large extent the quality of those they produce. Despite these report, stakeholders in education also agreed that school administrators play significant role in quality assurance in curriculum implementation. The implication of this is quite clear. If the reform in education is to yield the desired result, school managers must be up to their roles in assuring quality in curriculum implementation. In order words, secondary schools stands to benefit a lot if well efficient school managers are put at the helm of affairs, this will guarantee quality assurance in curriculum implementation.

Statement of the Problem

The performance of secondary school education is influenced by how the quality instructional supervisions activities are done to ensure effective curriculum implementation. The aim of quality assurance and standards is to ensure that curriculum in schools is implemented effectively and to also meet the emerging needs and challenges of the society. There is a growing concern of the society about the realization of secondary education objectives due to doubt that there have been a steady decline in the academic performance of students which depicts non-realization of quality assurance in secondary schools (Adeniji, 2002). This has been attributed to gaps in curriculum instruction, teachers' competence, learning facilities and resources, funding and institutional management. Findings from literature (Ayeni & Akinola, 2008) revealed that quality assurance in education is being affected by many problems. The identified gaps and challenges include the following: Inadequate planning and delivery of lessons by teachers, lack of proper monitoring and evaluation of students' learning, inadequate provision of training facilities to develop teachers for professional growth and increased productivity.

A consideration of the above shows that there is a greater challenge ahead of school administrators because of existing gaps and inadequacies in their supervisory roles in the school. Scholars and indeed parents have expressed considerable concern about the deteriorating quality of secondary education in Nigeria. There is evidence that this deterioration in quality is the direct result of poor implementation of school curriculum. Quality assurance in curriculum implementation appears to be neglected in our schools. It is possible that this trend can be reversed if schools are provided with well qualified, experienced and efficient school managers, hence the need for this study.

Purpose of the Study

The purpose of this study was to this study examined school administrators' quality assurance strategies for the implementation of curriculum in junior secondary school in Owerri Municipal, Imo State. The specific objectives are to:

- Examine the monitoring strategies applied by school administrators of public and private secondary schools in curriculum implementation.
- Examine the supervision strategies applied by school administrators of public and private secondary schools in curriculum implementation
- Examine the evaluation strategies applied by school administrators of public and private secondary schools in curriculum implementation.

Research Questions

- What are the monitoring strategies applied by school administrators in the implementation of junior secondary curriculum in public and private secondary schools in Owerri municipal area of Imo-state?

- What are the supervision strategies applied by school administrators in the implementation of junior secondary curriculum in public and private secondary schools in Owerri municipal area of Imo-state?
- What are the evaluation strategies applied by school administrators in the implementation of junior secondary curriculum in public and private secondary schools in Owerri municipal area of Imo-state?

Hypotheses

- There is no significant difference in the mean rating of responses between principals of public and private secondary schools with regards to monitoring as a quality assurance strategy in the implementation of junior secondary curriculum in Owerri municipal area of Imo state.
- There is no significant difference in the mean rating of responses between principals of public and private secondary schools with regards to supervision as a quality assurance strategy in the implementation of junior secondary curriculum in Owerri municipal area of Imo state.
- There is no significant difference in the mean rating of responses between principals of public and private secondary schools with regards to evaluation as a quality assurance strategy in the implementation of junior secondary curriculum in Owerri municipal area of Imo state.

Significance of the Study

This study is significant in so many ways, to the school administrators; it will reveal the lapses inherent in the implementation of quality in the school curriculum. This revelation will provide the necessary guidance to school managers on how to improve on curriculum implementation in junior secondary schools. This new knowledge will help in the implementation of quality assurance mechanisms in secondary schools. The findings of this study will be very beneficial to Imo state government. It will uncover the academic and administrative problems which is the root of low quality educational and administrative system that has been obliterating various secondary schools in Imo state in the recent time. The result of the study will also help the educational planners in the distribution of qualified teachers and school facilities which will guarantee quality assurance in the school system. The study will further provide insight on how human and material resources effectively utilized in such a way that they can guarantee quality assurance in the products of junior secondary education.

Scope of the Study

The scope of the study is on school administrators and quality assurance strategies for the implementation of curriculum in junior secondary school. The study covered public and private secondary schools in Owerri Municipal Area of Imo State.

Review of Related Literature

Theoretical Framework

Hoy and Miskel's (2013) Goal Model Organizational Effectiveness

Theoretical framework describes an ideal phenomenon that works in practical applications. It forms a frame of reference for practitioners and provides a general mode of analysis of practical events as well as guide decision making (Hoy and Miskel, 2013). Based on the above, it is clear that research is inextricably related to theory. In this regard, this study is concerned with quality assurance strategies applied by school administrators in the curriculum implementation of the junior secondary schools for improved students' academic performances. The most appropriate theory for the study therefore revolve around the effective and efficient operation of the school system in such a way that its goals are achieved most optimally. The theoretical framework for the study therefore is anchored on Hoy and Miskel's (2013) Goal Model Organizational Effectiveness. Hoy and Miskel defined organizational effectiveness in terms of the degree of goal attainment. This position was supported by Amital-Etzioni (2008) as cited by Hoy and Miskel when he observed that an organization is effective if the outcome of its activities meet or exceed organizational goals. Based on the effectiveness theory or approach, the school organization can be effective or ineffective depending on the extent to which the school system is able to achieve the goals for which it is established.

In the goal model of organizational effectiveness, distinction is drawn between official and operative goals (Steers, 2003). While official goals are formal statements of purpose concerning the nature of organization's (school's) mission, operative goals reflect the true intentions of an organization (school), operative goals mirror the actual tasks and activities performed in the school for specific goal attainment. In this regard, official goals in schools may be operative or inoperative depending on the extent to which they accurately represent actual educational practices. Two basic assumptions underlie the goal model effectiveness theory which makes it relevant to this study. First is the fact that there exist a rational group of decisions which establishes a set of goals that must be pursued. Second, the goals must be such that can be administered and are defined in concrete terms to be understood by the participants. Within the framework of the school setting, there exist a set of rational decisions in the form of goals and these goals are defined in concrete terms that both school administrators, teachers, parents and students understand them enough and work harmoniously towards its attainment. The above assumption pre-supposes that decision makers in the school system should be able to assess the school's effectiveness and develop measures to determine how well the goals of the School are being achieved. This responsibility forms the basis and rationale for quality assurance in school curriculum implementation. School administrative practices should be able to enhance goal specification and goal attainment.

