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ASSESSMENT OF PRINCIPALS' PERFORMANCE ON IMPLEMENTATION OF INTERNAL QUALITY ASSURANCE POLICY STANDARDS FOR EFFECTIVE ADMINISTRATION OF SECONDARY SCHOOLS IN DELTA STATE

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ABSTRACT

This study assessed principals' performance on implementation of internal quality assurance policy standards for effective administration of secondary schools in Delta State. Four research questions were raised to guide the study. Four null hypotheses were tested in the study. The study adopted a descriptive survey research design in order to conduct the study. Population for the study constituted of 15533 teachers in 440 public secondary schools in Delta State. Sample size for the study comprised 1555 teachers selected out of the entire population of teachers from 440 public secondary schools in Delta State using the stratified random sampling technique. A Questionnaire titled: Principals' Performance on Implementation of Internal Quality Assurance Policy Standards for Effective Administration Questionnaire (PPIIQAPSEAQ) which was constructed for teachers, containing 53 items and designed on a 5-point Likert scale, was used for data collection in the study. The research instrument was validated by three experts from Educational Management and Policy Department and Educational Foundations Department (Measurement and Evaluation expert), Nnamdi Azikiwe University, Awka, Anambra State. Reliability of the questionnaire was established through a pilot-test. Thereafter, the coefficient value was measured using the Cronbach Alpha formula to appraise the reliability of the research instrument. The scores gave coefficient reliability of 0.71, 0.78, 0.88 and 0.77 for the four clusters respectively; which were added up to give an overall internal consistency reliability value of 0.79, showing that the questionnaire was reliable. Data collated were presented in tables, 3D graph and analyzed using frequencies and simple percentages. The hypotheses were tested using chi-square statistics at an alpha level of 0.05 significance. Findings of the study indicated that the principals' performance on implementation of quality assurance policy standards for effective administration of secondary schools in Delta State were found to be mostly poor. However, their performance on implementation of quality teaching-learning (instructional) delivery including quality guidance counselling services were mostly at a fair level. As such, there was a significant difference between the expected and observed principals' performance on implementation of all these internal quality assurance policy standards for effective administration of secondary schools. This showed that, secondary school principals have not been able to fully implement the quality assurance policy standards to an outstanding and good performance levels. From the findings of the study recommendations were made and among them included that the Delta State Government in collaboration with the Post Primary Education Board (PPEB) should support secondary schools with adequate funding for mobilization of educational facilities and instructional resources which would promote quality learning environment for principals' outstanding and good performance on implementation of quality assurance policy standards for effective administration of secondary schools in Delta State.

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Keywords: Principals, Performance, Implementation, Internal, Quality, Assurance, Policy, Standards, Administration

Introduction

Education is very crucial for developing a sound and an intelligent learning society in Nigeria. It is a veritable tool for achieving the Sustainable Development Goals (SDGs) which is necessary sustainable development in the country. Education is thus, a great tool for effecting any nation's or country's nation-building, national transformation and social change. It is an aggregate tool for capacity building and human empowerment (FRN, 2014). Given the relevance of any educational level to continuous nation-building, sustainable development and manpower development, the Nigerian education system, has been structured into various levels of Early Childhood Care and Development Education (ECCDE), Basic/Primary Education, Secondary Education and Tertiary or Higher Education (Federal Republic of Nigeria - FRN, 2014). Secondary education, which is the main thrust of the present study, therefore, plays an important role in human capital development. It maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society. However, secondary education has been established to achieve certain goals and objectives as indicated by the Federal Republic of Nigeria (FRN, 2014) in the National Policy on Education (NPE). Achievement of the objectives of secondary education demands that high level of quality standards leading to quality assurance is fostered and maintained by the school administrators in discharging their administrative practices in schools. Moreover, the school administrator in the secondary school is known as the "principal" who sees to the day-to-day administration of the school. All administrative functions together with the instructional leadership functions, curricular and extra-curricular activities rests on the principal who is the chief executive for the school. According to Akpakwu (2012) and Nwaham (2011), the principal is the chief custodian of all academic and extracurricular activities in the school. Therefore, the principal performs several roles and responsibilities in school which includes: staff management functions, students' management functions, instructional leadership functions, financial management, educational facilities functions, school-community relationship functions, among others (Akpakwu, 2012; Nwaham, 2011). It is also part of the principal's responsibility to implement all education policies for guaranteeing quality assurance in school.

Quality, can be described as something that has worth, goodness or zero defects. It can be equally referred to as the degree at which an educational programme maintain high level of excellence in serving the clients or recipients for attainment of positive outcomes and goal(s) achievement. Quality involves that, which makes something what it is, its characteristic elements, basic nature, its kind and the degree of excellence of a thing or its distinctions. Thus, the process of attaining a high degree of excellence and quality in the education system coupled with setting standards in academic programmes and administrative practices can be showcased as quality assurance. Quality Assurance (QA) as conceived by Bassey, Owan and Agunwa (2019) are a series of events, affairs, processes and services that are provided and rendered to ensure that there is proper control, organization, and coordination of educational activities to meet the expected quality for goal actualization. The Federal Ministry of Education (FME, 2014 & 2016) described quality assurance (QA) as systems and procedures designed to ensure that activities at the

various levels of the Nigerian education system are being carried out according to set standards and to monitor, evaluate and improve performance. The FME has ever since devoted efforts to ensure that quality is assured throughout the education system. Since the development of a nation highly depends on the quality of education provided for its citizens; for this purpose, the Federal Ministry of Education (FME), in its 4 Year Strategic Plan for the Development of the Nigerian education sector, set up a veritable framework which will ensure that our national education system is placed on a pedestal of responsiveness, functionality and global competitiveness (Federal Ministry of Education - FME, 2014). The essence of (QA) in secondary schools hence, is to ensure that the set quality standards are met and actualized. Besides, quality standards are the goals to which all learners, teachers, staff and those who lead and manage schools should aspire to achieve. They are equally those standards set and put in place in education in order to ensure that quality is assured and guaranteed (FME, 2014 & 2016). It indicators includes such standards that are internal and external to schools. The internal quality assurance mechanisms and standards may include self-evaluation and assessment, leadership effectiveness, effectiveness in the coordination of entire educational processes and programmes, staff efficiency and appraisal, effectiveness in adequate mobilization and utilization of educational/teaching resources and classroom-based student assessments, conduciveness of the learning environment, adequate provision of guidance, health and care services, among others. The external quality assurance mechanisms and standards may include efficiency of external agencies such as the government and regulatory agencies towards management of educational programmes, effective conduct of school supervision and inspection by the respective agencies, national or regional school evaluations and/or large-scale student assessments, among others (Looney & Clemson, 2018). It is therefore obvious, particularly from the general public opinion, that the incidences of infrastructural decay, declining standards, cultism, examination malpractice, delivery system, maladministration and the facts arising from ORASS, that the state of education in Nigeria is poor; and all these challenges led to the introduction of quality assurance policy. The facts from ORASS, which have been communicated to all states, should urge all governments to take immediate remedial measures. If Nigeria must attain its "Vision 20:2020 Goals", Education Quality Assurance function must be repositioned in the National Education System to meet our economic and social expectations. Past efforts at revamping the FIS apparently failed principally because they were not based on the principles of independent existence. Another factor is the lack of collaboration among federal, state inspectorates and local government services to reduce operational cost and create synergies through a National Education Quality Assurance framework (FME, 2014, p.3).

The QA Policy has been developed using a participatory approach. This document therefore is the product of a series of dialogues, consultations, workshops, a comparative study of a variety of international education quality assurance models, technical assistance and the input of three (3) states' Education Sector Project (Kaduna, Kwara and Kano), which have been involved in a pilot quality assurance project. The QA policy will be applicable to all tiers of government and private education institutions below tertiary in Nigeria. The policy recommends that the application of strategies outlined in this document should conform to acceptable quality standards. The overall aim of the QA policy is to set uniform quality standards to be used for both external and

internal evaluations in quality assurance at federal, states and local government levels in institutions below tertiary level. Nevertheless, secondary school principals are supposed to effectively implement and incorporate these QA policy standards while discharging their administrative functions. But a look at many secondary schools in Nigeria and Delta State inclusive, there seems to be a shortfall in the general school administration, therefore, making it difficult for the attainment of quality assurance. The attainment of quality assurance in the secondary education and school system has long been a difficult task due to most principals' failure in implementation of QA policy standards. It is as if quality has not been assured in many secondary schools which poses a lot of questions on principals' performance towards implementation of internal Quality Assurance (QA) policy standards such as quality learning environment, quality teaching-learning (instructional) delivery, quality curriculum and quality guidance counselling services for effective administrative practices. The current ugly situations in the general secondary schools' administration has motivated the researchers to conduct this investigation in order to assess and determine Principals' Performance on Implementation of Quality Assurance Policy Standards for Effective Administration of Secondary Schools in Delta State. Although, several empirical studies such as those of: Bafadal, Nurabadi, Soeprivanto and Gunawan (2020), Egwu (2015), Momoh and Osagiobare (2015), Ndaita (2013), Ofojebe and Ezugoh (2022), Osuji and Etuketu (2019), have been conducted in areas of quality assurance and school administration but none of these studies to the best knowledge of the researchers have dealt with assessing principals' performance on implementation of internal quality assurance policy standards for effective administration of secondary schools; which has warranted the present study.

