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# EVALUATION OF PRINCIPALS' PERFORMANCE ON IMPLEMENTATION OF CERTAIN QUALITY ASSURANCE POLICY STANDARDS FOR EFFECTIVE ADMINISTRATION OF SECONDARY SCHOOLS IN DELTA STATE

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## ABSTRACT

*This study evaluated principals' performance on implementation of certain quality assurance policy standards for effective administration of secondary schools in Delta State, looking at areas of quality health care and safety, quality leadership and quality School Self-evaluation (SS-e) process. Three research questions guided the study and three null hypotheses were tested in the study. A descriptive survey research design was employed in 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: Evaluation of Principals' Performance on Implementation of Quality Assurance Policy Standards for Effective Administration Questionnaire (EPPIQAPSEAQ) which was constructed for teachers, containing 41 items and designed on a 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 sampling 25 teachers from 5 public secondary schools in Anambra State, which were not part of the study. 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 0.85, 0.73 and 0.81 for the three clusters respectively; which were added up to give an overall internal consistency reliability value of 0.80, 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 such as quality health care and safety, quality leadership and quality School Self-evaluation (SS-e) process for effective administration of secondary schools in Delta State were found to be mostly poor. As such, there is a significant difference between the expected and observed principals' performance on implementation of all these quality assurance policy standards for effective administration of secondary schools in Delta State. This indicated that, secondary school principals have not been able to efficiently implement these quality assurance policy standards to an outstanding and good performance levels. The study recommended among others that the Delta State Government in conjunction with PPEB and other education stakeholders such as the PTA, private individuals, financial institutions and community organizations, should provide quality health care and safety facilities that would aid principals' outstanding and good performance on implementation of quality assurance policy standards for effective administration of secondary schools in Delta State.*

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

## Introduction

Education, as observed by the Federal Republic of Nigeria (FRN, 2014), is an aggregate tool for human empowerment, likewise, the development of a competent work force through the acquisition of practical life skills relevant for the world of work. It is an effective means of developing the full capacities and potentials of human resources; an 'instrument par excellence' for social and economic reconstruction of the nation. Education is generally a furculum for sustainable development in the Nigerian society. With this statements, the benefits of any level of education including secondary education, to the society's development cannot be overemphasized. The secondary education level, which is the main thrust of the present study, prepares students for higher education. Secondary education offers sound education to its recipients which prepares them for employment generation and the world of work. Hence, the goals and objectives of secondary education as indicated by the Federal Republic of Nigeria (FRN, 2014: 17) in the National Policy on Education (NPE) are to: provide holders of the basic education certificate and junior Arabic and Islamic studies certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background; offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development; develop and promote Nigerian languages, art and culture in the context of worlds' cultural heritage; inspire students with a desire for self-improvement and achievement of excellence; foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour. To efficiently achieve all the goals and objectives of secondary education requires that high level of quality standards leading to quality assurance is maintained by the administrators, that is, principals, in the administration of secondary schools.

The principal is at the top and apex ladder in the administration of the school. Therefore, all administrative roles, responsibilities and task areas rests upon the principal for attainment of educational goals and objectives. The administrative roles and responsibilities of principals as observed by Akpakwu (2012) and Nwaham (2011) are the different functions performed by the principal in the school which includes; administrative functions, staff management functions, students' management functions, instructional leadership functions, financial management, educational facilities functions, school-community relationship functions, among others. Principals however, must ensure that quality is assured while discharging the above responsibilities. Quality, from various scholarly perspectives connotes that a programme has exceptional standards together with fitness of purpose, that is, satisfying what is intended, has value of money through efficiency and effectiveness, has zero defects and showcases consistency and transformational change. It is the totality of features and characteristics of a product or service that bears on its ability to satisfy stated or given needs. Looney and Clemson (2018) opined that quality assurance consists of the systematic review of educational programmes and processes to maintain and improve their quality, equity and efficiency. Lim (2020) expressed that

generally the term 'quality assurance' is understood to refer to all the policies, attitudes, actions and procedures directed to ensuring the maintenance and enhancement of quality. It incorporates terminologies such as quality management, quality enhancement, quality control systems, and quality assessment which are various means through which quality assurance is ensured. 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 rationale behind quality assurance in Nigerian schools as indicated by Bassey, Owan and Agunwa (2019) is to ensure that planned educational policies, administrative activities, educational programmes and educational activities are driven to meet best practices. The overall essence of quality assurance to secondary education is that, it ensures that schools maintain quality standards in their service delivery for achievement of educational goals and objectives. This has led to the introduction of quality assurance policy by the Federal government of Nigeria. According to the Federal Ministry of Education (FME, 2014 & 2016), there are certain factors and issues which brought about the introduction of quality assurance policy. Today, the traditional practice of "school inspection" is unsuitable to the Nigerian situation because it is ineffective and inefficient in measuring outcomes for learners. Some of the unfavourable professional and public opinions against the prevailing inspectorate service include the following:

i. its emphasizes compliance to rules and regulations;
ii. it is not collaborative and lacks synergy nationwide;
iii. it does not inspire quality consciousness in the school operation and delivery;
iv. it is only diagnostic rather than remedial in nature;
v. it is inadequate to cover the number of schools in the country without incurring unaffordable costs. As at 2013, Nigeria has 92, 648 primary schools with an enrolment of 26,172,188;
vi. it lacks the force of independence and the law to apply appropriate sanctions for erring school proprietors or operators, whether public or private;
vii. it is limited in its operation by being tied to the working machinery of the FME (FME, 2014, p.2).