The above assumption and theoretical base form the cornerstone on which educational practices such as management by objective, cost/benefit analysis, core curricula, and behavioural objectives for instruction are derived to specific goals in schools (Hoy and Miskel, 2013). Similarly and still based on the effective theory, boards of education and administrators attempt to ensure quality assurance (i.e. enhance goal attainment) by centralizing and formalizing the school organization and mandating guidelines for the scope and sequence of curriculum.

Ludwig V. Bertalanffy (1968) Systems Theory

Systems theory hold that an organization is a social system made up of integrated parts. The theory was propounded by a biophysicist Ludwig Von Bertalanffy in 1968. The system was seen as a series of interrelated and interdependent parts in such a way that the interaction of any part of the system affects the whole system. That is, one part of the system must interact and depend on the other parts around it to function effectively. The system theory is relevant to education system because education system (school) is a system and the concept of interaction and interdependence of parts within the educational system like any other social systems has identical properties with the other system. This study is anchored on system theory. The schools are looked at in terms of social system as complex interactive examined structurally and operationally. This brings to the limelight the ideas of principal's administrative process. It contends that when special attention is given, the principals do their works very well and productivity is likely to be high.

The Systems theory is of immense help to this research work as the principal reflects in the objectives, functions and the ultimate goal of the educational system in which they operate. The principal as the administrator represents a crucial component of the social system. This implies that the principal as the chief executive of the school deals with people at all times and is bound to get along with them. For the principal to perform his administrative role very well, he is expected to ensure that he exhibits the qualities required of him so as to achieve secondary school objectives and goals as stipulated in the National Policy (FRN, 2004).

Mary Parker Follet (1868) Human Relations Theory

Human Relations Theory states that in addition to finding the best technological strategies to improve output, it was beneficial for administration to consider the human elements in the organization. The human relations theory was propounded by Mary Parker Follet (1868-1933). The theory was concerned with the human problems encountered in organizations such as welfare, motivation, retirement benefits among others and therefore concluded that such problems can only be minimized when there is co-operation among workers. Based on this, she developed four organizational principles, all of which centre on co-ordination: coordination by direct contact with the people concerned, coordination in the early stages, coordination as the reciprocal relation of all the factors in a situation, and coordination as a continuing process. The human relations theory has its central idea that the human factor is very

important in the achievement of organizational goals. The proponent of this theory holds the view that workers will achieve better if their personal welfare was taken into consideration.

Human relations theory is related to the present study because it buttress the fact that the administrative arm of any organization especially the school should consider the welfare of the employees as utmost importance. Therefore, for effective secondary school administration in Owerri municipal area of Imo State to be actualized, the interest of teachers and other employees should be a priority.

Concept of Quality Assurance

Quality assurance was first used in industry in the western world as a proof that a product met certain acclaimed quality. The purpose was intended to build consumer confidence on the products. The term quality is a loose concept which can be measured only in line with ascribed indices. It is a guarantee which implies that all necessary precautions have been taken to manufacture a certain product to meet the need, expectation and satisfaction of consumers, (Ekpo, 2007). Quality assurance was developed in the 1950s and 1960s as a business methodology (ESIB). Quality was seen as a judgmental concept which helps the consumer to differentiate one product from another. Such judgment was usually made by a consumer and this helps him to determine whether to continue to patronize a particular manufacturer or not. In upper basic education, quality assurance is relatively a new concept of emphasis in Western European countries. The rationale for qualities is the need to match programmes with individual requirement for manpower. Recently, university education has been affected by globalization, hence quality assurance has become a yardstick by which the standard of programmes run by universities are determined. The quality of global education and the need to compare the standard of one country's education against another's has brought to higher education a new emphasis on quality assurance.

Quality assurance is the concern that certain accepted criteria of minimum standard of quality should be achieved in the production of goods and services. This means that certain techniques and procedure that ensures the quality of products are put in place. Every product or outcome of an industry is a function of a variety of activities of inputs assumed to have a value input into process. Education as a productive enterprise is thus subject to those same assumptions. Quality evolves the provision and maintenance of the conditions determined to guarantee a high standard of the outcomes and product of education. Quality assurance is the guarantee of confidence and certainty by programme of a study given by an institution that standards and quality are being maintained and enhanced, (ESIB, 2005).

Dashen (2005) states that quality assurance entails setting minimum level for determining quality, deciding on mechanism or indices for ensuring quality as achieved and sustained in educational sector. Therefore quality assurance will entail that there is predetermined curriculum, a laid down standard and mechanism for monitoring the expected standard of performance, It should as well be concerned with standard teacher quality and quality provision of educational facilities, such as laboratories, libraries as well as necessary structures needed for effective educational administration and curriculum implementation.

The philosophical objective behind quality assurance is the decision of educational programme to train individuals to achieve competency in a given area of individual production function. The recent concept of quality assurance is the ability of educational institutions to meet the needs of the user of manpower, in relation to the quality of skills acquired by their products (students). The quality of an academic programme becomes a universal concern because the products of our secondary education seems not be doing well in every aspect of secondary education especially in vocational areas.

The policy thrust of quality assurance focuses on education for competence. It is seen as value added to the individual to acquire wealth and thereby enhance the utilization of resources available to the society. This is because education and competence are regarded as the capital on which we can expect returns in the form of economic growth. Certificate obtained at the end of training is intended to ascertain the level of competency or skill acquired. The certificate programme is expected to confer on an individual a certain level of competency that would lead to added value to a company's production function, because knowledge generation through the curriculum must be relevant to rational development.