Statement of the Problem

Principals' efficiency towards ensuring that quality is assured and sustained in most secondary schools in the country has been proven by most researchers to have great significance on effective administrative practices for school's goal(s) attainment. But the issues relating to schools' attainment of quality together with quality assurance today in secondary schools in the country and Delta State inclusive has long been a matter of discourse. Observations from secondary schools in Delta State showcase that many public secondary school especially, given their poor/low level of management and developments, find it difficult to sustain and guarantee quality from their programmes and activities. They are being challenged by such issues as poor learning environment, poor instructional delivery due to teacher inefficiency, shortage of educational facilities and poor infrastructural development, unsustainable curriculum, poor educational service delivery in aspect of guidance counselling services and inefficient health care delivery, among others. Given the ugly situation of many secondary schools, a lot seems yet to be achieved towards principals' implementation of these policy standards. The problem of sustaining quality and guaranteeing quality assurance by principals in the secondary schools have created a knowledge gap in both theory and practice on principals' performance on QA policy standards implementation and administrative practices which needs to be filled by the present study. In a bid for quality education and quality services to triumph in secondary schools, the problem which the present study sought to investigate and resolve is to conduct an assessment on principals' performance on implementation of internal quality assurance

policy standards for effective administration of secondary schools in Delta State.

Purpose of the Study

This study assessed principals' performance on implementation of internal quality assurance policy standards for effective administration of secondary schools in Delta State. Specifically, the study sought to:

1. Examine principals' performance on implementation of quality learning environment as quality assurance policy standards for effective administration of secondary schools in Delta State.
2. Find out principals' performance on implementation of quality teaching-learning (instructional) delivery as quality assurance policy standards for effective administration of secondary schools in Delta State.
3. Determine principals' performance on implementation of quality curriculum as quality assurance policy standards for effective administration of secondary schools in Delta State.
4. Ascertain principals' performance towards implementation of quality guidance counselling services as quality assurance policy standards for effective administration of secondary schools in Delta State.

Research Questions

The following research questions were raised to guide the study:

1. What are the principals' performance on implementation of quality learning environment as quality assurance policy standards for effective administration of secondary schools in Delta State?
2. What are the principals' performance on implementation of quality teaching-learning (instructional) delivery as quality assurance policy standards for effective administration of secondary schools in Delta State?
3. What are the principals' performance on implementation of quality curriculum as quality assurance policy standards for effective administration of secondary schools in Delta State?
4. What are the principals' performance on implementation of quality guidance counselling services as quality assurance policy standards for effective administration of secondary schools in Delta State?

Hypotheses

The following null hypotheses were formulated and tested in the study at an alpha level of 0.05 level of significance:

1. There is no significant difference between the expected and observed principals' performance on implementation of quality learning environment as quality assurance policy standards for effective administration of secondary schools in Delta State.
2. There is no significant difference between the expected and observed principals' performance on implementation of quality teaching-learning (instructional) delivery as quality assurance policy standards for effective administration of secondary schools in Delta State.
3. There is no significant difference between the expected and observed principals' performance on implementation of quality curriculum as quality assurance policy standards for effective administration of secondary schools in Delta State.
4. There is no significant difference between the expected and observed principals' performance on implementation of quality guidance counselling services as quality assurance policy standards for effective

administration of secondary schools in Delta State.

Research Method

The descriptive survey research design was employed in order to conduct the study. The design was used to collect data and information from the participants (teachers) with a view of assessing principals' performance towards implementation of internal quality assurance policy standards for effective administration in secondary schools in Delta State. Justification for the choice of the descriptive survey research design is that; this design will enable the researchers to undergo a field study in order to collect data from a sample of large population of teachers and thereafter, generalize the findings in order to draw inferences and make conclusion. Nworgu (2015), opined that the descriptive survey research design are those studies which aims at collecting data from sample of a given population and describing in a systematic manner, the characteristics, features or facts about a given population. These studies are only interested in describing certain variables in relation to the population (Nworgu, 2015). Population for the study involved all the 15533 teachers from 440 public secondary schools within twenty-five (25) Local Government Areas (L.G.As.) in Delta State region of Nigeria. According to the Post Primary Education Board (PPEB, 2023), there existed a total of 440 public State-owned secondary schools in Delta State; having a total of 15533 teachers. The sample size for the study comprised a total of 1555 teachers selected out of 440 public secondary schools in Delta State. The public secondary schools were selected using the stratified random sampling technique according to their LGAs; making a total of 352 secondary schools selected for sampling. The stratified random sampling technique was employed to select the teachers according to their school's geographical location. Here, the researchers randomly selected 10% of teachers from the entire teachers' population and 80% of the public secondary schools from their population for sampling within 25 LGAs in Delta State. Nworgu (2015) highlighted that in the stratified random sampling technique each element in the population were selected and included in the sample based on their existing characteristics in relation to their geographical location, education zones, positions, ranks, sex, among others.

A researchers' self-developed questionnaire titled: Principals' Performance on Implementation of Internal Quality Assurance Policy Standards for Effective Administration Questionnaire (PPIIQAPSEAQ) which was constructed for teachers, containing 53 items and designed on a 5-point Likert scale was used for data collection in the study. Construction of the questionnaire was guided by the purpose of the study, research questions, official documents on the National Education Quality Assurance Policy (NEQAP) (FME, 2014) and National Education Quality Assurance Handbook for Basic and Secondary Education in Nigeria (FME, 2016). This two official documents equally serve as a yardstick for assessing and determining principals' performance towards implementation of QA policy standards in the secondary schools. The questionnaire was divided into two parts. Part A is an introductory section which comprised personal details and open-ended statements that elicited from the participants their designation (that is, principal) and geographical location of their schools. Part B of the research instrument contained 53 items which was based on this study on assessment of principals' performance on implementation of internal quality assurance policy standards for effective administrative practices in secondary schools in Delta State. Items in section B of the instrument were arranged in four clusters in order to answer questions relating to each of the

research questions. The items on the PPIIQAPSEAQ was structured on a 5-point Likert scale weighted as follows: (a) Outstanding **(O) - 5**, (b) Good **(G) - 4**, (c) Fair **(F) - 3,** (d) Poor **(P) – 2**, (e) Very Poor **(VP) - 1** for answering all the research questions. The 5-point scales for teachers grading of principals' performance towards implementation of the various aspects of QA policy standard indicators was adopted from the National Education Quality Assurance Policy (NEQAP) (FME, 2014) and National education quality assurance handbook for basic and secondary education in Nigeria (FME, 2016). The Federal Ministry of Education (FME, 2014; FME, 2016) indicated that as the case maybe; outstanding performance of QA entailed that in such schools, quality is very effective, efficient and inclusive which was rated between 70% and 100%. Good performance showcased that quality is effective in many respects but there is room for improvement which was equally rated between 60% and 69%. Fair performance indicated that quality is adequate. Steps have been taken to improve but they have not always been effective and this was rated between 50% and 59%. Poor performance pointed to the fact that quality is below that expected and little improvement has been made which rated between 40% and 49%. While very poor performance showed that quality is very poor and steps have not been taken to improve it. This was rated between 30% and 39%. This has further been illustrated in Table 1 below.

Table 1: Grade of Principals' Performance

Grade	Descriptors	Percentages (%)	Description of Each Aspects of the Grades
A	Outstanding	70-100	Quality is very effective, efficient and inclusive.
B	Good	60-69	Quality is effective in many respects but there is room for improvement.
C	Fair	50-59	Quality is adequate. Steps have been taken to improve but they have not always been effective.
D	Poor	40-49	Quality is below that expected and little improvement has been made
E	Very Poor	30-39	Quality is very poor and steps have not been taken to improve it.

{*Adopted from: National Education Quality Assurance Policy (NEQAP) (FME, 2014) and National education quality assurance handbook for basic and secondary education in Nigeria (FME, 2016)*}.

