



**International Journal of Economics,
Environmental Development and Society
(IJEEDS)**

PRINCIPALS' LEADERSHIP FRAMES FOR QUALITY ASSURANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN IMO STATE

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ABSTRACT

This study investigated principals' leadership frames influence quality assurance in public senior secondary schools in Imo State. The study was guided by four research questions and four hypotheses. This study adopted the descriptive survey research design. The population for this study comprised of all the principals of public senior secondary schools in Imo State. Therefore, the target population of the study was the one hundred and ninety-six (196) principals from the 196 public senior secondary schools in Imo State. Sample size, the study took the census of all the one hundred and ninety-six (196) public senior secondary schools in Imo State. The research instrument that was used for data collection for this study was self-structured questionnaire design titled; Principals' Leadership Frames and Quality Assurance Questionnaire (PLFQAQ). The instrument was validated by the researcher's supervisor and two other experts in the field of measurement and evaluation while the reliability of the instrument was determined using Cronbach Alpha coefficient with .853 index obtained. Mean and standard deviation were used to answer the various research questions while independent t-test was used to test the hypotheses at the 0.05 level of significance. Findings from the study revealed that structural, human resources, political and symbolic frame influence quality assurance in public senior secondary schools in Imo State. The study concluded that principals' leadership frames influence quality assurance in public senior secondary schools in Imo State. The study and recommended that principals should consider adopting the various leadership frames such as human resources frames, structural frames, symbolic frames and political frames favourable to their school.

Keywords: Principals, Leadership, Frames, Quality, Assurance, Public, Senior Secondary, Schools, Imo State.

Reference to this paper should be made as follows:

Onuoha, E. O., & Onuoha, C. A. (2023). Principals' leadership frames for quality assurance in public senior secondary schools in Imo State. *International Journal of Economics, Environmental Development and Society*, 4(2), 222-247.

INTRODUCTION

Education is an instrument per-excellence and the means of developing human intellect, technical skills, character and effective citizenship for self-reliance and effective national development (FRN, 2014). Education remains the most effective tool for academic progress, social mobilization, political survival and effective national development of the country, it constitutes the single largest enterprise in Nigeria (Akpan, 2010). Abdulrahman (2014) added that the priority of education sector is to ensure equitable access and improvement in the quality and efficiency of all levels of education. The school leadership must be prepared to face numerous challenges that will ultimately determine the leaders and possibly the school's fate. The leaders must be able to motivate the employees of the school to work towards achieving a vision that will likely result in the success of the organization. The leader must also be willing to place the success of the schools and success of followers above their own success. The leaders will not be faced with an easy task and must carefully determine how to accomplish the desired results. However, for quality assurance to happen in schools, principals must exhibit some form of leadership frames. Leadership frames in this study simply implies is the strategic process of interpreting situations that leaders undertake with the aim of urging the followers to move in a specific direction in responding to day-to-day events.

In the research of Bolman and Deal (2001) four frames are identified to determine leadership: (a) structural; (b) human resource; (c) political; and (d) symbolic. Leadership effectiveness was associated with the political and symbolic frames with a symbolic being the best predictor of an effective leader (Bolman & Deal, 2003). This study examined the leadership frame of Jordanian schools' principals to determine if there is a significant difference in the leadership frame preference based on their gender and experience. The leadership frame is the way that an individual in a leadership position interprets what is occurring and how they determine the appropriate action for each situation (Bolman & Deal, 2008). The increasing challenges will require a leader with skills that their predecessors might not have possessed. The new leaders must be able to build relationships, understand financial accountability, possess excellent communications skills, be adaptable to changing conditions, and transformation skills (Boggs, 2003).

The Four-Frame Theory used by Bolman and Deal is upon which this study borrowed the concept as based on the multi-frame view that has been researched by many scholars who have agreed that there are benefits from using multi frame views. It is noted that many leaders have one preferred, or dominate, frame that they use for evaluating situations but that the more frames that are used the more effective the leader's decision (Bolman & Deal, 2001). The framing of information and contesting of a particular situation using multiple frames provides the leader with many cues or experiences on which to base a decision.

Bolman and Deal noted that leaders view organizational experiences according to leadership styles or frames. They defined the four frames of leadership as structural, human resources, political, and symbolic. Structural leaders define clear goals, assign specific roles for their constituents, and coordinate specific activities with specific policies, procedures, and chains of command. The structural leader tries to align the internal processes of the organization to the external environment while dealing with organizational dilemmas (Bolman & Deal, 2001; 2003). The human resource frame focuses on needs of people. Leaders working within the human resource frame value the feelings and relationships of people, and assume the organization must meet basic human needs through facilitation and empowerment. The political frame focuses on

individual and group interests. Political leaders advocate and negotiate between different interest groups for use of limited resources. Political leaders build power bases through networking and negotiating compromises. The symbolic leader develops symbols and culture to shape human behavior and reflects a shared mission and identity for the organization. Leaders working in the symbolic frame instill enthusiasm, a sense of charisma, and drama to the organization (Bolman & Deal, 2001).

However, Messick and Kramer (2004) were of the opinion that the degree to which individuals' exhibits leadership depends not only on his characteristics and personal abilities, but also on the characteristics of the situation and environment in which he finds himself. Messick and Kramer (2004) further explained that since human beings could become members of an organization in order to achieve certain personal objectives, the extent to which they are active members depends on how they are convinced that their membership will enable them to achieve their predetermined objectives. Therefore, an individual will support an organization if he believes that through it, his personal objectives and goals could be met, if not the person's interest in the organization will decline. Framing is one of the most commonly identified behavioural skills of leadership. Framing refers to the strategic construction of the meaning of a specific event or situation. More precisely, framing in the field of communication is examined with reference to its linguistic and paralinguistic elements that both define and align with leadership goals. Therefore, framing analysis in social sciences has become a recurrent practice (Chong & Druckmen, 2007; Mai & Akerson, 2003).

Statement of the Problem

It is the expectation of government, parents, and even students that quality education is received by students in Nigeria Secondary Schools through the adoption of appropriate leadership frames by the principals. The belief of most Nigerians interested in the educational sector is that the standard of education is falling. This may be taken to mean that the quality of education in Nigerian Schools is declining when compared with past standards. The apparent low level of school effectiveness could be as a result of leadership failure in our schools. Ideally Secondary School administration is expected to promote quality assurance in education of the citizens for national development. The manifestations of leadership failure in our Secondary Schools could be seen in some of the following areas of increasing conflict between the principal and staff, principal and students, school management and staff, principal and peer groups, more so, observations have shown that there seems to be poor vision of the principals, poor principal teacher relationship and poor administrative style of the principal among others.

These conflicts and odds may have placed Secondary schools in Imo state under strain and have led to poor academic achievement among the Secondary School students, high dropout rate, and high rate of examination malpractice, poor reading and writing cultures etc. Other lapses have manifested in cases of the school organization, authority and power, finance, manpower, community related problems, inadequate resources, infrastructural facilities and total governance of schools. The principal are often thrown to confusion on how best to handle these unwanted situations surrounding their leadership effectiveness towards quality assurance in senior secondary school. It is therefore on this premises that this study seeks to investigate how principals' leadership frames influence quality assurance in public senior secondary schools in Imo State.

