



Research Article

PRINCIPALS' PLANNING SKILLS AND ITS INFLUENCE ON SUSTAINABLE QUALITY ASSURANCE IN GOVERNMENT TECHNICAL COLLEGES IN THE SOUTH WEST REGION OF CAMEROON

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ABSTRACT

The study was carried out to investigate “principals planning skills and its influence on sustainable Quality Assurance in Government Technical Colleges in the South West Region of Cameroon. The researcher made use of mixed method with sequential Exploratory design. The instrument used for data collection was questionnaire and interview guide. The sample was made up of 392 teachers and 11 principals proportionately selected from four Divisions (Fako, Meme, Ndiang and Manyu). Data was analysed using inferential and descriptive statistics. The descriptive statistical tools used were frequency count, percentages and multiple responses options which aimed at calculating the summary of findings. To test the hypothesis, the Regression analysis was used. On the other, the qualitative data derived from interview were analysed using the thematic analysis approach with the aid of themes, and quotations. After verifying the hypotheses of the study, analysis showed that principals' planning skills ($\beta=0.275$, $p=0.011$, <0.05) are positively and significantly associated with sustainable quality assurance. Based on the findings, it was recommended that; principals prioritize the development and enhancement of their planning skills in aspects such as attending workshops or pursuing relevant training programs to promote sustainable quality assurance.

KEYWORDS

Principals, Planning Skills, Sustainable Quality Assurance, Government Technical Colleges.

INTRODUCTION

Principals and teachers determine the quality of learning and instructions that is given to learners in technical colleges. In this light, principals must be equipped with appropriate planning skills for effectiveness and efficiency in an educational system to enable sustainable quality assurance. Quality assurance is the ability of an institutions to meet the expectations of the users of manpower in relation to the quality of skills acquired by their outputs (Akindutire & Ajayi, 2007). As noted by Yasir, & Mamdou (2023) Sustainable quality assurance is an innovative approach to management emphasizing continuous improvement and long-term planning to enhance an organization's overall performance and maintain a competitive edge within the sector. Sustainable quality assurance core values include continuous improvement, customer focus, leadership role, innovation, adaptation, transparency, and social responsibility (Okorie, 2001). The societal expectation of quality outputs from training institutions makes the students the primary focus of attention in any instructional programme. Principals' and teachers are expected to make teaching learners-centered as they plan and create an enabling environment for the students to interact with learning materials to become self-confident and self-reliant. Thus, contributing meaningfully to the socio-economic development of society. Principal's planning skills refer to principals' ability to successfully set goals, identify strategies, allocate resources, and establish timeline to achieve desired outcome.

According to Megbu (2005), planning is an attempt to raise the rationality of decision-making, carefully specifying objective and systematically shifting alternative policy instruments to find the optimal means of achieving the objectives. Planning function has four important goals; to offset uncertainty and change, to focus attention on objectives, to gain

economical operations and to facilitate control. Obi (2003) further identified 3 main features in every plan to include, every plan must be future oriented, it deals with predetermined objectives or decisions, and it must be a process or a strategy. In education, planning is concerned mainly with identification and clarification of goals and performance objective for the purposes of effectiveness, efficiency, accountability, and economy (Ugwulashi, 2011). The implication is that administrators should engage in planning to give direction to the activities of an institution by clarifying goals to their staff. Schools' administrators must prepare a plan that will embrace the subjects in the school curriculum, the number of students, the number of classes, and qualification of teachers to teach the various subjects as well as the instructional materials required for effective teaching. School administrators must prepare quite on time the school timetable before resumption from holidays and possible clashes must be resolved before classes commence.

Principals' planning skills are vital in creating a vision for Technical Colleges and creating a clear pathway towards achieving sustainable quality assurance. By setting specific, measurable, attainable, relevant, and time-bound (SMART) goals, principals provide a framework for growth and improvement. According to Smith and O'Day (2020), effective planning enables principals to align the college's mission and vision with strategic objectives, fostering a sense of direction and purpose among staff and students. Principals who possess strong planning skills are better equipped to identify the needs of the college, prioritize initiatives, and allocate resources, accordingly, ensuring sustainable quality assurance.