Concept of Curriculum Implementation

Many educationists that have discussed the issue of curriculum implementation in Africa identified it as the major setback for attaining goals of education in Africa (Obanya, 2007). Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabus and subjects (Chikumbi & Makamure, 2005). Mkpa (2007) defined curriculum implementation as the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned. That is, curriculum implementation demands concerted efforts of end-users of the curriculum for its effective implementation at all levels in order to achieve the desired goals. Garba (2004) described curriculum implementation as putting the curriculum into work for the achievement of the goals for which the curriculum is designed. In his conception of curriculum implementation, Okebukola (2004) defined it as the transition of the objectives of the curriculum from paper to practice. That is, only effective curriculum implementation ensures achievement of the objectives for which the curriculum was designed to attain. Ivowi (2004) supported the assertion by defining curriculum implementation as the translation of theory into practice, or proposal into action. According to Onyechu (2008), "Curriculum implementation is the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined efforts of teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environments". At this juncture, it could be said that putting the curriculum into operation requires an implementation agent. The teacher is identified as the agent in the curriculum implementation process. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabus, scheme of work and lessons to be delivered to students. The above definitions show that effective curriculum implementation involves interaction within the teachers, learners and other stakeholders in education geared towards achieving the objectives of education. Obanya (2004) defined implementation of curriculum as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. Obanya (2007) stated that effective curriculum is the one that reflects what "the learner" eventually takes away from an educational experience. Obanya noted that in many cases, there would be gap between the intended curriculum and the learned curriculum and defined effective curriculum implementation as concerned with narrowing such a gap as much as possible. Of course, this is the focus of this study. The adequacy of qualified teacher and infrastructural facilities are reviewed to see how they influence curriculum implementation in Nigeria secondary education. The importance of teacher in curriculum planning, development and most importantly implementation cannot be over-emphasized. Teachers most at times are not involved during policy formulation even though they are expected to implement this curriculum. A major setback in effective curriculum implementation is the problem of unqualified teachers especially specialist teacher in area like ICT and technical subjects. In recent times, curriculum is designed up to implementation without adequate manpower to translate these documents into reality. Ajibola (2008) also stated that most of the teachers are not qualified to teach the subject introduced in the curriculum. Amugo (2007) studied the relationship between availability of expert teacher and implementation of secondary school curriculum in Nigeria. Her study consisted of 50 secondary school teachers who were randomly selected from the population of teachers in Lagos and Imo state. She hypothesized that there will be no significant relationship between availability of teachers and curriculum implementation in Nigeria and that available specialist teacher only use theory methods in their classroom work without the practical aspect. The result of the study shows that there exists a significant relationship between the availability of subject teacher and implementation of skilled based secondary school curriculum in Nigeria. Amugo, therefore concluded that quality and quantity of teachers in Nigerian schools significantly affect the implementation of curriculum in Nigeria schools, especially at the junior secondary school level.

Quality Assurance Strategies for Junior Secondary School Curriculum Implementation

Quality assurance strategies in this study is the yardstick or systems that are supposed to be seen or be on ground as to ensure quality in our educational system, especially in our secondary schools which is the focus of this study. The following are quality assurance strategies in secondary schools.

Monitoring

This has to do with keeping a watchful eye on the input, process, output and the environment of an education system to ensure that things keep going the right direction and according to the set standards. It refers to the process of collecting data at intervals about ongoing projects or programmes within the school system. The aim is to constantly assess the level of performance with a view of finding out how far a set objectives are being met (Ehinder, 2001), It is the assessment of collected information in order to determine the value of judgments and/or generate knowledge to inform decisions about future programmes.

Gnanasundaram and Shrivastava (2012), they described monitoring as an internal process activity which provides necessary feedback to any organization management on the process of a particular subject matter, the problems that face it and the efficiency with which it is being implemented. Hence, there is a need of continuous collection of information and review of the entire storage infrastructure. Monitoring not only allows education quality assessment, but also has a certain influence on it. The indirect impact is determined by the fact that subsequent management decisions depend on monitoring results. The direct influence is provided by the technologies of carrying out the monitoring techniques and its subject area. Thus, for example, if students systematically assess teachers' work, they begin correcting their actions according to the criteria used for their assessment. That is, one can say that monitoring results are an instrument for correcting the activities of educational institution employees. On the other hand, the conditions under which monitoring is organized and performed can have an impact on students' learning activities.

However, Maimon and Rokach (2005) stated that, monitoring could be regarded as a system which comprises of the three critical components: it requires regular collection of information, evaluation of the collected information and most importantly evaluation of the results in an institutional (project). These are the pioneers to determine what information should be collected and hence make judgment about the status of a system. Monitoring of education is the management of education quality, which will help an organization in decision making in the determination of its further development, directions, improvement and reconstruction. It is obvious that the internal system of quality assessment of secondary education should be based on monitoring techniques, taking into account personality and psychological characteristics of participants. A monitoring procedure is organizational-methodological and other aspects should be based on the outcomes.

Supervision

Supervision is a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain groups with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision. Supervision is essentially the practice of monitoring the performance of school staff, observing the advantages and disadvantages with the aim of using befitting and good techniques to ameliorate the deficiencies while still improving on the advantages thereby increasing the school standards and achieve educational goals.

Basically, the supervisor is primarily a resource person, a teacher of teachers who poses a sound education, well informed about methodology of classroom management, inventive, zealous and acutely sensitive to people's cultural values, patient, a good listener and very friendly. Because they (Supervisors) work with human concerns in a school, and are dedicated to the belief that the school should serve the people, rather than the people serving the school their ultimate purpose is human growth, which they promote by supplying continuity and constant re-adaptation in the educational programme. They seek improved methods of teaching and learning, and coordinate and integrate all educational efforts and materials.