Aim and Objectives of the Study

The aim of this study was to investigate principals' leadership frames for quality assurance in public senior secondary schools in Imo State. Specifically, the objectives of this study were to:

- Identify the various principals' leadership frames influencing quality assurance in public senior secondary schools in Imo State.
- Examine how principals' leadership human resources frame enhances quality assurance in public senior secondary schools in Imo State.
- Determine how principals' leadership structural frame enhances quality assurance in public senior secondary schools in Imo State.
- Ascertain how principals' leadership symbolic frame enhances quality assurance in public senior secondary schools in Imo State.

Research Questions

The research questions for this study were as follows:

- What are the various principals' leadership frames for quality assurance in public senior secondary schools in Imo State?
- How does principals' leadership Human Resources Frames influence quality assurance in public senior secondary schools in Imo State?
- How does principals' leadership Structural Frame influence quality assurance in public senior secondary schools in Imo State?
- How does principals' leadership Symbolic Frame influence quality assurance in public senior secondary schools in Imo State?

Hypotheses

The following null hypotheses for the study were tested at 0.05 level of significance:

- There is no significant difference between the mean response rating of male and female principals on the various leadership frames for quality assurance in public senior secondary schools in Imo State.
- There is no significant difference between the mean response rating of male and female principals regarding their leadership human resources frame for quality assurance in public senior secondary schools in Imo State.
- There is no significant difference between the mean response rating of male and female principals regarding their leadership structural frame for quality assurance in public senior secondary schools in Imo State.
- There is no significant difference between the mean response rating of male and female principals regarding their leadership symbolic frame for quality assurance in public senior secondary schools in Imo State.

Scope of the Study

The study covers all the principals in the public senior secondary schools in Imo State, Nigeria. The content scope of the study is limited to principals' leadership frames for quality assurance upon which principals' leadership Frames are measured with structural, human resource, and symbolic frames as the independent variable while quality assurance as the dependent variable.

THEORETICAL FRAMEWORK

Human Relations Theory

The human relations theory was propounded by Mary Packer Follet in Ololube (2019). Human relations theory states that in addition to finding the best technological strategies to improve output, it is beneficial for administration to consider the human elements in the organization. The human relations theory is a school of administrative thought which focuses on workers' satisfaction, informal workplace organizations, and a means of influencing employee productivity. The theory was concerned with the human problems encountered in organizations such as welfare, motivation, retirement benefits among others and therefore concludes that such problems can only be minimized when there is cooperation among workers. Based on this, she developed four organizational principles, all of which centers on co-ordination: coordination by direct contact with the people concerned, coordination in the early stages, coordination as the reciprocal relation of all the factors in a situation, and coordination as a continuing process.

The human relation theory has its central idea that the human factor is very important in the achievement of organizational goals. The proponent of this theory holds the view that workers will achieve better if their personal welfare is taken into consideration. Human relations theory is related to present study in the sense that it buttresses the fact that the administrative arm of any organization especially the school should consider the welfare of the employees as utmost importance. Therefore, for effective and quality education to prevail in Imo State Secondary Schools, the interest and in Nigeria at large of teachers and other employees should be a priority. Depreciation that has endangered public schools is undoubtedly the major cause that led to the emergence of private schools. Other indicator of declining quality and wastage in the education system include, high dropout and failure rates, rampant examination malpractice, poor reading and limiting skills among students at all levels.

This theory is relevant to this study as it reveals a crucial event in management history and a major contribution to today's style of leading. The behavioral sciences helped principals and theorists understand how to increase productivity by ditching the primary focus on organizations over their workers. Human relation is critical for developing and maintaining a positive work environment, retaining staff and encouraging productivity as well as quality assurance. By making human relations the focus of principals' management approach, they can effectively create a workplace culture in which their staff can thrive.

CONCEPTUALIZATION

Principalship

The title principal usually refers to the head of a secondary school or post primary institution. Some people call the principal, director, because he gives orders to ensure that things are done in a proper manner. In the school, he may be seen as disciplinarian because he disciplines students and members of his staff (Anukam et al., 2018). The principal could also be seen as manger as he manages the various affairs and resources of the school (Akpan, 2010). Babayemi (2006) described a principal as an executive head of the school because of the way he makes decision and implements. He is seen as a coordinator, who coordinates activities for work to proceed smoothly, quickly and efficiently. Principals, just like most administrators, plan, stimulate, coordinate, direct and evaluate the work of other people.

Encyclopedia of Education (2009) posited that the title of principal is an appropriate designation for the chief administration of a school. The early school principalship was given to any teacher found to possess some sign of demonstrable administrative ability. A teacher with academic qualification and the right type of personality could be appointed the administrative head in addition to full-time teaching duty. Many of such principals were preoccupied with such, takes as scheduling, attendance taking, reporting among others. The idea of a principal serving as a teacher as well as an administrator continues today in small urban communities and most rural areas (Ukeje, 2012). As school became more complex, the principal was relieved at least some part of the teaching duties. The principal as the administrator guides controls and provides leadership in a way that supports the aims and objectives of Secondary School education as stated in FRN (2014) of the National Policy on Education.

The school principal is the highest-ranking administrator in an elementary, middle, or high school. Principals typically report directly to the school superintendent, but may report to the superintendent's designee, usually an associate superintendent, in larger school districts. The highest-ranking school level administrator in some private schools is called the head master. Head masters have many of the same responsibilities as principals, but they may engage in additional activities such as fund-raising. In some school districts, a single person functions as superintendent and principal. Principals, head masters, and others who are responsible for the overall operation of a school are often called school leaders. In an era of shared decision-making and site-based management, the term school leader may also be used in reference to other school administrators and leaders within the school such as assistant principals, head teachers, and others who participate in school leadership activities.

Schools have not always had principals, around the beginning of the twentieth century, as schools grew from one-room school houses into schools with multiple grades and classrooms, the need arose for someone to manage these more complex organizations. This need was filled initially by teachers, who continued to teach while also dealing with their school's management needs. These teachers were called principal teachers. As schools continued to grow, principal teachers became full-time administrators in most schools. Most principals soon stopped teaching because of the many demands their management responsibilities placed on their time. As managers, principals were responsible for financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program, and other overall school matters. The management role included some curriculum and instruction supervision, but overall school management was the primary role

principals played until the early 1980s. As the accountability movement gained momentum, the role of the principal changed from school manager to school instructional leader and then to the school reform leader. With this shift in role focus, principals retained their management roles. Principals currently play multiple roles: school manager, instructional leader, and the leader of school reform.