The research instrument was validated by three experts from Educational Management and Policy Department and Educational Foundations Department (Measurement and Evaluation expert), Nnamdi Azikiwe University, Awka, Anambra State. The corrections and modifications made by these experts were incorporated in the instrument before the final draft of the instrument. This was done in order to determine the face and content validity that aided the instrument to collect the requisite information (data) for the study. These experts were requested to validate the items in the questionnaire in terms of their face value, content relevance, items clarity and sentence construction. Reliability of the questionnaire was established through a pilot-test sampling 25 teachers from 5 public secondary schools in Anambra State, which were not part of the study. After the pilot test, the result obtained from the data collected were computed and the coefficient value were measured using the Cronbach Alpha formula to appraise the reliability of the research instrument. The scores gave coefficient reliability of 0.71, 0.78, 0.88 and 0.77, for the four clusters respectively; which were

added up to give an overall internal consistency reliability 'r' value of 0.79, showing that the questionnaire was reliable. This was to show the degree at which the instrument was liable to collect the necessary information for the study. The essence of conducting a pilot-test was to avoid bias (Nworgu, 2015). The reliability of the questionnaire determined the trust-worthiness, consistency and dependability of the instrument (Nworgu, 2015). Both validity and reliability of the instrument had to be determined before the final instrument was administered to the respondents, so as to yield the kind of information that assisted in the decision-making process and enable the instrument to collect the expected data. The final drafted copies of the PPIIQAPSEAQ were distributed to the respondents on a personal and direct hand-delivery process to the respondents employing the services of five (5) research assistants. The distribution of the questionnaire entailed face-to-face contact with the respondents. An on-the-spot method was adopted by the researchers and research assistants in distributing copies of the questionnaire in order to ensure maximum recovery of the questionnaire that were administered. Copies of the questionnaire for the secondary school teachers were delivered to them by the researchers and research assistants who are part time Professional Diploma in Education (PDE) students in a tertiary education institution in Delta State; and who were instructed on how to communicate and retrieve the necessary information from the respondents. These research assistants were instructed and briefed on how to administer the questionnaire to the respondents. This entailed explaining properly to the research assistants the location of the sampled secondary schools selected for the study likewise the intensions of the study. The researchers and the research assistants waited for the respondents to complete the questionnaire before retrieving them on the spot in order to obtain the highest possible rate of return. However, a total of 1555 copies of the questionnaire were printed out for distribution by the researchers and the research assistants. The rate of retrieval of the research instrument was at a 100% rate of return. Data collated were presented in tables and analyzed using frequencies and simple percentages in order to answer all the research questions. Data analyzed were equally be represented in tables and graphically represented using 3D graphs. The decision rule for assessing principals' performance towards implementation of quality assurance policy standards for effective administrative practices were rated of 50% and above. Only percentage scores of principals' performance which rated 50% and above were accepted as an indication of fair with the statement while percentage scores from 49% and below were regarded as an indication of poor with the statement. More so, all the null hypotheses were tested at an alpha level of 0.05 significance using the chi-square statistics. The chi-square statistics were used to test the significant difference between expected and observed variables as showcased in the hypotheses. The decision rule was based upon the premise that wherever p-value obtained or calculated value is greater than or equal to the alpha 0.05 level of significance, the null hypothesis – H_0 is not rejected (accepted). On the other hand, a null hypothesis – H_0 is rejected wherever an obtained or calculated *p*-value is less than the alpha 0.05 level of significance. Data collated were also coded into the SPSS (Statistical Software Package for Social Sciences) for computer analysis.

Presentation of Results

Research Question 1: What are the principals' performance on implementation of quality learning environment as quality assurance policy standards for effective administration of secondary schools in Delta State?

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Table 2: Percentage Scores of Teachers on Principals' Performance on Implementation of Quality Learning Environment as Quality Assurance Policy Standards for Effective Administration of Secondary Schools in Delta State

N = 1,555

S/N	STATEMENTs: Please showcase your agreement concerning the principal's performance towards providing quality learning environment in the school. The principal's performance in:	O		G		F		P		VP	
		F	%	f	%	f	%	f	%	f	%
1.	ensuring that the school building areas including toilets, grounds are constantly clean and tidy,	100	6.43	185	11.89	500	32.15	470	30.23	300	19.30
2.	mobilizing sufficient educational resources for both teachers and students in the school	165	10.61	180	11.58	490	31.51	480	30.87	240	15.43
3.	ensuring that the school facilities/resources are totally in good repair with absence of graffiti including vandalism	175	11.25	199	12.80	501	32.22	390	25.08	290	18.65
4.	mobilizing adequate technological tools such as computers, internet facilities, projectors, etc, in the classrooms which are readily accessible by students	150	9.65	165	10.61	400	25.72	450	28.94	390	25.08
5.	providing gender separate toilet facilities for male and female students, teachers and instructors in the school	140	9.00	160	10.29	408	26.24	388	24.95	459	29.52
6.	guaranteeing access to all areas of the school for students with special needs and disabilities	157	10.09	170	10.93	502	32.28	415	26.69	310	19.94
7.	using standard classrooms, functional laboratories with tools, library with updated resource materials including well-furbished workshops and art studio to enhance quality learning in the school	157	10.09	170	10.93	540	34.73	389	25.02	299	19.23
8.	making sure that the availability, use and impact of sporting facilities and equipment are appropriate	154	9.90	180	11.58	415	28.69	477	30.68	329	21.16
9.	providing quality learning environment with respect to its location, layout, fencing, general security and aesthetics	105	6.75	110	7.07	490	31.51	400	25.72	450	28.94
10.	ensuring that adequate sporting facilities and equipment are available and used in the school	165	10.61	179	11.51	450	28.94	461	29.65	300	19.21
11.	ensuring that school buildings are constantly maintained	150	9.65	181	11.64	599	38.52	410	26.37	215	13.83
12.	ensuring that the school has a functional source of power supply	170	10.93	187	12.03	500	23.15	300	19.29	398	25.59
13.	making sure that the school exhibits a maintenance culture with adequate measures for checking vandalism and graffiti	140	9.00	150	9.65	425	27.33	538	34.59	302	19.42
	Total	**9.53%**		**10.96%**		**30.23%**		**32.08%**		**21.17%**	

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Analysis of result as shown in the above Table 2, indicated that the percentage scores of principals' performance on implementation of quality learning environment as quality assurance policy standards for effective administration of secondary schools in Delta State as rated by the teachers, were as follows; 9.53% for outstanding performance, 10.96% for good performance, 30.23% for fair performance, 32.08% for poor performance and 21.17% for very poor performance. The result further showed that the principals' performance on implementation of quality learning environment as quality assurance policy standards for effective administration of secondary schools in Delta State fell mostly higher at a fair, poor and very poor performance level than the other two performance levels of outstanding and good performances. Besides, the principals' performance on implementation of quality learning environment for both the outstanding and good performances were very low at 9.53% and 10.96% respectively. However, the result further revealed that the principals' performance in implementation of quality learning environment as quality assurance policy standards for effective administration of secondary schools in Delta State was poor. This result has further been translated into a bar chart with linear line crossing and 3D pie chart below.

Figure 1a: Bar Chart of Principals Performances on Implementation of Quality Learning Environment

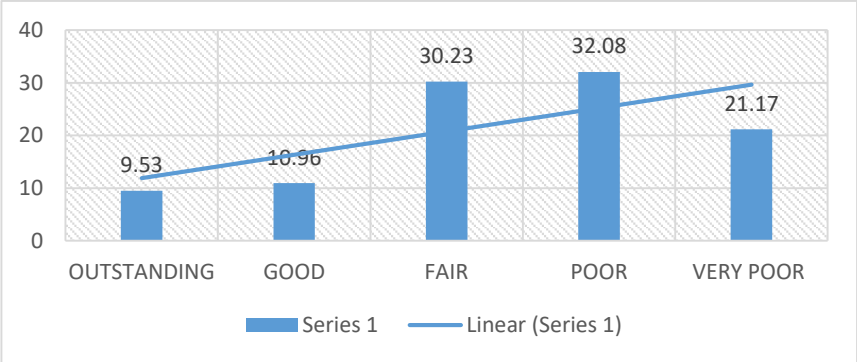
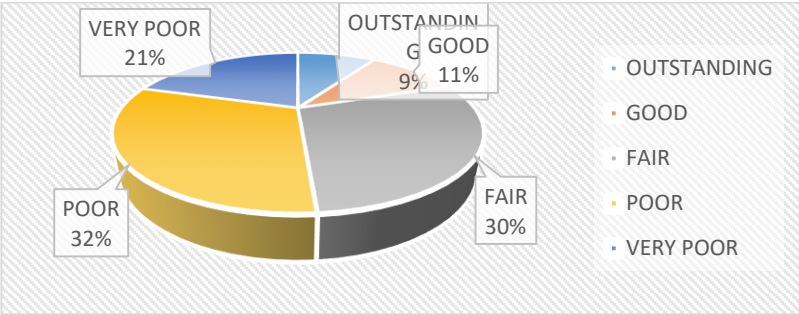


Figure 1b: 3D Pie Chart of Principals Performances on Implementation of Quality Learning Environment



Figures 1a and 1b generally clearly showcase that the percentage scores of principals' performance on implementation of quality learning environment including their various rating scales (of outstanding, good, fair, poor & very poor) as quality assurance policy standards for effective administration of secondary schools in Delta State were basically rated low at the outstanding and

good performances, while their performances basically falls high mostly within the fair, poor and very poor performances axis. The percentage scoring of the fair, poor and very poor performances criteria as shown from the respondents' (that is, teachers) responses rated higher than other rating scales of outstanding and good performance criteria. The percentage score for the 'fair' criteria was high, while those outstanding and good criteria were low. The linear line crossing the bar chart in figure 1a shows the rate of numbers represented in the graph.

