



Principal's Leadership Style, Interpersonal Relationship and Motivation for Quality Assurance and School Improvement in Cross River State

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Received June, 2021, Accepted August, 2021 and Published August, 2021

Abstract

This study on principals' leadership style, interpersonal relationship and motivation for quality assurance and school improvement was carried out in Cross River State. The Ex-post facto research design was adopted. The study population consisted of all English and Mathematics teachers in public schools and SS2 students. The sample was made up of three hundred and forty-four (344) teachers and one thousand seven hundred and twenty (1,720) students. Two (2) sets of instrument were used for the study. These were: principal's leadership styles, interpersonal relationships and motivation for quality assurance and school improvements in Cross River State, Nigeria. One-way analysis of variance and Pearson Product Moment Correlation analysis were used for data analyses. The findings revealed that principal's leadership style, interpersonal relationship and motivation influence quality assurance and school improvement in Cross River State. This influence on quality assurance was observed in terms of lesson presentation, classroom discipline, teacher motivation of students and classroom management. The study however recommends increased funding, provision of incentives, curriculum development, monitoring, evaluation, supervision and inspection as measures to enhance quality assurance in schools.

Keywords: Leadership style, interpersonal relationship, motivation and quality assurance.

Introduction

Education is the bedrock of every society and an instrument for nation building. The quality of education in any society is determined by the effectiveness of the key functionaries and principal actors of the teaching and learning process. Principals' leadership style, interpersonal relationship and motivation through conducive working and learning environments influence quality assurance and school improvement. Adegbesan (2011) opined that establishing quality assurance in Nigeria educational system implies that the teacher must be adequate in quality and quantity, the students must be well trained and facilities must be provided as well. Fadokun (2005) further added that principal instructional leadership roles influences quality assurance in the educational system. The

inadequacy of leadership, poor interpersonal relationship and poor motivation in the public education sector in recent times is the reason behind the upspring and rapid establishment of private schools and institutions in Nigeria. This stems from the lack of confidence in the Nigerian education system, which has adverse effect on the development of the nation. This same position was held by Osakwe, (2016) who found a significant relationship between principals' instructional leadership style including his roles and quality assurance in school management and productivity.

Ihekoronye, (2016) posited that quality education is the right of every citizen, not a privilege that rulers may grant or withhold. Ihekoronye, (2016) in his unpublished dissertation on the Relationship between quality assurance strategies and teachers' job performance in public senior secondary schools in FCT, using the survey research design and sampling 245 teachers in public secondary schools in Abuja, after data collection using structured questionnaire administered personally by the researcher. Pearson Product Moment Correlation Analysis was used to analyzed data. The result of data analysis shows a significant relationship between quality assurances strategies in terms of lesson presentation, lesson planning, classroom management skills, teacher's evaluation skills among others on teacher's job performance in FCT. Qualitative assurance in education in Nigeria must be given the attention and urgency it deserves for enhanced industrial and technological advancement. The author observed that if proper monitoring is done like reading and marking teacher's lesson plan, unintended supervision and monitoring during lesson presentation, scrutiny of evaluation and exams script among others, teachers will always improve their teaching effectiveness. The overall result is improved quality of teaching and learning; the outcome will be improved school learning outcomes (Ijaiya, 2011; Nwiyi, Ogakwu & Okorie, 2017). The country must breed the right quality and quantity of manpower it requires to meet up with the rapidly modernizing world pace. Ajayi and Adegbesan (2007) stated that quality assurance involves the systematic review of educational programmes and processes to maintain and improve their quality, equity and efficiency. The design of quality assurance mechanism/tools processes and actors varies across national contexts, however their common objective is to improve teaching and learning ultimate goal of enhancing best outcomes for learners. Ehindero (2004) remarked that quality

assurance is important for accountability as well as to support on-going development of schools and of teaching and learning. Quality assurance that is focused on development, supports schools to adapt to the changing needs of learners. The concern of quality assurance has been the motivating force for reforms in the educational sector. Cedefop (2013) reported that most countries in the world are increasingly allowing schools greater autonomy so they may better respond to local contexts and individual learner needs. Internal quality assurance mechanisms should support evidence-based decision making for internal accountability and school development.