Supervision is an essential part of any organizational set up, the ultimate purpose of which is the promotion and development of favorable setting for teaching and learning as well as the stimulation, overseeing and appraisal of activities leading to an achievement of instructional goals at a specified quality level. Thus, supervision is essential in order to monitor the execution of the curriculum making sure that the curriculum is carried out at a zero level defect. Through supervision, inexperienced teachers are assisted to grow, even the experienced ones though qualified, professionally competent and can be

trusted still need to be supervised in order to continue to maintain the high standards. As a result of supervision, teachers learn to isolate and analyze their problems, develop confidence in their ability to solve problems, the ultimate goal of which is to improve instruction (Emetaron, 1991).

There should be regular supervision of instruction by the head teacher or principals. Regular supervision of lesson plan, note, method of teaching and techniques of imparting the knowledge to the learner. The context of the lesson through the syllabus would be ascertained whether the teacher is imparting the right knowledge to the learners or not. This may well be the reason why the National Policy on Education NPE (2013:37) provides that all teachers in tertiary institutions shall be required to undergo training in the methods and techniques of teaching. Possession of knowledge is one thing, ability to transfer it to others is another. That is why teacher education is a discipline and teaching a profession. This policy provision is applicable to the teachers in our secondary schools to ensure quality input which will in turn produce quality output (students).

Evaluation

This is a formal process carried out within a school setting. It is based on available data which are used to form conclusions. It involves assessment, appraisal, valuation and estimation of the worth of education inputs, process and outcome for the purposes of making judgment and corrective criticism. It could be formative or summative. Evaluation, either external or internal, should be seen as part of a cyclical process: from planning, through doing, through checking, to acting (Deming's wheel of Plan-Do-Check-Act cycle) and over again. It is a fundamental principle of introducing change and improvement in schools and training institutions. The aim of evaluation as a quality assurance strategy is to see how the system can be assisted to improve on the present level of performance (formative) (Ijaiya, 2001). Evaluation concentrates on key processes such as teaching and learning, school leadership, educational administration, school environment and the management of human resources. It does so in association with an analysis of student outcomes, both the achievement/progress of students and the equity of student results. It also takes into account inputs such as the infrastructure, funding and characteristics of the school staff, the effectiveness of the structures and processes in place within a school, the implementation of national educational policies and regulations within the school, the quality of student learning outcomes at the school and the capacity for schools to improve. School evaluation is increasingly considered as a potential lever of change that could assist with decision making, resource allocation and school improvement, especially as: further autonomy is given to individual schools, market forms of accountability gain in importance, and the school is increasingly recognized as the key agency within the education system for improving student learning.

Quality must be measured and clearly defined, in other words there should be clearly defined learning outcomes such as knowledge, attitude and skills expected of anyone who has gone through any course of study whether junior secondary or senior secondary. When a school awards a certificate, it puts its imprimatur thereby making a statement about the quality of a product. The ways and means that the schools arrive at the statement must be clear and watertight. Therefore schools must have in place internal checks to ensure that those who through examination and results contribute to this final statement on quality outcome do so with integrity, objectivity and a profound sense of truth and value on what quality of academic output rests. This should be put in place to avoid producing "half-baked" school certificate holders who would not defend their certificate in the society or fit in the higher institutions. The effective evaluation of schools is central to the continuous improvement of student learning. Schools need feedback on their performance to help them identify how to improve their practices; and schools should be accountable for their performance. Evaluation in this approach is viewed as the process designed to determine the merit of a teacher, emphasis is on observing words and behaviours and not on perceptions and understanding, and what is crucial are the stated objectives seized for students. Evaluation plays an enormous role in the teaching-learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process and a periodic exercise. It helps in forming the values of judgment, educational status, or achievement of student. Evaluation in one form or the other is inevitable in teaching-learning, as in all fields of activity of education judgments' need to be made. In learning, it contributes to formulation of objectives, designing of learning experiences and assessment of learner

performance. Besides this, it is very useful to bring improvement in teaching and curriculum. It therefore provides accountability to the society, parents and to the education system.

Challenges to the Implementation of Quality Assurance in the Secondary School Curriculum

The following are challenges to the implementation of quality assurance in the junior secondary school curriculum.

➤ Inadequate Funding

Education in Nigeria is associated with inadequate funding from federal, states, and local governments. Funds meant for education are diverted and teacher salaries are not paid as at when due, infrastructural facilities are in a state of decay. As a means for survival, teachers abandon their primary responsibilities (teaching) and look for alternative means of survival- the quality of education is thrown to the dogs or dust-bins. The condition of service for teachers in Nigeria is nothing to write home about. According to Oguike, Agunloye and Okebe (2003), teachers are stagnated and denied promotions, while some spends nearly eight years without Promotion. This situation is highly demoralizing and has negative impacts adversely affecting quality education. According to Ocho in Dashen (2005) quality has resources and financial implication. This implies that all the parameters for quality assurance in Nigerian educational system will end up in terms of funding. Therefore the higher the standard, the more the need for funds. Contrary to the UNESCO estimate of 26% of annual budget requirement for adequate funding of education, Nigeria has never gone beyond 15% Nwankwoala (2007).

➤ Inadequate Planning

Educational planning in Nigeria most times are done in haphazard way. In most cases, planning are based on political interest. According to Nwangwu (2005:232) “some educational policies lack accurate statistical data for formulation and implementation and in some cases the planners do not possess the required technical skills for quality”. “He is of the view that the UBE educational policy has been thrown into confusion as a result of this. He stated that the basic facilities and personnel that should enhance quality education under UBE are lacking in most states. In fact such inadequate planning brings about problems that challenge quality assurance in secondary education. Supporting this view, Peretomode (2005) as cited by Nwankwoala (2007), states that such problems includes the growing educational imbalance, rising level of illiteracy, educated unemployables, falling quality of education and the dwindling financial commitment, both by the government and individuals to education.