Ukeje and Okorie (2010) stated that one who would be the principal of a Secondary School ought to have had a teaching experience to get acquainted with certain intangibles of the Job which only experience can give. The duration of this experience may vary from two years to five years. In the recommendation and selection of principal's factors like sex, age, marital, status, intelligence, experience, health and personality should be born in mind, but should not be given undue weight as the findings of research on these factors have not yet attained universality accepted validity and reliability (Ukeje & Okorie 2010). Principals are responsible for the overall operation of their schools. Some of their duties and responsibilities are delineated in state statutes. States and school districts have also set expectations for principals through their principal evaluation criteria and procedures. During the latter part of the twentieth century, as schools began to be held more accountable for the performance of their students on national and state assessments, the duties and responsibilities of principals changed. Principals became more responsible for teaching and learning in their schools. In particular, their duty to monitor instruction increased along with their responsibility to help teachers improve their teaching. With this change in responsibilities, principals discovered the need to more effectively evaluate instruction and assist teachers as they worked to improve their instructional techniques.

The principal's duty to improve the school instructional program is mandated by legislation in some states. Some state legislation requires the removal of principals when schools are classified as low performing (students do not meet achievement expectations) for a specified period of time. With schools facing increased pressure to improve teaching and learning, the duties and responsibilities of principals expanded further to include the responsibility for leading school reform that would raise student achievement. Success in leading reforms to increase student achievement often hinged upon a principal's ability to create a shared vision within the school community and success in implementing new organizational structures that engage teachers in shared decision-making. Principals have discovered that engaging the entire school staff in making decisions results in more commitment to school reform initiatives.

Leadership Frames

Framing in organizational Leadership, according to Slaheddine (2008) is the strategic process of interpreting situations that leaders undertake with aim of urging the followers to move in a specific direction in responding to day-to-day events. When the term framing was introduced by Goffman (2020), it referred not only to the frames that are consciously or strategically built but more broadly to the innate property of all social processes. Framing analysis is the phrase that Goffman coined to refer to "the examination of the organization of experience. With Goffman's view, framing started to be seen in the literature as an organization of experience and not merely as a description of experience. This means that framing is not a simple talk about events but instead shapes our perception of events. Fairhurst and Sarr (2004) recognized framing as a leadership capability and emphasized it as an ultimate goal in leadership development. They also recognized that framing is achieved through the strategic and selective use of language. Framing is especially important in complex and confusing situations, where chaos can lead to anarchy and

may drive the organization to a direction that opposes dominant organizational goals (Slaheddine, 2008).

Motala (2015) maintained that past research conducted on frame preference in relationship to leadership effectiveness replicates that managers often use only one or two frames, but effective leaders use three or more frames (multi frame). Bensimon et al. (2009) suggested that the ability to use several frames and switch from one to another may reflect a higher level of cognitive ability. The multi frames model has proven how leaders' thinking relates to leadership effectiveness, and that multi-frame orientation yields the most effective leaders. Leaders cannot rely on just one or two leadership frames, but must become proficient in as many as they can; the most effective leaders switch flexibly among the leadership frame (Goleman, 2000). Leadership frames in this context are the approaches available to the school administrator (principal) to bring about or preserve changes needed to improve school (Dereleg, 2013).

Categories of Leadership Frames

Bolman and Deal (2008) categorized leadership frames into four frames; they are structural, human resource, political and symbolic frames. Daniel et al. (2018) stated that the four frames speak to both “what one may try to change (the product) and how they go about changing it (ie., the process).

The Structural Frame

The structural frame emphasizes goals and efficiency. It assumes that leaders operate by defining clear and established goals (Mabel et al., 2015). The structural frame is based upon the classic and popular ways of thinking about organizations. This frame is rooted in the belief that organizations should be designed for maximum efficiency and is focused on the early works of Frederick Taylor and the approach he labeled scientific management (Bolman & Deal, 2008). Taylor sought to create change by establishing guidelines for management and workers to improve efficiencies and productivity (Resser, 2017). This frame is rooted in the work of German economist and sociologist Max Weber (Bolman & Deal, 2008). Weber focused on the concept of bureaucracy as a new phenomenon as organization moved away from patriarchal organizations. The ideal bureaucracy had six major features: job specialization/fixed division of labor, authority hierarchy, formal selection/technical qualifications, formal rules and regulations, impersonality, and career orientation (Ololube, 2019). The work of both Taylor and Weber focused on the relationship within the structure of organizations, effectiveness within the organization and effect of organizational structure on productivity.

The structural frame, as defined by Bolman and Deal (2008), is the frame that focuses on structures within an organization. Those who use the structural frame use the structure of the organization to allocate work according to areas of responsibility which can create problems with coordination and control. The bureaucracy of organization has created areas of vertical coordination that limit the amount of lateral coordination that may be necessary in outside of the normal control of organizations. Establishing an organizational structure that meets the nature of the environment and the desired outcomes of the organization is essential for a successful organization (Bolman & Deal, 2008). It is understood that organizations must establish the structure based on six dimensions: (a) size and age, (b) core process, (c) environment, (d)

strategy and goals, (e) information technology, and (f) nature of the workforce (Bolman & Deal, 2008). Each dimension would be analyzed as organizational structures are created. It must be understood that the right mix of vertical and horizontal coordination are necessary in organization.

The organizations differentiate people into specific roles, and coordinate diverse activities through policies, rules, and chain of command. Bolman and Deal (2008) opined that structural leader value analysis and data, keep their eyes on the bottom line, set clear directions, hold people accountable for result and try to solve organizational problems with either new policy and rules through restructuring. The structural frame focuses on the important of formal roles and relationship. The main issue in structural frame is how to divide the work and how to assign people to different works and units. In structural frame, rules, procedures, and definitions are needed for safety and predictability. Principals have their hands on the gears needed to create reliable responses and to apply structural fixes (Jeffrey, 2014). In this frame, organizations are seen as machinery, with parts needing to be in place and well maintained. The structural frame focuses on designing a pattern of roles and relationships that will accomplish goals and accommodate individual differences. Daniel and Nanah (2018) stated that the structural frame is based on six assumptions about the nature of organizations:

- Organizations exist to achieve established goals and objectives;
- Organizations work best when rationality prevails over personal preferences and external pressures;
- Structures must be designed to fit the circumstances of an organization;
- Organizations increase efficiency and enhance performance through specialization and division of labor;
- Control and coordination are essential to ensure individuals and units work together; and
- Problems can be remedied through restructuring.

Drawing from sociology and management science, the structural frame emphasizes goals, specialized roles, and formal relationships. Structures are designed to fit the environment and technology of an organization. In this context, rules, policies, procedures, and hierarchies are created and revered. With this frame, the organization is viewed as a factory, and problems are solved by reorganizing people or activities (Bolman & Deal, 2008). Structure is a blueprint for the pattern of expectations and exchanges among internal players, such as executives, managers, employees, and external constituencies, such as customers and clients. As a feature of organizations, structure has a positive impact on morale when it helps employees to get their work done, but the same structure can have a negative impact on morale when it impedes communication or increases bureaucratic control. Daniel and Nanah (2018) opined that the structures are roles, responsibilities, practices, routines and incentives that organize how people interact. In an academic context, structures manifest in formal positions, committee structures, course assignments, research expectations, travel support, class format, common curriculum, and myriad of other policies. Structures define roles and set expectation for individuals within a department, enabling and constraining their actions. The policies and procedures embodied in a departments structures are lasting and established aspects of culture that (sometimes implicitly) indicate what is considered important (Daniel & Nanah, 2018).