Strategic planning by principals in government technical colleges facilitates the establishment of

robust quality assurance systems. These systems encompass a range of activities, such as curriculum development, instructional practices, assessment methods, and staff professional development. By engaging in comprehensive planning, principals can identify areas that require improvement, design evidence-based interventions, and monitor progress towards sustainable quality enhancement. As noted by James and Davis (2021), the effective implementation of sustainable quality assurance systems requires a strategic approach that encompasses long-term planning, stakeholder engagement, and continuous evaluation. Principals who possess strong planning skills can effectively lead these efforts and ensure sustainable quality assurance in government technical colleges. Planning skills also enable principals to effectively manage resources, both human and material, in government technical colleges. Through careful planning, principals can allocate resources efficiently, ensuring that they are utilized to their fullest potential. As argued by Wilson and Raman (2019), resource allocation is a critical aspect of sustainable quality assurance, and principals with strong planning skills are better positioned to make informed decisions regarding resource management.

According to a study by Chen and Chen (2019), a comprehensive planning outline should include key components such as goal setting, resource allocation, implementation strategies, and evaluation mechanisms. Setting clear goals allows principals to align their activities with the desired outcomes, while resource allocation ensures that sufficient resources are allocated to support sustainable quality assurance initiatives. Implementation strategies help guide the execution of planned activities, and evaluation mechanisms enable principals to assess the effectiveness of their efforts and make necessary adjustments. In addition to goal setting, resource

allocation, implementation strategies, and evaluation mechanisms, principals should also consider the integration of sustainability principles into their planning activities. Sustainable quality assurance involves not only immediate improvements but also long-term viability and environmental responsibility. As highlighted by Gornitzka et al. (2020), sustainable quality assurance in education requires a holistic approach that considers social, economic, and environmental dimensions. Principals can incorporate sustainability principles by promoting environmentally friendly practices, fostering social inclusivity, and ensuring economic viability in their planning activities. This integration will contribute to the long-term success and relevance of technical colleges in a rapidly changing world. Buttress by Kehm and Stensaker (2020), they said stakeholder involvement promotes transparency, inclusivity, and shared responsibility since Engaging stakeholders in the planning process allows them to provide valuable insights, contribute diverse perspectives, and take ownership of the outcomes. By involving stakeholders, principals can build a collective commitment to sustainable quality assurance and foster a culture of continuous improvement in technical colleges working in line with delegation of tasks.

The delegation of planning tasks by principals plays a significant role in ensuring sustainable quality assurance in technical colleges. Principals often have numerous responsibilities, and by delegating planning tasks to competent individuals or teams, they can distribute the workload and tap into the expertise of others. Delegation allows principals to focus on strategic decision-making while empowering staff members to contribute to the planning process. According to a study by Al-Hawamdeh and Al-Sawalqah (2020), effective delegation involves clear communication of expectations, proper assignment of

responsibilities, and ongoing support and monitoring. To ensure successful delegation of planning tasks, principals should consider the capabilities and expertise of their staff members (Stensaker et al. 2018)

From a theoretical point of view, The Human Relation Theory (Hawthorne Experiment) by George Elton Mayo (1924) holds that the productivity of the employees is not the function of only physical conditions of work and money wages paid to them. Productivity of employees depends heavily upon the satisfaction of the employees in their work situation. According to Mayo (1924), of all the human factors influencing employee behaviour, the most powerful were those emanating from the worker's participation in social groups. Thus, the human relation theory (Hawthorne experiment) is significant to this study in that, for principals in technical Colleges to be able to achieve sustainable quality assurance, they need to be cognizance with the relevant of good interpersonal relationship amongst staff and leader during the planning process, allowing room for participation and good communication thus overall increased productivity and sustainable quality assurance.