➤ Inadequate and Unqualified Teachers

There is the problem of the production of half baked teachers by colleges and institutes who run distant education, sandwich, in-service programmes and part time programmes. There is dearth of educational facilities in these colleges and other institutions that produce teachers. Teachers produced in these institutions could hardly produce quality students. At times, student teachers are made to pay money to pass exams, project works, and teaching practice, without acquiring the knowledge. This is a serious problem in that, these same low quality teachers come out as trained teachers and are posted to various secondary schools, when they have little or nothing to offer to their respective students. No wonder Nwankwoala stated that “Market women and traders find their ways into these programmes and buy these teaching certificates”. There is continual increase in the enrolment across all levels of education without corresponding increase in the number of teaching staff. This brings about high ratio of students to teacher as against the let down policy of teacher-pupil ratio of 1:40 NPE (2004:22). These increase in the enrolment of students affects the quality of the output.

➤ Large Class Size

Large class size is one of the major causes of poor performance by students in Nigerian Secondary Schools today. According to Denga (2008) the bulging enrolment figures have in most cases outstripped the existing learning space in today's classrooms. The size of the class has become increasingly unmanageable with the students-teacher ratio of about 60:1, it becomes almost impossible for the teacher to give individual attention to children needing it. Continuous assessment stands dreaded by teachers when they consider the staggering number of scripts they will mark. The situation is worst in private schools where school proprietors consider their schools as business centers for the maximization of profit

at the disadvantage of qualitative education. The research by Jebe (2007) to find out the effects of large class-size on academic performance of secondary school students in Benue State indicated that large class-size adversely affects students' academic achievement, in that, the teacher is unable to carry out individualized teaching and these constitute problem to quality assurance in our secondary schools.

➤ **Ineffective Supervision**

No educational curriculum however excellent it may be, can be effectively implemented if the school supervision is ineffective. Also, teachers without continuous expert guidance in facing numerous instructional problems under educational expansion cannot maintain quality education. According to Raju (2010) supervision occurs when teachers are helped to grow on the job. It is intended to bring about improvement of instruction by helping teachers do a better job and grow on the job simultaneously. Also National Policy on Education (NPE) (1981)11 Paragraph 89, includes ensuring for quality control or standard through regular inspection and continuous supervision of instruction and other educational services as one of the objectives of supervision in Nigerian Secondary schools. But certainly, certain standards which were to be maintained in order to enhance learner's performance are not controlled or maintained, hence the deterioration in the products of our secondary education Jebe and Akaekumbul (2000). Okokon as cited by Jebe (2007) has emphasized the necessities of effective supervision in our schools. In the educational industry as in any other enterprise, the need for strict supervision is paramount if the nation is to achieve the lofty aims and objectives of her educational policies. It is for this reason the National Policy on Education makes school inspection synonymous with instructional supervision. The basic fact pointed out here is that the quality and standard of secondary education in any given school at any given time is completely dependent on the quality and standard of supervision available in that school.

➤ **Examination Malpractices**

According to Denga (2008) examination malpractice is an ugly social virus that is rapidly acquiring the mean status of a social, moral and educational epidemic in Nigeria. Quite frankly, the notorious occurrence of examination malpractice is similar to an outbreak of a social malaise that appears to resist all forms of treatment.

In Nigeria, the first serious outcry regarding the menace of examination malpractice was heard from the West African Examination Council (WAEC) over the leakage of its question papers for the West African School Certificate in 1977. Cheating in examination by secondary school students have become so internalized and legitimized among students that some of them regard it as a normal process of passing examinations. Other reasons advanced as possible causes of examination malpractice in our secondary schools are: pervading emphasis on grades and certificate in the society, pressure for academic excellence in order to further education or get a job can trigger all sorts of behaviour aimed at setting good grade and certificate at all cost. The society from which secondary school draw their moral standards according to Denga (2008) appears to be corrupt and morality bankrupt. While the youths and adults engage in examination malpractices, they find parallel malpractices in other sphere of the society and conclude that everybody is knee-deep in one type of immorality or another. Teachers are not left out in this issue as they are lured easily by financial temptations when they are invigilating or making examination papers. If secondary education would attain qualitative education, examination malpractice will be eradicated. This is why Denga (2008) submitted that we must combat examination malpractices with the entire armory at our disposal. This is a proof that examination malpractice militates against quality assurance in our secondary education in Nigeria.

➤ **The Issue of Curricular Deficiencies**

The National Policy on Education has flamboyant and catchy phrases including the making of Nigeria an egalitarian society, a place full of opportunities for all, a virile economy etc. These terms in themselves are first of all very broad, secondly, the secondary school curriculum that is meant to implement these goals is not itself focused in similar direction. According to Jebe and Akaekumbul (2000), one aspect of curricular deficiency seen in Nigerian educational system is the use of integrated science, general science and social studies. These three disciplines according to them are jack of all trades and master of none. They are meant to prevent pupils from striding the core science subjects very well within the five or six

years of the secondary education. Some people do argue that, these core subjects cannot be understood well in the lower levels of education. It is not true these subjects cannot lead one to produce a hydrogen bomb except in the pure science. In like manner, they have no technological and scientific breakthrough in areas like space exploration. To support this point, introductory technology that is taught in the junior class cannot be understood and put into practice within the given year of study. Again the curriculum of the primary education is very broad to be achieved at this level, and the products of the primary education therefore cannot fit in, in that of the secondary education because of the deficiencies inherent in the primary education curriculum. These deficiencies possess threat to qualitative education in our secondary schools.

The Roles of School Administrators in providing Quality Assurance in Curriculum Implementation

The single greatest hope for coming to grips with the endless variety of problems confronting modern society, while also adding to the enrichment of living, is education, In the final analysis it is through an educated citizenry that true leadership can be exercised in solving society's problems and bringing about new developments. These are achieved if school administrators perform their functions or roles effectively. Below are some of their roles which ensure quality assurance in our secondary education. Robert, Mouton and Williams (2010) identifying the following as the responsibilities of academic administrator:- establishing and implementing an implicit or explicit mission and administering the activities that result, supporting the teaching and learning process, establishing and supporting the curriculum, creating a climate for high-quality research, encouraging service to the school community and beyond, acquiring and distributing financial resources through budgetary management, managing the academic personnel function, co-ordinating students affairs, managing external relations in order to secure and maintain the allegiance of various outside groups and maintaining the physical plant and basic operations to provide necessary support services.

