

## **Influence of Administrators' Quality Assurance Methods on Learning Outcome of Senior Secondary School Students in Port Harcourt Metropolis**

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### **Abstract**

*This study examined influence of administrators' quality assurance methods on learning outcome of senior secondary school students in Port Harcourt Metropolis. The study was guided by three objectives from which three research questions and three hypotheses were formulated. The descriptive survey design was adopted for this study. The total population was 45 principals and 3,324 teachers selected from 45 senior secondary schools in Port Harcourt Metropolis. A sample of three 360 respondents was drawn using simple random sampling technique. The instrument that was used for data collection was a self-designed questionnaire entitled: "Administrators' Quality Assurance Methods and Learning Outcomes of Senior Secondary School Students questionnaire." The research questions were analyzed using mean, aggregate mean and standard deviation, while four null hypotheses were tested with z-test at 0.05% level of significance. Findings revealed that administrators' collaboration with other stakeholders, supervision of instruction by school administrators, teachers' evaluation by school administrators, and that maintaining a safe and supportive school climate by administrators influence learning outcome of senior secondary school students in Port Harcourt Metropolis to a high extent. Based on findings, it was recommended among others that principals and all school administrators and stakeholders should see the need to collaborate, carry out regular supervision in schools, regular teachers' evaluation and maintain a safe and supportive school climate in order to achieve the overall learning outcomes of senior secondary school in Nigeria in a positive way.*

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### **Introduction**

Education plays a huge role in the development of all countries around the world. To this end, feasible education is needed by Nigeria to be able to confidently compete with other countries across the globe socially, politically, economically and technologically. It could be stated that differences in the quality and accessibility of education among countries worldwide are among the factors responsible for the distinctions between them, particularly in terms of their citizens' standard of living. In the light of this, one of the ways of properly making Nigerian education system viable is by consistently injecting and integrating quality assurance strategies into all its inputs or processes such as physical facilities; instructional resources; human resources; inspection and supervision; selection of school sites; construction of school buildings; provision of instructional resources; recruitment and selection, performance appraisal, motivation and capacity

building of teachers. Basically, unless adequate attention is persistently given to quality assurance in Nigerian public secondary schools, the hope of realising qualitative education at this level might continually fail.

Assuring quality in secondary education is a fundamental aspect of gaining and maintaining credibility for its programmes. Educational institutions and Nigeria Association for Educational Administration and Planning (NAEAP), including planners of secondary education worldwide have the right to ensure quality programmes in various institutions. Quality assurance is designed to prove and improve the quality of an institution's methods of instructional delivery especially in secondary education programmes and outcomes. Also, quality has been one of the most important concepts in contemporary educational terminology (Oyebede, Oladipo & Adetoro, 2018; Zelvys, 2022).

Quality assurance is designed to improve the quality of an institution's methods and educational processes and products. According to Igborgbor (2022), quality assurance connotes all the measures taken to ensure that the educational system is better able to meet the needs of each society. In the view of Kontio (2022), quality assurance means all the procedures, processes and systems that support and develop the education and other activities of the secondary education. To Kontio, quality assurance and auditing are one way to support education to improve its quality of delivery. Similarly, Oyebade, Oladipo and Adetoro (2018) define quality assurance as the relevance and appropriateness of educational program to the needs of the community it is designed to serve. They further asserted that it is the arrangement made or the mechanism put in place to maintain the degree of excellence of an educational product or services. Quality assurance involves series of operational methods and activities which include all action taken for standards to be met. In its entirety, quality assurance is the entire process of ensuring maximum effectiveness and efficiency of educational programme and services in relation to their context, mission and stated objectives.

Nigeria is seen as a major player in continental and intercontinental affairs. It is said that when Nigeria sneezes, the rest of the sub-regions catches cold. This is expected to apply to education system at all levels. Nigeria's wealth of diversity has had some bad consequences on the development of education. Many children still face major physical and social barriers to secondary education. Studies show that most of out-of-school children are from families with illiterate mothers, live in rural areas and come from low-income households. Girls are particularly in the majority among this population (Health Education Perspective, 2019). Also, children who live in conflict areas and/or are affected by HIV and AIDS are also less likely to attend schools, these are quality related. In other words, to reduce poverty, attention needs to be given to the quality of education for these vulnerable children in particular. Nowadays, more than ever before, the wealth or poverty status of a nation depends largely on the quality of its secondary education (Oyebade, et al., 2018). As a result of globalization and the influence of information and communication technology those nations with a larger pool of knowledge and skilled citizens and with a greater capacity for quality learning can look forward to lifetimes of extraordinary socio-economic and political fulfillment. On the other hand, the poorly educated nations especially at the secondary

level can expect overcast and tedious lives of quiet desperation as a result of unfulfilled national dreams.