Context of the Study

Technical education in Cameroon aims to develop creativity, initiative, and an entrepreneurial spirit in citizens, with the goal of producing economically productive, enterprising, and adaptable graduates capable of keeping up with advancements in science and technology. The National Education Forum of 1995 emphasized the need for technical and vocational education to establish a link between education and employment, teaching subjects that support a free-market economy and self-employment (Mbua, 2003). Technical education in Cameroon encompasses vocational and technical colleges/high schools, with the English Sub-system of Education focusing on

technical schools. Technical education in Cameroon is divided into two levels: the first cycle (class 1-5) and the second cycle (class 6-7). Technical secondary schools specialize in the study of technical and vocational subjects, offering a range of trades such as building construction, woodworking, fashion and textile, business studies, electricity, secretariat work, accountancy, and catering. The curriculum is designed to equip students with the necessary skills and scientific knowledge, exposing them to new technologies for sustainable quality development and employment (Okorie, 2001).

Several ministries play a role in technical education in Cameroon. The Ministry of Secondary Education oversees general and technical secondary education, as well as teachers' training colleges. The Ministry of Employment and Vocational Training is responsible for post-primary education and vocational training, while the Ministry of Higher Education handles post-secondary education and the training of secondary school teachers and principals. Technical education in Cameroon faces various challenges. According to Megan (2007). The socio-economic environment is characterized by a weak national economy, high population growth, a growing labor force, and a lack of wage employment opportunities, particularly in the industrial sector. Additionally, there are issues of poor quality, inequities, weak monitoring and evaluation mechanisms, inadequate financing, and ill-adapted organizational structures. Despite efforts to improve technical education, the acquisition of technical skills by graduates remains low, performance of students in examinations are poor, leading to difficulties in finding employment or being employed in fields unrelated to their training. The overarching issue that precipitated this study is unsustainability of quality assurance in Technical Colleges in students' performance and skills acquisition. We suspect this could be due to inappropriate principals planning skills.

To address these challenges, the government has implemented innovations in anglophone technical education to improve the quality and relevance of technical education in the country. In 2019, there was the restructuring of technical colleges with an introduction of a two-level system, the Intermediate Technical Certificate (ITC) as the end of the first cycle and the Advanced Technical Certificate (ATC) for the more academically inclined students in the second cycle. These changes aim to improve the quality and standards of technical education in Cameroon. Technical education in Cameroon aims to develop creative, self-reliant, and adaptable graduates capable of meeting the evolving demands of science and technology. planning skills of principals in government technical colleges and their influence on sustainable quality assurance pose a significant challenge in educational management. The effectiveness of principals' planning skills in fostering sustainable quality assurance remains a topic requiring further investigation. While planning is recognized as a crucial aspect of leadership, there is a lack of empirical research examining the specific planning skills and strategies that principals should possess to ensure sustainable quality assurance. This knowledge gap hampers the development of targeted training programs and support initiatives to enhance principals' planning abilities. Many professional development programs primarily focus on instructional leadership and management skills, often neglecting the importance of planning as a core competency. This gap in professional development can limit principals' ability to effectively set goals, allocate resources, and implement evidence-based interventions for sustainable quality assurance. There is a need to align professional development programs with the development of planning skills, ensuring that principals are equipped with the necessary competencies to drive sustainable quality assurance in government technical

colleges. It is crucial to establish evaluation frameworks that measure the influence of principals' planning skills on sustainable quality assurance, providing valuable insights for continuous improvement in government technical colleges in the South West Region of Cameroon.

This study had as major objective to evaluate principals' planning skills and its influence on sustainable quality assurance in government technical colleges in the South West Region of Cameroon. Specifically, the study sought to:

1. Examine the influence of planning activities on sustainable quality assurance in Government Technical Colleges in the South West Region of Cameroon.
2. Assess the impact of principals' delegation of planning task on sustainable quality assurance in Government Technical Colleges in the South West Region of Cameroon.

Based on the above objectives, one general hypothesis was tested to verify the significant effect between principals' planning skills and sustainable quality assurance in Government Technical Colleges.