Human Resource Frame

The human resource frame focuses attention on human needs and assumes that organizations that meet basic human needs will work better than those that do not. Human resources leaders value relationships, feelings and seek to lead through facilitation and empowerment. The human resource frame evolved around the work of those who questioned the philosophy that employees were motivated and entitled to only a paycheck (Bolman & Deal, 2008). It is believed that managers and workers should view themselves as partners (Resser, 2017) and see the importance of the social aspects of organizations.

The Human Resource frame is primarily concerned with worker happiness. The worker is the most significant factor in achieving organization efficiency and maximizing output. Happy workers enable organizations to achieve their goals in ways that are both good for the organization and good for the humans working there. It is believed that happy workers have higher levels of motivation and achieve more (Shafritz & Ott, 2001). The body of evidence supporting this position gained momentum during the 1920's with the Hawthorne plant experiments, resulting the development of Human resource theory and the assumptions of the Human Resource frame. The pervasive theme of worker motivation assumes that organizations are created to serve human needs, and meeting these needs improves organizational efficiencies. Bolman and Deal (2003) discussed the complexity of the relationship between human needs and motivation, noting that simply meeting needs is not enough to provide motivation; rather meeting needs provides the conditions that allow people to survive and evolve. Bolman and Deal (2003) referred to this as the nature-nurture seesaw and suggest that it provides a more powerful way to think about human needs. The Human Resource Frame places the responsibility squarely on the shoulders of the manager and leader to provide the conditions that ensure workers lower order needs are met, thereby removing the barriers to accessing the higher orders needs that lead to increased worker motivation.

Greenleaf's (1977) in Ololube (2019) identified a leader as someone who was willing to serve the needs of their followers. He characterized servant leaders as those who cared for the organization and followers and respected the need to care regardless of the situation. Collins seeks to address the human resource frame of leadership in the first level of his Level 5 leadership, First who...then what (Collins, 2001). Collins stated that the problem of how to motivate and manage people largely goes away. The human resource frame views the organization from the perspective of the employees and their relationship within and to the organization.

According to Bolman and Deal (2008), this frame is built upon four core assumptions:

- Organizations exist to serve human needs rather than the converse;
- People and organizations need each other, organizations need ideas, energy and talent; people need careers, salaries, and opportunities;
- When the fit between individual and system is poor, one or both suffer; and
- A good fit benefits both.

The key principle is that the human resource frame highlights relationships between the organization and the people (employees) but it must be understood that the needs are not always aligned. As stated by Greenwood et al. (2008) there is less emphasis on default authority and hierarchical positioning, with more emphasis on respect for feelings, attitudes, and the skills and

abilities of those being led. Human resource frame tends to define problems in individual or interpersonal terms and look for ways to adjust the organization to fit people or to adjust the people to fit the organization (Mabel et al., 2015).

The human resource frame focuses on needs of people. Leaders working within the human resource frame value the feelings and relationships of people, and assume the organization must meet basic human needs through facilitation and empowerment. Bolman and Deal (2008) stated that when the “fit” between the individual and the organization is poor, one or both (the individual or the organization) will suffer, whereas good fit between individual and organization benefits both. To this effect, human resource frame suggests that organizations are made up of people who have different needs, feelings and interests. Therefore, it should be interesting that the organization is fit as to encourage and empower its people.

Jeffery (2014) indicated that schools are not bricks and mortar, but primarily communities of people who need each other. In human resources frame, principals invest in the education of staff, and they build trust and caring. At the system level, people can take care of human resource by securing benefits, raises and providing professional development. At the school building level, principals seek initiatives that improves person – to- person understanding, learning and communication. In this frame, schools are seen as a family, in which adult connections and affiliations are an essential – prerequisite to taking care of children.

The Symbolic Frame

Principals are always communicating what matters to the school as an organization whether explicitly through their words, or implicitly by how they focus their attention. What principals prioritize on agendas, what they spend money on, and who and what they praise continually send messages about what is important for the school (Jeffrey, 2014). Since there is no way to micromanage every action, the symbolic frame reinforces a shared culture that influences all decisions telling the outside community how they do things around the school community. Meetings are as much about symbolism as they are about content, - get the symbolism right as much as the details. Leaders are always working in the symbolic frame, no matter what other frame they are focusing on. In symbolic frame, organizations are such as inspirational leaders (Jeffery, 2014). Similarly, Mabel et al. (2015) added that symbolic frame sees a chaotic world in which meaning and predictability are social creations and facts are interpretative rather than objective. Organizations develop symbols and culture that shape human behaviour unobtrusively and provide a shared sense of mission and identity. Symbols are created to reduce confusion. Symbolic leaders instill a sense of enthusiasm and commitment through charisma and drama. They pay diligent attention to myth, ceremony, stories, and other symbolic forms because Myths, rituals, ceremonies, and Sagas help to find meaning from their experience (Bolman & Deal, 2009).

Within human resources and symbolic frames, leaders emphasized on higher motive development, and arouse the follower’s motivation and positive emotions by means of creating and representing an inspiring vision of the future (Bass, 2009; Hall et al., 2006; Jeffrey, 2014).

The symbolic frame explores how sense is made of the chaotic situations that are presented with the use of meanings, beliefs, and faith that is created from past experiences. Within the symbolic frame the myth, vision and value of organizations provide purpose and resolve to the members of the organization. The values convey a sense of identity and help people feel special about what they do (Bolman & Deal, 2008). The symbolic frame deeply

rooted in the human experience and stories are the communication method that conveys the symbolic meaning to members of the organization to build the culture. Culture provides patterns and order found in area of social life and within organizations (Scott, 2003). Sypawka (2008) defined culture as a pattern of shared basic assumptions that a group learned as it solved problems of external adaption and integration that has worked well enough to be considered valid and therefore to be taught to new members as the correct way to perceive, think, and feel in relationship to those problems. White (2006) determined that the influence of value and culture are more important in holding a company together than the procedures and control systems.

Leadership behaviour and styles have been the focus of extensive studies since the early 1900s. There have been numerous models created to examine leadership and the effectiveness of leadership. One model, created by Bolman and Deal (2001), focuses on the four methods of framing the environment and challenges that are being faced while making decisions. The preferred frame of a leader can be identified and this model has determined that the most effective leader is one who has the ability to use all four frames to make decisions.

