SCHOOL MANAGEMENT INDICATORS FOR QUALITY ASSURANCE AND INNOVATIVE LEARNING SKILLS AMONG SECONDARY SCHOOL STUDENTS IN AKWA IBOM STATE, NIGERIA

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ABSTRACT

The study determined the relationship between school management indicators for quality assurance and innovative learning skills among secondary school students in Akwa Ibom State, Nigeria. Three specific objectives, three research questions and three null hypotheses were formulated for the research direction. It adopted a corelational research design. The stratified sampling technique was used to select 6 schools from the three education zones of the State. The instrument developed by the researcher, titled "School Management Indicators for Quality Assurance Questionnaire (SMIQAQ) and Students' Innovative Learning Skills Scale (SILSS), with reliability indices ranging from 0.78 and 0.89 on Cronbach's Alpha was used for data collection. The study population was 58, 673 JSS3 students. The Taro Yamen's formula was employed to determine the sample of 397 respondents, randomly selected from the population. Out of the 397 respondents sampled, 393 were suitable for data analyses. The data collected were subjected to Linear Regression statistics, which the r-value was used in answering the research questions and f-value was used to test the null hypotheses at .05 level of significance. The results indicated very high negative significant relationships between predictors (quality planning, collaboration and professional development) and innovative learning skills (criterion) among secondary school students in the study area. The study concluded that proper manipulation of school management indicators for quality assurance could ensure the innovative learning skills of students towards the attainment of the expected educational targets. It was recommended that government and school management should implement quality planning, collaborations and professional development practices to help teachers cultivate innovative learning skills on students for total educational improvement in the study area.

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Key Words: Quality planning, Collaboration, Professional development and Innovative learning skills

Introduction

Educationis considered the most universal pathway to social inclusion and integration of the people. It is the ultimate mechanism that can give people opportunities to gain vital knowledge and skills for professional and social adaptations. Education is conceptualized to put into practice the development of innovation in an organisational structure or system for the

benefit of all components of the society. Its management depends on the societal structure and standard policies that define the presumed quality. Parvnova (2013) acknowledged that educational systems and school management generally depend upon social structure, economic situation, state policy, and even political and religious viewpoints. However, the management of education requires knowledge, skills and attitudes to quality planning, coordination, collaborations as well as relationship skills to make people work in order to ensure that educational goals are achieved in the school setting. It is postulated that providing quality education is an important issue in contemporary society. This is because the present society is an innovative one and the management of educational system as well as the schools should engulf innovative learning skills in the entire educational processes.

School management is an activity that can promote effective human and material resources functioning for optimum achievement of educational intentions. Everard, Morris and Wilson (2014) defined school management as the activities of setting direction (aims and objectives), planning how progress will be made or a goal achieved, organizing available resources, controlling the process, setting and improving educational organisation standards. It refers to the activities of planning, organizing, controlling, coordinating and implementing educational policies and programmes with regards to achieving educational targets. The quality of school management may determine the contents of product, while the product themselves would expose the extent of the innovative skills possessed by students as the learning customer.

The concept of quality can be applied to education in the areas of relevance, efficiency, and essence. Briggs (2010) saw quality in education as a high degree of excellence. The author asserted that quality education should be reflected in students' progress as well as teachers' performance in terms of meeting or exceeding appropriate standards. The appropriate standard in this regard has to do with objectives that will manifest in the acquisition of innovative skills, values and attitudes. Hence, the assurance of this quality is based on the observable total improvement in the educational system and the learner in the society. Fasasi (2006) defined quality assurance (QA) in education as a consistent provision and utilization of high standard resources to foster effective teaching and learning at every stage and aspect of the educational system. It refers to a reliable methodical monitoring of the various educational programmes and services to ensure that quality standard of the educational goals and objectives are achieved. It is noted that consistent school management quality activities are capable of helping learning environment to be appealing for acquisition of innovative skills needed for lifelong improvement.

School management indices for quality assurance utilize three prominent personalize functions such as quality planning, quality collaboration and quality professional development as variables in this study. Kamaruddin, Zainal and Aminiddun (2009) stated that effective school management planning involves setting up the foundation that would help provide the improvement of the school. Quality planning is an essential aspect of effective management that requires the ability of the school management to look ahead and be able to formulate quality objectives and procedures, through collaborations in meeting educational goals. Quality collaboration describes the arrangement of school management in organising teachers, parents and other stakeholders in education to work together as a team, for the achievement of learning objective. It is well documented that inclusive education can yield positive outcomes for all of those involved, including the focus students, typical peers, classroom teachers and the school community at large (Hunt, Doering, Hirose-Hatae, Maier and Goetz, 2011). Ebisine (2005) asserted that the essence of human resources development in educational system is to see that the

staff are adequately and continuously educated, trained and retrained and also upgraded to meet new challenges of the overall organisation and society.

