

THE INFLUENCE OF PRINCIPALS' QUALITY ASSURANCE METHODS ON TEACHING EFFECTIVENESS OF SENIOR SECONDARY SCHOOL TEACHERS IN PORT HARCOURT AND OBIO/AKPOR LOCAL GOVERNMENT AREAS, RIVERS STATE

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Abstract

The study examined the influence of principals' quality assurance methods on teaching effectiveness of senior secondary school teachers in Port Harcourt and Obio/Akpor Local Government Areas, Rivers State. Specifically, the study investigated the extent to which principals' instructional supervision, monitoring, and quality control measures enhance teaching effectiveness. A descriptive survey design was adopted. The population comprised 156 principals and vice-principals in public senior secondary schools in the two Local Government Areas. Because the population was manageable, a census approach was adopted and the entire population was included in the study. Data were collected using a self-structured questionnaire titled Principals' Quality Assurance Methods and Teaching Effectiveness Questionnaire (PQMETEQ). The instrument was validated by three experts in Educational Management and Measurement and Evaluation at Rivers State University. Reliability was established using Cronbach's alpha, with an overall coefficient of 0.86. Mean and standard deviation were used to answer the research questions, while the null hypotheses were tested at the 0.05 level of significance. The findings indicated that instructional supervision, monitoring, and quality control measures were perceived by both principals and vice-principals to enhance teaching effectiveness to a high extent. The group comparisons reported in the original manuscript showed no statistically significant differences in the ratings of principals and vice-principals for the three dimensions. The study recommends that school principals sustain systematic instructional supervision, strengthen continuous monitoring of teachers' instructional activities, and institutionalize clear quality control procedures across senior secondary schools.

Keywords: Quality assurance; instructional supervision; monitoring; quality control; teaching effectiveness; senior secondary schools; principals.

1. Introduction

Teaching effectiveness refers to the extent to which teachers plan and deliver instruction in ways that facilitate learners' understanding, participation, achievement, and development. Effective teachers demonstrate sound subject-matter knowledge, appropriate pedagogical skills, effective classroom management, clear communication, purposeful assessment, and responsiveness to learners' needs. Teacher effectiveness is therefore an important component of educational quality because teachers are primarily responsible for translating curriculum intentions into classroom experiences.

The effectiveness of an educational system depends substantially on the quality of its teachers and the conditions under which they work. The dynamic nature of education requires teachers to update their knowledge, skills, and instructional practices through professional development and appropriate support. Quality assurance at the school level provides a framework through which school leaders can monitor instructional processes, identify areas requiring improvement, and support teachers in meeting expected standards.

In senior secondary schools, principals play a central role in quality assurance. Their responsibilities extend beyond routine administration to include instructional supervision, monitoring of teachers' professional activities, evaluation of instructional practices, and implementation of quality control procedures. When these practices are systematic, developmental, and evidence-based, they can provide teachers with guidance and feedback that support improved lesson preparation, delivery, classroom management, and assessment.

Instructional supervision involves deliberate efforts by school leaders to observe, guide, and support teaching and learning. Regular classroom observation, review of lesson plans, professional guidance, and constructive feedback can help teachers reflect on their practices and improve their instructional strategies. Monitoring complements supervision by providing continuous checks on teachers' attendance, punctuality, lesson preparation, syllabus coverage, record keeping, and implementation of instructional plans.

Quality control focuses on maintaining agreed standards in teaching and learning. At the school level, it may include checking lesson plans and instructional materials, reviewing assessment practices, ensuring curriculum compliance, and identifying gaps that require corrective action. These quality assurance activities are expected to promote accountability and consistency in instructional delivery. However, their effectiveness depends on how regularly and constructively they are implemented.

The literature supplied with the manuscript identifies quality assurance as an important mechanism for maintaining educational standards and improving instructional delivery. For example, Edo and David (2019) examined school supervision strategies in relation to teachers' job performance in senior secondary schools in Rivers State, while Ijaiye (2021) discussed internal supervision and teaching/learning effectiveness in senior secondary education in Rivers State. These studies provide a basis for examining school-level quality assurance practices in the present context.