However, Akubue (2009) went further to note the specific function or roles of school administrator as follows: setting objectives for using available resources, formulating plans for achieving these objectives, identifying the activities to be performed, organizing the activities into groups or department, defining tasks to be done, grouping the tasks into jobs, staffing the job with people, initiating work activities, supplying incentives to stimulate productivity, Taking remedial actions regarding the objective, which are not being met.

Review of Empirical Studies

Giofiye (2016) conducted a study on analysis of teachers' factors in quality assurance in Delta State Secondary Schools, his findings revealed that marking students' attendance register, prepare lessons in line with the scheme of work, complete scheme at the end of the term, good record keeping, create conducive environment for learning, are some teachers' factors in quality assurance in Delta State Secondary Schools.

Abdulrahman (2014) in his study on principals administrative process techniques for the achievement of quality standards in secondary schools in Kogi State, discovered that principals' planning techniques for quality assurance in secondary schools include preparation of school time table on time; making proper arrangements prior to any external examination; taking regular attendance of staff members, staff delegation of duties and encouraging staff professional growth by undergoing on-the-job training like seminars, workshops etc. He further observed that the principals' coordinating techniques for quality assurance are ensuring that every teacher is working towards the attainment of school goals, and making sure that various departmental needs are forwarded by subject coordinator for inclusion in the school budget.

Florence, Benjamin and Paul (2010) conducted a research work on secondary school head teachers' quality assurance strategies and challenges in Nigeria. The study seeks to find the head teachers' quality assurance strategies and challenges in Nigeria. Descriptive survey research design was used in the study. In view to carrying out this study, the researchers used 120 public secondary schools as the population. Stratified random sampling technique was used to select 'five girls', 'four boys' schools and 37 co-

educational schools. Questionnaire, interviews and observations were used to obtain data. Data were analyzed by the use of descriptive statistics of frequencies and percentages. Data from interviews were analyzed qualitatively in an on-going process as the theme and subthemes emerged from data. Findings of the study showed that head teachers' curriculum supervisory methods were limited to checking of teachers' professional records and gave less emphasize to department supervision, self appraisal and class-visits. Therefore, the study concluded that head teachers employed inadequate methods for the supervision of teacher's in the sampled schools, preferring to rely on written records to establish the quality of education. This earlier study relates to the current study in the sense that it was conducted on secondary school head teacher's quality assurance strategies and challenges.

Tsinidou (2010) carried out a study on evaluation of the factors that determine quality assurance in higher education. The aim of the study is to identify the quality assurance determinants for education services provided by higher education institutions (HEIs) in Greece and to measure their relative importance from the students' points of view. A multi-criteria decision-making methodology was used for assessing the relative importance of quality assurance determinants that affect student satisfaction. The population of the study was made up of all the students in higher education institutions in Greece. One thousand two hundred and eighteen students were adopted as the sample of the study through a proportionate sampling technique. The research is based on the questionnaire of the Hellenic Quality Assurance Agency for Higher Education. This implies that the measured weights are related mainly to 40 questions posed in this questionnaire.

However, the applied method (AHP) can be used to assess different quality assurance determinants. More specifically, the analytical hierarchical process (AHP) was used in order to measure the relative weight of each quality assurance factor. Findings – The relative weights of the factors that contribute to the quality of educational services as it is perceived by students was measured. It was also discovered that human input is one of the major factors that determine quality assurance in higher education. The study aimed to identify the quality assurance determinants for education services provided by higher education institutions (HEIs) in Greece and to measure their relative importance from the students' points of view, while the purpose of the present study is to examine the school based quality assurance strategies applied by school administrators to improve students' academic performance in both public and private secondary schools in Owerri municipal area of Imo-state.

Sumaedi (2012) conducted a research on state university students' perceived service quality assurance. The study aimed to identify: university students' perceived service quality assurance dimensions; the dimensions contributing most towards overall students' perceived service quality assurance; and whether there is a difference in perceived quality assurance level of each dimension based on students' year of study and gender in the context of undergraduate students of state universities in Nigeria. The study uses a quantitative approach through a survey method. Four research questions and two hypotheses were posited for the study. The population of the study was made up of all the state university students from two states. The respondents of this study are 155 state university students from two state universities selected through simple random sampling techniques. Questionnaire was used as the instrument for data collection. Both multiple regression analysis and t-test analysis are used to analyze the data. Research results show that there are seven perceived service quality assurance dimensions considered important to university students, i.e. curriculum, facilities, contact personnel, social activities, education counselors, assessment, and instruction medium.

METHODOLOGY

The descriptive survey design was adopted for the study. The population consists of 588 (Principals and Vice principals) from 127 and 69 public and private secondary schools in Owerri municipal area of Imo state. A stratified sampling technique was adopted. A total of 150 respondents were used for the study out of 588 school administrators randomly selected from 25 public and 25 private secondary schools in Owerri making it a total of 75 school administrators each from public and private secondary schools. This selection was made due to the small size of the population. This sample did not take cognizance of sex, age, affiliation and so on. The instrument for data collection was a questionnaire titled, Quality assurance

strategies in implementation of Junior secondary school curriculum (QASIJSSC).The instrument was subjected to face and content validation by two experts in measurement and evaluation in the Faculty of Education in Rivers State University. The reliability score of 0.764 was established using Cronbach alpha method of analysis. Thus,150 copies of the questionnaire were administered and retrieved. The data collected were analyzed using the mean and standard deviation while z-test was used for the hypotheses.