METHODS

Mixed method with a sequential exploratory research design was adopted for this study. The instrument used for data collection was questionnaire and interview guide. The sample was made up of 392 teachers and 11 principals proportionately selected from four Divisions (Fako, Meme, Ndian and Manyu). Data was analysed using inferential and descriptive statistics. The descriptive statistical tools used were frequency count, percentages and multiple responses options which aimed at calculating the summary of findings. To test the hypothesis, the Regression analysis was used. On the other hand, the qualitative

data derived from interview were analysed using the thematic analysis approach with the aid of themes, and quotations. Finally, findings were presented using frequency distribution and thematic tables and on charts with all inferential statistics presented at 95% level of confidence interval with alpha set at 0.05 levels, accepting 5% margin of error.

FINDINGS AND DISCUSSIONS

The presentation and discussion of findings was done by first presenting the demographic data to explain the sample, followed by quantitative (Descriptive statistics), then qualitative accompanied by discussion and the inferential data for both.

Demographic Data

The gender distribution of teachers was as follows: 179 (47.9%) of the 374 teachers were male, while 195 (52.1%) were female. Distribution of teachers by highest qualification: 135 (36.1%) of instructors hold DIPES 1 or similar, followed by 119 (31.8%) of teachers who hold

DIPET II or equivalent. Other credentials are held by 120 (32%) of the teachers. Finally, teachers are distributed based on their length of service. Most of the teachers, 135 (36%) have worked for 6 to 10 years, while 105 (28.1%) have worked for 0 to 5 years. 75 (20.1 percent) have worked between the ages of 11 and 15. Finally, 59 (15.8 percent) of teachers have been in the profession for more than 15 years.

Among the 11 principals interviewed, 8 were male and 3 were female. The highest qualification for 9 of the principals was DIPET II while two of the principal's highest qualification was DIPES I. Based on longevity in the post, 4 of the principals have been the head of their school for less than 5 years while 7 of the principals have been principals for more than 5 years.

Planning Activities and Sustainable Quality Assurance in Technical Colleges

The table below depicts teachers' opinion on planning activities by principals and sustainable quality assurance in technical colleges.

Table 1: Assessing planning activities by principals on Sustainable Quality Assurance

Items	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Collapsed	
					SA/A	D/SD
Principal come out clearly with outline of activities for their school.	150 (40.1%)	179 (47.9%)	0 (0.0%)	45 (12.0%)	329 (90.0%)	45 (10.0%)
Principal consistently generate new ideas and initiate new activities towards school objectives.	135 (36.1%)	164 (43.9%)	45 (12.0%)	30 (8.0%)	299 (80.0%)	75 (20.0%)
Principal pays attention to school details	135 (36.1%)	150 (40.1%)	60 (16.0%)	29 (7.8%)	285 (76.2%)	89 (23.8%)
The principal clearly communicates expected tasks to teachers.	120 (32.1%)	119 (31.8%)	45 (12.0%)	90 (24.1%)	239 (63.9%)	135 (36.1%)
Principal always clearly determine the stages of different activities.	104 (27.8%)	120 (32.1%)	45 (12.0%)	105 (28.1%)	224 (59.9%)	150 (40.1%)
Multiple Response options	644 (34.4%)	732 (39.1%)	195 (10.4%)	299 (16.1%)	1376 (73.5%)	494 (26.5%)

In aggregate most (73.5%) of the teachers agreed that clear outline of planning activities by principals influence sustainable quality assurance in technical colleges. Majority 329(90.0%) of the teachers agreed that principals provide a clear outline of activities for their school. When principals provide a clear outline of activities for their school that is the specific steps, timelines, and resources required to accomplish goals, providing both teachers and administrators with a shared understanding of the path forward, it helps establish a structured framework for achieving school objectives and implementing sustainable quality assurance initiatives. This clarity promotes alignment and coordination among stakeholders, enabling them to work collaboratively towards sustainable quality assurance. This is consistent with the study of Leithwood & Jantzi (2008).