Presently, the issue of quality is not well pronounced at secondary level of education in Nigeria. Perhaps, secondary school is part of the basic education that could provide foundation for the perceived quality that is needed during higher education. It is noted that school management oftentimes does not always provide the enabling environment for students to explore their creativity and innovative ideas during learning process. They probably neglect to develop their teachers professionally in order to provide capacity for learning situation that can activate creativity and innovation among students in secondary schools. Yet, students are not hardworking and find it difficult to persevere in any aspect of educational and social endeavours. They are observed to be lacking in desirable learning qualities and characteristics due to ridiculous learning environment. Of course, students learn in an adverse environment, without proper educational input and process, and these manmade unfavourable learning situations are traceable to school management deficiencies towards effective approach to quality assurance.

Accordingly, these laxities are observed to be in the areas of quality planning, collaborations and quality professional development of teachers. The problem of this study is that school management are deficient in their responsibility to put forward quality assurance machinery that can sustain functional educational systems to nurture innovative learning skills in students. Hence, the researcher seeks to verify what pattern of relationship exists between school management indicators for quality assurance and innovative learning skills among secondary school students in Akwa Ibom State, Nigeria. However, this study when it is adopted and published would make school management to take notice of their administrative inefficiencies in the discharge of their responsibilities that would contribute to innovative living standards. It would endeavour to help them implore quality planning, collaboration and quality professional development practice in order to create favourable learning opportunities for other school members to upgrade their skills and innovative behaviours towards achieving high educational gains.

Literature Review

School management team is usually headed by the Principal of the schools. As the manager of the school, the school principal has the responsibility to integrate resources in the effective pursuit of its goals; become the agents of effective change, maintain and develop its resources for the achievement of the educational goal (Bush & Bell, 2012). Adeolu (2012) opined that it is clear that the complex task of the principal include, but not limited to how to plan, organize the school to meet the various challenges facing school administration and curriculum delivery so that the education aims and objectives can be achieved. School management is an important role in the educational administration that can make its managers exercise authority and delegate responsibilities towards the development and socialization of the people to positively affect the society. Horii and Akikawa 2010) asserted that even labour market requirements and the expectation of the employers rise continually along with the value changes and social disintegration, which set enormous and almost overwhelming tasks for education and schools managers.

However, Effiong, Uyanga and Udosen (2018) established that in Nigeria recently, the implementation of innovative learning tends to be negligible, whereas in developed countries, educational philosophy and goals rely on students' enhancement of innovation and self-actualization. Notably, school management has many functions towards ensuring quality assurance standard that would help to enunciate total improvement in the school system. The

plan should include basic descriptive information concerning its programme activities, population (staff and students), and school characteristics as well as efforts to collaborate with staff daily activities to align with the school's goals. Hoy and Miskel (2008) noted that lack of information in these areas has made it very difficult for educational planners to provide the kind of information that would be suitable for making informed decisions about planning the presumed quality of education.

Ogbodo (2012) added that human capacity building hinges absolutely on the education system, and of subject teachers are the pivot of the education system. It is postulated that quality planning in education management is capable of alleviating educational processes to its assuring quality, which could deliver proceeds to the students' needs while in schools. Giangreco (2010) observed that parental involvement, support for the development of positive social supports and friendships, implementation of positive behavioural supports for students with challenging behaviors, and a shared inclusionary philosophy by all key stakeholders are workable with quality attendant school collaborations. Among the outcomes for students in secondary schools, it is discovered that increased social participation and access to general education curriculum is worthwhile when there is effective collaborations (Fryxell & Kennedy, 2005). With this involvement of quality collaborations, the school management is capable of encouraging teachers towards providing them with opportunity for professional development. In a survey carried in Njoro, Kenya found that quality negotiation approach is the best for assessing learning and contribute to the rate of improvement at every school level as well as promoting innovation and standardization of educational processes that will yield desired outcomes (Githua, 2004).

Effiong and Akpan (2016) established that school management should have the capacity to support teachers' professional development and motivate them towards effective curriculum delivery. The authors echoed that these management activities could affect teachers positively to equip young persons with extensive knowledge, professional skills, proper attitude and a solid value system. Thus, to the extent that it makes them capable of joining both the society and the professional setting and to make them willing to contribute to the social development and stability of the society. Perhaps, the quality of school management contributes to quality assurance of the school product to demonstrate and inculcate the right attitude toward values that would be transformed to innovative skills in learners. School management could succeed maximally when there are systemic collaborations between management and teachers, coupled with their ability to support teachers' professional development. This is most likely because quality professional development of teachers can create opportunity for building capacity to deliver learning activities innovatively among students in schools.