The need for quality assurance in secondary education programme for effective teaching and learning cannot be overemphasized. However, the objectives of quality assurance in secondary education are: to serve as essential element of quality control policy in secondary education programmes; ensure and uphold high standard of education in secondary education programmes at all levels; support in monitoring and supervision of secondary education programme; determine the superiority of educators and teachers' input at all level where secondary education programmes are offered; decide the number of classrooms needed based on the average class size to ensure quality control of secondary institutions; regulate the level of adequacy of the amenities, studios, and machines available for quality control in secondary education programmes; confirm how the economic assets available could be prudently and judiciously utilized.

According to Sam-Kalagbor and Nwuke (2024), quality assurance has to do with policies, strategies and practices aimed at ensuring that secondary schools carryout programmes that meets high standards and deliver effective learning outcomes Quality education is a fundamental pillar for societal progress, and its significance at the secondary level cannot be overstated. In recent times, the need to enhance quality assurance mechanisms in secondary schools has gained prominence, particularly within specific regions such as Rivers State. Quality education is a fundamental pillar for societal progress, and its significance at the secondary level cannot be overstated. Efforts to improve the quality of education are crucial for national development Mishra in Nwuke and Okwu (2024) Quality assurance is a paradigm shift from monitoring and evaluation processes to quality control. Various schools have seen it as practice of reaching academic policies and demands. In this case, it is made to cover systematic evaluation, feedback and evaluation.

The foregoing could be achieved by putting into practice quality assurance methods at the secondary school, which include administrators' collaboration with other stakeholders. Administrators' collaboration with other stakeholders is always initiated by agents external to the school. These agents, called inspectors usually from either the Federal, State or Local Government Inspectorate Services. As earlier mentioned, their focus is on monitoring, evaluating and facilitating the teaching/learning activities in schools. They also ensure that effective and appropriate teaching methods are used. Where deficiencies have been observed, they often recommend the use of remedial actions (Onasanya, 2018).

Another quality assurance methods, which could be practiced at the secondary school level is supervision. Supervision is an integral part of education systems globally, and has maintained the same purpose irrespective of its historical development in different parts of the world. To Owoeye (2022) supervision is that part of school administration which has particular pertinence for the appropriateness of instructional expectations (products) of educational programmes. By this definition, supervision can be viewed as the management of personnel to carryout purposes of administration.

In quality assurance methods there include teacher evaluation, which in turn boosts student academic performance. Teachers evaluation is a continuous assessment that aims at providing all

stakeholders with early detailed information on the progress or delay of the ongoing assessed activities. It is an oversight of the activity's implementation stage. Its purpose is to determine if the outputs, deliveries and schedules planned have been reached so that action can be taken to correct the deficiencies as quickly as possible (Sergiovanni & Sarrate, 2023).

In the course of quality assurance methods that improves learning outcome in secondary school, there are feelings and attitudes that are elicited by a school's environment are often referred to as school climate (Loukas, 2022). Closely related to school climate (and often, used interchangeably) is the notion of safety or safe learning environment. A safe and supportive school environment in which students flourish emotionally, socially and academically is largely based on the quality of relationships between many individuals, including students, parents, school personnel and the community (Demaray et al., 2022; Loukas, 2022).

All these stated goals are closely related to quality education because as John Dewey rightly pointed out, every experience of man counts as education. Nigeria has a teeming population of about 200 million people. A growing population necessitates some growth in secondary education to accommodate the increasing number of students seeking a secondary education degree, yet the potential of Nigerian secondary education systems to fulfill this responsibility is frequently thwarted by problems of finance, efficiency, equity and quality. More so, governments however, have often seemed less concerned as they accede to political pressure for increased secondary enrolments without fully considering their logistics and budgetary implications. The latest statistics on the number of secondary schools and enrolment in Nigeria revealed that there were over 9,235 secondary schools with over 8,456,622 students in 2020, as opposed to 15,000 secondary schools with about 10,235,891 students enrolled in 2021 (FME, 2021,23). Yet governments should be concerned with receiving educational value for money, because their capacity to craft and manage national development processes depends on it. It is on this backdrop that this present research is embarked upon to examine the influence of the application of quality assurance methods on the performance of senior secondary school students in Port Harcourt metropolis.