Also, 299(80.0%) indicated that principal consistently generate new ideas and initiate new activities towards school objectives. Principals who actively seek out and implement new initiatives contribute to organizational growth and improvement. Their ability to generate fresh ideas and take proactive steps towards achieving school objectives can enhance the quality of education and promote sustainable quality assurance. Supporting this, Hoy & Miskel (2013) emphasised that, Innovative principals foster a culture of innovation and continuous improvement which encourage teachers and staff to explore new approaches and strategies to ensure sustainable quality assurance. Moreover, findings showed that majority 285(76.2%) of the

teachers agreed that principal pays attention to school details. When principals pay attention to details, they can identify areas of improvement, address potential challenges, and ensure that quality assurance measures are implemented effectively (Marzano, Waters, & McNulty, 2005).

Similarly, 239(63.9%) of the teachers agreed that principals clearly communicate expected tasks to teachers. Clear communication of expected tasks is crucial for effective implementation of sustainable quality assurance initiatives. According to Hallinger & Heck (1996). When principals clearly communicate their expectations to teachers, it provides clarity and promotes a shared understanding of goals and objectives. This allows teachers to align their efforts with the overall vision and objectives of the school, resulting in a coordinated and coherent approach to sustainable quality assurance. Finally, majority 224(59.9%) of the teachers agreed that principal always clearly determine the stages of different activities. Principals who clearly define activity stages provide a roadmap for teachers and staff, facilitating effective implementation and evaluation of quality assurance processes (Leithwood, Harris, & Hopkins, 2020).

Principals' Delegation of Planning Task on Sustainable Quality Assurance in Technical Colleges

The table below depicts teachers' opinion of principals' delegation of planning task on sustainable quality assurance in technical colleges.

Table 2: Assessing principals' delegation of planning task on sustainable quality assurance.

Items	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Collapsed	
					SA/A	D/SD

Principal delegate task to teachers to give them some sense of responsibility towards school goals.	165 (44.1%)	180 (48.1%)	14 (3.7%)	15 (4.0%)	345 (92.2%)	29 (7.8%)
Principal keeps tracks of time, making to do list and prioritizing school delegated task.	149 (39.8%)	180 (48.1%)	30 (8.0%)	15 (4.0%)	329 (88.0%)	45 (12%)
Principal always plans school activities in advance	165 (44.1%)	150 (40.1%)	15 (4.0%)	44 (11.8%)	315 (84.2%)	59 (15.8%)
Good planning skills contributes to sustainable quality assurance.	105 (28.1%)	150 (40.1%)	60 (16.0%)	59 (15.8%)	255 (68.2%)	119 (31.8%)
Principal follows up and maintain accountability for delegated tasks on a regular basis.	149 (39.8%)	105 (28.1%)	45 (12.0%)	75 (20.0%)	254 (67.9%)	120 (32.1%)
Multiple Response options	733 (39.2%)	765 (40.9%)	164 (8.8%)	208 (11.1%)	1498 (80.1%)	372 (19.9%)

In aggregate most of the teachers agreed that principals' delegation of planning task influence sustainable quality assurance in technical colleges. Majority 345(92.2%) of the teachers agreed that principal delegate task to teachers to give them some sense of responsibility towards school goals. The delegation of planning tasks by principals plays a significant role in ensuring sustainable quality assurance in technical colleges. Principals often have numerous responsibilities, and by delegating planning tasks to competent individuals or teams, they can distribute the workload and tap into the expertise of others. As stipulated by Al-Hawamdeh and Al-Sawalqah (2020), Delegation allows principals to focus on strategic decision-making while empowering staff members to contribute to the planning process. By delegating planning tasks, principals can foster a sense of ownership and collaboration among staff members, leading to more robust and comprehensive sustainable quality assurance initiatives.