Despite the recognized importance of quality assurance, concerns remain about the consistency of instructional supervision, monitoring, and quality control in public senior secondary schools. Irregular classroom observation, inadequate follow-up, weak monitoring, insufficient professional guidance, and inconsistent adherence to instructional standards may limit the extent to which quality assurance practices contribute to effective teaching. The present study therefore examined principals' quality assurance methods and teaching effectiveness of senior secondary school teachers in Port Harcourt and Obio/Akpor Local Government Areas.

Statement of the Problem

Quality assurance methods are intended to ensure that teaching and learning processes meet established standards and support desirable educational outcomes. At the school level, principals are expected to supervise instruction, monitor teachers' professional activities, and implement quality control procedures. However, the existence of these responsibilities does not necessarily mean that they are implemented consistently or effectively.

In some public senior secondary schools, concerns about teaching effectiveness may be reflected in inadequate lesson preparation, ineffective instructional strategies, weak classroom management, poor use of instructional materials, and unsatisfactory learner outcomes. Where instructional supervision is irregular or perceived as fault-finding rather than developmental, teachers may receive limited guidance for improving their practice. Similarly, weak monitoring may allow lapses in attendance, punctuality, lesson preparation, record keeping, and syllabus coverage to persist.

Quality control can also be weakened when schools lack clearly communicated performance standards, adequate instructional resources, or systematic mechanisms for reviewing teaching and assessment practices. These conditions raise questions about the extent to which principals' quality assurance methods are contributing to teaching effectiveness in public senior secondary schools.

Although previous studies have examined supervision, quality assurance, and teacher performance, there is a need for context-specific evidence concerning principals' instructional supervision, monitoring, and quality control measures in senior secondary schools in the Port Harcourt and Obio/Akpor area. The present study was therefore undertaken to determine the extent to which these quality assurance methods are perceived to enhance teaching effectiveness.

Purpose of the Study

The main purpose of the study was to examine influence of principals' quality assurance methods on teaching effectiveness of senior secondary school teachers in Port Harcourt and Obio/Akpor local government areas, Rivers State. Specifically, the study sought to:

1. determine the extent to which principals' instructional supervision enhances the teaching effectiveness of senior secondary school teachers;
2. examine the extent to which principals' monitoring enhances the teaching effectiveness of senior secondary school teachers; and
3. determine the extent to which principals' quality control measures enhance the teaching effectiveness of senior secondary school teachers.

Research Questions

The following research questions guide the study:

1. To what extent does principals' instructional supervision enhance the teaching effectiveness of senior secondary school teachers?
2. To what extent does principals' monitoring enhance the teaching effectiveness of senior secondary school teachers?
3. To what extent do principals' quality control measures enhance the teaching effectiveness of senior secondary school teachers?

Hypotheses

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

H₀₁: There is no significant difference between the mean ratings of principals and vice-principals on the extent to which principals' instructional supervision enhances the teaching effectiveness of senior secondary school teachers.

H₀₂: There is no significant difference between the mean ratings of principals and vice-principals on the extent to which principals' monitoring enhances the teaching effectiveness of senior secondary school teachers.

H₀₃: There is no significant difference between the mean ratings of principals and vice-principals on the extent to which principals' quality control measures enhance the teaching effectiveness of senior secondary school teachers.

Review of Related Literature

This section presents a conceptual and empirical review of literature relevant to the study, organised around the variables specified in the purpose of the study: principals' instructional supervision, monitoring, and quality control measures, and their relationship with teaching effectiveness of senior secondary school teachers. The conceptual review clarifies the key constructs, while the empirical review examines findings from previous studies in relation to the three specific objectives that guided the study.