Professional teacher training simply means teacher education and continued learning. Ebisine (2015), teachers being the epicenter of teaching and learning process need to be adequately prepared and exposed to a continuous professional development and training programmes to enable them become more productive and can adapt to the changing world of teaching in the highly competitive and globalized economy. Nwangwu (2007) conducted a study to investigate continuous monitoring of teachers when formulating objectives in consideration of quality planning and collaboration for effective feedbacks that would help the attainment of quality output among students in Anambra State of Nigeria, and it was exposed that innovative improvement in quality assurance in cognitive, affective and psychomotor domains of learning was secured when teachers' assessment practices was exclusively monitored.

Ogbodo (2006) noted that generally, quality education is crucial to national development and successful development of every educational system in any organization depend on the

quality of its human and material resources. Kilmer (2008) in a survey conducted in Kanya, reported that the application of continuous quality improvement (CQI) philosophy, principles and tools implemented by creative teachers resulted to junior secondary school students' satisfaction with classroom innovative experience due to quality professional experience of teachers. It is presumed that quality assurance may have significant relationship between teachers' input and school leadership in the classroom setting. Again, quality school management characteristics can help students to think innovatively and develop skills needed to explore the world around them. Therefore, with quality school management indices educational standards can be upgraded to affect students' learning skills towards attaining the target of education quality benchmark.

The specific objectives of this study sought to:

1) Determine the relationship between quality planning and innovative learning skills among secondary school students in Akwa Ibom State.
2) Determine the relationship between quality collaboration and innovative learning skills among secondary school students in Akwa Ibom State.
3) Ascertain the relationship between quality professional development and innovative learning skill among secondary school students in Akwa Ibom State.

Research Questions

The following research questions were postulated:

1) What is the relationship between quality planning and innovative learning skills among secondary school students in Akwa Ibom State?
2) What is the relationship between quality collaboration and innovative learning skills among secondary school students in Akwa Ibom State?
3) What is the relationship between quality professional development and innovative learning skill among secondary school students in Akwa Ibom State?

Null Hypotheses

The following null hypotheses were formulated and tested at .05 level of significance:

1) There is no significant relationship between quality planning and innovative learning skills among secondary school students in Akwa Ibom State.
2) There is no significant relationship between quality collaboration and innovative learning skills among secondary school students in Akwa Ibom State.
3) There is no significant relationship between quality professional development and innovative learning skill among secondary school students in Akwa Ibom State.

Research Method

The study adopted a correlational research design. The reason for using this design was that the researcher sought to investigate the relationship between variables of this study without manipulating them and the nature of the relationship that exists within them. The study was conducted in Akwa Ibom State, which was created from the former Cross River State on 23rd September, 1987. The state capital is in Uyo with the landmass of 7,245,925 square kilometres of Nigeria's Wealth Basin; lying between the Latitudes $4^{0}30^{1}$N and $5^{0}33^{1}$N North of Equator and Longitudes $7^{0}30^{1}$E and $8^{0}25^{1}$E of East of the Greenwich Meridian with the population of 4,805,451 people (2006 Census Figure of the National Population Commission, Abuja).The population for this study consisted of all the 58,673 students of Junior Secondary III (JSS3) in the public secondary schools in Akwa Ibom State (Planning, Research and Statistics Directorate of the State Secondary Education Board, Akwa Ibom State Students' Enrolment of 2018/2019

Session). A sample size of 397 JSS3 students (176 males and 221 females) was determined using Taro Yamane population reduction formulae, selected from the target population.

Taro Yamane method is as follows: $n = N/(1+N(e)^2)$, where; n – signifies the sample size, N – signifies the population under study, e – signifies the margin error.

The Stratified sampling technique was used to select the subjects from 6 schools of the three education zones of Akwa Ibom State. The research instrument called "*School Management Indicators for Quality Assurance* (SMIQA) *and Students' Innovative Learning Skills Scale* (SILSS) was developed by the researcher, derived from the finding of the reviewed literature related to the study. The instrument had three sections, A, B and C. Section A obtained personal information from the respondents, Section B elicited data from the variables of school management indicators for quality assurance such as quality planning (5 items), quality collaborations (5 items) and quality professional development (5 items). Section C obtained information from students' innovative learning skills problems (5 items). The instrument was administered by the researchers to the subjects, after obtaining permission from the Principals of schools. A total of 397 copies of the instrument were administered to the respondents, collected on the spots; while 393copies were suitable for statistical analyses.