Research Question 2: What are the principals' performance on implementation of quality teaching-learning (instructional) delivery as quality assurance policy standards for effective administration of secondary schools in Delta State?

Table 3: Percentage Scores of Teachers on Principals' Performance on Implementation of Quality Teaching-Learning (Instructional) Delivery as Quality Assurance Policy Standards for Effective Administration of Secondary Schools in Delta State

N = 1,555

S/N	STATEMENTs: Please showcase your agreement concerning the principal's performance towards promoting quality teaching-learning delivery in the school. The principal's performance in:	O		G		F		P		VP	
		f	%	f	%	f	%	f	%	f	%
14.	constant monitoring of instructional programme using appropriate technique as classroom visit and observations so as to ensure that quality teaching and learning were consistently done	134	8.62	156	10.03	425	27.33	430	27.65	410	26.37
15.	monitoring teachers classroom activities in order to determine teachers' consistent compliance with class time table	130	8.36	160	10.29	555	35.69	400	25.72	310	19.94
16.	providing quality instructional supervision through demonstration, intra/inter-school visits, team teaching, clinical supervision, etc, to improve quality teaching-learning in the school	151	9.71	178	11.45	515	33.12	411	26.43	300	19.29
17.	ensuring accessibility to quality teaching and learning in school which enable students acquire new knowledge and skills in their work to develop ideas and understanding	146	9.39	168	10.80	420	27.01	321	20.64	500	32.15
18.	ensuring that teachers gave appropriate feedback after students' evaluation to promote quality teaching and learning in school	110	7.07	160	10.29	570	36.66	390	25.08	325	20.90
19.	ensuring that classroom relationships between teachers and learners are appropriate	127	8.17	230	14.79	401	25.79	500	32.15	297	19.09
20.	consistently supervising/cross-checking teachers lesson plan to ensure that quality teaching and learning is provided during instructional delivery	120	7.72	121	7.78	450	28.94	429	27.59	435	27.97
21.	constantly monitoring teachers instructional delivery in the classroom in order to determine teachers knowledge and understanding of subject matter	110	7.07	128	8.23	505	32.48	410	36.37	402	25.85
22.	determining teachers' compliance to utilizing positive teaching methodologies that will improve the quality of teaching and learning delivery in the classroom	170	10.93	175	11.25	490	31.51	380	24.44	340	21.86

23.	ensuring that the quality of teaching provided by teachers is challenging to learners in order to promote high learning outcomes	110	7.07	105	6.75	504	32.41	499	32.09	337	21.67
24.	ensuring that homework is constantly used by teachers to extend learning	110	7.07	157	10.09	448	28.81	489	31.45	351	22.57
25.	ensuring that teaching materials appropriately match with the learners' level for quality teaching and learning delivery	164	10.55	190	12.22	470	30.22	402	25.85	329	21.16
26.	determining that teachers plan their lessons effectively based on accurate assessment of learners' prior skills, knowledge including understanding in order to promote quality teaching and learning	108	6.95	110	7.07	438	28.17	498	32.03	401	25.78
27.	monitoring teaching and learning in the classroom to ensure that it is more learner-centred than teacher-centred	178	11.45	180	11.58	385	24.76	463	29.77	349	22.44
28.	ensuring that learners' progress is systematically evaluated throughout the lesson and identified areas of weakness are strengthened to enhance learners' progress	140	9.00	130	8.36	506	32.54	400	25.72	379	24.37
29.	ensuring that the interest of students with special needs are captured in the classroom	155	9.97	150	9.65	430	27.65	520	33.44	300	19.29
	Total	**8.69%**		**9.34%**		**34.33%**		**30.81%**		**23.16%**	

Analysis of result as shown in the above Table 3, indicated that the percentage scores of principals' performance on implementation of quality teaching-learning (instructional) delivery as quality assurance policy standards for effective administration of secondary schools in Delta State as rated by the teachers, were as follows; 8.69% for outstanding performance, 9.34% for good performance, 34.33% for fair performance, 30.81% for poor performance and 23.16% for very poor performance. The result further showed that the principals' performance on implementation of quality teaching-learning (instructional) delivery as quality assurance policy standards for effective administration of secondary schools in Delta State fell mostly higher at a fair, poor and very poor performance level than the other two performance levels of outstanding and good performances. Besides, the principals' performance on implementation of quality teaching-learning (instructional) delivery for both the outstanding and good performances were very low at 8.69% and 9.34% respectively. However, the result further revealed that the principals' performance in implementation of quality teaching-learning (instructional) delivery as quality assurance policy standards for effective administration of secondary schools in Delta State was fair. This result has further been illustrated on a bar chart with linear line crossing and 3D pie chart below.

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Figure 2a: Bar Chart of Principals Performances on Implementation of Quality Teaching-Learning (Instructional) Delivery

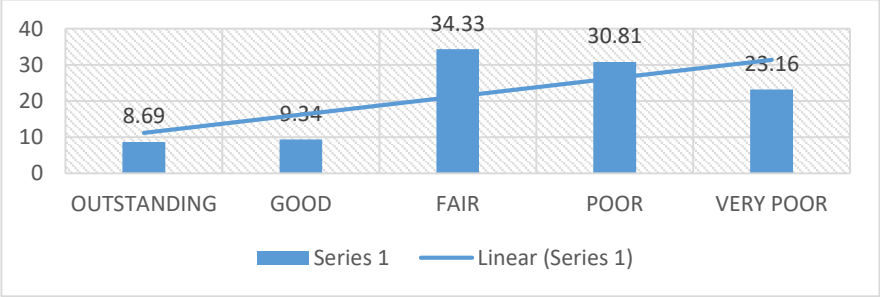
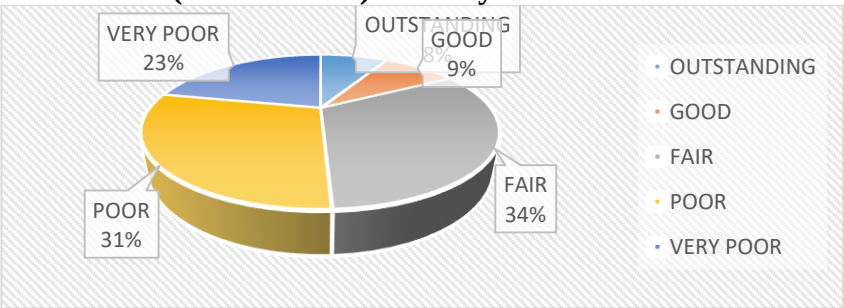


Figure 2b: 3D Pie Chart of Principals Performances on Implementation of Quality Teaching-Learning (Instructional) Delivery



Figures 2a and 2b generally clearly showcase that the percentage scores of principals' performance on implementation of quality teaching-learning (instructional) delivery including their various rating scales (of outstanding, good, fair, poor & very poor) as quality assurance policy standards for effective administration of secondary schools in Delta State were basically rated low at the outstanding and good performances, while their performances basically falls high mostly within the fair, poor and very poor performances axis. The percentage scoring of the fair, poor and very poor performances criteria as shown from the respondents' (that is, teachers) responses rated higher than other rating scales of outstanding and good performance criteria. The percentage score for the 'fair' criteria was high, while those outstanding and good criteria were low. The linear line crossing the bar chart in figure 2a shows the rate of numbers represented in the graph.

Research Question 3: What are the principals' performance on implementation of quality curriculum as quality assurance policy standards for effective administration of secondary schools in Delta State?