The issues of institutional arrangements for traditional inspectors furthermore have been so confused with a large number of different bodies at federal, state and local government levels whose remits include inspection or supervision of schools. The efforts of these various bodies have been uncoordinated resulting in some schools being over inspected and others either under – inspected or completely ignored. Funding constraints have always limited the number of schools that could be visited, but poor management of the available funds has been a greater challenge. To complicate the uncertainty over institutional arrangement, there have been recurrent problems of low capacity of inspectors and supervisors, because of absence of training and retraining of inspectors. Inspectorates were also regarded as dumping grounds for unwanted staff, leading to low morale and poor work output (FME, 2014, p.2). Furthermore, inspection reports were poorly recorded and kept. Therefore, information and data on which improvement could be based could not be readily assessed. Consequently, in the 2006 Operation Reach All Secondary Schools (ORASS), about 11,000 Inspectors visited 14,942 secondary schools to collect data using just developed FIS/UNICEF Whole School Instrument. The result produced awful pictures of decadence in school situation,

particularly in the rural areas. What was seen did not justify government's huge investment in education:

i. Investment in schools has not created an enabling learning environment.

ii. Outputs seemed to lack requisite knowledge and competencies for global competitiveness.

iii. Inspectorate services nationwide were ineffective, the federal government failed to exercise its constitutional authority and leadership to make inspectorate services efficient and effective.

For some years, West African Examination Council (WAEC) results for most states, produced less than 30% of the candidates with credits in five subjects including English language and Mathematics. For instance, in 2008, 23% of the candidates passed; in 2009, 21% passed and in 2010, only 20% passed (FME, 2014, p.3). All the above issues have cropped in the rationale for the quality assurance policy which lays up standards for schools' operation in Nigeria. Both the Federal Government and Federal Ministry of Education (FME, 2014) therefore, has ever since committed and devoted efforts towards ensuring that quality is assured throughout the Nigerian education system. The Federal Government, through 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). The federal government maintains its legislative responsibility, as provided for in the 2004 NPE, to set minimum standards and maintain quality of education at all levels. These responsibilities constitute the main thrust for education quality assurance policy by the federal government in collaboration with the states and their local governments as well as the private sector providers (FME, 2014).

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. Several standards were indicated in the QA policy for ensuring that quality assurance is achievable in secondary schools. According to the FME (2014), quality standards are nationally agreed standards, which are the goals to which all should aspire for all learners, teachers, staff and those who lead and manage schools. They should not be seen as being the ceiling for a school's ambition. Quality standards should not be seen as the ceilings for schools as Quality Assurance is about continuous improvement. Schools should aim at going beyond and above each standard. Provisions of quality standards made in the QA policy include: learners' achievement and behaviour, the quality of Teaching and learning, Curriculum and other Activities, Care, Guidance and Safety, the Learning environment and Leadership and management (FME, 2016). In the present study, the three quality assurance policy standards investigated were adopted from the drafted QA policy of the Federal Ministry of Education (FME, 2014; FME, 2016). These QA standards which principals should implement for effective school administration requires the ensuring that quality health care delivery and safety system, quality leadership and quality School Self-evaluation (SS-e) process are consistently provided and well-implemented for effective administration of the

school. Nevertheless, secondary school principals are supposed to effectively implement and incorporate these QA policy standards while discharging their administrative functions. But a look at the management and administration of many secondary schools in Nigeria and Delta State inclusive, there seems to be a pitfall in schools' attainment of these quality assurance policy standard. The effective implementation of quality assurance policy standards in the secondary education has long been a difficult task. 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 Quality Assurance (QA) policy standards for effective administrative practices. Several empirical studies such as those of: Egwu (2015), Momoh and Osagiobare (2015), and Ofojebe and Ezugoh (2022), have been conducted in areas of quality assurance and school administration but all these past empirical studies have their own mix, differences, findings and shortcomings which has warranted the present study. Thus, 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.

**Statement of the Problem**

Principals' performance on implementation of important education policy such as the quality assurance policy is very crucial for effective administration of secondary schools in the country likewise, Delta State inclusive. Most times, principals' performance on general school administration becomes questionable given the poor state of most schools. Researchers' observation from schools' visitation indicated that many of the secondary schools in Delta State suffer such challenges and difficulties as bad leadership and governance, indiscipline, teachers' incompetency in instructional delivery, poor infrastructural development, ineffective teaching and learning delivery, ineffective health care delivery system, insecurity, inadequate instructional supervision, among others. Their visitation, further showed that most of these secondary schools were not effectively governed, and they lacked the requisite health care facilities which promoted healthy practices in school, and most of the schools were found unsafe for learning. Besides, in a bid to cushion the side effect and negative consequences of bad administration from most of these challenges and difficulties, the federal government already introduced the Quality Assurance (QA) Policy with its standards, to enable schools ensure that quality assurance is enhanced in secondary schools. It is now left for principals to efficiently implement these QA policy standards for effective school administration. Seeing the poor and devastating state on the general administration of many secondary schools in Delta State, it becomes necessary to question and investigate principals' performance on implementation of certain quality assurance policy standards such as the: quality health care and safety, quality leadership and quality School Self-evaluation (SS-e) process, for effective administration of secondary schools. Therefore, the question to answer in order to fill the knowledge gap is: "What are the principals' performance on implementation of certain quality assurance policy standards for effective administration of secondary schools in Delta State?" This has equally become the problem of this present study.