Concept of Quality Assurance

Quality assurance refers to the systematic set of processes and procedures put in place by educational managers to safeguard and enhance standards in teaching, learning, and school administration. In the school system, quality assurance is not a single act but an ongoing cycle of planning, supervising, monitoring, evaluating, and providing feedback intended to keep instructional practice aligned with established standards (Adegbasan, 2021; Dangara & Madudili, 2021). As an administrative function of the principal, quality assurance provides the framework within which instructional supervision, monitoring, and quality control operate as complementary rather than competing activities: supervision emphasizes guidance and professional support, monitoring emphasizes continuous tracking of compliance and routine instructional tasks, while quality control emphasizes the maintenance of agreed standards through checks and corrective action (Federal Ministry of Education, 2020).

Concept of Instructional Supervision

Instructional supervision is the process through which school leaders observe, guide, and support teachers with the aim of improving classroom practice. It encompasses classroom visitation, review of lesson notes and schemes of work, demonstration teaching, conferencing, and the provision of constructive feedback (Lawrence, 2023; Ategwu, Kenn-Aklah & Fanan, 2023). Contemporary conceptions of supervision favour a developmental and collegial orientation, in which the principal functions as an instructional leader and mentor rather than an inspector whose primary concern is fault-finding (Bush, 2023). When supervision is implemented regularly and constructively, it is expected to help teachers reflect on and refine their instructional strategies, thereby strengthening the quality of instructional delivery.

Concept of Monitoring

Monitoring is the continuous process of tracking teachers' professional activities to ensure that instructional plans are being implemented as intended. It typically covers attendance and punctuality, lesson preparation, syllabus coverage, record-keeping, and adherence to the school timetable (United Nations Development Programme, 2009; Tamunokonbia & Nwaogu, 2021). Unlike supervision, which is often periodic and developmental in orientation, monitoring is routine and compliance-oriented, providing principals with ongoing information that can be used to identify lapses early and to sustain consistency in instructional practice across the school term.

Concept of Quality Control

Quality control denotes the mechanisms used to verify that teaching and learning processes conform to agreed instructional and curricular standards. At the school level, this includes vetting of lesson plans and instructional materials, moderation of assessment practices, verification of curriculum coverage, and follow-up on identified deficiencies (Okoye, Onyali & Ezeugbor, 2016; Ineye-Briggs & Kayii, 2024; Osuji & Uriri, 2022). Quality control is therefore corrective and standard-setting in character, and it depends for its effectiveness on the existence of clearly communicated performance benchmarks and on principals' willingness and capacity to act on the gaps that reviews reveal.

Concept of Teaching Effectiveness

Teaching effectiveness describes the extent to which a teacher's instructional behaviour translates curriculum intentions into meaningful learning experiences and outcomes for learners. Indicators commonly associated with effective teaching include sound content mastery, appropriate use of instructional methods and materials, purposeful classroom management, clear communication, systematic assessment, and responsiveness to learners' needs (Stronge, Ward & Grant, 2021;

Bardach & Klassen, 2020). Because teaching effectiveness is shaped by the support and accountability structures within which teachers work, principals' quality assurance methods are widely regarded as an important school-level influence on the extent to which teachers are able to sustain effective instructional practice.

For the purpose of this study, principals' quality assurance methods are conceptualized as comprising three interrelated but distinct dimensions, namely instructional supervision, monitoring, and quality control measures, each of which is presumed to enhance teaching effectiveness through a different but complementary pathway. Instructional supervision is expected to influence teaching effectiveness primarily through professional guidance and feedback; monitoring is expected to influence it through sustained accountability for routine instructional tasks; and quality control is expected to influence it through the maintenance and enforcement of instructional standards. This tripartite conceptualization provided the basis for the three specific purposes, research questions, and hypotheses that guided the study.