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Table 4: Percentage Scores of Teachers on Principals' Performance on Implementation of Quality Curriculum as Quality Assurance Policy Standards for Effective Administration of Secondary Schools in Delta State

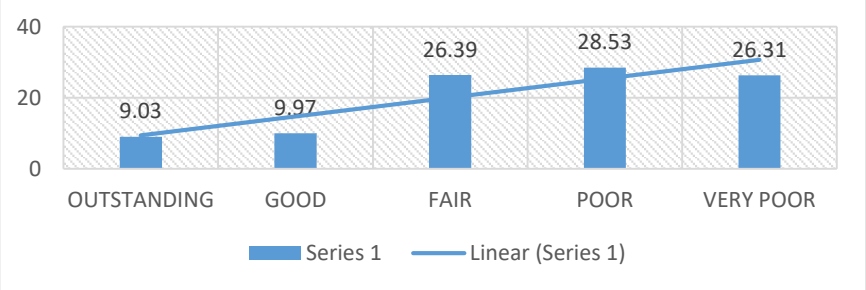
N = 1,555

S/N	STATEMENTs: Please showcase your agreement concerning the principal's performance towards ensuring utilization of quality curriculum in the school. The principal's performance in:	O		G		F		P		VP	
		f	%	F	%	f	%	f	%	f	%
30.	ensuring that the scheme of work was drawn from the National curriculum	145	9.32	140	9.00	480	30.87	480	30.87	310	19.94
31.	constantly reviewing teachers lesson notes for update to ensure wider curriculum coverage	141	9.07	170	10.93	420	27.01	489	31.45	335	21.54
32.	constantly monitoring students classroom continuous assessment procedures including their performances	133	8.55	138	8.87	504	32.41	400	25.72	380	24.44
33.	ensuring that all teachers covered their scheme of work in order to meet up with the curriculum demands	159	10.24	170	10.93	221	14.21	585	37.62	420	27.00
34.	ensuring that the school provided opportunities which enabled students to frequently get involved in extracurricular activities	107	6.88	110	7.07	300	19.28	567	36.46	471	30.29
35.	ensuring that the curriculum is responsive to local circumstances so as to meet external requirements	100	6.43	170	10.93	590	37.94	389	25.02	306	19.68
36.	making sure that all curricular options by students including administration of the curriculum suit learners with special needs	170	10.93	185	11.89	310	19.94	400	25.72	490	31.51
37.	ensuring that teachers constantly making use of appropriate up-to-date textbooks including instructional materials provided in the curriculum	155	9.97	160	10.28	450	28.94	480	30.87	310	19.94
38.	making sure that the school facilities are very adequate, of good quality, are used very effectively to improve learners' achievement	125	8.04	149	9.58	500	32.15	402	25.85	379	24.37
39.	ensuring that the curriculum together with other related activities are appropriate in meeting the range of needs and interests of learners, including those with special needs	157	10.09	143	9.19	428	27.52	310	19.94	517	33.25

40.	ensuring that the school provides a meager range of curricular opportunities that are gender sensitive which are also relevant to both the learners' and societal needs	137	8.81	169	10.87	403	25.92	488	31.38	358	23.02
41.	ensuring that the school provides quality curricular opportunities useful to learners' progress and well-being	140	9.00	185	11.89	353	22.70	424	27.27	453	29.13
42.	ensuring that the school curriculum is regularly reviewed to meet new requirement	150	9.65	163	10.48	480	30.86	368	23.67	394	25.34
43.	ensuring that the school provides a broad range of worthwhile curricular opportunities that cares for the interest, aptitudes and particular needs of students	101	6.49	110	7.07	307	19.74	431	27.72	606	38.97
	Total	**9.03%**		**9.97%**		**26.39%**		**28.53%**		**26.31%**	

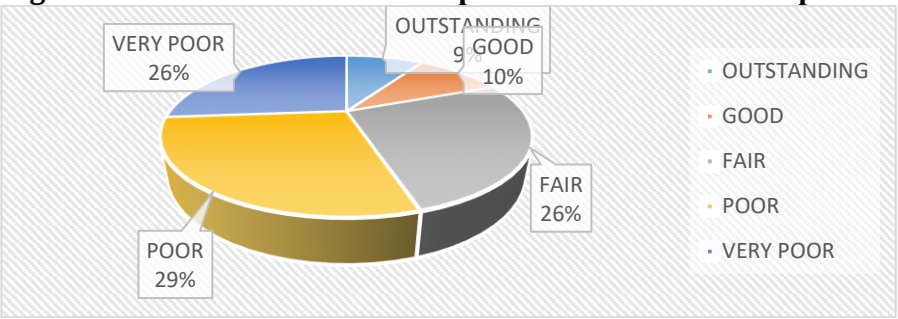
Analysis of result as shown in the above Table 4, indicated that the percentage scores of principals' performance on implementation of quality curriculum as quality assurance policy standards for effective administration of secondary schools in Delta State as rated by the teachers, were as follows; 9.03% for outstanding performance, 9.97% for good performance, 26.39% for fair performance, 28.53% for poor performance and 26.31% for very poor performance. The result further showed that the principals' performance on implementation of quality curriculum as quality assurance policy standards for effective administration of secondary schools in Delta State fell mostly higher at a fair, poor and very poor performance level than the other two performance levels of outstanding and good performances. Besides, the principals' performance on implementation of quality curriculum for both the outstanding and good performances were very low at 9.03% and 9.97% respectively. However, the result further revealed that the principals' performance in implementation of quality curriculum as quality assurance policy standards for effective administration of secondary schools in Delta State was poor. This result has further been represented diagrammatically using a bar chart with linear line crossing and 3D pie chart below.

Figure 3a: Bar Chart of Principals' Performance on Implementation of Quality Curriculum



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Figure 3b: 3D Pie Chart of Principals' Performance on Implementation of Quality Curriculum



Figures 3a and 3b generally clearly showcase that the percentage scores of principals' performance on implementation of quality curriculum including their various rating scales (of outstanding, good, fair, poor & very poor) as quality assurance policy standards for effective administration of secondary schools in Delta State were basically rated low at the outstanding and good performances, while their performances basically falls high mostly within the fair, poor and very poor performances axis. The percentage scoring of the fair, poor and very poor performances criteria as shown from the respondents' (that is, teachers) responses rated higher than other rating scales of outstanding and good performance criteria. The percentage score for the 'fair' criteria was high, while those outstanding and good criteria were low. The linear line crossing the bar chart in figure 3a shows the rate of numbers represented in the graph.

Research Question 4: What are the principals' performance on implementation of quality guidance counselling services as quality assurance policy standards for effective administration of secondary schools in Delta State?

Table 5: Percentage Scores of Teachers on Principals' Performance on Implementation of Quality Guidance Counselling Services as Quality Assurance Policy Standards for Effective Administration of Secondary Schools in Delta State

N = 1,555

S/N	STATEMENTs: Please showcase your agreement concerning the principal's performance towards promoting quality guidance counselling services in the school. The principal's performance in:	O		G		F		P		VP	
		f	%	f	%	f	%	f	%	f	%
44.	providing referral services on difficult cases and matters which overwhelm or cannot be properly handled by guidance counsellors in school	155	9.97	150	9.65	457	29.38	489	31.45	304	19.55
45.	ensuring that psychological test kits are accessible by counsellors in the school to promote quality guidance and counselling services	146	9.39	170	10.93	446	28.68	394	25.34	399	25.66
46.	ensuring that professional counsellors are adequately deployed to promote quality guidance counselling services in the school	180	11.58	188	12.09	499	32.09	388	24.95	300	19.29

47.	ensuring that quality vocational (career) guidance counselling service is provided for students in school	120	7.71	123	7.91	515	33.12	408	26.24	389	25.02
48.	ensuring that quality educational guidance counselling service is accessible by students in school	140	9.00	137	8.81	477	30.67	317	20.39	484	31.13
49.	ensuring that both students including teachers have access to quality socio-personal guidance counselling service in school	155	7.39	117	7.52	468	30.10	521	33.50	334	21.48
50.	ensuring that quality guidance counselling services are utilized to positively impact on students developmental task areas (that is, social, physical, mental and emotional developments)	120	7.72	148	9.52	488	31.38	419	26.95	380	24.44
51.	ensuring that the guidance counselling services provides quality support, advice and guidance for learners, based on the monitoring of their achievements including personal development	150	9.65	173	11.13	400	25.72	462	29.71	370	23.79
52.	ensuring that all learners are well supported with a vibrant and functional Guidance and Counseling Unit	127	8.17	144	9.26	495	31.83	500	32.15	289	18.09
53.	ensuring that quality guidance and services are provided which enable learners to get familiarized with and obey school rules/regulations, which are well documented/displayed	115	7.39	116	7.46	509	32.73	325	20.90	490	31.51
	Total	**8.90%**		**9.43%**		**30.60%**		**27.09%**		**24.00%**	

Analysis of result as shown in the above Table 5, indicated that the percentage scores of principals' performance on implementation of quality guidance counselling services as quality assurance policy standards for effective administration of secondary schools in Delta State as rated by the teachers, were as follows; 8.90% for outstanding performance, 9.43% for good performance, 30.60% for fair performance, 27.09% for poor performance and 24.00% for very poor performance. The result further showed that the principals' performance on implementation of quality guidance counselling services as quality assurance policy standards for effective administration of secondary schools in Delta State fell mostly higher at a fair, poor and very poor performance level than the other two performance levels of outstanding and good performances. Besides, the principals' performance on implementation of quality guidance counselling services for both the outstanding and good performances were very low at 8.90% and 9.43% respectively. However, the result further revealed that the principals' performance in implementation of quality guidance counselling services as quality assurance policy standards for effective administration of secondary schools in Delta State was fair. This result has further been represented diagrammatically using a bar chart with linear line crossing and 3D pie chart below.