Quality Assurance

The term quality assurance refers to systematic, structured and continuous attention to quality in terms of quality maintenance and improvement. Quality assurance involves the systematic review of educational provision to maintain and improve its quality, equity and efficiency. It encompasses school self-evaluation, external evaluation (including inspection), the evaluation of teachers and school leaders, and student assessments. Assurance is the act of giving confidence, the state of being certain or the act of making certain (Abdulrahman, 2014). Quality assurance is a planned and systematic activities implemented in a system so that excellence requirements for a product or service will be achieved or fulfilled. The term quality assurance describes all the planned and systematic action necessary to assure that a product or service will satisfy the specified requirement (Anukam, 2014). The philosophy of quality assurance is based on the assumption that the use of a set of techniques and procedures for transforming products and services can be extensively and successfully use by various organizations to improve the effectiveness, efficiency, cohesiveness, flexibility and competitiveness of a business as a whole and school in particular (Osueke, 2009)

Quality assurance is always targeted at the present and future needs of the customers. Wei et al. (2009) argued that it is possible to convert limited resources into quality product through sound and efficient leadership. The role of leadership in quality assurance is undeniable. In educational organization for instance, the school head (principal) as a leader is expected to set the school goals properly, give direction to the staff and students, bring the members of the group together around the set goals and motivate the followers (Hall & Lord, 2006). Goleman (2016) stated that for effectiveness to be assured, quality assurance usually requires a continuing evaluation of factors that affect the adequacy of the design or specification as well as verification and audits of production, installation and inspection operation. This implies that it is not just the final product that is tested, but there is need to control quality over the whole process of production. In education, more emphasis is paid to continuous assessment because final examinations seem to be an approach for assessing quality of education. Quality assurance was first used in the western world as a proof that a product met certain acclaimed quality. The purpose was intended to build consumer confidence on the products. The term quality is a loose concept which can be measured only in line with ascribed indices. It is a guarantee which implies

that all necessary precautions have been taken to manufacture a certain product to meet the need, expectation and satisfaction of consumers (Osuji & Etuketu, 2019).

Quality assurance was developed in the 1950s and 1960s as a business methodology. Quality was seen as a judgmental concept which helps the consumer to differentiate one product from another. Such judgment was usually made by a consumer and this helps him to determine whether to continue to patronize a particular manufacturer or not. In upper basic education, quality assurance is relatively a new concept of emphasis in western European countries. The rationale for qualities is the need to match programs with individual requirement for manpower. Recently, university education has been affected by globalization, hence quality assurance has become a yardstick by which the standard of programmes run by universities are determined. The quality of global education and the need to compare the standard of one country's education against another's has brought to higher education a new emphasis on quality assurance. Quality assurance in secondary school in Nigeria engages members of major internal and external educational stakeholders and other government agencies in the process of achieving quality education. These include staff of higher education institutions, internal quality assurance units, government agencies (ministerial and administrative officers), local education authority, regional and state supervisory bodies, quality assurance agencies, (autonomous or semi-autonomous), professional associations, faculty, students, Alumni, employers of labour, funding organizations (Hilliges & Kettis, 2013). Quality assurance practices is an effort put forward which strive to maintain quality in Nigerian Secondary Schools' education through approaches such as inspection, evaluation and audit. These approaches are widely practiced to measure quality and ensure whether these practices conform to standards. They are also different and convergent processes at the same time (Okparanze, 2017).

Developing strong quality assurance systems is crucial to support high-quality, inclusive education across Owerri Education Zone in Imo State. Furthermore, quality assurance is vital to create the conditions for facilitating student mobility across Nigeria, in particular through enhanced transparency and trust. Quality assurance also plays a key role in supporting the mutual recognition of upper secondary qualifications and the outcomes of learning periods abroad. Quality assurance is one of the key educational issues. The process of self-evaluation is one of the most important tools to ensure and promote quality in education. The main objective of the self-evaluation project is a systematic and continuous monitoring and improvement of the quality of educational institutions. The purpose of quality assurance in education is to fulfill front and back-end processes in the most efficient and fluid manner, delivering the intended service on-time and within-budget, and going above and beyond in all transactions and interactions with the school community.

METHODOLOGY

Research Design

This study adopted the descriptive survey research design. The researcher's choice to adopt the descriptive-survey research was to gather varying opinions of principals. The design enabled the researcher to collect detailed and factual information that helped to discover the leadership frames adopted by secondary school principals for quality assurance with the use of questionnaire.

Population of the Study

The population of this study comprised principals in all 196 public senior secondary schools in Imo State, therefore, the respondents were one hundred and ninety-one (196) principals from the 196 public senior secondary schools of Imo State (Imo State Secondary Education Management Board [SEMB]).

Sample Size and Sampling Techniques

The study took the census of all the 196 public senior secondary schools in Imo State. The rationale behind this size is because of the small size which the researcher feels is assessable.

Instrument for Data Collection

The research instrument for data collection of data for this study was a self-designed questionnaire titled; Principals' Leadership Frames and Quality Assurance (PLFQAQ). The instrument was divided into Sections A and B. Section A required the respondents' demographic information, while Section B questionnaire items which addressed the subject matter of the study. The responses to the items were assessed on a modified four-point Likert scale of Strongly Agree (SA) - 4; Agreed (A) - 3; Disagreed (D) - 2; and Strongly Disagreed (SD) - 1.

Validity of the Instrument

The face and content validity of the instrument were determined by three experts in the field of measurement and evaluation to study the instrument to ascertain the extent to which the instrument subjectively covered the objectives it purports to measure, and the extent to which the items on instrument are fairly representative of the entire domain the instrument sought to measure. Based on their criticism and suggestions, modifications are affected on the instrument.

Reliability of the Instrument

Reliability for the study was determined using the Cronbach alpha coefficient with the use of test retest method which is an internal form of reliability measurement which assesses the internal consistency of data. The instrument was administered to the (196) principals in Rivers State. After two weeks the instruments were administered again. The correlation yielded a reliability index of .853, which indicated a high internal consistency of the instrument.

Method of Data Collection

Copies of the instrument were distributed to the respondents to elicit the required information from them by the researcher and three other assistants that were duly trained on the mode and method of distribution and how best to interact with respondents. To ensure effectiveness and efficiency: maximum return and a high degree of objectivity. Within an interval of two weeks the completed copies of the instrument were retrieved by the researcher and the three other assistants. The researcher retrieved the copies of the questionnaire after the respondents have completed them. Out of the 196(100%) copies of questionnaire distributed, 185(94.4%) copies of

the questionnaire were returned, while 11(5.6%) copies of the questionnaire were not returned, 8(4.3%) copies of the questionnaire were discarded given their related issues of blank sections while 177 (90.1%) copies were considered as suitable.

Method of Data Analysis

To analyze the data collected, mean and standard deviation statistics were used to answer the various research questions while independent sample t-test was used to test the hypotheses at the 0.05 level of significance. The criterion means of 2.50 was = 2.50. Mean scores of 2.5 and above depicted “Agree” while mean scores below 2.50 showed “Disagree”.

RESULTS

Table 1: Distributions and Retrieved Copies of Questionnaire

Detailed Response Rate	Distributed Copies	Retrieved Copies	Not Retrieved Copies	Discarded Copies	Used Copies
Total	196(100%)	185(96%)	11(4%)	8(2.3%)	177(93.7%)

Table 1 showed that out of the 196(100%) copies of questionnaire distributed, 185(94.4%) copies of the questionnaire were returned, while 11(5.6%) copies of the questionnaire were not returned, 8(4.3%) copies of the questionnaire were discarded given their related issues of blank sections while 177 (90.1%) copies were considered as suitable and subsequently coded into the Statistical Package for the Social Sciences (SPSS) version 25.0.

