



# **Principals' Managerial Roles that Enhanced Quality Educational Assessment in Public Secondary Schools in Yenagoa, Bayelsa State**

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## **ABSTRACT**

The study investigated principals' managerial roles that enhanced quality educational assessment in public secondary schools in, Yenagoa, Bayelsa State. The study adopted a descriptive survey research design. Two research questions and two hypotheses guided the study. The population of the study consisted of 1,213 respondents (773 male and 440 female teachers) from 16 public secondary schools in Yenagoa, Bayelsa State while the sample size for this study consisted of 182 respondents (109 male and 73 female teachers); representing 15% of the total population size. Simple random sampling technique was used. A self-structured instruments titled "Principals' Managerial Assessment Questionnaire (PMAQ)" with 20 questionnaire items structured on a validated four-point rating scales was used. The Cronbach Alpha reliability coefficients of 0.89 was obtained. Data obtained was analyzed using the mean ( $\bar{X}$ ) and Z-test. Specifically, the mean ( $\bar{X}$ ) was used to answer the research questions while the Z-test was used to test hypotheses at 0.05 level of significance. It was recommended the principal should ensure the availability and strict use of school level plans: lesson notes specifying teaching/learning resources, calendar and scheme of work specifying learning resources that agree with those in the notes, functional organogram, marked movement and attendant registers and the principals' character and discipline in dispensing the study's' managerial roles such as directing and coordinating must reflect in his actions and inactions in dealings with the teachers and students for thorough quality educational assessment of principals in public secondary schools in Yenagoa, Bayelsa State.

**Keywords:** Managerial Roles, Quality Educational Assessment, Directing and Coordinating

## **INTRODUCTION**

Managerially, principals played significant role in quality educational assessment; this is to say that without quality teachers to coordinate things, there would be disorder and misuse of the structures thus leading to the failure of the goals of secondary education. Principals are performing a fundamental obligation in the realization and development of any country by providing standard education to the next generation. In all, the achievement of educational goals and objectives cannot be accomplished without the staff, made up of teachers, non-teaching staff and the students. This is to say that every educational system at every level depends heavily on teachers for the execution of its programmes.

Billmeyer (2012) however explained that education like any other organization into which investment is made should be run effectively to achieve the pre-determined aims and objectives. Institutions find it difficult to achieve the set objectives as a result of ineffective strategic principalship. Effective school principals are very crucial in the process of providing quality educational assessment and planning national development. According to Yusuf and Sofolume (2014), education should be seen and regarded as a source of investment in human resources and man power development and so the resources allocated

from public and other sectors of the society to education should be used effectively within the school system.

It takes principal with the right training and disposition to know, interpret and execute policies of the school. The roles of the principals for quality educational assessment among others are; establishing school discipline, monitoring school activities, promoting teaching/learning, effective administration, organizing parent-teacher meetings and an exemplary life that teachers and students will emulate. Principal effective assessment is a function of; accumulated academic discipline; school managerial exposure, administrative proficiency, principals' permanent relative experience and positive administrative efforts toward goal achievement (Yusuf & Sofolome, 2014).

Luthans (2005) further stressed that to a great extent the functions of school principals like in any other organization revolve round this acronym POSDCORB as every administrator must plan, organize, staff, direct, coordinate, report, budget and evaluate or assess all the activities and resources whether in the school system or corporate organizations. Obviously, in managing proper organizational life without following this sequence of process, organization resources may be duplicated and wasted in carrying out trivial tasks. Mullins (2005) therefore upheld that it is through the process of principalship that efforts of members of the organization are coordinated, directed and guided towards school objectives.

Also, the principals' managerial skills can never be overemphasized as he motivates staff members to use their academic discipline to create better inputs in the school system. School goals will be a mirage without a sound discipline and quality atmosphere necessary to drive the school system. The principals been sophisticated with the know-how in the field therefore are necessary to take into recognition positive academic attributes/ideals that will enhance an acceptable behaviour and negates indiscipline behaviour such as truancy, examination malpractices, etc. Oluwuo and Asodike (2016) posited that a well-discipline school principal with managerial skills provide clear and broad base rules, delegate duties and ensure its execution in the school that will propel appropriate students' behaviour. Under the principal are the vice principals, teachers, students and the school plants, he is at the top of the hierarchy in the school.