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Figure 4a: Bar Chart of Principals' Performance on Implementation of Quality Guidance Counselling Services

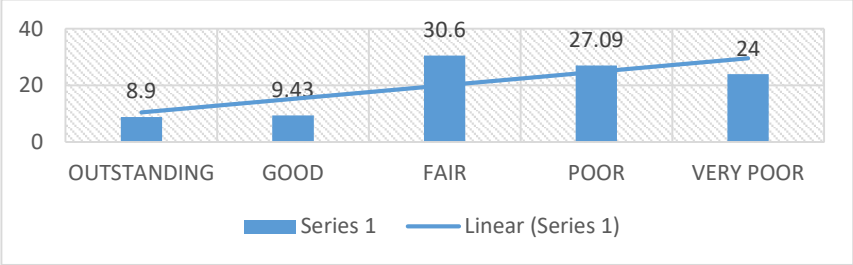
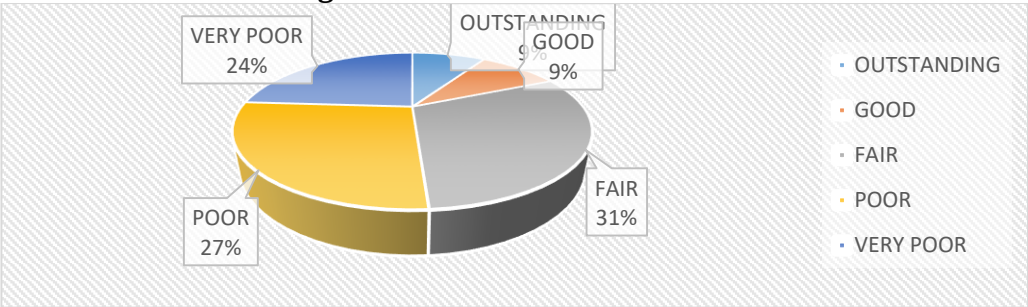


Figure 4b: 3D Pie Chart of Principals' Performance on Implementation of Quality Guidance Counselling Services



Figures 4a and 4b generally clearly showcase that the percentage scores of principals' performance on implementation of quality guidance counselling services including their various rating scales (of outstanding, good, fair, poor & very poor) as quality assurance policy standards for effective administration of secondary schools in Delta State were basically rated low at the outstanding and good performances, while their performances basically falls high mostly within the fair, poor and very poor performances axis. The percentage scoring of the fair, poor and very poor performances criteria as shown from the respondents' (that is, teachers) responses rated higher than other rating scales of outstanding and good performance criteria. The percentage score for the 'fair' criteria was high, while those outstanding and good criteria were low. The linear line crossing the bar chart in figure 4a shows the rate of numbers represented in the graph.

Testing of Hypotheses

$H0_1$: There is no significant difference between the expected and observed principals' performance on implementation of quality learning environment as quality assurance policy standards for effective administration of secondary schools in Delta State.

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Table 6: Chi-Square Goodness of Difference Between the Expected and Observed Principals' Performance on Implementation of Quality Learning Environment as Quality Assurance Policy Standards for Effective Administration of Secondary Schools in Delta State

Principals	Principals' Performance	Observed value	Expected values	χ^2	df	Sig (two-tailed)
	O	995	995.9			
Principal 1	G	1143	1143.9			
	F	3208	3208.0			
	P	2870	2870.7			
	VP	2210	2207.4			
				.010[a]	4	1.000
Principal 2	O	936	935.1			
	G	1075	1074.1			
	F	3012	3012.0			
	P	2696	2695.3			
	VP	2070	2072.6			

Table 6 showed a Chi-square goodness of fit test of no significant difference between the expected and observed principals' performance on implementation of quality learning environment as quality assurance policy standards for effective administration of secondary schools in Delta State. A Chi-square value of 0.010a and a corresponding p-value of1.000 was obtained. Testing at 0.05 level of significance, the p-value is greater than the alpha level (p 1.000 > 0.05). Therefore, the null hypothesis which states that "there is no significant difference between the expected and observed principals' performance on implementation of quality learning environment as quality assurance policy standards for effective administration of secondary schools in Delta State" was retained. Therefore, there is no significant difference between the expected and observed principals' performance on implementation of quality learning environment as quality assurance policy standards for effective administration of secondary schools in Delta State.

$H0_2$: There is no significant difference between the expected and observed principals' performance on implementation of quality teaching-learning (instructional) delivery as quality assurance policy standards for effective administration of secondary schools in Delta State.

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Table 7: Chi-Square Goodness of Difference Between the Expected and Observed Principals' Performance on Implementation of Quality Teaching-Learning (Instructional) Delivery as Quality Assurance Policy Standards for Effective Administration of Secondary Schools in Delta State

Principals	Principals' Performance	Observed value	Expected values	χ^2	df	Sig (two-tailed)
	O	1120	1118.6			
Principal 1	G	1291	1289.9			
	F	3873	3873.2			
	P	3578	3579.7			
	VP	2970	2970.6			
				.008[a]	4	1.000
Principal 2	O	1049	1050.4			
	G	1210	1211.1			
	F	3637	3636.8			
	P	3363	3361.3			
	VP	2790	2789.4			

Table 7 showed a Chi-square goodness of fit test of no significant difference between the expected and observed principals' performance on implementation of quality teaching-learning (instructional) delivery as quality assurance policy standards for effective administration of secondary schools in Delta State. A Chi-square value of 0.008[a] and a corresponding p-value of 1.000 was obtained. Testing at 0.05 level of significance, the p-value is greater than the alpha level (p 1.000 > 0.05). Therefore, the null hypothesis which states that "there is no significant difference between the expected and observed principals' performance on implementation of quality teaching-learning (instructional) delivery as quality assurance policy standards for effective administration of secondary schools in Delta State" was retained. Therefore, there is no significant difference between the expected and observed principals' performance on implementation of quality teaching-learning (instructional) delivery as quality assurance policy standards for effective administration of secondary schools in Delta State.

$H0_3$: There is no significant difference between the expected and observed principals' performance on implementation of quality curriculum as quality assurance policy standards for effective administration of secondary schools in Delta State.

Table 8: Chi-Square Goodness of Difference Between the Expected and Observed Principals' Performance on Implementation of Quality Curriculum as Quality Assurance Policy Standards for Effective Administration of Secondary Schools in Delta State

Principals	Principals' Performance	Observed value	Expected values	χ^2	df	Sig (two-tailed)
	O	992	998.0			
Principal 1	G	1261	1198.8			
	F	2963	2981.4			
	P	3203	3223.3			
	VP	2954	2971.6			
				7.501[a]	4	.112
Principal 2	O	931	925.0			
	G	1049	1111.2			
	F	2782	2763.6			
	P	3008	2987.7			
	VP	2772	2754.4			

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Table 8 showed a Chi-square goodness of fit test of no significant difference between the expected and observed principals' performance on implementation of quality curriculum as quality assurance policy standards for effective administration of secondary schools in Delta State. A Chi-square value of 7.501[a] and a corresponding p-value of 0.112 was obtained. Testing at 0.05 level of significance, the p-value is greater than the alpha level (p 0.112 > 0.05). Therefore, the null hypothesis which states that "there is no significant difference between the expected and observed principals' performance on implementation of quality curriculum as quality assurance policy standards for effective administration of secondary schools in Delta State" was retained. Therefore, there is no significant difference between the expected and observed principals' performance on implementation of quality curriculum as quality assurance policy standards for effective administration of secondary schools in Delta State.

$H0_4$: There is no significant difference between the expected and observed principals' performance on implementation of quality guidance counselling services as quality assurance policy standards for effective administration of secondary schools in Delta State.