The face validity of the instrument was ascertained by experts in educational management and planning, and measurement and evaluation, all in Faculty of Education, University of Uyo, Uyo. They checked for accuracy of items and reliability. The instrument was subjected to internal consistency test with the Cronbach Alpha statistics that generated between 0.78 and 0.89 coefficients, through a trial test on 20 JSS3 students of public secondary schools in Uyo that were not part of the main study. This study used r-value of Linear Regression statistics to answer the Research Questions, while f-value was used to test the Null Hypotheses. However, all the hypotheses were tested at 0.05 levels of significance. The bases for the decision of the research questions conclusion were as follows: 0.00 – 0.20 = very low relationship, 0.20 – 0.40 = low relationship, 0.40 – 0.60 = moderate relationship, 0.60 – 0.80 = high relationship and 0.80 – 1.0 = very high relationship.

Results

The results of data analyses of this study are presented in tables 1 to 6 below:

Research Question 1

What is the relationship between quality planning and innovative learning skills among secondary school students in Akwa Ibom State?

Table 1: Summary of relationship between quality planning and innovative learning skills among secondary school students

Variable	N	R	r^2	Decision
Quality planning	393	-0.89	0.89(89%)	Very High Negative Relationship
Students' innovative learning skills				

Table 1 shows that, the sample of 393 gave an r-value as -0.89, r^2 as 0.89 and the relationship is negative. This implies that the relationship between quality planning of school

management and innovative learning skills of students in the study area is very high and negative. The research question is answered by stating that there is very high negative relationship between quality planning and innovative learning skills of students in the study area.

Research Question 2

What is the relationship between quality collaboration and innovative learning skills among secondary school students in Akwa Ibom State?

Table 2: Summary of relationship between quality collaboration and innovative learning skill among secondary school students

Variable	N	r	r^2	Decision
Quality collaboration Students' innovative learning skills	393	-0.93	0.93(93%)	Very High Negative Relationship

Table 2 shows that, the sample of 393 gave an r-value as -0.93, r^2 as 0.93 and the relationship is negative. This implies that the relationship between quality collaboration of school management and innovative learning skills of students in the study area is very high and negative. The research question is answered by stating that there is very high negative relationship between quality collaboration and innovative learning skills of students in the study area.

Research Question 3

What is the relationship between quality professional development and innovative learning skills among secondary school students in Akwa Ibom State?

Table 3: Summary of relationship between quality professional development and innovative learning skill among secondary school students

Variable	N	r	r^2	Decision
Quality professional development Students' innovative learning skills	393	-0.97	0.97(97%)	Very High Negative Relationship

Table 3 shows that, the sample of 393 gave an r-value as -0.97, r^2 as 0.97 and the relationship is negative. This implies that the relationship between quality collaboration of school management and innovative learning skills among secondary school students in the study area is very high and negative. The research question is answered by stating that there is very high negative relationship between quality collaboration and innovative learning skills of students in the study area.

Null Hypothesis 1

There is no significant relationship between quality planning and innovative learning skills among secondary school students

Table 4: Summary of f-test of significance of relationship between quality planning and innovative learning skills among secondary schools students n = 393

Model		Sum of Squares	df	Mean Square	Beta	f	*p*-value	Decision
	Regression	3390.006	1	3390.006				
1	Residual	48.55	391	.374	0.99	273.196	.000[b]	Significant
	Total	3438.555	392					

****prediction is significant at .05 level, df = 1,391 (2-tailed)**

Table 4 shows that the f-calculated of 273.19 is greater than the p-value of .000, at $p < .05$ levels, and degree of freedom of 1,391. As in Table 4 the f-value between quality planning (predictor variable) and innovative learning skills among students (criterion variable) is significant. Hypothesis is rejected. This implies that there is significant relationship between quality planning and innovative learning skills among students in the study area.

Null Hypothesis 2

There is no significant relationship between quality planning and innovative learning skills of secondary school students

Table 5: Summary of f-test of significance of relationship between quality collaboration and innovative learning skills among secondary schools students n = 393

Model		Sum of Squares	Df	Mean Square	Beta	f	*p*-value	Decision
	Regression	2380.003	1	2380.003				
1	Residual	44.65	391	.294	2.99	37.34	.000[b]	Significant
	Total	2424.653	392					

****prediction is significant at .05 level, df = 1,391 (2-tailed)**

Table 5 shows that the f-calculated of 37.34 is greater than the *p*-value of .000, at $p < .05$ levels, and degree of freedom of 1,391. As in Table 4, the f-value between quality collaboration (predictor variable) and innovative learning skills among students (criterion variable) is significant. Hypothesis is rejected. This implies that there is significant relationship between quality collaboration and innovative learning skills among students in the study area.