Nkwon (2011) reviewed that quality education assessment on the other hand provides students with the needed knowledge, feedback, skills, attitudes and creativity for problem solving both locally and globally and to actively contribute to the societies' sustainable and democratic development. Hence, changes in the education sector were made; the changes therefore that have taken place in the secondary education can only be achieved with the help of the principal and teacher assessment hence the government have to come up with strategies for managing the changes. On his premise the principals' capabilities are not usually innate in fact good principals are made not born because their expertise and knowledge have to be constantly refined and redefined overtime due to changes in education policy as well as managerial skills (technical, human and conceptual). Also, Amadi (2010) observed that either in private or public secondary schools, male or female principal, all principal engages in the functions of planning, organizing, directing, controlling, coordinating and motivating that makes the school effective. The principalship which is an integral office of the principal of secondary schools, is a systematic process of acquiring, motivating, developing and controlling of human resources in any given education system to achieve set educational goals, failure to this administrative elements will be a mirage.

### **Directing**

Directing is the third principals' function or management function. It involves the principal guiding and supervising the efforts of subordinates (teachers and non-academic staff) towards the attainment of the school's goals. This involves the use of positive and negative motivational techniques or a combination of these methods. For instance, some principals may threaten to reduce the current levels of teacher salaries as a method of compelling them to come to work early. On the other hand teachers may be paid bonuses when the academic performance of their students improves significantly (George as cited in Palmer, 2007).

These strategies are some measures that can be adopted in directing the activities of employees in a more proactive way. Baridam (2002) established that different employees are motivated by different things, what may be considered as a motivational force for employee A might not influence employee. Therefore,

in the process of directing employees and students, it is important that principals determine and adopt a suitable motivational technique.

It is apparent that positive or negative motivational techniques, or a combination of both can be adopted by principals in directing both teachers and students activities. However, it is vital to state that motivating people by threatening to reduce their current levels of satisfaction involves negative motivation. Communication which is a means of directing is the process of passing information and understanding from one person to another (Hanna, 2015). The effectiveness of principals in schools is dependent on how efficient their communication skills are in guiding subordinates and students' behaviour to suit the schools objective. With the school environment the communication situation can be made up of a simple structure of just two people, it can also involve a more complex structure of interconnected communication channels (intra and inter-departmental communication). The process of directing employees and students in the school environment is hinged on how efficient and effective the channels of communication in the school system are (George as cited in Amadi, 2010).

The school principals' direct on what to do specifically in accomplishing school set out objectives. Directing offers guide to task as body of rules in regulating individual role performance. It is leading process and without directing, organizational activities properly, members' roles may conflict and efforts will not be effectively channeled, resources will be wasted. It helps in building responsive and response – able team interacting and interrelating together in achieving school objectives and goals (Nnabuo, 2009). The job of school administrators involves providing direction or good leadership which will engender growth of the school through staff, students and community effort, and increased cooperation and participation in carrying out their statutory functions. The school administrator has the onerous task through this function to observe certain mistakes in planning, organizing and staffing and provide some modifications that help to meet set out target.

Amanchukwu (2006) viewed that directing or commanding is concerned with getting the best out of every employee in the overall interest of the organization. This can only be achieved if the administrator has a thorough and intimate knowledge of toe personnel in the establishment. He must be able to identify and eliminate incompetent personnel. He must also be of a good example to the employee so as to motivate them to do the right thing. Directing is also the giving of instruction to ensure that the decisions and policies of the organization are effectively and efficiently carried out. Chima (2012) conjectured is one of the principal functions of an administrator as the leader of an organization. Leaders give orders, instructions and directives to guide the performance of jobs in the organization. However, it is important to know the characteristics of good orders to enable the leader direct or command effectively.

### **Coordinating/Controlling**

Co-ordinating is the process of bringing together the various groups of people and their various operations in the organization into an integrated pattern of purpose. This is done to enable the assigned work be done effectively and with good results; Billmayer (2012) said in coordinating, human and material resources are appropriately related so that tasks are effectively accomplished and optimum or best results obtained.