Table 9: Chi-Square Goodness of Difference Between the Expected and Observed Principals' Performance on Implementation of Quality Guidance Counselling Services as Quality Assurance Policy Standards for Effective Administration of Secondary Schools in Delta State

Principals	Principals' Performance	Observed value	Expected values	χ^2	df	Sig (two-tailed)
	O	728	727.7			
Principal 1	G	756	756.1			
	F	2441	2441.6			
	P	2166	2167.2			
	VP	1929	1927.4			
				.005[a]	4	1.000
Principal 2	O	683	683.3			
	G	710	709.9			
	F	2293	2292.4			
	P	2036	2034.8			
	VP	1808	1809.6			

Table 9 showed a Chi-square goodness of fit test of no significant difference between the expected and observed principals' performance on implementation of quality guidance counselling services as quality assurance policy standards for effective administration of secondary schools in Delta State. A Chi-square value of 0.005[a] and a corresponding p-value of 1.000 was obtained. Testing at 0.05 level of significance, the p-value is greater than the alpha level (p 1.000 > 0.05). Therefore, the null hypothesis which states that "there is no significant difference between the expected and observed principals' performance on implementation of quality guidance counselling services as quality assurance policy standards for effective administration of secondary schools in Delta State" was retained. Therefore, there is no significant difference between the expected and observed principals' performance on implementation of quality guidance counselling services as quality assurance policy standards for

effective administration of secondary schools in Delta State.

Discussion of Findings

Generally, the principals' performance on implementation of quality assurance policy standards for effective administration of secondary schools in Delta State were found to be mostly poor. However, their performance on implementation of quality teaching-learning (instructional) delivery including quality guidance counselling services were mostly at a fair level. This shows that, secondary school principals have not been able to implement the quality assurance policy standards to an outstanding and good performance. Findings of the study have been further discussed under the following subheadings of:

Principals' Performance on Implementation of Quality Learning Environment as Quality Assurance Policy Standards for Effective Administration of Secondary Schools

The findings indicated that the principals' performance on implementation of quality learning environment as quality assurance policy standards for effective administration of secondary schools in Delta State were higher at a fair, poor and very poor performance level than the other two performance levels of outstanding and good performances which were very low. The finding further indicated that the principal's performance in implementation of quality learning environment were mostly discovered poor in: ensuring that the school building areas including toilets, grounds were constantly clean and tidy, mobilizing sufficient educational resources for both teachers and students in the school, ensuring that the school facilities/resources were totally in good repair with absence of graffiti including vandalism, mobilizing adequate technological tools such as computers, internet facilities, projectors, etc, in the classrooms which were readily accessible by students, providing gender separate toilet facilities for male and female students, teachers and instructors in the school, guaranteeing access to all areas of the school for students with special needs and disabilities, using standard classrooms, functional laboratories with tools, library with updated resource materials including well-furbished workshops and art studio to enhance quality learning in the school, making sure that the availability, use and impact of sporting facilities and equipment are appropriate, providing quality learning environment with respect to its location, layout, fencing, general security and aesthetics, ensuring that adequate sporting facilities and equipment were available and used in the school, ensuring that school buildings were constantly maintained, ensuring that the school had a functional source of power supply, and in making sure that the school exhibits a maintenance culture with adequate measures for checking vandalism and graffiti. From the principals' performance, this finding means that quality is below that expected and little improvement has been made. This finding corroborates and is equally in line with Ofojebe and Ezugoh (2022) on assessment of management of quality assurance policy implementation process for effective educational practices in secondary schools within Senatorial Districts in Delta State which found out that the level of management of quality assurance policy implementation process through the various determinants of policy implementation process standard indicators investigated for promoting effective educational practices in secondary schools within the Senatorial Districts in Delta State were mostly at a poor and very poor levels. Ndaita (2013) study on the influence of the principals' instructional quality assurance role on students' academic performance in Kitui West District, Kenya confirmed that there

were no well-equipped libraries, computer resource labs for e-learning and well equipped laboratory in schools. The role that principals played in relation to educational resources included evaluating the adequacy of instructional materials, advising teachers on the most current instructional resources and encouraging teachers to develop innovative teaching aids; but these services were not actively provided by principals in the schools. Besides, the present study finding deviates from the directives of the Federal Government in the Federal Ministry of Education (FME, 2016) document on the National Education Quality Assurance (NEQA) handbook for basic and secondary education in Nigeria, which serves as a guide for implementation of quality assurance in schools. Additionally, the hypothesis revealed that there was no significant difference between the expected and observed principals' performance on implementation of quality learning environment as quality assurance policy standards for effective administration of secondary schools in Delta State. This, means that the principals' performance did not differ in implementation of quality learning environment for effective administration of secondary schools in Delta State. This shows that, secondary school principals have not been able to implement the quality assurance policy standards to an outstanding performance. This hypothesis differs from Egwu (2015) study which indicated that there was a significant difference in the mean rating of teachers in urban and rural secondary schools in principals' performance in classroom instruction.

Principals' Performance on Implementation of Quality Teaching-Learning (Instructional) Delivery as Quality Assurance Policy Standards for Effective Administration of Secondary Schools

The findings indicated that the principals' performance on implementation of quality teaching-learning (instructional) delivery as quality assurance policy standards for effective administration of secondary schools in Delta State were higher at a fair, poor and very poor performance level than the other two performance levels of outstanding and good performances were very low. The finding further showed that the principal's performance in implementation of quality teaching-learning (instructional) delivery was mostly found to be fair in: constant monitoring of instructional programme using appropriate technique as classroom visit and observations so as to ensure that quality teaching and learning were consistently done, monitoring teachers' classroom activities in order to determine teachers' consistent compliance with class time table, providing quality instructional supervision through demonstration, intra/inter-school visits, team teaching, clinical supervision, etc, to improve quality teaching-learning in the school, ensuring accessibility to quality teaching and learning in school which enable students acquire new knowledge and skills in their work to develop ideas and understanding, ensuring that teachers gave appropriate feedback after students' evaluation to promote quality teaching and learning in school, ensuring that classroom relationships between teachers and learners were appropriate, consistently supervising/cross-checking teachers lesson plan to ensure that quality teaching and learning was provided during instructional delivery, constantly monitoring teachers instructional delivery in the classroom in order to determine teachers knowledge and understanding of subject matter,

determining teachers' compliance to utilizing positive teaching methodologies that would improve the quality of teaching and learning delivery in the classroom, ensuring that the quality of teaching provided by teachers was challenging to learners in order to promote high learning outcomes, ensuring that homework was constantly used by teachers to extend learning, ensuring that teaching materials appropriately matched with the learners' level for quality teaching and learning delivery, determining that teachers planned their lessons effectively based on accurate assessment of learners' prior skills, knowledge including understanding in order to promote quality teaching and learning, monitoring teaching and learning in the classroom to ensure that it was more learner-centred than teacher-centred, ensuring that learners' progress is systematically evaluated throughout the lesson and identified areas of weakness are strengthened to enhance learners' progress, likewise, in ensuring that the interest of students with special needs were captured in the classroom. From the principals' performance, this finding means that quality is adequate and steps have been taken to improve but they have not always been effective. The finding agrees and is equally in correspondence with Bafadal, Nurabadi, Soepriyanto and Gunawan (2020) study on primary school principal performance measurement which found out that the principal's performance was included in the medium category. Also, the present study finding deviates from the directives of the Federal Government in the Federal Ministry of Education (FME, 2016) document on the National Education Quality Assurance (NEQA) handbook for basic and secondary education in Nigeria, which serves as a guide for implementation of quality assurance in schools.

The present study finding also deviates and is not in line with Egwu (2015) study on principals' performance in supervision of classroom instruction in Ebonyi State secondary schools which found out that the principals' performance in supervision of classroom instruction in secondary schools in Ebonyi State was effective. It was also found that there was a significant difference in the performance of principals in most of the instructional leadership functions in secondary schools in Ebonyi State based on location of schools, but there was no significant difference in the performance principals in most of the instructional leadership functions in secondary school in Ebonyi State based on gender. There was a significant difference in the mean rating of teachers in urban and rural secondary schools in principals' performance in classroom instruction. The differences found between urban and rural schools in respect to supervision of classroom instructions could be attributed to the principals' supervisory dispositions. In urban schools, it could be that principals are busy with a lot of administrative work especially as it concerns attending to visitors and admission; that principal have no time to visit the classroom. On the other hand, principals in rural schools might be confronted with rural challenges and politics therein to the detriment of supervising classroom instructions. This situation should not be since all schools, including those in urban and rural settings; have the same aims and objectives to accomplish. More so, the hypothesis revealed that there was no significant difference between the expected and observed principals' performance on implementation of quality teaching-learning (instructional) delivery as quality assurance policy standards for effective administration of secondary schools in Delta State. This, means that the principals' performance did not differ in implementation of quality teaching-learning (instructional) delivery for effective administration of secondary schools in Delta State. This shows that, secondary school principals have not been

able to implement the quality assurance policy to an outstanding performance.