An improvement in the Nigerian education system is the creation of a framework that integrate quality assurance mechanism which include: inspectorates, National student assessment, school self-evaluation and teacher appraisal (UNESCO,2000). These mechanisms generate data on the overall performance of the system as well as the quality of schools and of the teaching workforce as measured against outcomes and standards defined in National Qualification frameworks.

Goals and needs of quality assurance in Nigeria

There is the need for greater coherence in approaches to quality assurance. Nwabueze, Edikpa & Chukwuma (2018) maintained that the main goals of quality assurance in Nigeria educational system include the following:

- To measure progress for educational systems and student learning.
- To design quality assurance for education system that are increasingly diverse, decentralized and multi-leveled.
- To support and encourage dialogue and culture of trust between and among education stakeholders
- To ensure transparency of quality assurance data while also avoiding the pressure of high stake approaches.
- To prioritise human and financial resources
- To serve as indispensable components of quality control strategy in education.

- To ensure and maintain high standard of education at all levels
- To assist in monitoring and supervision of education
- To determine the quality of teaching inputs.
- To determine the level of adequacy of the facilities available for quality control.
- To ensure that resources available for education are prudently utilized.

Quality assurance and principals' leadership style

Ekundayo, (2010) tenaciously believed that leadership is a crucial factor in quality assurance of Nigeria's educational system. The author posited that quality assurance is a major determinant of success or failure of the institution in achieving its goals and objectives. A review of literature on the influence of principal's leadership style and quality assurance in the educational system showed a significant relationship between leadership style and teacher effectiveness in lesson presentation, classroom management, students attitude towards learning, teachers level of competence and attitude to work (Hippis and Halpin,1996; Eneji, et al., 2013; Ezelu, 2019).

Quality assurance and interpersonal relationship

Interpersonal relationships are aimed at integrating workers together in order to facilitate cooperation while their economic, social and psychological needs are being met at the same time. Johnson and Johnson (2010) in their study discovered that good interpersonal relationship fostered open communication between superior and subordinates in an organization and increased the likelihood of members' involvement and effectiveness in achieving goals. Lamsa and Savolainen (2000) also conducted a study to investigate the nature of school employee's job commitment in Finland. The result showed that 70% of the respondents maintained that superior-subordinate relationship was an important factor that influenced employee's commitment, effectiveness and loyalty to the school organization in its quest for quality assurance (Ezelu, 2019).

Quality assurance and motivation

Physical teaching and learning conditions are important factors that are central to the smooth functioning and quality of education. Oyedeyi, (1991) stated that the physical facilities

Principal's Leadership Style, Interpersonal Relationship and Motivation for Quality

which enhances teaching and learning include things such as the sitting arrangements, lighting, temperature conditions, ventilation, noise level, spacious classrooms, workshop equipment, stationeries, laboratory equipment and libraries (Bandeke, 2011). Ofoegbu (2001) reported that dilapidated physical buildings, outdated libraries, ill-equipped laboratories and abandoned classroom buildings negatively affects teaching and learning outcomes. Bassey and Ekpoh (2003) showed that adequate office accommodation, library facilities, teaching aids and classroom accommodation significantly influence the quality of teaching and learning (Abe, 2012).

Objective of the study

The objective of this study is to investigate the extent to which principals' leadership style, interpersonal relationship and motivation affect quality assurance and school improvement in Cross River State.

To achieve the above purpose, the following null (Ho) hypotheses were formulated:

Hypothesis 1: Principals' leadership style does not significantly influence quality assurance and school improvement in Cross River State.

Hypothesis 2: Principal's interpersonal relationship does not significantly relate to quality assurance and school improvement in Cross River State

Hypothesis 3: There is no significant relationship between motivation and quality assurance and school improvement in Cross River State.