Null Hypothesis 3

There is no significant relationship between quality professional development and innovative learning skills of secondary school students

Table 6: Summary of f-test of significance of relationship between quality professional development and innovative learning skills among secondary schools students n = 393

Model		Sum of Squares	Df	Mean Square	Beta	f	*p*-value	Decision
	Regression	3292.352	1	3292.352				
1	Residual	146.203	391	.374	.98	88.96	.000[b]	Significant
	Total	3438.555	392					

****prediction is significant at .05 level, df = 1,391 (2-tailed)**

Table 6 shows that the f-calculated of 88.96 is greater than the *p*-value of .000, at $p < .05$ levels, and degree of freedom of 1,391. As in Table 6, the f-value between quality professional development (predictor variable) and innovative learning skills (criterion variable) among students is significant. Hypothesis 3 is rejected. This implies that there is significant relationship between quality professional development and innovative learning skills among students in the study area.

Discussion of Findings

Finding of this study indicated a very high negative relationship between quality planning of school management and innovative learning skills among secondary school students in Akwa Ibom State. The relationship was significant. This is justified base on the coefficient of determination (r^2) calculated that was -0.89, which means 89 per cent of the variation in innovative learning skills among students was accounted for by quality planning, and it was only 11 per cent could be explained by students' innovative learning skills. The fact that the correlation coefficient value was negative entails that, as quality planning of school management negatively increases by 89 per cent so also the students' innovative learning skills by 11 per cent. This finding is in support of the finding of Nwangwu (2007), which revealed that continuous monitoring of teachers when formulating objectives with quality planning provide effective feedbacks that helped the attainment of quality output among students in the study area.

Finding of this study indicated a very high negative relationship between quality collaboration of school management and innovative learning skills among secondary school students in Akwa Ibom State. The relationship was significant. This entails that the coefficient of determination (r^2) calculated was -0.93, which means 93 per cent of the variation in innovative learning skills among students was accounted for by quality collaboration, and it was only 7 per cent could be explained by students' innovative learning skills. The fact that the relationship coefficient value was negative means that, as quality collaboration of school management is negatively increases by 93 per cents so also students' innovative learning skills by 7 per cent. This finding is in support of the finding of Giangreco (2010), which found that parental involvement, support for the development of positive social supports and friendships, implementation of positive behavioural supports for students with challenging behaviors, and a

shared inclusionary philosophy by all key stakeholders are workable, with quality attendant school collaborations.

Finding of this study indicated a very high negative relationship between quality professional development of school management and innovative learning skills among secondary school students in Akwa Ibom State. The relationship was significant. Further explanations showed that the coefficient of determination (r^2) computed was -0.97, which means 97 per cent of the variation in innovative learning skills among students, that was accounted for by quality professional development, and it was only 3 per cent could be explained by students' innovative learning skills. The fact that the relationship coefficient value was negative means that, as quality collaboration of school management negatively increases by 97 per cents so also students' innovative learning skills by 3 per cent. This finding is in support of the finding of Kilmer (2008), which reported that the application of continuous quality improvement (CQI) philosophy, principles and tools implemented by creative teachers resulted to junior secondary school students' satisfaction with classroom innovative experience due to quality professional experience of teachers.

Conclusion

The study concluded that school management indicators for quality assurance are important factors that can determine how much of innovative learning skills students in secondary school can acquire to attain the expected quality of educational targets. It is further concluded that among the various responsibilities of school management, administrators should endeavour to improve educational input and process for quality guarantee of the educational system. This would go a long way to add in creating the enabling environment for students to learn innovatively and possess skills needed for their professional exploration in the future. Accordingly, quality planning, quality collaboration and quality professional development should be taken in consideration toward ensuring that quality is attained that would meet educational objectives in secondary schools in the study area.

Recommendation

Based on the foregoing, the study recommends as follows:

1) Government of Akwa Ibom State should endeavour to increase the school management administrative costs regarding school material infrastructure and human resources of the school in order to help them ensure quality planning that would bring total improvement towards attaining overall educational targets for the benefit of learners.
2) The school management as headed by the principal of the schools should endeavour to involve other stakeholders of education in terms of collaboration in the decision making process towards the attainment of educational innovative learning processes that would guarantee behaviour change in skills acquisition of secondary school students in the study area.
3) The school management should endeavour to be involved with the training and retraining of teachers for quality professional capacity building to help them adopt such teaching ingenuity towards ensuring students' innovative learning and improvement of educational standards in secondary schools in the study area.

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