Also, significant majority 329 (88.0%) of teachers indicated that the principal keeps track of time, creates to-do lists, and prioritizes school tasks of teachers, this level of organization and efficiency is crucial for

effective planning and coordination of sustainable quality assurance activities. Research suggests that principals who are adept at managing their time and organizing their tasks are more likely to be efficient and focused on their work. This, in turn, allows them to allocate sufficient time and attention to quality assurance activities. This is supported by Bredeson & Johansson (2011) who said by keeping track of time, principals can ensure that they dedicate adequate resources to quality improvement efforts and maintain a consistent focus on enhancing educational outcomes relevant for sustainable quality assurance.

Moreover, the finding that 255(68.2%) of teachers agreed that good planning skills contribute to sustainable quality assurance highlights the perception among teachers that effective planning is closely linked to achieving sustainable quality assurance outcomes. DuFour et al (2006), emphasises that the notion of well-designed and thoughtfully executed plans are essential for ensuring continuous improvement in educational institutions which provides a structured framework for setting goals, allocating resources, implementing strategies, and evaluating outcomes, all of which are crucial for sustainable quality assurance.

Effective planning skills enable principals to set clear goals, develop action plans, and monitor progress towards quality improvement. Finally, majority 254(67.9%) of the teachers agreed that principal follows up and maintain accountability for delegated tasks on a regular basis which is in line with the work of

Ugwulashi (2012), who said planning by school administrators must include a clear outline of planning activities and delegation of planning task.

Principals' Perspective of Planning Skills and Sustainable Quality Assurance in Technical Colleges

Table 3: Thematic Analysis of Principals' Perspective of their Planning Skills on Sustainable Quality Assurance in Technical Colleges

Discussion Topic	Themes	Sample Quotations
Planning skills and sustainable quality assurance	Goal setting and follow up	<p>"I always start by identifying the learning objectives for each lesson."</p> <p>"Planning and implementing strategies of your plan is advisable to be done early enough."</p> <p>"Early planning is essential to ensure sustainable quality assurance. It helps structure the teaching and learning process and establish a framework for periodic review of the syllabus and curriculum."</p> <p>"Have goal set up periodically. Follow up, Set up goals."</p> <p>"I plan specific activities that will help achieve objectives."</p> <p>"The pros and cons are to be checked and verified properly to better concert with your staff."</p> <p>"Planning skills are crucial for structuring the teaching and learning process towards sustainable quality assurance."</p> <p>"It's important to plan early and periodically review the syllabus and curriculum to ensure quality."</p> <p>"Having a well-structured, designed school program is important for effective implementation of school objectives towards sustainable quality assurance."</p>
	Evaluation and Assessment of Plan	<p>"Evaluation from feedback of the plans will produce a better result".</p> <p>"Feedback Control for effective modification for an improved strategy for sustainable quality assurance."</p> <p>"Checking individual timetables and verifying schemes of work as they relate to the curriculum is necessary for modifying the curriculum towards sustainable quality assurance."</p> <p>"One strategy I use to constantly modify the curriculum for sustainable quality assurance is to encourage critical thinking."</p> <p>"Follow up and evaluate the effectiveness of the design working program."</p>
	Curriculum development	<p>"When a curriculum is put to place, it is tested and verified if the objectives to be attained is assured."</p>

	and Modification	<p><i>"Check the successful aspect of the curriculum."</i></p> <p><i>"Check the level of acquisition of expected knowledge."</i></p> <p><i>"Check the shortcomings of the curriculum. Analyse possibilities of perfection."</i></p> <p><i>"Readjust the way forward for improvement and strategies to obtain the new goal set."</i></p> <p><i>"Evaluation and checkpoints are necessary for constantly modifying the curriculum towards sustainable quality assurance."</i></p> <p><i>"Evaluate the defects or shortcomings of the curriculum."</i></p> <p><i>"Syllabus review and evaluation/assessment are necessary for modifying the curriculum towards sustainable quality assurance."</i></p> <p><i>"Check whether the outcome is more performant than the previous year, in collaboration with our staff and administrators. Concert for the way forward. This will make your planning always innovative positively."</i></p>
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Curriculum development and Modification "When a curriculum is put to place, it is tested and verified if the objectives to be attained is assured."