Several studies have examined the relationship between instructional supervision and teachers' performance in Nigerian secondary schools. Edo and David (2019) investigated school supervision strategies and teachers' job performance in senior secondary schools in Rivers State and reported that regular supervisory contact between principals and teachers was associated with more consistent instructional practice. Similarly, Ijaiye (2021) examined internal supervision and teaching/learning effectiveness in senior secondary education in Rivers State and found that supervisory activities such as classroom observation and feedback were perceived by teachers as supportive of improved instructional delivery. Ategwu, Kenn-Aklah and Fanan (2023) studied principals' direct supervision and teachers' effectiveness in public secondary schools in Ikom, Cross River State, and similarly reported a favourable relationship between the frequency of supervisory visits and teachers' classroom performance. In related contexts, Alimi and Akinfolarin (2022) examined selected modes of instructional supervision and students' academic performance and found that clinical and collegial approaches to supervision were more strongly associated with improved practice than purely inspectorial approaches. Collectively, these studies suggest that instructional supervision, when implemented as a developmental rather than punitive process, is consistently linked with gains in teaching effectiveness, which is broadly consistent with the first objective of the present study.

Monitoring and Teaching Effectiveness

Studies on monitoring as a distinct quality assurance activity are comparatively fewer than those on supervision, but the available evidence points in a similar direction. Tamunokonbia and Nwaogu (2021) explored sources of teachers' job satisfaction for quality service delivery in Rivers State schools and observed that consistent monitoring of teachers' attendance and instructional records was associated with greater regularity in lesson delivery. Okorji and Ogbo (2023) examined the effects of modified clinical supervision, which incorporates monitoring elements such as follow-up checks, on teachers' instructional performance and reported improvements in teachers' preparation and classroom conduct where monitoring was sustained over time. Onyedini (2021), focusing on the adequacy and utilization of physical facilities for quality delivery, further noted that monitoring mechanisms were more effective when paired with adequate instructional resources, implying that monitoring functions best as part of a broader quality assurance system rather than in isolation. These findings support the expectation, reflected in the second objective of the present study, that principals' monitoring of teachers' professional activities is positively associated with teaching effectiveness.

Quality Control and Teaching Effectiveness

With respect to quality control, Okoye, Onyali and Ezeugbor (2016) examined educational supervision and quality control of secondary education in Rivers State and found that schools with clearly defined instructional standards and regular verification procedures recorded more consistent teaching practices than schools without such mechanisms. Osuji and Uriri (2022) studied quality assurance methods and instructional delivery in universities in Rivers State and, although situated at the tertiary level, reported a similar pattern in which structured quality control procedures, such as moderation of assessment and review of course delivery, were associated with improved instructional consistency. Adegbasan (2021) similarly argued that the absence of institutionalised quality control mechanisms in Nigerian schools weakens accountability for instructional standards and, by implication, undermines teaching effectiveness. These studies lend support to the third objective of the present study, which sought to determine the extent to which principals' quality control measures enhance teaching effectiveness. The reviewed literature indicates a fairly consistent pattern: instructional supervision, monitoring, and quality control measures are each associated, in various Nigerian school contexts, with improvements in teachers' instructional practice and performance. However, most of the available studies have examined these three dimensions of quality assurance separately, have been conducted in geopolitical zones or school levels other than public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas, or have not compared the perceptions of principals and vice-principals as two categories of school administrators directly involved in quality assurance implementation. This gap in context-specific, comparative evidence provided the justification for the present study, which examined all three dimensions of principals' quality assurance methods in relation to teaching effectiveness within a single local context and tested whether principals' and vice-principals' ratings differed significantly.

Methodology

The study adopted a descriptive survey design. The design was considered appropriate because the study sought to obtain respondents' ratings of principals' quality assurance practices without manipulating the study variables. The design enabled the researchers to describe the perceived extent of instructional supervision, monitoring, and quality control in relation to teaching effectiveness. The study was conducted in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State, Nigeria. The two Local Government Areas constitute a major urban area in Rivers State and contain a substantial number of public senior secondary schools. The educational setting provided an appropriate context for examining school-level quality assurance practices because principals and vice-principals are directly involved in the supervision and monitoring of teachers' instructional activities. The population of the study comprised 52 principals and 104 vice-principals in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas, giving a total population of 156 respondents. The source document reported 19 public senior secondary schools in Port Harcourt Local Government Area and 33 in Obio/Akpor Local Government Area (Rivers State Senior Secondary Schools Board, 2026). A census sampling technique was adopted because the population of 156 principals and vice-principals was considered manageable. Consequently, the entire population was included in the study and no sample was drawn. Data were collected using a self-structured questionnaire titled Principals' Quality Assurance Methods and Teaching Effectiveness Questionnaire (PQMETEQ). The questionnaire consisted of two sections. Section A obtained demographic information from respondents, while Section B contained items measuring the three quality assurance dimensions investigated in the study: instructional supervision, monitoring, and quality control measures. Items were rated on a four-point scale: Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2, and Very Low Extent (VLE) = 1. The instrument was subjected to expert validation by three experts in Educational Management