**Purpose of the Study**

The purpose of this study was to evaluate principals' performance on implementation of certain quality assurance policy standards for

effective administration of secondary schools in Delta State. Specifically, the study sought to:

1. Assess principals' performance on implementation of quality health care and safety as quality assurance policy standards for effective administration of secondary schools in Delta State.
2. Determine principals' performance on implementation of quality leadership as quality assurance policy standards for effective administration of secondary schools in Delta State.
3. Investigate principals' performance on implementation of quality School Self-evaluation (SS-e) process as quality assurance policy standards for effective administration of secondary schools in Delta State.

**Research Questions**

The following research questions guided this study:

1. What are the principals' performance on implementation of quality health care and safety as quality assurance policy standards for effective administration of secondary schools in Delta State?
2. What are the principals' performance on implementation of quality leadership as quality assurance policy standards for effective administration of secondary schools in Delta State?
3. What are the principals' performance on implementation of quality School Self-evaluation (SS-e) process as quality assurance policy standards for effective administration of secondary schools in Delta State?

**Hypotheses**

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

1. There is no significant difference between the expected and observed principals' performance on implementation of quality health care and safety 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 leadership 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 School Self-evaluation (SS-e) process as quality assurance policy standards for effective administration of secondary schools in Delta State.

**Research Method**

A descriptive survey research design was employed in the study. This research design was employed in order to conduct a field survey and gather data (information) from the participants, that is, principals within the different public secondary schools in the 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. 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

(Source: Post Primary Education Board, PPEB, 2023). 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: Evaluation of Principals' Performance on Implementation of Quality Assurance Policy Standards for Effective Administration Questionnaire (EPPIQAPSEAQ) which was constructed for teachers, containing 41 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 41 items which was based on this study on Assessment of Principals' Performance Towards Implementation of Quality Assurance Policy Standards for Effective Administrative Practices in Secondary Schools in Delta State. Items in section B of the instrument were arranged in three clusters in order to answer questions relating to each of the research questions. The items on the EPPIQAPSEAQ 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 been further illustrated in Table 1.

**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. Nworgu (2015) opined that validity is concerned with measurements which deal with the appropriateness of a research instrument in measuring what it intends to measure, that is, it deals with accuracy and effectiveness of the measuring instrument.

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 0.85, 0.73 and 0.81 for the three clusters respectively; which were added up to give an overall internal consistency reliability 'r' value of 0.80, showing that the questionnaire was reliable. The reliability of the questionnaire determined the trust-worthiness, consistency and dependability of the instrument (Nworgu, 2015). The final drafted copies of the EPPTIQAPSEAQ 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. 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. 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.

**Presentation of Results**

**Research Question 1:** What are the principals' performance on implementation of quality health care and safety as quality assurance policy standards for effective administration of secondary schools in Delta State?

**Table 2: Percentage Scores of Teachers on Principals' Performance on Implementation of Quality Health Care and Safety 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 health care and safety in the school. The principal's performance in: | O | | G | | F | | P | | VP | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | f | % | f | % | f | % | F | % | f | % |
| 1. | ensuring that quality procedures for school health care safety are appropriately put in place | 139 | 8.94 | 142 | 9.13 | 493 | 31.70 | 382 | 24.57 | 399 | 25.66 |
| 2. | providing adequate security measures through installation of CCTV cameras, employment of able bodied guards, etc to enhance appropriate school safety | 150 | 9.65 | 178 | 11.45 | 466 | 29.97 | 412 | 26.49 | 349 | 22.44 |
| 3. | ensuring that both teachers including learners work in a healthy, non-violent and safe environment in school | 149 | 9.58 | 186 | 11.96 | 500 | 32.15 | 420 | 27.01 | 300 | 19.29 |
| 4. | ensuring that all students including staff knows how to respond to and report issues of violence, abuse and conflict which may affect access to learning | 120 | 7.72 | 131 | 8.42 | 429 | 27.59 | 550 | 35.37 | 325 | 20.90 |
| 5. | establishing appropriate health practices in school in order to encourage students to live healthy lives that will keep themselves safe | 155 | 9.97 | 175 | 11.25 | 501 | 32.22 | 339 | 21.80 | 385 | 24.76 |
| 6. | organizing sensitization programmes including health talks for quality health care and safety delivery in school | 168 | 10.80 | 177 | 11.38 | 422 | 27.14 | 479 | 30.80 | 309 | 19.87 |
| 7. | providing adequate sanitary facilities such as washing hand basins, waste bins, disposables, toiletry facilities, cleaning agents like detergents, soaps, etc in school to promote quality health care and safety services in school | 133 | 8.55 | 140 | 9.00 | 398 | 25.59 | 481 | 30.93 | 403 | 25.92 |
| 8. | ensuring accessibility of some basic amenities such as portable drinking water, gender fitting toilets, etc | 128 | 8.23 | 144 | 9.26 | 399 | 25.66 | 467 | 30.03 | 417 | 26.82 |
| 9. | providing effective avenues where students report incidents which may be harmful or affect their access to learning | 110 | 7.07 | 120 | 7.72 | 445 | 28.62 | 520 | 33.44 | 360 | 23.15 |
| 10. | ensuring thorough supervision of students to guarantee their safety when not in their classrooms, during recreational activities | 115 | 7.39 | 137 | 8.81 | 450 | 28.94 | 498 | 32.03 | 355 | 22.83 |
| 11. | establishing effective measures which will grant safety of students with special needs in the school | 160 | 10.29 | 165 | 10.61 | 400 | 25.72 | 401 | 25.85 | 428 | 27.52 |
| 12. | providing adequate school health/medical facilities such as school clinics or sick bays, well-equipped First Aid boxes, etc in school | 147 | 9.45 | 168 | 10.80 | 420 | 27.52 | 410 | 26.37 | 402 | 25.85 |
| 13. | encouraging constant immunization in school | 128 | 8.23 | 135 | 8.68 | 380 | 24.44 | 433 | 27.85 | 479 | 30.80 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 14. | ensuring that school follows correct procedures for responding to and reporting issues related to learners protection, violence including conflict | 133 | 8.55 | 170 | 10.93 | 380 | 24.44 | 448 | 28.81 | 424 | 27.27 |
| 15. | ensuring that positive methods of discipline are used for students safety in the school instead of corporal punishment | 109 | 7.01 | 110 | 7.07 | 454 | 29.19 | 506 | 32.54 | 376 | 24.18 |
| 16. | ensuring that there is a well-managed assessment procedure, which ensures that the teachers track their learners' health progress and personal development | 119 | 7.65 | 127 | 8.17 | 440 | 28.29 | 489 | 31.45 | 380 | 24.44 |
| 17. | ensuring that all staff have good understanding of learners' protection procedures which are fully implemented | 130 | 8.36 | 147 | 9.45 | 460 | 29.58 | 405 | 26.05 | 413 | 26.56 |
| 18. | preventing and responding to prompt incidences of students abuse coupled with sexual molestation in school | 140 | 9.00 | 154 | 9.09 | 489 | 31.45 | 472 | 30.35 | 300 | 19.29 |
| | **Total** | **8.70%** | | **9.64%** | | **28.40%** | | **28.99%** | | **24.31%** | |