In coordinating the activities of an organization it is imperative for the administrator to adequately educate his staff on performance expectations as well as spell out in clear terms and on regular basis the goals of the Organization. This approach will reduce misunderstanding and facilitate the achievement of goals with minimum use of resources (Hoy & Miskel, 2013). When the administrator is to carry out his coordinating role effectively, the result is usually confusion, ineffectiveness and job dissatisfaction in the establishment; at all cost the administrator must avoid this.

Controlling is the appraisal and examination of results. Controlling helps to over weaknesses and errors and steps taken to prevent their recurrence, activity of controlling involves verifying whether everything occurs in conformity with the plan adopted, the instructions issued and the principles established (Kanfuna, 2007). This applies to everything - things, people and actions. Controlling is concerned with seeing that results obtained from organizational activities conform to the predetermined goals and objectives. It is also concerned with setting standards and taking corrective measures where performance deviates from the plan and expected results. Controlling also involves evaluation.

Coordination is another important administrative function through which activities are tied to goal realization. Peretomode (2011) described coordination as fine thread that weaved organization together. The job of school administrators involve coordinating varied tasks of staff together and keeping those to whom the executive is responsible informed as to what is going on, which includes keeping him and his subordinates informed through records, research and inspection. On the other hand, Madumere-Obike and Abraham (2014) summed coordination up as uniting, correlating, building together and harmonizing all activities and efforts of organizational members. Brech as cited in Mullins (2005) said coordination as balancing and maintaining the team by ensuring a suitable division of work and seeing that the tasks are performed in harmony. To the author, coordinating underpins the entire organization activity which the school heads must ensure the bringing together of various activities in order to timely accomplish goals of education. Paul (2016) postulated that good coordination is synonymous with direction brings about organizational cohesion in achieving group goal. Worthy of note, is that the leadership focus of the administrators determine the amount of influence they wield among staff, students and community. To a greater extent direction propels the system.

The fourth principals' function is controlling, it is concerned with assessing the performance of school in all areas and applying necessary corrective measures in order to boost general performance in schools. The method of controlling involves the establishment of standards of measurement with which to compare the current standards in order to take corrective actions for improvement in various areas (Simon as cited in Terry, 2016). The setting up of standard of performance measurement solely at the end of each point may be misleading and can lead to errors in evaluation. For this reason it is vital the standards of performance measurement are put in place at strategic points during the process itself. Oluwuo and Uche (2014) give an example of this can be found in the school system where students are assessed in the middle of the term using test and finally exams at the end of the term. This provides a method of determining performance standards early on and possible strategies can be set up to solve performance problems before it is too late.

In the school system, the principal can select strategic points to inspect rather than to inspect every unit of work in the process. Although the standards with which results are compared may be of several types, these include quality, cost, time, and grades and so on. Control devices which can be adopted to achieve effective management control include budgets, statistical reports, and break-even-point analysis and so on. The budget control device is the most frequently used amongst principals and it is very closely related to time control device. Principals often believe that employees and students are more likely to automatically correct their behaviour when informed of a discrepancy in their budget and in defined standard. Whether these control mechanisms can be achieved in the Nigerian school environment is yet to be determined (Simon as cited in Terry, 2016). Conclusively, principals are engaged in all the principals' functions on a regular basis as a result of overlapping duties, responsibilities and objectives.

#### **Statement of the Problem**

Education industry operates in environments characterized by increased need for knowledge to create and sustain competitive differentiation in various sectors. In order for institutions to succeed in a highly dynamic educational environment; the secondary school institutions therefore, need to be cognizant of the factors that influence the school system. When the issue about public secondary education system today is raised, the indications and thoughts that come to mind are; poor public senior secondary school management, high level of indiscipline, decline in standard regarding directing and coordinating.

However, the school as an integrated system that requires exceptional performance, the deficiency by the principals has resulted in directing and coordinating. These indices made most principals absent themselves from school to the detriment of their students let alone implementing quality educational assessment. Accordingly, these are testimonies that influence alarming rise of poor attitude to work which invariably lead to poor teachers' job performance in public senior secondary schools because the principals serve as the watch dog over both the teachers and the students. Therefore, the study investigated principals' managerial roles on quality educational assessment in public secondary schools in Yenagoa, Bayelsa State.