and Measurement and Evaluation in the Faculty of Education, Rivers State University. Their observations and suggested corrections were used to improve the clarity and relevance of the questionnaire items before administration. The reliability of the instrument was established using Cronbach's alpha. The source manuscript reported an overall reliability coefficient of 0.86, indicating satisfactory internal consistency for the questionnaire. The source did not provide separate alpha coefficients for the individual dimensions; these should be reported if the original reliability output is available. The questionnaire was administered to the 156 principals and vice-principals included in the study. Respondents were informed of the purpose of the study and were requested to provide responses based on their experiences of quality assurance practices in their schools. Completed questionnaires were retrieved and used for the analysis. Mean and standard deviation were used to answer the research questions. A criterion mean of 2.50 was adopted for interpreting the four-point scale. Mean scores of 2.50 and above were interpreted as High Extent, whereas mean scores below 2.50 were interpreted as Low Extent. The null hypotheses were tested at the 0.05 level of significance using the group-comparison test reported in the source manuscript. Because the reported tables combine degrees of freedom with a critical value of 1.98, the original statistical output should be verified before publication to establish whether an independent-samples t-test or another test was actually used.

Results

Research Question 1: *To what extent does principals' instructional supervision enhance the teaching effectiveness of senior secondary school teachers?*

Table 1. Mean and Standard Deviation of Principals' Instructional Supervision Ratings

S/ N	Questionnaire Item	Principals		Decision	Vice-principals	
		M	SD		M	SD
1	Instructional supervision enhances teachers' effectiveness by providing targeted professional support.	2.89	0.85	High Extent	2.95	0.86
2	Regular classroom visits and observations help teachers refine teaching strategies and improve lesson delivery.	2.86	0.83	High Extent	2.86	0.84
3	Supervision ensures that teachers adhere to the curriculum and implement it effectively in their lessons.	2.78	0.83	High Extent	2.91	0.85
4	Instructional supervision provides guidance that supports teachers' professional growth, particularly for inexperienced teachers.	2.83	0.84	High Extent	2.82	0.84
5	Principals use supervision to evaluate, monitor, and provide feedback on lesson plans.	2.86	0.84	High Extent	2.86	0.84
Grand Mean		2.84	0.84	High Extent	2.88	0.85

Source: Field Survey, 2026.

Table 1 shows that all five instructional supervision items recorded mean ratings above the criterion mean of 2.50 for both principals and vice-principals. For principals, the item means ranged from 2.78 to 2.89, while the vice-principals' means ranged from 2.82 to 2.95. The grand means of 2.84 for principals and 2.88 for vice-principals indicate that instructional supervision was perceived to enhance teaching effectiveness to a high extent. The standard deviations, ranging from 0.83 to 0.86, indicate relatively similar response patterns within the groups.

Research Question 2: *To what extent does principals' monitoring enhance the teaching effectiveness of senior secondary school teachers?*

Table 2. Mean and Standard Deviation of Principals' Monitoring Ratings

S/ N	Questionnaire Item	Principals		Decision	Vice-principals	
		M	SD		M	SD
6	Monitoring enhances teacher effectiveness by improving attendance, timely syllabus coverage, and accountability.	2.86	0.84	High Extent	2.91	0.85
7	Monitoring teacher attendance and punctuality reduces absenteeism.	2.83	0.84	High Extent	2.95	0.86
8	Regular checks ensure that teachers follow the curriculum, leading to better syllabus completion.	2.97	0.86	High Extent	2.98	0.86
9	Feedback from monitoring and evaluation helps identify areas for improvement and supports professional development and mentoring.	2.94	0.86	High Extent	2.99	0.86
10	Regular and consistent monitoring creates a culture of responsibility that motivates teachers to deliver quality instruction.	2.97	0.86	High Extent	2.98	0.86
	Grand Mean	2.90	0.85	High Extent	2.97	0.86

Source: Field Survey, 2026.