Analysis of result as shown in the above Table 2 indicated that the percentage scores of principals' performance on implementation of quality health care and safety as quality assurance policy standards for effective administration of secondary schools in Delta State as rated by the teachers, were as follows; 8.70% for outstanding performance, 9.64% for good performance, 28.40% for fair performance, 28.99% for poor performance and 24.31% for very poor performance. The result further showed that the principals' performance on implementation of quality health care and safety 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 health care and safety for both the outstanding and good performances were very low at 8.70% and 9.64% respectively. However, the result further revealed that the principals' performance in implementation of quality health care and safety 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 1a: Bar Chart of Principals' Performance on Implementation of Quality Health Care and Safety**

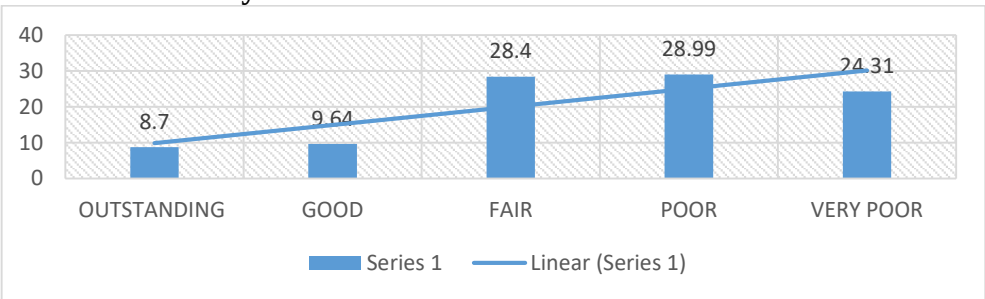
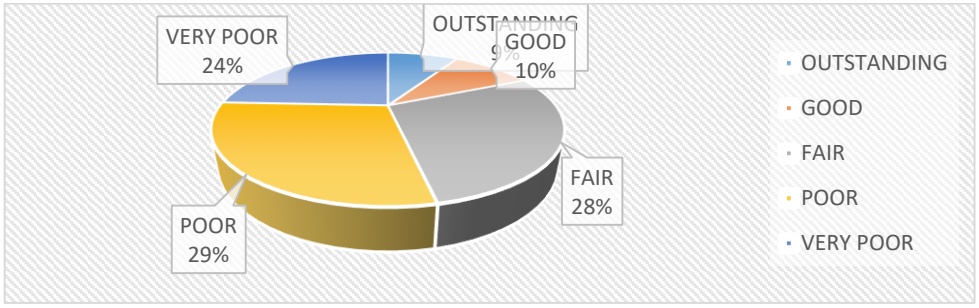



**Figure 1b: Pie Chart of Principals' Performance on Implementation of Quality Health Care and Safety**




Figures 1a and 1b generally clearly showcase that the percentage scores of principals' performance on implementation of quality health care and safety 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 leadership as quality assurance policy standards for effective administration of secondary schools in Delta State?

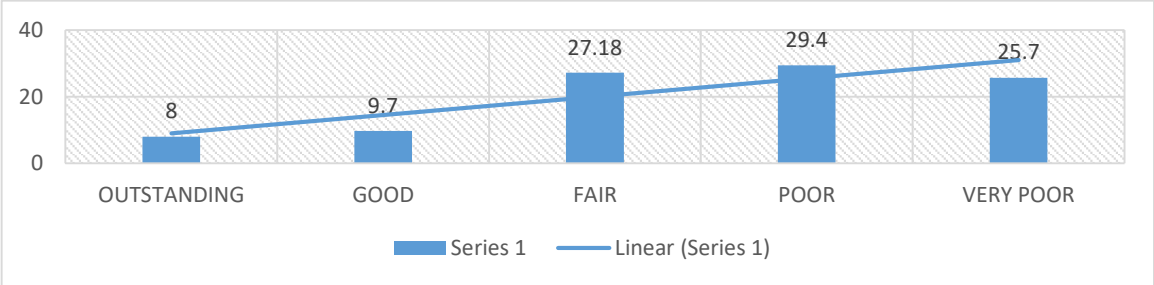
**Table 3: Percentage Scores of Teachers on Principals' Performance on Implementation of Quality Leadership as Quality Assurance Policy Standards for Effective Administration of Secondary Schools in Delta State**
**N = 1,555**