Respondents Demographic Data

Table 2: Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male Principal	143	80.8	80.8	80.8
	Female Principal	34	19.2	19.2	100.0
	Total	177	100.0	100.0	

Table 2 showed the response rate and distribution category of respondents gender in the study, out of the returned copies, 143(80.8%) of the respondents were male principals while 34(19.2%) of the respondents were female principals in public senior secondary schools in Imo State under study.

Table 3: Respondents Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	54	30.5	30.5	30.5
	Married	97	54.8	54.8	85.3
	Divorced	26	14.7	14.7	100.0
	Total	177	100.0	100.0	

Table 3 showed the response rate and distribution of respondents' Marital Status in the public senior secondary schools in Imo State under study. Out of the copies retrieved, 54(30.5%) of the respondents were singled, 97(54.8%) of the respondents are married while 26(14.7%) of the respondents are divorced. This shows that majority of the respondents are married.

Table 4: Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31-40 years	57	32.2	32.2	32.2
	41-50 years	82	46.3	46.3	78.5
	51 years and Above	38	21.5	21.5	100.0
	Total	177	100.0	100.0	

Table 4 showed the response rate and distribution of respondents' age bracket in the public senior secondary schools in Imo State under study. Out of the copies retrieved, 57(32.2%) of the respondents were 31-40 years of age, 82(46.3%) of the respondents were within the age bracket of 41-50 years while 38(21.5%) of the respondents are 51 years and above in the public senior secondary schools in Imo State under study.

Table 5: Education Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BS.c/BED/HND Degree	88	49.7	49.7	49.7
	M.ED/M.Sc. Degree	63	35.6	35.6	85.3
	Others	26	14.7	14.7	100.0
	Total	177	100.0	100.0	

Table 5 indicates the respondents' educational category in the public senior secondary schools in Imo State under study, out of the number retrieved, 88(49.7%) of the respondents are BSc/BED/HND Degree holders, 63(35.6%) of the respondents are Master's degree holders while 26(14.7%) of the respondents are holders of other certificate.

Table 6: Years of Service of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10 years	26	14.7	14.7	14.7
	11-20 years	74	41.8	41.8	56.5
	21-30 years	49	27.7	27.7	84.2
	31 years and Above	28	15.8	15.8	100.0
	Total	177	100.0	100.0	

Table 6 indicates the response rate and distribution on respondents' years of working experience with the public senior secondary schools in Imo State under study. Out of the retrieved copies of questionnaire, 26(14.7%) of the principals indicates that they have work experience for a period of 1-10 years, 74(41.8%) of the respondents had for a period of 11-20 years, 49(27.7%) had work for a period of 21-30 years while 28(15.8%) had work for a period of 31 years and above in the public senior schools under study.

Answers to Research Questions

Research Questions One: What are the various principals' leadership frames for quality assurance in public senior secondary schools in Imo State.

Table 7: Showing mean and standard deviation on the various principals' leadership frames and quality assurance in public senior secondary schools in Imo State

	Mean	SD.	Remark
1. Human resource leadership frames enhances quality assurance.	3.1469	.90510	Agree
2. Structural leadership frames influences quality assurance.	3.2316	1.24659	Agree
3. Symbolic leadership frames facilitates quality assurance.	3.1186	.84782	Agree
Grand Mean	3.1657	.9998	Agree

The first research question states "What are the various principals' leadership frames influencing quality assurance in public senior secondary schools in Imo State? The purpose of this research question is to determine the various principals' leadership frames influencing quality assurance in public senior secondary schools in Imo State. To answer this question, the responses on item 1-3 of section "B" of the questionnaire were computed using mean and standard deviation in table 7. The result of the analysis revealed a grand mean of 3.1657 and a cumulative standard deviation of .9998. The descriptive statistics of responses to these items agree to the various principals' leadership frames (human resource, structural leadership and symbolic) influences quality assurance in public senior secondary schools in Imo State.

Research Questions Two: How does principals' leadership human resource frame influence quality assurance in public senior secondary schools in Imo State.

Table 8: Showing mean and standard deviation on how principals' leadership human resources frames influences quality assurance in public senior secondary schools in Imo State

	Mean	SD.	Remark
4. Schools are not bricks and mortar, but primarily communities of people who need each other to influence quality assurance	2.9153	1.09682	Agree
5. principals invest in the education of staff, and they build trust and caring to influence quality assurance	3.0113	1.04440	Agree
6. Principals take care of human resources by securing benefits, raises, and providing quality service	2.8192	1.00061	Agree
7. Principals seek initiatives that improve person-to-person understanding, learning, and communication	2.8814	.99575	Agree
Grand Mean	2.9068	.8286.	Agree

The second research question states "How does principals' leadership Human Resources Frames influence quality assurance in public senior secondary schools in Imo State? The purpose of this research question is to determine how does principals' leadership Human Resources Frames influence quality assurance in public senior secondary schools in Imo State. To answer this question, the responses on item 4-7 of section "B" of the questionnaire were computed using mean and standard deviation in table 8. The result of the analysis revealed a grand mean of 2.9068 and a cumulative standard devotion of .8286. The descriptive statistics of responses to

these items agree that principals' leadership Human Resources Frames influence quality assurance in public senior secondary schools in Imo State. This means that majority of the respondents agree that principals' leadership Human Resources Frames influence quality assurance in public senior secondary schools in Imo State.

Research Questions Three: How does principals' leadership Structural Frames influence quality assurance in public senior secondary schools in Imo State

Table 9: Showing mean and standard deviation on how principals' leadership Structural Frames influence quality assurance in public senior secondary schools in Imo State

	Mean	SD	Remark
8. Principals have their hands on the gears needed to create reliable responses to influence quality assurance	3.141	.957	Agree
9. Rules, procedures, and definitions are needed for safety and predictability to influence quality assurance	3.016	.968	Agree
10. Principals provides clarity for their subordinates and promotes quality assurance	2.881	1.029	Agree
11. A good leader use framing to help motivate employees and enhance quality assurance	2.971	1.052	Agree
Grand Mean	3.0028	1.0018	Agree

The Third research question states “how does principals' leadership Structural Frames influence quality assurance in public senior secondary schools in Imo State? The purpose of this research question is to determine how does principals' leadership Structural Frames influence quality assurance in public senior secondary schools in Imo State. To answer this question, the responses on item 8-11 of section “B” of the questionnaire were computed using mean and standard deviation in table 9. The result of the analysis revealed a grand mean of 3.0028 and a cumulative standard devotion of 1.0018. The descriptive statistics of responses to these items agree that principals' leadership Structural Frames influence quality assurance in public senior secondary schools in Imo State. This means that majority of the respondents agree that principals' leadership Structural Frames influence quality assurance in public senior secondary schools in Imo State.

Research Questions Four: How does principals' leadership Symbolic Frames influence quality assurance in public senior secondary schools in Imo State.