Methodology

The research design adopted for this study is the Ex-post facto design. This type of design involves finding out possible antecedents of events that had occurred and cannot be manipulated by the researcher. This design deals with studies that investigate possible cause and effect relationship by observing the existing conditions or state of affairs and searching back in time with plausible causal factors (Cohen, 1985). The study covered the entire Cross River State of Nigeria. The state is bounded in the north by Benue State, in the East by the Cameroon and in the south by the Atlantic Ocean while in the west it is bounded by Abia, Ebonyi and Akwa Ibom State. Cross River State is

divided into three (3) educational zones namely: Ogoja, Ikom and Calabar zones. The people of Cross River State are mainly public servants, artisans, businessmen, farmers and students.

The population of this study consisted of all the English and Mathematics teachers in public secondary schools in Cross River state. Data obtained from the state Secondary Education Board and Technical Education Board in 2017 showed that there were a total of one thousand, one hundred and thirty-six (1136) English and Mathematics teachers in two hundred and thirty-six (236) secondary schools in the state. The students' population from the schools sampled was ten thousand nine hundred and thirty-three (10933). In order to obtain a representative sample for the study, the stratified random sampling technique was used. The basis for stratification was educational zones. Twenty-six (26) out of seventy-two (72) public secondary schools were sampled from Calabar Educational Zone, thirty-two (32) out of ninety (90) schools were sampled from Ikom zone and twenty-eight (28) out of seventy-four (74) schools were sampled from Ogoja Educational Zone. A total of eighty-six (86) public schools were sampled from the three Educational Zones for the study. The sample for this study was made up of three hundred and forty-four (344) teachers purposively sampled from 86 public secondary schools, that is one hundred and seventy-two teachers each for Mathematics and one hundred and seventy-two for English. The students sampled was one thousand seven hundred and twenty (1720).

Two (2) sets of instrument were used for this study, principal's leadership styles, interpersonal relationships and motivation for quality assurance and school improvements in Cross River State, Nigeria, both were used to evaluate quality assurance and school improvement in Cross River State. The instrument consisted of two sections. Section A elicited information from respondents on their demographic data which included gender, age, year of teaching experience and educational qualifications. Section B was made up of eighteen (18) items, six (6) each to measure the three (3) dimensions of principals' leadership style, interpersonal relationship and motivation for quality assurances and school improvements in Cross River State, Nigeria.

The instrument was a modified four point likert scale type questionnaire. That is, each item on the questionnaire carried four options which varied from strongly agree (SA) Agree (A) to

Disagree (D), Strongly Disagree (SD), the respondents were required to access the extent of their agreement or disagreement with the items concerning organizational factors.

The second instrument (TEQ) for students consisted of twenty (20) items questionnaire designed to measure the four sub variables of teacher effectiveness. Each of the sub variables (lesson presentation, maintaining classroom discipline, motivating students and classroom management) was measured using five items. The instrument was also a four point likert type scale.

The two instruments were administered to the subjects by the researchers and other experts who volunteered to assist in the field. Three hundred and thirty-five (335) copies of the instrument were returned while nine (9) suffered attrition and one thousand six hundred and forty (1640) copies of the TEQ were returned while eighty (80) suffered attrition due to wrong filling and failure to return. Data collected were sorted and coded for analysis. The items were sorted according to the variables measured. The items that were positively worded were scored four (4) points for strongly agree, three (3) points for agree, two (2) points for disagree and one (1) point for strongly disagree. For negatively worded items, the scoring technique was reversed. The results of the statistical analysis of data obtained during field work is presented, interpreted and discussed on the basis of the stated hypotheses:

Hypothesis I

The first hypothesis proposed that principal's leadership style does not significantly influence quality assurance and school improvement. Using the one-way analysis of variance (ANOVA) this hypothesis was tested. Leadership style was categorized as autocratic, laissez – faire and democratic. The mean and standard deviations of quality assurance under these principal's leadership styles were computed and compared using the one-way analysis of variance. The result of the analysis is presented on Table 1.

As presented on Table 1, the result showed that there is a significant influence of principal's leadership style on quality assurance in terms of lesson presentation ($F=3.834$; $P<.05$); classroom discipline ($F=7.324$; $P<.05$) and teacher's motivation of students ($F=9.593$; $P<.05$) except for classroom management which was found to be insignificant because its calculated

F=ratio of .166 was found to be less than the F=ratio of 3.02 given .05 alpha level of significance and 2 and 332 degrees of freedom.