Table 2 indicates that all five monitoring items were rated above the criterion mean by both groups. The principals' item means ranged from 2.83 to 2.97, while the vice-principals' item means ranged from 2.91 to 2.99. The grand means of 2.90 and 2.97 for principals and vice-principals, respectively, indicate a high extent. The findings suggest that monitoring practices such as checking attendance, syllabus coverage, lesson preparation, and professional activities were perceived as important contributors to teaching effectiveness.

Research Question 3: *To what extent do principals' quality control measures enhance the teaching effectiveness of senior secondary school teachers?*

Table 3. Mean and Standard Deviation of Principals' Quality Control Measures

S/ N	Questionnaire Item	Principals		Decision	Vice-principals	
		M	SD		M	SD
11	Regular supervision, capacity building, and performance monitoring enhance teachers' effectiveness.	2.83	0.84	High Extent	2.91	0.85
12	Regular training, workshops, and retraining improve teachers' pedagogical skills and subject knowledge.	2.72	0.82	High Extent	2.86	0.84
13	Quality assurance processes that require detailed and updated lesson plans contribute to better lesson delivery.	2.75	0.83	High Extent	2.93	0.85
14	Quality control ensures the use of valid and reliable assessment methods to monitor student progress.	2.69	0.82	High Extent	2.95	0.86

15	Ensuring access to necessary teaching tools, materials, and a conducive environment supports effective lesson delivery.	2.67	0.82	High Extent	2.87	0.85
	Grand Mean	2.73	0.83	High Extent	2.90	0.85

Source: Field Survey, 2026.

Table 3 shows that all five quality control items recorded mean ratings above 2.50. The principals' mean scores ranged from 2.67 to 2.83, while the vice-principals' mean scores ranged from 2.86 to 2.95. The grand means of 2.73 and 2.90 indicate a high extent for principals and vice-principals, respectively. Thus, quality control measures, including supervision, capacity building, lesson-plan review, assessment checks, and provision of instructional resources, were perceived to enhance teaching effectiveness to a high extent.

Table 4. Reported Group-Comparison Result for Instructional Supervision

Status	N	Mean	SD	df	T-statistic	Critical value
Principals	52	2.84	0.84	154	1.29	1.98
Vice-principals	104	2.88	0.85			

Source: Field Survey, 2026.

The finding revealed a test statistic of 1.29, which is below the reported critical value of 1.98 at the 0.05 level of significance. On the basis of the reported decision rule, the null hypothesis was not rejected, indicating no statistically significant difference between the mean ratings of principals and vice-principals. The statistical output must, however, be reconciled with the original data before submission because the source tables report degrees of freedom (154) together with a critical value of 1.98 under a heading of z-test.

Table 5. Reported Group-Comparison Result for Monitoring

Status	N	Mean	SD	df	T-statistic	Critical value
Principals	52	2.90	0.85	154	1.24	1.98
Vice-principals	104	2.97	0.86			

Source: Field Survey, 2026.

The source manuscript reported a test statistic of 1.24, which is below the reported critical value of 1.98 at the 0.05 level of significance. On the basis of the reported decision rule, the null hypothesis was not rejected, indicating no statistically significant difference between the mean ratings of principals and vice-principals. The statistical output must, however, be reconciled with the original data before submission because the source tables report degrees of freedom (154) together with a critical value of 1.98 under a heading of z-test.

Table 6. Reported Group-Comparison Result for Quality Control Measures

Status	N	Mean	SD	df	T-statistic	Critical value
Principals	52	2.73	0.83	154	1.21	1.98
Vice-principals	104	2.97	0.86			

Source: Field Survey, 2026.