### **Purpose of the Study**

The purpose of the study is to assess principals' managerial roles that enhanced quality educational assessment in public secondary schools in Yenagoa, Bayelsa State, Nigeria. Specifically, the objectives of the study are to:

1. ascertain the extent principals' directing enhances quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State.
2. identify the extent principals' coordinating enhances quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State.

### **Research Questions**

Based on the objectives of the study, the following research questions were raised to guide the study.

1. To what extent does principals' directing enhance quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State?
2. To what extent does principals' coordinating enhance quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State?

### **Hypotheses**

The following hypotheses guided the study:

1. There is no significant difference between the mean responses of male and female teachers regarding the extent directing enhances quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State.
2. There is no significant difference between the mean responses of male and female teachers regarding the extent coordinating enhances quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State.

### **METHODOLOGY**

This study adopted descriptive research survey design. The population of the study consisted of 1,213 teachers (773 male and 440 female teachers) from 16 public secondary schools in Yenagoa, Bayelsa State. The sample consisted of 182 respondents (109 male and 73 female teachers); representing 15% of the total population size (1,213). The study was randomly selected and drawn using a simple random sampling technique. The instrument is a self-structured questionnaire titled "Principals' Managerial Assessment Questionnaire (PMAQ)". The instrument were structured on a validated modified four-point rating scale response options of: Very High Extent (VHE) = 4 Points, High Extent (HE) = 3 Points, Low Extent (LE) = 2 Points, Very Low Extent (VLE) = 1 Point. To ascertain the reliability of the instrument, the researcher adopted a pilot study of 15 respondents (10 male and 5 female teachers, not part of the sample size but from Rivers State secondary schools in Phelga). The reliability coefficient of 0.87 was obtained. Data obtained was analyzed using the mean ( $\bar{X}$ ) and Z-test. Specifically, the mean ( $\bar{X}$ ) was used to answer the research questions while the Z-test was used to test hypotheses at 0.05 level of significance.

**DISCUSSION OF RESULTS**

**Research Question 1:** *To what extent does directing enhance quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State?*

**Table 1: Mean for directing on quality educational assessment of principals**

S/N	Statements	Male (N=109)			Female (N=73)		
		M	S.D.	RMK	M	S.D.	RMK
1.	Teachers and students productivity is certain	3.42	0.49	HE	3.50	0.50	HE
2.	Principals directing influence teachers and students' performance on educational assessment	3.56	0.50	HE	3.42	0.49	HE
3.	Principals directing instill respects, values and cultural models in the management of students	3.69	0.46	HE	3.46	0.50	HE
4.	Firmness of the head teacher on set rules of operations	3.52	0.50	HE	3.27	0.65	HE
5.	Success or failure of the school does not rest on quality assessment and competent of the principals	1.43	0.50	LE	1.46	0.50	LE
6.	Educational directing assessment is an indirect form of principals' monitoring	3.40	0.49	HE	3.31	0.72	HE
7.	Heads of departments and units ensure that teaching materials/equipment are used to enhance learning	3.46	0.50	HE	3.35	0.48	HE
8.	Basing appointment into positions on qualification and seniority not relationship with the person	3.32	0.47	HE	3.58	0.49	HE
9.	Regulating the issuance and use of teaching materials	3.53	0.50	HE	3.50	0.50	HE
10.	Assessment in directing does not depict secondary school standard and performance	1.42	0.49	LE	1.49	0.50	LE
	<b>Grand Mean</b>	<b>3.07</b>	<b>0.49</b>	<b>HE</b>	<b>3.03</b>	<b>0.53</b>	<b>HE</b>

Field data 2020 (HE=High Extent; LE=Low Extent).

Result from Table 1 shows the mean responses of male and female teachers regarding to how directing enhances quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State. As shown, the grand mean response for male teachers is 3.07 while that of female teachers is 3.03. This result shows that male and female teachers regarding to how directing enhances quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State to a high extent.