| S/N | STATEMENTs: Please showcase your agreement concerning the principal's performance towards providing quality leadership in the school. The principal's performance in: | O | | G | | F | | P | | VP | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | f | % | f | % | f | % | f | % | f | % |
| 19. | providing effective leadership styles that promote a positive including comfortable climate in school | 120 | 7.72 | 140 | 9.00 | 450 | 28.94 | 400 | 25.72 | 445 | 28.62 |
| 20. | demonstrating leadership qualities that encourage teachers to effectively collaborate at work for the attainment of school goals/objectives | 149 | 9.58 | 145 | 9.32 | 455 | 29.26 | 410 | 26.37 | 396 | 25.47 |
| 21. | providing quality leadership that will promote effective school-community relationships/partnerships in school | 150 | 9.65 | 160 | 10.29 | 390 | 25.08 | 475 | 30.55 | 380 | 24.44 |
| 22. | constantly organizing open days for parents to attend to the needs of their children and wards in school | 140 | 9.00 | 165 | 10.61 | 400 | 25.72 | 440 | 28.29 | 410 | 26.37 |
| 23. | deploying effective leadership behaviour/practices that will lead to goals accomplishment in school | 100 | 6.43 | 178 | 11.45 | 407 | 26.17 | 520 | 33.44 | 350 | 22.51 |
| 24. | providing quality leadership that contributes effectively to learners' academic progress and achievement. | 135 | 8.68 | 159 | 10.03 | 372 | 23.92 | 480 | 30.87 | 409 | 26.30 |
| 25. | implementing effective School Development Plan (SDP) for attainment of educational goals and objectives | 129 | 8.29 | 131 | 8.42 | 460 | 29.58 | 502 | 32.28 | 333 | 21.41 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 26. | consistently being accountable to staff including the SBMC (School-Based Management Committee) in all matters | 143 | 9.19 | 149 | 9.58 | 340 | 21.86 | 450 | 28.94 | 473 | 30.42 |
| 27. | competently appraising staff performance for their promotion in school | 129 | 8.29 | 150 | 9.65 | 400 | 25.72 | 450 | 28.94 | 426 | 27.39 |
| 28. | constantly involving parents to assist the school in solving academic and social problems of students | 120 | 7.72 | 126 | 8.10 | 440 | 28.29 | 470 | 30.23 | 399 | 25.66 |
| 29. | promoting staff active participation in decision making process in the school | 140 | 9.00 | 156 | 10.03 | 398 | 25.59 | 420 | 27.01 | 441 | 28.36 |
| 30. | supporting and sponsoring staff continuous participation in capacity development/in-service training programmes in school | 125 | 8.04 | 128 | 8.23 | 430 | 27.65 | 570 | 36.66 | 302 | 19.42 |
| 31. | fairly delegating responsibilities/functions to other staff members in school | 120 | 7.72 | 130 | 8.36 | 365 | 23.47 | 510 | 32.79 | 430 | 27.65 |
| 32. | giving equal treatment to all staff and students in the school without discrimination, ethnicity or favouritism | 115 | 7.39 | 118 | 7.59 | 550 | 35.37 | 470 | 30.23 | 302 | 19.42 |
| 33. | supporting staff welfare by using various motivational strategies | 47 | 3.02 | 159 | 10.24 | 478 | 30.74 | 396 | 25.47 | 475 | 30..55 |
| 34. | ensuring that records are appropriately updated and kept in the school | 100 | 6.43 | 190 | 12.22 | 446 | 28.68 | 413 | 26.56 | 406 | 25.11 |
| 35. | appropriately sourcing and managing funds in order to bring bout improvement in the school | 152 | 9.77 | 171 | 10.99 | 404 | 25.98 | 395 | 25.40 | 433 | 27.85 |
| | **Total** | **8.00%** | | **9.70%** | | **27.18%** | | **29.40%** | | **25.70%** | |

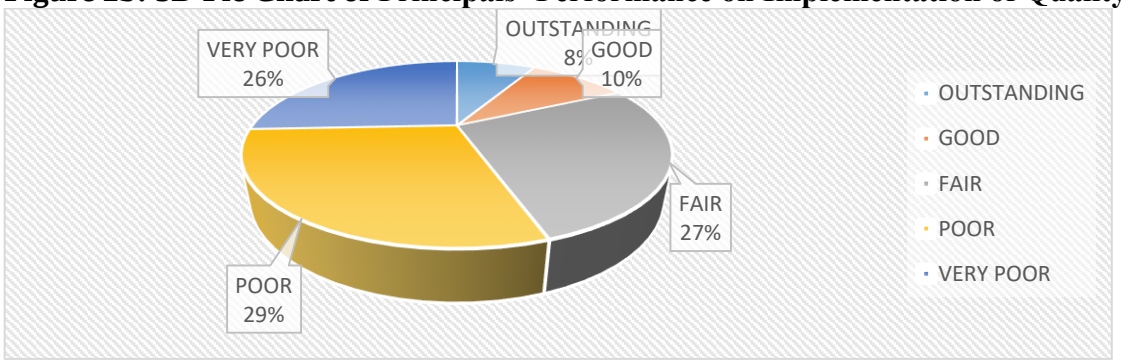
Analysis of result as shown in the above Table 3 indicated that the percentage scores of principals' performance on implementation of quality leadership as quality assurance policy standards for effective administration of secondary schools in Delta State as rated by the teachers, were as follows; 8.00% for outstanding performance, 9.70% for good performance, 27.18% for fair performance, 29.40% for poor performance and 25.70% for very poor performance. The result further showed that the principals' performance on implementation of quality leadership 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 leadership for both the outstanding and good performances were very low at 8.00% and 9.70% respectively. However, the result further revealed that the principals' performance in implementation of quality leadership 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.