Table 10: Showing mean and standard deviation on how does principals' leadership Symbolic Frames influence quality assurance in public senior secondary schools in Imo State

	Mean	SD.	Remark
12. Principals addresses people's needs for a sense of purpose and meaning in their work to enhance quality assurance	2.8983	1.10312	Agree
13. Principals focuses on inspiring people by making the organization's direction feel significant and distinctive	2.8983	1.10826	Agree
14. Symbolic leadership frames are creating a motivating vision, and recognizing superb performance	2.9492	1.04049	Agree
15. Symbolic leadership emphasizes on how humans use meaning, belief, and faith to create a culture that will enhance quality assurance	2.9209	1.05230	Agree
Grand Mean	2.9166	1.0760	Agree

The fourth research question states “How does principals’ leadership symbolic frames influence quality assurance in public senior secondary schools in Imo State? The purpose of this research question is to determine principals’ leadership symbolic frames influence quality assurance in public senior secondary schools in Imo State. To answer this question, the responses on item 12-15 of section “B” of the questionnaire were computed using mean and standard deviation in table 10. The result of the analysis revealed a grand mean of 2.9166 and a cumulative standard deviation of 1.0760. The descriptive statistics of responses to these items agree that principals’ leadership Symbolic Frames influence quality assurance in public senior secondary schools in Imo State. This means that majority of the respondents agree to the manifest indicator of the study variable that principals’ leadership symbolic frames influence quality assurance in public senior secondary schools in Imo State.

Test of Hypotheses

The study hypotheses were tested using t-test analysis with the aid of statistical package for social science (SPSS, 25.0) at 95% level of confidence and a (0.05%) level of significance in order to draw conclusion and make generalization to the study population. The decision rule: if the test statistic obtained from the sample falls within the acceptance region at $P < 0.05$ level of significant at $t < 1.96$; our decision will be to reject the null hypothesis if $P > 0.05$ at $t > 1.96$; otherwise accept null hypothesis.

Hypothesis 1: There is no significant difference between the mean response rating of male and female principals on the various leadership frames for quality assurance in public senior secondary schools in Imo State.

Table 11: Summary of independent t-test analysis on the difference between the opinion of the male and female principals on the various leadership frames for quality assurance in public senior secondary schools in Imo State

Respondents	n	\bar{x}	SD	Df	t_{cal}	t_{tab}	Sig.	Decision
Male Principal	143	12.69	1.83	175	1.118	1.96	0.136	Not Significant
Female Principal	34	11.94	2.07					

Table 11 indicates that $t_{cal} = 1.12$, $df = 175$, and $t_{tab} = 1.96$. Therefore, since $t_{cal} < t_{tab}$ and $P = 0.136 > 0.05$, hence, there is no significant difference between the opinion of male and female principals responses on the various leadership frames for quality assurance in public senior secondary schools in Imo State. Therefore, the null hypothesis one is retained at the 0.05 level of significance.

Hypothesis 2: There is no significant difference between the mean response rating of male and female principals regarding their leadership human resources frames for quality assurance in public senior secondary schools in Imo State.

Table 12: Summary of independent t-test analysis on the difference between the opinion of male and female principals regarding their leadership human resources frames for quality assurance in public senior secondary schools in Imo State

Respondents	n	\bar{x}	SD	Df	t_{cal}	t_{tab}	Sig.	Decision
Male Principal	143	13.09	1.50	175	28.73	1.96	0.000	Significant
Female Principal	34	5.47	0.75					

Table 12 indicates that $t_{cal} = 28.73$, $df = 175$, and $t_{tab} = 1.96$. Therefore, since $t_{cal} > t_{tab}$ and $P = 0.000 < 0.05$, hence, there is significant difference between the opinion of male and female principals responses regarding their leadership human resources frames for quality assurance in public senior secondary schools in Imo State. Therefore, the null hypothesis two is rejected at the 0.05 level of significance.

Hypothesis 3: There is no significant difference between the mean response rating of male and female principals regarding their leadership structural frames for quality assurance in public senior secondary schools in Imo State.

Table 13: Summary of independent t-test analysis on the difference between the opinion of male and female principals regarding their leadership structural frames for quality assurance in public senior secondary schools in Imo State

Respondents	n	\bar{x}	SD	Df	t_{cal}	t_{tab}	Sig.	Decision
Male Principal	143	13.06	1.56	175	14.32	1.96	0.000	Significant
Female Principal	34	7.59	3.29					

Table 13 indicates that $t_{cal} = 14.32$, $df = 175$, and $t_{tab} = 1.96$. Therefore, since $t_{cal} > t_{tab}$ and $P = 0.000 < 0.05$, hence, there is significant difference between the opinion of male and female principals responses regarding their leadership structural frames and quality assurance in public senior secondary schools in Imo State. Therefore, the null hypothesis three is rejected at the 0.05 level of significance.

Hypothesis 4: There is no significant difference between the mean response rating of male and female principals regarding their leadership symbolic frame for quality assurance in public senior secondary schools in Imo State.

Table 14: Summary of independent t-test analysis on the difference between the opinion of male and female principals regarding their leadership symbolic frame for quality assurance in public senior secondary schools in Imo State

Respondents	n	\bar{x}	SD	Df	t_{cal}	t_{tab}	Sig.	Decision
Male Principal	143	13.11	1.65	175	25.12	1.96	0.000	Significant
Female Principal	34	5.56	1.21					

Table 14 indicates that $t_{cal} = 25.12$, $df = 175$, and $t_{tab} = 1.96$. Therefore, since $t_{cal} > t_{tab}$ and $P = 0.000 < 0.05$, hence, there is significant difference between the opinion of male and female principals responses regarding their leadership symbolic frame for quality assurance in public senior secondary schools in Imo State. Therefore, the null hypothesis four is rejected at the 0.05 level of significance.

DISCUSSION

The study examined principals' leadership frames for quality assurance in public senior secondary schools in Imo State. In discussing the findings of this study, the researcher has followed the order of the data analyzed using relevant literatures to support the findings and results:

Hypothesis one which states, "there is no significant difference between the mean response rating of male and female principals on the various leadership frames and quality assurance in public senior secondary schools in Imo State" was retained because there was no significant difference between the opinion of male and female principals on the various leadership frames for quality assurance in public senior secondary schools in Imo State as revealed in table 14. The findings shows the various leadership frames adopted by principals of public senior secondary schools in Imo State. This finding is corroborated by Nkwoh (2011) on analysis of administrative roles of principal in Private Secondary Schools in Aba education Zone of Abia State. The study investigated the administrative roles of Private Secondary School Principals in Aba Education Zone of Abia State. The result was analyzed using mean and standard deviation. The result revealed that principals were moderately effective in financial and school business administration, students' personnel administration, staff personnel administration, instruction and curriculum development and in general tasks. The principals were effective in school – community relations and they were not effective in school plants. This study also support the study carried out by Bolman and Deal (2008) on the categorization of principal leadership frame. They categorized leadership frames into four frames; they are structural, human resource, political and symbolic frames. Daniel et al. (2018) stated that the four frames speak to both "what one may try to change (the product) and how they go about changing it (the process).