**Research Question 2:** *To what extent does principals' coordinating enhance quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State?*

**Table 2: Mean for coordinating on quality educational assessment of principals**

S/N	Statements	Male (N=109)			Female (N=73)		
		M	S.D.	RMK	M	S.D.	RMK
11.	The state of the school depend on the coordinating standard for principals	3.51	0.50	HE	3.51	0.50	HE
12.	The principal managerially and effectively coordinate staff and students activities of public secondary schools	3.48	0.50	HE	3.48	0.50	HE
13.	Experience in education leads to effective coordination in secondary school management	3.53	0.50	HE	3.13	0.70	HE
14.	Frequent assessment and coordination do not proffer solutions to educational problems, issues and challenges	1.60	0.66	LE	1.58	0.49	LE
15.	It improves consistency in mutual dealings with teachers and students towards teaching and learning	3.60	0.49	HE	3.62	0.49	HE
16.	Coordination enhances quality supervision and inspection by the principal	3.33	0.47	HE	3.54	0.50	HE
17.	Ensuring that teachers prepare and mark lesson notes	3.39	0.49	HE	3.46	0.50	HE
18.	Honest assessment of teachers' effectiveness	3.50	0.50	HE	3.47	0.50	HE
19.	Regular checking of the inventory of stocks	3.42	0.49	HE	3.47	0.50	HE
20.	Assessment of carrying capacity of the school as a basis for admission	3.55	0.50	HE	3.56	0.50	HE
<b>Grand Mean</b>		<b>3.29</b>	<b>0.51</b>	<b>HE</b>	<b>3.28</b>	<b>0.52</b>	<b>HE</b>

Field data 2020 (HE=High Extent; LE=Low Extent).

Result from Table 2 shows the mean responses of male and female teachers regarding to how coordinating enhances quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State. As shown, the grand mean response for male teachers is 3.29 while that of female teachers is 3.28. This result shows that male and female teachers regarding to how coordinating enhances quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State to a high extent.

**Hypothesis 1:** There is no significant difference between the mean responses of male and female teachers regarding the extent directing enhances quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State.

**Table 3: Z-Test for directing on quality educational assessment of principals**

Groups	N	M	S.D.	Z-cal	Z-crit	Decision
Male	109	3.07	0.49	0.96	1.96	Not rejected
Female	73	3.03	0.53			

Field data 2020

Result from Table 4 shows the Z-test analysis for the hypothesis, there is no significant difference between the mean responses of male and female teachers regarding the extent directing enhances quality

educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State. The result shows a calculated Z-test value of 0.96. The critical value of Z is 1.96. Since the calculated value of Z is greater than the critical value of Z, the hypothesis is accepted. This implies that there is no significant difference between the mean scores of male and female teachers perceived to a high extent that directing enhances quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State.

**Hypothesis 2:** There is no significant difference between the mean responses of male and female teachers regarding the extent coordinating enhances quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State.

**Table 4: Z-Test for coordinating on quality educational assessment of principals**

Groups	N	M	S.D.	Z-cal	Z-crit	Decision
Male	109	3.29	0.51	0.24	1.96	Not rejected
Female	73	3.28	0.52			

Field data 2020

Result from Table 4 shows the Z-test analysis for the hypothesis, there is no significant difference between the mean responses of male and female teachers regarding the extent coordinating enhances quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State. The result shows a calculated Z-test value of 0.24. The critical value of Z is 1.96. Since the calculated value of Z is greater than the critical value of Z, the hypothesis is accepted. This implies that there is no significant difference between the mean scores of male and female teachers perceived to a high extent that coordinating enhances quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State.

## DISCUSSION OF FINDINGS

### 1) The extent Directing enhance Quality Educational Assessment of Principals

Research Question three sought to find out that directing enhances quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State to a high extent. It was further observes that regarding directing, both male and female teachers and students productivity is certain; also, principalship directing influence teachers and students' performance on educational assessment; instill respects, values and cultural models in the management of students; Firmness of the head teacher on set rules of operations; educational directing assessment is an indirect form of principals' monitoring; heads of departments and units ensure that teaching materials/equipment are used to enhance learning; basing appointment into positions on qualification and seniority not relationship with the person and regulating the issuance and use of teaching materials. However, on the negative note, success or failure of the school does not rest on quality assessment and competent of the principals and Assessment in directing does not depict secondary school standard and performance.