"Check the successful aspect of the curriculum."

"Check the level of acquisition of expected knowledge."

"Check the shortcomings of the curriculum. Analyse possibilities of perfection."

"Readjust the way forward for improvement and strategies to obtain the new goal set."

"Evaluation and checkpoints are necessary for constantly modifying the curriculum towards sustainable quality assurance."

"Evaluate the defects or shortcomings of the curriculum."

"Syllabus review and evaluation/assessment are necessary for modifying the curriculum towards sustainable quality assurance."

"Check whether the outcome is more performant than the previous year, in collaboration with our staff and administrators. Concert for the way forward. This will make your planning always innovative positively."

Based on suggestions by principals in accessing their planning skills on sustainable quality assurance in technical colleges, many of them express a significant effect of their planning skills on sustainable quality assurance as depicted in their Statements-"Have goal set up periodically. Follow up, set up goals."- "I always start by identifying the learning objectives for each lesson."- "Checking individual timetables and verifying schemes of work to relate to if the curriculum is necessary for modifying towards sustainable quality assurance."- "Check whether the outcome is more performant than the previous year, in collaboration with our staff and administrators. Concert for the way forward. This will make your planning always innovative and have positive impact. Overall, the thematic analysis highlighted the significance of principals' planning skills in influencing sustainable quality assurance in technical colleges. Effective planning was seen as crucial for structuring the

teaching and learning process, evaluating, and modifying the curriculum, and achieving long-term quality assurance goals. Hattie (2009) elaborates that, effective planning plays a crucial role in structuring the teaching and learning process. He suggests that well-structured lessons and instructional plans contribute to improved student engagement, comprehension,

and overall achievement towards sustainable quality assurance.

Relationship between principals' planning skills and sustainable quality assurance in Government Technical Colleges.

Table 4: Hypothesis finding

Hypotheses	Regression Weight	β	t	p – value	Results
H ₀₁	$PL \rightarrow SQA$	0.275	4.920	0.011*	Rejected
R^2	0.685				
$F(3.369)$	86.800				

Note: * $p < 0.05$ PL: Planning skill index; SQA: Sustainable quality assurance

Statistically, findings showed that principals' planning skills ($\beta = 0.275$, $p = 0.011 < 0.05$), positively and significantly affect sustainable quality assurance. According to Middlehurst & Woodfield (2007), to ensure sustainable quality assurance in technical colleges, considerations and strategies must be considered which include fostering a culture of collaboration and professional development among educators, establishing effective communication channels with stakeholders, and implementing systems for regular feedback and reflection since these strategies support ongoing improvement and responsiveness to changing needs and expectations towards sustainable quality assurance.

CONCLUSION AND RECOMMENDATIONS

In conclusion, the findings suggest a significant relationship between principals' planning skills and sustainable quality assurance in government technical colleges. Principals who possess strong planning skills are better equipped to establish a clear vision, set strategic goals, and allocate resources effectively. The impact of principals' planning skills on sustainable quality assurance in government technical colleges

cannot be overstated. Effective planning enables principals to align resources, allocate time, and coordinate efforts to support the implementation of sustainable quality assurance initiatives. Principals with strong planning skills can develop action plans that outline specific steps, roles, and responsibilities for sustainable quality assurance processes. This level of planning fosters a culture of continuous improvement, ensuring that quality standards are met and maintained in government technical colleges (Hoy & Miskel, 2013). By leveraging their planning skills, principals can drive sustainable quality assurance practices that positively impact the teaching and learning environment for the benefit of students, educators, and the entire educational community. It was generally recommended that; principals should prioritize the development and enhancement of their planning skills to promote sustainable quality assurance. By strengthening their planning abilities, principals can lead to the development and implementation of comprehensive sustainable quality assurance plans that align with the specific needs and context of government technical colleges in the South West region.

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