RESULTS

Research Question 1:*What are the monitoring strategies applied by school administrators in the implementation of the curriculum in public and private secondary schools in Owerri municipal area of Imo State.?*

Table 4.1 Mean ratings of Principals Monitoring Strategies Applied by School Administrators in the Implementation of the Curriculum in Public and Private Secondary Schools.

S/N	Monitoring Strategies	Public (Principals)		School Remark	Private School (Principals)		
		$\bar{\chi}$	STD		$\bar{\chi}$	STD	Remark
1.	Ensure that students conduct and staff performance are monitored.	3.12	0.17	Accepted	3.0	0.16	Accepted
2.	School curriculum is regularly reviewed to meet new requirement.	3.06	0.16	Accepted	3.04	0.15	Accepted
3.	Ensure teacher’s compliance to classtime table and maintenance of learning materials	2.96	0.16	Accepted	2.98	0.16	Accepted
4.	Monitoring of programme instruction	2.99	0.16	Accepted	2.84	0.16	Accepted
Grand Mean		3.01	0.162	Accepted	2.2	0.157	Rejected

Source: Field survey, 2019

Table 4.1 shows all the monitoring strategies for both public and private secondary school with the mean scores of 3.12, 3.06, 2.96 and 2.99 respectively with a standard deviation of 0.17, 0.16, 0.16 and 0.16. All the variables of monitoring strategies were accepted in public secondary schools. On the other hands, the Grand mean of 3.01 was obtained, thus making all the monitoring strategies to be accepted. However, in the private secondary schools, all the monitoring strategies have their mean scores above 2.5. Thus, the variables of monitoring strategies have mean scores of 3.0, 3.04, 2.98 and 2.84 respectively and a grand mean of 2.2, showing that the grand mean falls below the criterion mean score of 2.5.

Research Question 2: *What are the supervision strategies applied by school administrators in the implementation of the curriculum in public and private secondary schools?.*

Table 4.2 Mean Rating of Principals On Supervision Strategies Applied by School Administrators in Public and Private Secondary Schools in the Implementation of the Curriculum.

S/N	Supervisory Strategies	Public School (Principals)			Private School (Principals)		
		$\bar{\chi}$	STD	Remark	$\bar{\chi}$	STD	Remark
1.	Ensure that teachers are regular in class and teach according to prescribed curriculum	2.76	0.16	Accepted	2.89	0.16	Accepted
2.	Ensure that quality learning environment is provided	3.04	0.16	Accepted	2.81	0.16	Accepted
3.	Supervision and monitoring of instructional delivery	2.97	0.16	Accepted	2.71	0.16	Accepted
4.	Participation in internal classroom supervision of teachers and student	2.93	0.16	Accepted	2.90	0.16	Accepted
Grand Mean		2.93	0.16	Accepted	2.82	0.16	Accepted

Source: Field survey, 2019

Table 4.2 shows the supervisory strategies applied by both public and private school administrators. Thus, the table show that schools administrators ensures that teachers are regular in class and teach according to the prescribed curriculum with a mean score of 2.76 in public secondary schools and 2.89 in private schools. The respondents also ensure also agreed that quality learning environment should be provided, and this has a mean score of 3.04 for public schools and 2.81 for private schools. The supervision and monitoring of instructional delivery as a supervisory strategy has a mean private secondary schools while participation in internal classroom supervision of teachers and students has a mean score of 2.93 for public secondary schools and 2.90 for private. The grand mean for public secondary schools and private secondary schools are 2.93 and 2.82 respectively. The standard deviation for public and private secondary schools is 0.16 and 0.16 respectively.

Research Question 3: *What are the evaluation strategies being applied by school administrators of both public and private secondary schools in the implementation of the curriculum.*

Table 4.3: Mean Rating of Principals on the Supervision Strategies Applied by School Administrators in the Implementation of the Curriculum in Public and Private Secondary Schools.

S/N	Evaluation Strategies	Public School (Principals)			Private School (Principals)		
		$\bar{\chi}$	STD	Remark	$\bar{\chi}$	STD	Remark
1.	Assessment of student learning outcomes	2.88	0.16	Accepted	2.88	0.16	Accepted
2.	Measurement of teachers teaching effectiveness	2.77	0.16	Accepted	2.88	0.16	Accepted
3.	Is the programme instruction depending on the curriculum?	2.89	0.16	Accepted	2.74	0.16	Accepted
4.	Review of syllabus to meet student needs	2.93	0.16	Accepted	2.84	0.16	Accepted
Grand Mean		2.86	0.16	Accepted	2.83	0.16	Accepted

Source: Field survey, 2019

Table 4.3 show that all the respondent agreed to the stated supervisory strategies. The data analyzed revealed that all the variables in supervisory strategies have their mean score above the criterion mean scores of 2.5. Thus, the mean scores of 2.88, 2.77, 2.89 and 2.93 respectively for public secondary schools were recorded while the mean scores of 2.88, 2.88, 2.74 and 2.84 respectively were recorded for private secondary school. The public secondary schools have a grand mean of 2.86 whereas the private secondary schools have a grand mean of 2.83. The standard deviation for public secondary are 0.16 and those of the private secondary schools are 0.16 respectively.

Hypotheses

Ho₁: What are the monitoring strategies applied by school administrators in the implementation of junior secondary curriculum in public and private secondary schools in Owerri municipal area of Imo-state?

Table 4.6: Independent z-test of Monitoring Strategies Applied by School Administrators in Private and Public Secondary Schools in Curriculum Implementation

Variables	N	$\bar{\chi}$	STD	Df	A	Standard error	z-cal	z-crit	Decision
Public schools (Principals)	75	3.01	0.162	148	0.05	0.02	40.5	1.96	Rejected
Private schools (Principals)	75	2.20	0.157						

Thus, from the table above, it is revealed that the calculated t-value of 40.5 is greater than the critical t-value of 1.96, at 0.05 significance level and df of 148. It therefore follows that the null hypothesis is of no significant difference is rejected. This means that there is significant difference in the monitoring strategies applied by school administrators in both the private and public secondary schools in the study area in the implementation of curriculum.