**Figure 2a: Bar Chart of Principals' Performance on Implementation of Quality Leadership**



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***2020 Impact Factor: 5.355.*** *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

**Figure 2b: 3D Pie Chart of Principals' Performance on Implementation of Quality Leadership**




Figures 2a and 2b generally clearly showcase that the percentage scores of principals' performance on implementation of quality leadership 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 School Self-evaluation (SS-e) process as quality assurance policy standards for effective administration of secondary schools in Delta State?

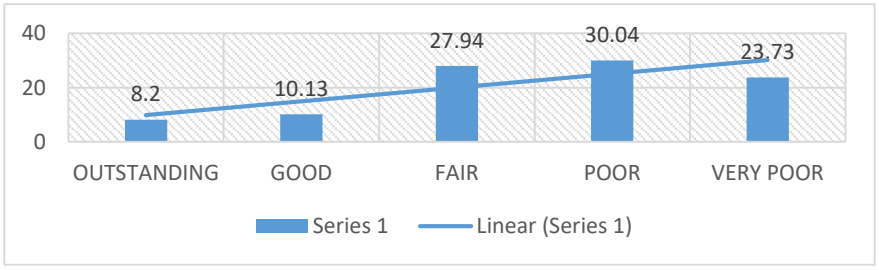
**Table 4: Percentage Scores of Teachers on Principals' Performance on Implementation of Quality School Self-evaluation (SS-e) as Quality Assurance Policy Standards for Effective Administration of Secondary Schools in Delta State**
**N = 1,555**

| S/N | STATEMENTs: Please showcase your agreement concerning the principal's performance towards utilizing quality School Self-evaluation (SS-e) process in the school. The principal's performance in: | O | | G | | F | | P | | VP | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | f | % | f | % | f | % | f | % | f | % |
| 36. | efficiently carrying out quality school self-evaluation (SS-e) exercise once every term | 115 | 7.39 | 148 | 9.52 | 370 | 23.79 | 563 | 36.21 | 359 | 23.09 |
| 37. | using wide range of methods for collecting evidence for the school self-evaluation (SS-e) test, that is, - Observation, Documentation and Discussion (ODD). | 133 | 8.55 | 180 | 11.58 | 490 | 31.51 | 427 | 27.46 | 325 | 20.90 |
| 38. | appropriately using the Evidence Forms (EF) to conduct school self-evaluation (SS-e) exercise | 104 | 6.69 | 146 | 9.39 | 508 | 32.67 | 444 | 28.55 | 353 | 22.70 |
| 39. | using school self-evaluation (SS-e) exercise to determine the areas of strengthens and weaknesses in order to improve school standards | 166 | 10.68 | 193 | 12.41 | 407 | 26.17 | 398 | 25.59 | 391 | 25.14 |
| 40. | channeling the reports from (SS-e) exercise to the rightful sources such as the ministry, regulatory | 100 | 6.43 | 116 | 7.59 | 345 | 22.19 | 471 | 30.29 | 521 | 33.50 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | agency, SBMC, PTA, for appropriate action to be taken | | | | | | | | | | |
| 41. | using the report from (SS-e) to develop the SDP for school improvement | 142 | 9.13 | 160 | 10.29 | 488 | 31.28 | 500 | 32.15 | 265 | 17.04 |
| | **Total** | **8.20%** | | **10.13%** | | **27.94%** | | **30.04%** | | **23.73%** | |

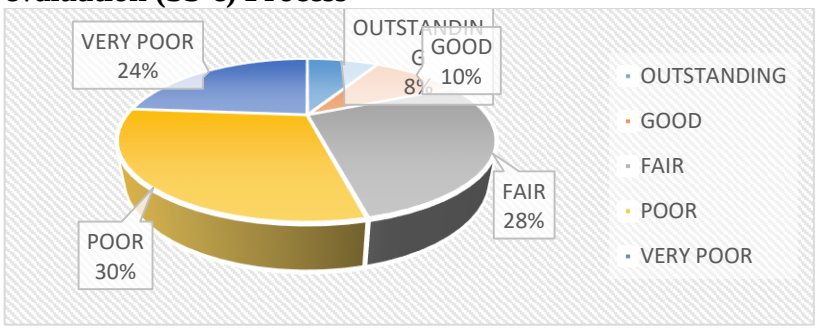
Analysis of result as shown in the above Table 4 indicated that the percentage scores of principals' performance on implementation of quality School Self-evaluation (SS-e) process as quality assurance policy standards for effective administration of secondary schools in Delta State as rated by the teachers, were as follows; 8.20% for outstanding performance, 10.13% for good performance, 27.94% for fair performance, 30.04% for poor performance and 23.73% for very poor performance. The result further showed that the principals' performance on implementation of quality School Self-evaluation (SS-e) process 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 leadership for both the outstanding and good performances were very low at 8.20% and 10.13% respectively. However, the result further revealed that the principals' performance in implementation of quality School Self-evaluation (SS-e) process as quality assurance policy standards for effective administration of secondary schools in Delta State was poor. This result was further 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 School Self-evaluation (SS-e) Process**




..