Table I: One-way Analysis of Variance of influence of principal’s leadership style on Quality Assurance and School Improvement – ANOVA (n=335)

| Variables | Leadership | N | \bar{X} | SD |
|------------------------|-------------------|------------|-----------------------------|-------------|
| Lesson Presentation | Autocratic | 127 | 16.66 | 2.71 |
| | Laissez-faire | 161 | 17.36 | 3.92 |
| | Democratic | 47 | 18.13 | 1.76 |
| | Total | 335 | 17.20 | 3.29 |
| Classroom Discipline | Autocratic | 127 | 15.61 | 3.41 |
| | Laissez-faire | 161 | 14.74 | 2.63 |
| | Democratic | 47 | 16.45 | 2.24 |
| | Total | 335 | 15.31 | 2.96 |
| Motivation of Students | Autocratic | 127 | 16.26 | 2.50 |
| | Laissez-faire | 161 | 14.99 | 2.55 |
| | Democratic | 47 | 16.00 | 2.44 |
| | Total | 335 | 15.61 | 2.58 |
| Classroom Management | Autocratic | 127 | 14.10 | 2.91 |
| | Laissez-faire | 161 | 14.07 | 2.37 |
| | Democratic | 47 | 13.85 | 2.69 |
| | Total | 335 | 14.05 | 2.63 |

| Variables | Source of variation | Sum of squares | Degree of freedom | Mean square | F | Significance |
|------------------------|----------------------------|-----------------------|--------------------------|--------------------|----------|---------------------|
| Lesson Presentation | Between groups | 81.416 | 2 | 40.708 | | .023 |
| | Within groups | 3524.781 | 332 | 10.617 | 4* | |
| | Total | 3606.197 | 334 | | | |
| Classroom Discipline | Between groups | 123.819 | 2 | 61.910 | 7.32 | .001 |
| | Within groups | 2806.271 | 332 | 8.453 | 4* | |
| | Total | 2930.090 | 334 | | | |
| Motivation of Students | Between groups | 121.906 | 2 | 60.953 | 9.59 | .000 |
| | Within groups | 2109.419 | 332 | 6.354 | 3* | |
| | Total | 2231.325 | 334 | | | |
| Classroom Management | Between groups | 2.301 | 2 | 1.150 | .166 | |
| | Within groups | 2300.732 | 332 | 6.930 | | .847 |
| | Total | 2303.033 | 334 | | | |

a. Group means are on the diagonal, Difference between group means are above the diagonal; Fishers LSD t-value; * Significance .05

The null hypothesis for this one case was retained. For the other 3 cases, the calculated F-ratio of 3.834; 7.324; and 9.593 were found to be greater than the critical F-ratio of 3.02 given .05 level of significance and with 2 and 332 degrees of freedom. The null hypothesis was therefore rejected.

Given the significant F-ratio, a detailed multiple comparison test using the Fisher's Least Square Difference (LSD) was computed to determine the source of the difference. The result of this analysis is displayed on Table 2.

Table 2: Fisher's LSD Multiple Comparison Test Analysis of Influence of Principal's Leadership Style on Quality Assurance and School Improvement

| Variables | Leadership | N | \bar{x} | SD |
|------------------------|---------------|-------|-----------|---------|
| Lesson Presentation | Autocratic | 16.66 | -6988 | -1.4662 |
| | Laissez-faire | 1.81 | 17.36 | -7674 |
| | Democratic | 2.64* | 1.42 | 18.13 |
| | MSW 10.617 | | | |
| Classroom Discipline | Autocratic | 15.61 | -8688 | -8326 |
| | Laissez-faire | 2.52* | 14.74 | -1.7015 |
| | Democratic | 1.68 | 3.53* | 16.45 |
| | MSW 8.453 | | | |
| Motivation of Students | Autocratic | 16.26 | 1.2661 | -2598 |
| | Laissez-faire | 4.23* | 14.99 | -1.0062 |
| | Democratic | 0.60 | 2.41* | 16.00 |
| | MSW 6.354 | | | |

The result of the Fisher's (LSD) as presented on Table 2 indicates that teachers under democratic principal leadership style had significantly higher mean quality assurance in school improvement in term of lesson presentation than teachers under autocratic ($t=2.64$; $P<.05$). Other pair wise comparison between autocratic and laissez-fairs ($t=1.42$; $P>.05$) were statistically non-

significant. This result indicates that teachers under principals with democratic leadership style are more effective in lesson presentation than teachers under principals with autocratic leadership.