Directing which is also known as commanding involves giving of orders, instructions and directives based on policies and decisions which guides workers toward the achievement of set goals (Melisa, 2017). Controlling aims at ensuring that performance does not deviate from set standards. Controlling require that the school should have standards, compare performance against the standards and take corrective actions when deviation from standards are noticed. This function tasks the manager's knowledge of the work and the workers. Directing as an effective management function of a school head is not a once-and-for-all but a continuous activity aimed at achieving high academic performance. An effective school manager also performs controlling function. This involves measuring and correcting the activities of subordinates. This also ensures that workers'/teachers' interests are subordinate to those of the school to an extent, ensuring that things are done according to set down rules. Controlling functions becomes effective when there is proper supervision and evaluation. Financial and other records like attendance/movement registers, minutes of meetings, formal and informal discussions should lead to ensuring that results conform to the overall goal of the school.

The educational manager is essentially a leader. His style of leadership (autocratic, democratic or laissez-faire) could affect educational outcome positively or negatively. Democratic style of leadership has been acclaimed as the most beneficial. Okoroma (2016) posited that it increases membership morale and promotes better and quality decisions. He further stated that the main duty of a leader or administrator is that of decision-making. This, he said, is the core process of administration since resources are generally scarce. He stated succinctly that education quality or standard cannot be higher than ultimate decision made on educational resources. Decision approaches therefore, seem to define manager's style, and worker's interest in contributing to goal achievement. Execution of control measures should be based on rules and regulation, prompt and just decisions. According to Ekal (2016), whereas planning refers to decisions in advance of actions; schools level plans will include scheme of work and lesson notes. Organizing refer to grouping positions and functions into a logical pattern and assigning them to people. Directing on the other hand involves giving instruction that guide activities of workers while coordination refers to bringing the parts, and functions together so that they work together without conflict.

## **2) The extent Coordinating enhance Quality Educational Assessment of Principals**

Research Question four sought to find out that coordinating enhances quality educational assessment of principals in public senior secondary schools in Yenagoa, Bayelsa State to a high extent. It was also find out that with respect to coordinating, both male and female teachers to a high extent perceived that the state of the school depend on the coordinating standard for principalship and that the principal, managerially and effectively coordinate staff and students activities of public secondary schools. Experience in education leads to effective coordination in secondary school management also count and it also improves consistency in mutual dealings with teachers and students towards teaching and learning; coordination enhances quality supervision and inspection by the principal; ensuring that teachers prepare and mark lesson notes; honest assessment of teachers' effectiveness; regular checking of the inventory of stocks and assessment of carrying capacity of the school as a basis for admission. All things been unequal, frequent assessment and coordination do not proffer solutions to educational problems, issues and challenges.

Co-ordinating is another relevant management function in education. Following compartmentalization of position and roles (organizing) should be the act of bringing together the different parts of an activity (function) and people involved in the work so that they work without conflict toward the desired goal. Ekal (2016) said that co-ordinating is the process of conducting works in different departments, sections and units at the same time without one disturbing another. An effective head of educational institution should make sure that all classrooms, laboratories and halls are used at the same time by different classes (grades) for different subjects and purposes without conflict. This calls for time table and rosters which must be followed strictly (Melisa, 2017).

## **CONCLUSION**

From the findings of the study, it was observed that principals' managerial roles such as directing and coordinating enhance quality educational assessment in public secondary schools in Yenagoa, Bayelsa State to a high extent. It was therefore, concluded that the principals' managerial roles that enhanced quality educational assessment in public secondary schools in Yenagoa, Bayelsa State. This shows that the general performances of the principal on teachers and students as a result of quality educational assessment are determined by the principals' managerial roles.

## **RECOMMENDATIONS**

Based on the findings of this study, the following recommendations are made:

1. The principal should ensure the availability and strict use of school level plans: lesson notes specifying teaching/learning resources, calendar and scheme of work specifying learning resources that agree with those in the notes, functional organogram, marked movement and attendant registers and

2. The principals' character and discipline in dispensing the study's managerial roles such as directing and coordinating must reflect in his actions and inactions in dealings with the teachers and students for thorough quality educational assessment of principals in public secondary schools in Yenagoa, Bayelsa State.

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