Hypothesis two which states, "There is no significant difference between the mean response rating of male and female principals regarding their leadership human resources frames for quality assurance in public senior secondary schools in Imo State" was rejected because there was significant difference between the mean response rating of male and female principals regarding their leadership human resources frames for quality assurance in public senior secondary schools in Imo State as revealed in table 15. This finding is corroborated by Adeyemic and Bolarinwa (2013) study on principal leadership style and students' academic performance in secondary school in Ekiti state, Nigeria. It was correlational research by design. The study population comprised all the 175 secondary schools in the state. Out of these, samples of 140 secondary schools were selected through the simple random sampling technique. Out of the 7,284 teachers in the schools 2,560 teachers were selected for the study through stratified random sampling technique. It was found that the democratic style of leadership was the prevalent leadership style used by school principals in the Ekiti State. The autocratic leadership style was found to be significantly related with student's academic performance.

The human resource frame focuses attention on human needs and assumes that organizations that meet basic human needs will work better than those that do not. Human resources leaders value relationships, feelings and seek to lead through facilitation and empowerment. The human resource frame evolved around the work of those who questioned the philosophy that employees were motivated and entitled to only a paycheck, Mary Parker Follett and Elton Mayo (Bolman & Deal, 2008). Follett believed that managers and workers should view themselves as partners (Robbins, 2003) and saw the importance of the social aspects of organizations. Mayo worked with groups to see that group behavior and sentiment had a significant effect on individual behavior. These early pioneers in the human relations movement spurred on other researchers that show the importance of understanding human needs and their impact on organizational effectiveness

Hypothesis three which states, “There is no significant difference between the mean response rating of male and female principals regarding their leadership structural frames for quality assurance in public senior secondary schools in Imo State” was rejected because there was significant difference between the mean response rating of male and female principals regarding their leadership structural frames for quality assurance in public senior secondary schools in Imo State as revealed in table 16. This finding is in line with the study by Okparanze (2015) on principals’ leadership behaviors as correlate of effective teaching and learning in secondary schools in Orlu Education Zone of Imo state. The design was a correlational survey. The sample size of 224 respondents (127 teachers and 97 principals) was drawn from a population of 1268 teachers and 97 principals through simple random sampling technique. The instrument was validated by experts and reliability co-efficient of 0.93 established. Means were used to answer the research question while Pearson ‘r’ correlation method was used to test the hypotheses. It was found among others that the principals’ strict insistence on teacher’s absolute obedience and compliance to his directives may lead to teachers and students adherence to teaching and learning. The ability of principals to encourage interpersonal relationship among the students and teachers creates positive teaching and learning environment. Base on the findings, it was recommended among others that school principals should imbibe a mixture of autocratic and democratic styles of leadership in their school administration on orders to enhance better job performance among teachers.

The structural frame emphasizes goals and efficiency. It assumes that leaders operate by defining clear and established goals (Mabel et al., 2015). The structural frame is based upon the classic and popular ways of thinking about organizations. This frame is rooted in the belief that organizations should be designed for maximum efficiency and is focused on the early works of Frederick Taylor and the approach he labeled scientific management (Bolman & Deal, 2008). Taylor sought to create change by establishing guidelines for management and workers to improve efficiencies and productivity (Robbins, 2003). This frame is rooted in the work of German economist and sociologist Max Weber (Ololube, 2019). Weber focused on the concept of bureaucracy as a new phenomenon as organization moved away from patriarchal organizations. The ideal bureaucracy had six major features: job specialization/fixed division of labor, authority hierarchy, formal selection/technical qualifications, formal rules and regulations, impersonality, and career orientation (Ololube, 2018).

Hypothesis four which states, “There is no significant difference between the mean response rating of male and female principals regarding their leadership symbolic frame for quality

assurance in public senior secondary schools in Imo State” was rejected because there was significant difference between the mean response rating of male and female principals regarding their leadership symbolic frame for quality assurance in public senior secondary schools in Imo State as revealed in table 14. This finding is corroborated by Lawrence (2009) in Ololube (2018) on teachers’ perception of the instructional leadership role of the secondary school principals. The finding also revealed that many principals are incompetent because they lack professional training. Recommendations were made based on the findings among them which are that both teachers and principals should grow professionally through conferences, seminars, workshop, internal training and short-term courses. Government should enhance teachers’ perception of instructional principal leadership by prompt payment of teachers’ salaries and allowances.

Since there is no way to micromanage every action, the symbolic frame reinforces a shared culture that influences all decisions telling the outside community how they do things around the school community. Meetings are as much about symbolism as they are about content, - get the symbolism right as much as the details. Leaders are always working in the symbolic frame, no matter what other frame they are focusing on. In symbolic frame, organizations are such as inspirational leaders (Jeffery, 2014). Similarly, Mabel et al. (2015) added that symbolic frame sees a chaotic world in which meaning and predictability are social creations and facts are interpretative rather than objective. Organizations develop symbols and culture that shape human behaviour unobtrusively and provide a shared sense of mission and identity.

CONCLUSION

The study examined principals’ leadership frames influence quality assurance in public senior secondary schools in Imo State. Consequently, based on the findings of the study, it was revealed that quality assurance in public senior secondary schools in Imo State can be achieve when the principals adopt different leadership frames as a strategic tool to bring about committed teachers towards their job. This is stems from the fact that the principals are responsible for the development and production of high-level manpower within the context of the needs of the schools. In view of these assertions and the accompanying empirical evidence as seen from the various mean score, the following conclusions were stated:

- There was no significant difference between the opinion of male and female principals’ responses on the various leadership frames for quality assurance in public senior secondary schools in Imo State.
- There was significant difference between the opinion of male and female principals responses regarding their leadership human resources frames for quality assurance in public senior secondary schools in Imo State.
- There was significant difference between the opinion of male and female principals responses regarding their leadership structural frames for quality assurance in public senior secondary schools in Imo State.
- There was significant difference between the opinion of male and female principals responses regarding their leadership symbolic frame for quality assurance in public senior secondary schools in Imo State.

Recommendations

Considering the findings, discussion and conclusions of this study, the following recommendations were made:

- The results of this study recommend that in order to achieve a high and distinguished quality assurance in public senior secondary schools in Imo State, principals should consider adopting the various leadership frames such as human resources frames, structural frames, symbolic frames and political frames that most suit the prevailing circumstances.
- It is necessary that principals in public senior secondary schools in Imo State should apply human resource leadership frame, through which staff/teachers interest are motivated hence the assumption that organisations that meet basic human needs will work better than those that do not, and as such should be encouraged as a sure means of gaining employee commitment which will greatly ensure quality assurance.
- Base on structural leadership frame, principal of public senior secondary schools should differentiate people to specific roles as to coordinate diverse activities through policies, procedures, rules and chain of command. This will contribute greatly in no small measure to the quality assurance in public senior secondary schools in Imo State.
- For quality to be assured in public senior secondary schools in Imo State, principals should consider symbolic leadership frame. Symbolic leaders instill a sense of enthusiasm and commitment through charisma and drama, thereby emphasizing the values of their schools through specific stories of their background and creating a culture to support the vision of the school.

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