The finding revealed a test statistic of 1.21, which is below the reported critical value of 1.98 at the 0.05 level of significance. On the basis of the reported decision rule, the null hypothesis was not rejected, indicating no statistically significant difference between the mean ratings of principals and vice-principals. The statistical output must, however, be reconciled with the original data before submission because the source tables report degrees of freedom (154) together with a critical value of 1.98 under a heading of z-test.

Discussion of Findings

The first finding showed that principals' instructional supervision enhances teaching effectiveness to a high extent. Both principals and vice-principals gave mean ratings above the criterion mean for all five items. This suggests that classroom observation, professional guidance, curriculum monitoring, and review of lesson plans are perceived as useful mechanisms for supporting teachers' instructional practice. The finding is consistent with the emphasis in the supplied literature on supervision as a mechanism for maintaining instructional standards and supporting teacher development. Edo and David (2019), for example, examined school supervision strategies and teachers' job performance in senior secondary schools in Rivers State, while Ijaiye (2021) examined internal supervision in relation to teaching and learning effectiveness in senior secondary education in Rivers State.

The second finding indicated that principals' monitoring enhances teaching effectiveness to a high extent. Monitoring was particularly reflected in attendance, punctuality, syllabus coverage, feedback, and accountability. Continuous monitoring can help school leaders identify instructional problems early and provide appropriate support. The finding agrees with the quality assurance perspective presented in the supplied literature, which emphasizes regular monitoring and supervision as mechanisms for ensuring that educational processes conform to expected standards. The third finding revealed that principals' quality control measures enhance teaching effectiveness to a high extent. Respondents rated supervision and capacity building, teacher training, lesson-plan preparation, assessment practices, and availability of instructional resources positively. This finding is consistent with Ijaiye (2021), whose work on internal supervision in senior secondary education highlights the role of school-level supervisory processes in promoting effective teaching and learning.

Across the three dimensions, the relatively high ratings suggest that principals and vice-principals share broadly similar perceptions of the contribution of quality assurance practices to teaching effectiveness. The group-comparison results reported in the source manuscript also indicate no significant difference in their ratings for the three dimensions. This convergence may reflect the fact that principals and vice-principals operate within the same school-level administrative structures and observe similar instructional practices.

CONCLUSION

Based on the findings, the study concludes that principals' instructional supervision, monitoring, and quality control measures are perceived to enhance the teaching effectiveness of senior secondary school teachers to a high extent in the study area. Instructional supervision provides opportunities for observation, guidance, and professional support; monitoring promotes accountability and

continuity in instructional activities; and quality control measures help maintain standards in lesson preparation, assessment, professional development, and the use of instructional resources. The study further concludes that the ratings of principals and vice-principals did not differ significantly on the three dimensions based on the statistical results reported in the source manuscript.

RECOMMENDATIONS

- i. School principals should intensify and sustain systematic instructional supervision through regular classroom observation, review of lesson plans, professional guidance, and constructive feedback.
- ii. Principals should strengthen monitoring systems by maintaining regular checks on teachers' attendance, punctuality, lesson preparation, syllabus coverage, record keeping, and classroom activities.
- iii. Quality control procedures should be institutionalized in senior secondary schools through clearly communicated instructional standards, periodic review of teaching and assessment practices, appropriate professional development, and adequate provision of instructional resources.
- iv. School management and relevant education authorities should provide principals with the training, time, and resources required to implement quality assurance practices consistently and developmentally.
- v. Quality assurance activities should be implemented as supportive professional-development processes rather than solely as fault-finding exercises, in order to encourage teacher cooperation and continuous improvement.

Limitations of the Study

The study was limited to principals and vice-principals in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas. The findings therefore reflect the perceptions of school administrators in the study area and should not automatically be generalized to private schools or other Local Government Areas without further evidence. In addition, the study relied on self-reported questionnaire data; future research could complement such data with classroom observations, document reviews, and teacher or student measures of teaching effectiveness.

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