Ho₂: What are the supervision strategies applied by school administrators in the implementation of junior secondary curriculum in public and private secondary schools in Owerri municipal area of Imo-state?

Table 4.7: Independent z-test of Supervision Strategies Applied by School Administrators in Public and Private Secondary Schools in Curriculum Implementation

Variables	N	$\bar{\chi}$	STD	Df	A	Standard error	z-cal	z-crit	Decision
Public schools (Principals)	75	2.93	0.16	148	0.05	0.02	5.50	1.96	Rejected
Private schools (Principals)	75	2.82	0.16						

Again, from the table above, it is observed that the calculated t-value of 5.50 is greater than the critical t-value of 1.96, at 0.05 significance level and df of 148. Therefore, it follows that the null hypothesis is rejected. This implies that there is statistical significant difference in the mean rating of responses by the school administrators of public and private secondary schools on the supervision strategies applied in the implementation of the curriculum in Owerri municipal area of Imo State.

Ho₃:What are the evaluation strategies applied by school administrators in the implementation of junior secondary curriculum in public and private secondary schools in Owerri municipal area of Imo-state?

Table 4.8: Independent z-test of Evaluation Strategies Applied by School Administrators in Public and Private Secondary Schools in Curriculum Implementation

Variables	N	$\bar{\chi}$	STD	df	A	Standard error	z-cal	z-crit	Decision
Public schools (Principals)	75	2.86	0.16	148	0.05	0.02	1.50	1.96	Accepted
Private schools (Principals)	75	2.83	0.16						

From table 4.8 above, it is shown that the t-calculated value of 1.50 is less than the critical t-value of 1.96, at level of significance of 0.05 and df of 148. It therefore means that the null hypothesis of no significant difference is accepted. Thus, this implies that there is no statistical significant difference in the evaluation strategies adopted by school administrators of public and private secondary school in Owerri municipal area of Imo State in Curriculum implementation.

DISCUSSION OF FINDINGS

The findings of this study as shown in table 4.1 on research question 1 revealed the monitoring strategies applied by school administrators in the implementation of curriculum in public and private secondary schools in Owerri Municipal area of Imo State which include to ensure that the conduct of students and staff performance are properly monitored; that the school curriculum is regularly reviewed to meet new requirement; to ensure that teacher's compliance to class time table and maintenance of learning materials are done and that monitoring of program instruction should be routinely done. However, the result of the analysis shows that there are different strategies adopted in the monitoring strategies in the implementation of curriculum by school administrators. Thus, the study findings revealed that the monitoring strategies applied by school administrators should be routinely carried out to ensure compliance and to achieve set target. These findings is in tandem with the work or view of Adiele (2000) who observed that regular monitoring and supervision of programme instruction as a strategy will guide the school managers and teachers in the maintenance of quality assurance in secondary school Education. The above findings is in agreement with the view of Ehindero (2011) who asserts that the aim of monitoring is to keep a watchful eye on the input, process, output, and the environment, of an Education system to ensure that things keeps going in the right direction and according to set standards. Thus, Ehindero (2011) noted that monitoring provide the avenue to constantly assess the level of performance with a view to finding out how far a set of objectives are being met. The findings are in agreement with the work of Maimon & Rokach (2005) who noted that monitoring ensure regular collection of information, evaluation of the collected information and then the evaluation of the result.

Again, the findings of this study on the supervisory strategies applied by school administrators in the implementation of curriculum in public and private secondary schools in Owerri municipal area of Imo State shows that the supervisory strategies include to ensure that teachers are regular in class and teach according to prescribed curriculum; that quality learning environment are provided; that the supervision and monitoring of instructional delivery are done and that administrators should participate in internal classroom supervision of teachers and students. The analysis also shows that the different supervision strategies are adopted by school administrators in the implementation of the curriculum in junior secondary school in Owerri Municipal area of Imo State. These findings are in agreement with the finding of Emetaron (1991) who stated that human and material resources must be put in place in the proper mix by the school administrators for the achievement of optimal efficacy in the school administration in order to ensure quality assurance in curriculum implementation. These findings is also in line with the policy trust of the National Policy on Education (2004) that provides that teachers shall be supervised routinely and shall undergo training in the methods and techniques of teaching.

Also, on Evaluation strategies applied by school administrators in the implementation of curriculum in both public and private secondary school in Owerri municipal area of Imo State, the study findings

revealed that the evaluation strategies applied include assessment of students learning outcomes; measurement of teachers teaching effectiveness; ensuring that the program instruction is dependent on the curriculum and regular review of syllabus to meet student needs. These findings are in line with the work of Ijaiya (2001) who noted that evaluation is a fundamental principle of introducing change and improvement in school and training institutions and its aim as a quality assurance strategy is to see how the system can be assisted to improve on the present level of performance.

CONCLUSION

Based on the findings, it was concluded that secondary school education needs many changes and the principal as an administrator holds the key position to bring about such changes which can be effectively carried out through quality assurance techniques. From this study the quality assurance techniques of principals include creating a conducive teaching and learning environment; making sure that there are adequate infrastructural and instructional materials which will facilitate the teaching and learning process; ensure that teachers and students are punctual to school; ensure adequate record keeping and storage; monitoring, evaluating and supervising both teachers and students activities; make sure that discipline is maintained by ensuring that good disciplinary measures are put in place; and ensuring that the curriculum of secondary school be implemented for quality education to emerge.

RECOMMENDATIONS

1. School managers should adopt and implement the administrative process and strategies illustrated in this study to achieve quality assurance in their schools.
2. The Involvement of school managers and teachers in decision-making and curriculum planning cannot be over emphasized. Therefore, school administrators should involve teachers in curriculum planning and development to give them sense of recognition.
3. Governments should employ adequate number of qualified subject teachers in order to teach all the subjects meant for secondary education.

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