Principals' Performance on Implementation of Quality Curriculum as Quality Assurance Policy Standards for Effective Administration of Secondary Schools

The findings indicated that the principals' performance on implementation of quality curriculum as quality assurance policy standards for effective administration of secondary schools in Delta State were at a fair, poor and very poor performance level than the other two performance levels of outstanding and good performances which were very low. The principals' performance towards implementation of quality curriculum was found to be poor in: ensuring that the scheme of work was drawn from the National curriculum, constantly reviewing teachers lesson notes for update to ensure wider curriculum coverage, constantly monitoring students classroom continuous assessment procedures including their performances, ensuring that all teachers covered their scheme of work in order to meet up with the curriculum demands, ensuring that the school provided opportunities which enabled students to frequently get involved in extracurricular activities, ensuring that the curriculum was responsive to local circumstances so as to meet external requirements, making sure that all curricular options by students including administration of the curriculum suited learners with special needs, ensuring that teachers constantly made use of appropriate up-to-date textbooks including instructional materials provided in the curriculum, making sure that the school facilities were very adequate, of good quality, are used very effectively to improve learners' achievement, ensuring that the curriculum together with other related activities were appropriate in meeting the range of needs and interests of learners, including those with special needs, ensuring that the school provides a meager range of curricular opportunities that were gender sensitive which are also relevant to both the learners' and societal needs, ensuring that the school provided quality curricular opportunities useful to learners' progress and well-being, ensuring that the school curriculum was regularly reviewed to meet new requirement, and in ensuring that the school provided a broad range of worthwhile curricular opportunities that cares for the interest, aptitudes and particular needs of students. From the above principals' performance, this finding means that quality is below that which is expected and little improvement has been made. This finding corresponds with the finding of Ofojebe and Ezugoh (2022) which found out that the level of management of quality assurance policy implementation process through the various determinants of policy implementation process standard indicators investigated for promoting effective educational practices in secondary schools within the Senatorial Districts in Delta State were mostly at a poor and very poor levels. This finding aligns and concurs with Osuji and Etuketu (2019) study on school administrators' quality assurance strategies for the implementation of curriculum in junior secondary school in Owerri Municipal, Imo State which found out that proper application of these strategies by school administrators could enhance and promote quality assurance in the junior secondary schools. Also, the present study finding deviates from the directives of the Federal Government in the Federal Ministry of Education (FME, 2016) document on the National Education Quality Assurance (NEQA) handbook for basic and secondary education in Nigeria, which serves as a guide for implementation of quality assurance in schools. The hypothesis indicated that there was no significant difference between the expected and observed principals' performance on

implementation of quality curriculum as quality assurance policy standards for effective administration of secondary schools in Delta State. This, means that the principals' performance did not differ in implementation of quality curriculum for effective administration of secondary schools in Delta State. This shows that, secondary school principals have not been able to implement the quality assurance policy to an outstanding performance. This hypothesis differs from Egwu (2015) study which indicated that there was a significant difference in the mean rating of teachers in urban and rural secondary schools in principals' performance in classroom instruction.

Principals' Performance on Implementation of Quality Guidance Counselling Services as Quality Assurance Policy Standards for Effective Administration of Secondary Schools

The findings indicated that the principals' performance on implementation of quality guidance counselling services as quality assurance policy standards for effective administration of secondary schools in Delta State were higher at a fair, poor and very poor performance level than the other two performance levels of outstanding and good performances which were very low. The result further revealed that the principals' performance was mostly discovered to be fair in implementation of quality guidance counselling services towards: providing referral services on difficult cases and matters which overwhelm or cannot be properly handled by guidance counsellors in school, ensuring that psychological test kits were accessible by counsellors in the school to promote quality guidance and counselling services, ensuring that professional counsellors were adequately deployed to promote quality guidance counselling services in the school, ensuring that quality vocational (career) guidance counselling service was provided for students in school, ensuring that quality educational guidance counselling service was accessible by students in school, ensuring that both students including teachers had access to quality socio-personal guidance counselling service in school, ensuring that quality guidance counselling services were utilized to positively impact on students developmental task areas (that is, social, physical, mental and emotional developments), ensuring that the guidance counselling services provided quality support, advice and guidance for learners, based on the monitoring of their achievements including personal development, ensuring that all learners were well supported with a vibrant and functional Guidance and Counseling Unit, and ensuring that quality guidance and services were provided which enable learners to get familiarized with and obey school rules/regulations, which were well documented/displayed. From the above principals' performance, this finding means that quality is adequate and steps have been taken to improve but they have not always been effective. This finding corroborates with Momoh and Osagiobare (2015) study on principals' implementation of quality assurance standards and administrative effectiveness in public secondary schools in Edo and Delta States which found out that not all quality assurance standards in Edo and Delta public secondary schools were implemented, but deviates from the previous study from the angle that the level of principals' administrative effectiveness was high and experience significantly contributed to their performance. The present study finding deviates from the directives of the Federal Government in the Federal Ministry of Education (FME, 2016) document on the National Education Quality Assurance (NEQA) handbook for basic and secondary education in Nigeria, which serves as a guide for implementation of quality assurance in schools. Moreover, the hypothesis indicated that there was no significant difference between the

expected and observed principals' performance on implementation of quality guidance counselling services as quality assurance policy standards for effective administration of secondary schools in Delta State. This, means that the principals' performance did not differ in implementation of quality guidance counselling services for effective administration of secondary schools in Delta State. Showing that, secondary school principals have not been able to implement the quality assurance policy to an outstanding performance. This hypothesis differs from Egwu (2015) study which indicated that there was a significant difference in the mean rating of teachers in urban and rural secondary schools in principals' performance in classroom instruction.

Conclusion

Principals' effective implementation of internal quality assurance policy standards would certainly enhance effective administration of secondary schools in Delta State. It was however discovered that the principals' performance on implementation of quality assurance policy standards for effective administration of secondary schools in Delta State in areas of: implementation of quality learning environment, and quality curriculum, were found to be mostly poor. However, their performance on implementation of quality teaching-learning (instructional) delivery including quality guidance counselling services were mostly at a fair level. This study concluded that, the secondary school principals have not been able to effectively implement the quality assurance policy standards for effective administration of secondary schools in Delta State to outstanding and good performances. For quality education to triumph, which will also bring about the enhancement of quality assurance in administration of secondary schools, there is the need for principals to improve on the implementation of the quality assurance policy standards. Hence, the recommendations made below.

Recommendations

From the findings of this study, the following recommendations were proffered:

1. Delta State Government in collaboration with the Post Primary Education Board (PPEB) should support secondary schools with adequate funding for mobilization of educational facilities and instructional resources which would promote quality learning environment for principals' outstanding and good performance on implementation of quality assurance policy standards for effective administration of secondary schools in Delta State.
2. The Post Primary Education Board (PPEB) should support principals by organizing constant capacity building programmes that would assist principals promote quality teaching-learning (instructional) delivery for their outstanding and good performance on implementation of quality assurance policy standards for effective administration of secondary schools in Delta State.
3. The principals with support and encouragements from PPEB should provide curricular opportunities that will impact positively on students' learning in order to provide quality curriculum for their outstanding and good performance on implementation of quality assurance policy standards for effective administration of secondary schools in Delta State.
4. Principals should promote quality guidance counselling services for their outstanding and good performance on implementation of quality assurance policy standards for effective administration of secondary schools in Delta State.

Contribution to Knowledge

This study on Assessment on Principals' Performance on Implementation of Internal Quality Assurance Policy Standards for Effective Administration of Secondary Schools in Delta State has contributed to knowledge in several ways. The study has exposed educational practitioners and professionals such as the principals in secondary schools to the various quality assurance standards such as quality learning environment, quality teaching-learning (instructional) delivery, quality curriculum and quality guidance counselling services, which determines their performance on implementation of quality assurance for effective administration of secondary schools. These quality assurance standards which are valid and result oriented as reaffirmed in the present study will definitely assist educational practitioners in secondary schools to solve their identified problems. The overall implication of this study therefore, is that, it has reaffirmed the significance of most of these quality assurance standards such as quality learning environment, quality teaching-learning (instructional) delivery, quality curriculum and quality guidance counselling services in different aspects of the administration and management of secondary schools.

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