**Figure 3b: 3D Pie Chart of Principals' Performance on Implementation of Quality School Self-evaluation (SS-e) Process**



Figures 3a and 3b generally clearly showcase that the percentage scores of principals' performance on implementation of quality School Self-evaluation (SS-e) process 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.

**Testing of Hypotheses**

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

**Table 5: Chi-Square Goodness of Difference Between the Expected and Observed Principals' Performance on Implementation of Quality Health Care and Safety as Quality Assurance Policy Standards for Effective Administration of Secondary Schools in Delta State**

| Principals | Principals' Performance | Observed value | Expected values | $\chi^2$ | df | Sig (two-tailed) |
|---|---|---|---|---|---|---|
| | O | 1262 | 1260.5 | | | |
| Principal 1 | G | 1398 | 1396.2 | | | |
| | F | 4086 | 4088.0 | | | |
| | P | 675 | 2374.6 | | | |
| | VP | 7016 | 5317.6 | | | |
| | | | | 3.632E3[a] | 4 | .000 |
| Principal 2 | O | 1182 | 1183.5 | | | |
| | G | 1309 | 1310.8 | | | |
| | F | 3840 | 3838.0 | | | |
| | P | 3929 | 2229.4 | | | |
| | VP | 3294 | 4992.4 | | | |

Table 5 showed a Chi-square goodness of fit test of no significant difference between the expected and observed principals' performance on implementation of quality health care and safety as quality assurance policy standards for effective administration of secondary schools in Delta State. A Chi-square value of 3.632E3[a] and a corresponding p-value of 0.00 was obtained. Testing at 0.05 level of significance, the p-value is less than the alpha level ($p$ 0.00 < 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 health care and safety as quality assurance policy standards for effective administration of secondary schools in Delta State" was rejected. Therefore, there is a significant difference between the expected and observed principals' performance on implementation of quality health care and safety 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 leadership as quality assurance policy standards for effective administration of secondary schools in Delta State.

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

| Principals | Principals' Performance | Observed value | Expected values | $\chi^2$ | df | Sig (two-tailed) |
|---|---|---|---|---|---|---|
| | O | 1093 | 1091.9 | | | |
| Principal 1 | G | 1319 | 1318.8 | | | |
| | F | 3705 | 3705.7 | | | |
| | P | 4006 | 4006.9 | | | |
| | VP | 3511 | 3510.7 | | | |
| | | | | .003[a] | 4 | 1.000 |
| Principal 2 | O | 1024 | 1025.1 | | | |
| | G | 1238 | 1238.2 | | | |
| | F | 3480 | 3479.3 | | | |
| | P | 3763 | 3762.1 | | | |
| | VP | 3296 | 3296.3 | | | |

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 leadership as quality assurance policy standards for effective administration of secondary schools in Delta State. A Chi-square value of 0.003[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 leadership 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 leadership 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 School Self-evaluation (SS-e) process as quality assurance policy standards for effective administration of secondary schools in Delta State.

**Table 7: Chi-Square Goodness of Difference Between the Expected and Observed Principals' Performance on Implementation of Quality School Self-Evaluation (SS-e) Process as Quality Assurance Policy Standards for Effective Administration of Secondary Schools in Delta State**

| Principals | Principals' Performance | Observed value | Expected values | $\chi^2$ | df | Sig (two-tailed) |
|---|---|---|---|---|---|---|
| | O | 393 | 393.5 | | | |
| Principal 1 | G | 486 | 486.9 | | | |
| | F | 1346 | 1345.1 | | | |
| | P | 1445 | 1445.7 | | | |
| | VP | 1142 | 1140.9 | | | |
| | | | | .009[a] | 4 | 1.000 |
| Principal 2 | O | 370 | 369.5 | | | |
| | G | 458 | 457.1 | | | |
| | F | 1262 | 1262.9 | | | |
| | P | 1358 | 1357.3 | | | |
| | VP | 1070 | 1071.1 | | | |

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 School Self-evaluation (SS-e) process as quality assurance policy standards for effective administration of secondary schools in Delta State. A Chi-square value of 0.009[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 School Self-evaluation (SS-e) process 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 School Self-evaluation (SS-e) process as quality assurance policy standards for effective administration of secondary schools in Delta State.

**Discussion of Findings**

The findings indicated that the principals' performance on implementation of quality health care and safety 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 poor towards implementation of quality health care and safety in: ensuring that quality procedures for school health care safety were appropriately put in place, providing adequate security measures through installation of CCTV cameras, employment of able bodied guards, etc to enhance appropriate school safety, ensuring that both teachers including learners worked in a healthy, non-violent and safe environment in school, ensuring that all students including staff knew how to respond to and report issues of violence, abuse and conflict which might affect access to learning, establishing appropriate health practices in school in order to encourage students to live healthy lives that would keep themselves safe, organizing sensitization programmes including health talks for quality health care and safety delivery in school, providing adequate sanitary facilities such as washing hand basins, waste bins, disposables, toiletry facilities, cleaning agents like detergents, soaps, etc in school to promote quality health care and safety services in school, ensuring accessibility of some basic amenities such as portable drinking water, gender fitting toilets, etc, providing effective avenues where students report incidents which may be harmful or affect their access to learning, ensuring thorough supervision of students to guarantee their safety when not in their classrooms, during recreational activities, establishing effective measures which would grant safety of students with special needs in the school, providing adequate school health/medical facilities such as school clinics or sick bays, well-equipped First Aid boxes, etc in school, encouraging constant students immunization in school, ensuring that school followed correct procedures for responding to and reporting issues related to learners protection, violence including conflict, ensuring that positive methods of discipline were used for students safety in the school instead of corporal punishment, ensuring that there was well-managed assessment procedure, which ensures that the teachers track their learners' health progress and personal development, ensuring that all staff had good understanding of learners' protection procedures which are fully implemented, and in preventing and responding to prompt incidences of students abuse coupled with sexual molestation in school.