The result on Table 2 also showed that teachers under principals with democratic leadership had significantly higher mean quality in classroom discipline than teachers under principals with laissez-faire ($t=3.53$; $P<.05$) leadership style. Similarly, teachers under principals with autocratic leadership style had significantly higher mean quality in classroom discipline ($t=2.52$ $P <.05$) than teachers under principals with laissez-faire leadership style. Other pair wise comparison between democratic and autocratic leadership style was not significant ($t=1.68$; $P>.05$). This finding means that teachers under principals with democratic leadership styles are more qualitative in classroom discipline than teachers under laissez faire and autocratic leadership style. Further examination of the result on table 2 also shows that teachers under principals with autocratic leadership had a significant higher mean quality in motivating students than teachers under principals' with laissez faire leadership style ($t=4.23$; $P<.05$).

In the same vein, teachers under principals with democratic leadership are significantly more qualitative in motivating students than teachers under principals with laissez leadership style ($t=2.41$; $P<.05$). Other pair-wise comparison between autocratic and democratic principal leadership style was found to be significant ($t=.60$; $P>.05$). This finding means that teachers under principals with democratic and autocratic leadership styles are more qualitative in motivating students than teachers under principals with laissez faire leadership.

Hypothesis 2

This null hypothesis stated that principal's interpersonal relationship does not significantly relate to quality assurance and school improvement. In order to test this hypothesis, the Pearson Product Moment Correlation analysis was done. The result of this analysis is presented in Table 3.

The result on table 3 shows that there is a significant positive relationship between principal's ability to motivate teachers and quality assurance in terms of lesson presentation ($r = .142$; $P<.05$); Classroom discipline ($r=.114$, $P<.05$) teacher motivation of students ($r=.327$; $P<.05$) and classroom management ($r=.307$, $P<.05$). The null hypothesis that speculated that principal's ability to motivate

teachers does not significantly relate to quality assurance in terms of lesson presentation, classroom discipline, motivation of students and classroom management was rejected and the alternate hypothesis was retained.

Table 3: Pearson Product Moment Correlation Analysis of the Relationship between Interpersonal Relationships and Quality Assurance in School Improvement (n=335)

| Variables | \bar{x} | SD | Rxy |
|---|-----------------------------|-----------|------------|
| Inter-Personal Relations Teacher Effectiveness in terms of: | 16.94 | 2.55 | |
| Lesson Presentation (Y ₁) | 17.20 | 3.29 | .142* |
| Classroom discipline (Y ₂) | 15.31 | 2.96 | .114* |
| Motivation of students (Y ₃) | 15.61 | 2.58 | .327* |
| Classroom management (Y ₄) | 14.05 | 2.63 | .309* |

*P<.05; df 333; critical r = 0.10

The result was significant because the calculated r-values of .142; .114; 327; 307 were found to be greater than the critical r -value of 0.10 at 0.05 alpha level and with 333 degree of freedom. The positive r- values observed in the result implies that, the higher the principal's ability to motivate teacher's quality in terms of lesson presentation, classroom discipline, teacher motivation of students and classroom management, the better the quality of teachers to enhance the quality of the school for improvement. On the other hand, the lesser the principal's ability to motivate teachers, the lesser the teacher's quality in terms of lesson presentation, classroom discipline, teacher motivation of students and classroom management tends to be.

Hypothesis 3

There is no significant relationship between motivation for quality assurance and school improvement in Cross River State in terms of:

- a. Lesson presentation
- b. Classroom discipline
- c. Motivation of Students
- d. Classroom management

To test this hypothesis, the Pearson Product Moment Correlation analysis of relationship of principal’s ability to motivate and ensure quality assurance was done. The result of the analysis is presented in Table 4.

Table 4: Pearson Product Moment Correlation Analysis of the relationship between Principal’s ability to motivate teachers and quality assurance in school improvement

| Variables | \bar{x} | SD | rx_y |
|--|-----------|-----------|-----------------------|
| Motivation of teacher (x) | 17.23 | 2.72 | |
| Teacher effectiveness in term of lesson presentation (Y ₁) | 17.20 | 3.29 | .114* |
| Classroom discipline (Y ₂) | 15.31 | 2.96 | .234* |
| Motivation of students (Y ₃) | 15.61 | 2.58 | .115* |
| Classroom management (Y ₄) | 14.05 | 2.63 | .241* |

*P <05; df=333; critical r=0.1

Discussion of findings

The discussion of the research findings was carried out in three sections based on the results of data analysis for each of the three hypotheses postulated for this study. Influence of principal’s leadership style on quality assurance in lesson presentation, classroom discipline, motivation of students and classroom management. The result of data analysed to test this hypothesis shows that there was a significant influence of principal’s leadership style on teacher’s quality assurance and school improvement in terms of lesson presentation, classroom discipline and motivation of students, except for class room management which was found to be non-significant. A detailed

Principal's Leadership Style, Interpersonal Relationship and Motivation for Quality

analysis of the result showed that teachers under principal with democratic leadership style were more effective in lesson presentation than teachers under principals with autocratic leadership style.

Further examination of the result showed that teachers under principals with democratic leadership style had significantly higher mean in teacher's quality in class room discipline than teachers under principals with laissez-faire leadership style and teachers under autocratic leadership style had significant higher mean teacher effectiveness in class room discipline than teachers under principals with laissez-faire leadership style. It follows also that teachers under principals with democratic and autocratic leadership styles were more effective in classroom discipline and motivation of students than teachers under principal with laissez-faire leadership style and teachers under principals with autocratic leadership style had significant higher mean teacher effectiveness in classroom discipline than teachers under principals with laissez-faire leadership style.

Similarly, teachers under principal with autocratic leadership style were significantly more effective in motivating students than teachers under principals with laissez-faire leadership style. The above findings suggested that teachers under principals with democratic and autocratic leadership styles were more effective in lesson presentation, classroom discipline and motivation of students than teachers under principals with laissez-faire leadership style. The present findings agreed with the work of Fadokum (2005), who discovered in his study that principal's administrative style significantly influenced teacher effectiveness in lesson presentation and classroom discipline. The findings also agreed with the research findings of Amide (1985) and Abe, (2012) who in their respective studies discovered that teachers under autocratic leaders were less effective in classroom management than teachers under democratic principal, the findings were also in agreement with that of Akpama (1998) and Ezelu, (2019) who found out that principal's leadership style significantly influenced teacher job performance in terms of lesson presentation and ability to motivate students to work harder for a better academic improvement and better outcomes. The present findings however disagreed with that of Akpan (1998) who find out a non-positive significant influence of principal's administration style on teacher effectiveness in motivating.

The result of data analysis on the influence of interpersonal relationship on teacher quality assurance in terms of lesson presentation, classroom discipline, motivation of students and classroom management is a refutation of the finding of Ekundayo, (2010) whose result revealed that there was no significant positive relationship between principal's leadership style and teacher's quality assurance in lesson presentation, classroom discipline, motivation of students and classroom management. A close examination of the result revealed that the higher the interpersonal relationship between principals and teachers and between teachers and students, the higher the quality of assurance in lesson presentation, classroom discipline, student's motivation and classroom management, while the reverse was the case with lower of interpersonal relationship. Despite the fact that Ekundayo (2010) result refute this current findings, Nwabueze, et al. (2018) however found a similar result with this current study.

Johnson and Johnson (1994) in their study discovered that good interpersonal relationship fosters open communication between superiors and subordinates in an organization and increased the likelihood of members' involvement and effectiveness in achieving organizational goals. A healthy interpersonal relationship between the administrator and staffs, and between teachers and students and among teachers in the world of work will encourage staff to work effectively toward school goal achievement. This finding is in accordance with the work of Shade (1992) and Ijaiya, (2011) discovered that a good interpersonal relation significantly influenced teacher's effectiveness in lesson presentation and commitment to duty. When teachers enjoy good, warm and cordial interpersonal relationship with their principals, they are motivated to go extra miles to make sure the principal succeeds in the administration and management of the school. Suh principal will enjoy the cooperation and commitment of their subordinates.