From the above principals' performance, this finding means that quality is below that expected and little improvement has been made.

This finding does not deviated with the findings 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. More so, 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 showed that there was a significant difference between the expected and observed principals' performance on implementation of quality health care and safety 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 health care and safety for effective administration of secondary schools in Delta State. Indicating 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.

The findings indicated that the principals' performance on implementation of quality leadership 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 principals' performance towards providing quality leadership was mostly found to be poor in: providing effective leadership styles that promoted a positive including comfortable climate in school, demonstrating leadership qualities that encouraged teachers to effectively collaborate at work for the attainment of school goals/objectives, providing quality leadership that would promote effective school-community relationships/partnerships in school, constantly organizing open days for parents to attend to the needs of their children and wards in school, deploying effective leadership behaviour/practices that would lead to goals accomplishment in school, providing quality leadership that contributed effectively to learners' academic progress and achievement, implementing effective School Development Plan (SDP) for attainment of educational goals and objectives, consistently being accountable to staff including the SBMC (School-Based Management Committee) in all matters, competently appraising staff performance for their promotion in school, constantly involving parents to assist the school in solving academic and social problems of students, promoting staff active participation in decision making process in the school, supporting and sponsoring staff continuous participation in capacity development/in-service training programmes in school, fairly delegating responsibilities/functions to other staff members in school, giving equal treatment to all staff and students in the school without discrimination, ethnicity or favouritism, supporting staff welfare by using various motivational strategies, ensuring that records were appropriately updated and kept in the school, and in appropriately sourcing and managing funds in order to bring bout improvement in the school.

From the aforementioned principals' performance, this finding means that quality is

below that expected and little improvement has been made. The finding is in line 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 differs from the previous study from the angle that the level of principals' administrative effectiveness was high and experience significantly contributed to their performance. However, 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. More so, the hypothesis indicated that there was no significant difference between the expected and observed principals' performance on implementation of quality leadership 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 leadership for effective administration of secondary schools in Delta State. Showcasing 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.

The findings indicated that the principals' performance on implementation of quality School Self-evaluation (SS-e) process 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 principals' performance towards implementation of quality School Self-evaluation (SS-e) process was mostly discovered to be poor in: efficiently carrying out quality school self-evaluation (SS-e) exercise once every term, using wide range of methods for collecting evidence for the school self-evaluation (SS-e) test, that is, - Observation, Documentation and Discussion (ODD), appropriately using the Evidence Forms (EF) to conduct school self-evaluation (SS-e) exercise, using school self-evaluation (SS-e) exercise to determine the areas of strengthens and weaknesses in order to improve school standards, channeling the reports from (SS-e) exercise to the rightful sources such as the ministry, regulatory agency, SBMC, PTA, for appropriate action to be taken, and in using the report from (SS-e) to develop the SDP for school improvement.

From the above principals' performance, this finding means that quality is below that expected and little improvement has been made. The finding is not in consonance 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. 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. The hypothesis indicated that there was no significant difference between the expected and observed principals' performance on implementation of quality School Self-evaluation (SS-e) process 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 School Self-evaluation (SS-e) process for effective administration of secondary schools in Delta State. This showcases 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. 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.

**Conclusion**

In conclusion, the present study submits that the principals' performance on implementation of quality assurance policy standards such as quality health care and safety, quality leadership and quality School Self-evaluation (SS-e) process for effective administration of secondary schools in Delta State were found to be mostly poor. As such, there is a significant difference between the expected and observed principals' performance on implementation of all these quality assurance policy standards for effective administration of secondary schools in Delta State. This indicated that, secondary school principals in Delta State have not been able to efficiently implement these quality assurance policy standards to an outstanding and good performance levels. For quality education to triumph in the secondary schools in Delta State, priority attention must be given towards principals' performance on such education policy implementation standards as the quality assurance policy standards. Thus, the recommendations made below.

**Recommendations**

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

1, Delta State Government in conjunction with PPEB and other education stakeholders such as the PTA, private individuals, financial institutions and community organizations, should provide quality health care and safety facilities that would aid principals' outstanding and good performance on implementation of quality assurance policy standards for effective administration of secondary schools in Delta State.

2. Adequate scholarships and constant in-service training should be provided for principals in order to promote sound and quality leadership for their outstanding and good performance on implementation of quality assurance policy standards for effective administration of secondary schools in Delta State.

3. Principals should employ wide range of effective supervisory techniques and methods that will promote quality School Self-evaluation (SS-e) process 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 Evaluation of Principals' Performance on Implementation of 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 health care and safety, quality leadership, and quality School Self-evaluation (SS-e) process, 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 health care and safety, quality leadership, and quality School Self-evaluation (SS-e) process, in different aspects of the administration and management of secondary schools.

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