In support of the present findings Oluchukwu (2000) argued that low interpersonal relationships in schools brought about low teachers productivity. The present findings agrees with the works of Musaaazi (1982), Johnson and Vanabe (1986) and Bebekena (1982), who discovered at their various studies that a healthy administrator-teacher-student relationship led to teacher effectiveness and high productivity. These findings however are in contrast with the findings of

Principal's Leadership Style, Interpersonal Relationship and Motivation for Quality

Bunos (1987) who found out that principals' level of human relations did not relate to general assurance in terms of teachers and school improvement.

The statistical analysis of data for hypothesis 3 showed that there was a significant possible relationship between principal's ability to motivate teachers and quality assurance in terms of lesson presentation, classroom discipline, motivation of students and classroom management. A detailed analysis of the result showed that teacher who were efficiently motivated by their principals scored significantly higher quality in lesson presentation, classroom discipline, motivation of students and classroom management than those who were not motivated by their principals. This finding is in agreement with the research works of Ukpong and Nkang (1990) and Nwiyi, et al., (2017) who concluded in their respective studies that teachers should be intrinsically and extrinsically motivated to be able to perform effectively and efficiently. The findings also lent credence to the research findings of Akpama (1996) who in one of the conclusions stated that a significant positive relationship was found between teacher's level of motivation and their quality in classroom management and discipline, while another finding revealed that teachers' level of intrinsic motivation had no significant relationship with their quality in term of their ability to motivate students to learn. Teachers would need proper motivation to enhance their effectiveness not only in lesson presentation but also in all round effectiveness (Akpan 2002). From the result of the findings, it has been discovered that the extent of motivation increased their quality in lesson presentation, classroom discipline, while improper motivation or the lack of it therefore, causes ineffectiveness of teachers in these areas of effectiveness identified for study. Based on the finding of this study, it has come to confirm the finding of Ihekoronye, (2016); Nwabueze, et. al., (2018); Ezelu, (2019) whose studies found a significant relationship between principals' leadership style, interpersonal relationships and motivation for quality assurance and school improvements. Their result shows that when principals allow subordinates free hands through consultation, participation and decision making concerning the management and administration of the school, the teachers will be motivated to be more efficient and effective in terms of lesson planning, delivery, classroom management, evaluation and discipline in schools.

Conclusion

In the light of the above research findings it is obvious that principal leadership style, interpersonal relationship and motivation influence quality assurance and school improvement in Cross River State. The influence of quality assurance was observed in terms of lesson presentation, classroom discipline, teacher motivation of students and classroom management. This finding therefore, concluded that principal's leadership style and their interpersonal relationship and motivation can significantly influence quality assurance in school thereby, influencing school improvements in secondary schools in Cross River State, Nigeria.

Recommendation for policy directions

To ensure a high level of quality assurance and school improvement in Cross River State, the following recommendations were made:

- There should be increased funding for education. The funding of education in the state is at present low, therefore there is the urgent need for increased funding to schools thereby helping infrastructural and human resource improvements. Teaching aids can also be procured.
- There should be the provision of incentives. Incentives should be given as rewards for teachers 'exceptionally good performances as a way of enhancing quality assurance. Special incentive can be given to teachers in moral areas to motivate them.
- Improvements should be on the curriculum such that students can acquire the right skills, knowledge and competence.
- Strategies to be adopted by government through the Ministry of Education for quality assurance include monitoring, evaluation, supervision and inspection. Others include: Measurement and standardization of academic attainment, use of competent teachers, use of educational technologies (teaching aids) to create the efficiency, proper guidance and counselling of students.

- Government and school administrators should collaborate with faculties of education and colleges of Education to organize regular in-service and on the job training for teachers and principals in secondary schools to enhance their teaching competence.

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Principal's Leadership Style, Interpersonal Relationship and Motivation for Quality

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