### **Statement of the Problem**

Nigeria has one of the best quality assurance policies concerning educational system as well as secondary school of learning. That was why in the past, secondary schools have been performing very well academically. Quality assurance methods are criteria every secondary school must meet or pass through in order to be qualified as an institution of learning. It has also been observed that secondary schools have not utilize these quality assurance methods or put these methods into action, hence the poor learning outcome of senior secondary school students in Port Harcourt metropolis.

The foregoing has caused secondary schools' ineffectiveness in Nigeria in terms of poor students' learning outcome in Senior Secondary School Certificate Examination (SSCE). This has been a burning issue in the minds of the stakeholders in education, most especially government and parents/guardians. This is because the results derived from the SSCE, especially the West African

Senior School Certificate Examinations (WASSCE) over the years have not been commensurate with the investment made in the education of students. From the WASSCE results released by the West African Examinations Council (WAEC) in the last five years, it was only in the year 2019 that 52.97% candidates got five credits and above, including English language and General Mathematics. The percentages of their performance in the years 2020, 2021, 2022 and 2023 were below average (Osiebe, 2020). This scenario which called for sober reflection and it could be as result of inadequate attention to quality assurance strategies in public secondary schools by the Nigeria government.

The same situation is obvious among public secondary school students in Port Harcourt metropolis in which examination malpractices is rampant, poor examination outcomes in class terminal examinations and in external examinations. It has observed that these are as a result of lack of quality assurance methods in the public secondary schools. It is in order to find lasting solution to the foregoing problems that the present study examined perceived influence of administrators' quality assurance methods (including administrators' collaboration with other stakeholders, supervision of instruction by school administrators, teachers' evaluation, as well as maintaining a safe and supportive school climate by administrators) on learning outcome of senior secondary school students in Port Harcourt metropolis.

### **Purpose of the Study**

The purpose of this study was to examine influence of administrators' quality assurance methods on learning outcome of senior secondary school students in Port Harcourt metropolis. Specifically the study is to:

1. ascertain the extent to which administrators' collaboration with other stakeholders influences learning outcome of senior secondary school students in Port Harcourt metropolis;
2. investigate the extent to which supervision of instruction by school administrators influences learning outcome of senior secondary school students in Port Harcourt metropolis;
3. determine the extent to which teachers' evaluation by school administrators influences learning outcome of senior secondary school students in Port Harcourt metropolis.

### **Research Questions**

This study was guided by the following questions:

1. To what extent does administrators' collaboration with other stakeholders influence learning outcome of senior secondary school students in Port Harcourt metropolis?
2. To what extent does supervision of instruction by school administrators influence learning outcome of senior secondary school students in Port Harcourt metropolis?
3. To what extent does teachers' evaluation by school administrators influence learning outcome of senior secondary school students in Port Harcourt metropolis.

### **Hypotheses**

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

1. There is no significant difference between the mean ratings of principals and teachers on the extent administrators' collaboration with other stakeholders influence learning outcome of senior secondary school students in Port Harcourt metropolis.
2. There is no significant difference between the mean ratings of principals and teachers on the extent supervision of instruction by school administrators influence learning outcome of senior secondary school students in Port Harcourt metropolis.
3. There is no significant difference between the mean ratings of principals and teachers on the extent teachers evaluation by school administrators influence learning outcome of senior secondary school students in Port Harcourt metropolis.

## **METHODOLOGY**

The descriptive survey design was adopted for this study.

The population of this study comprised 3,369 respondents, which is made up of 45 Principals and 3,324 teachers from 45 senior secondary schools in Port Harcourt metropolis. The multistage sampling technique was adopted. Firstly, the population was clustered into Port Harcourt Local Government and Obio/Akpor Local Government Area. Secondly, the random sampling technique was used to select 10 schools from each Local Government Area to arrive at 20 schools. Thirdly, the entire principals in the 20 schools were studied while the proportionate stratified sampling technique was adopted in selecting 10% of the population of teachers in each of the selected 20 schools. The instrument used for data collection in this study was a self-designed questionnaire titled: "Influence of Administrators' Quality Assurance Method on Learning Outcome of Senior Secondary School Students Questionnaire (IAQAMLOSSSQ)." The reliability of the instrument was established through a test of internal consistency using Cronbach Alpha method. The instrument was administered on Twenty (20) school administrators and teachers in Etche LGA who are not part of the sample for the study. Their responses were analyzed using the Cronbach Alpha method. The reliability coefficient of 0.84, 0.88, and 0.78 were obtained from the various clusters of the instrument which showed that the instrument is reliable. The instrument was administered by the researcher with the help of two research assistants and the instrument was returned at the spot. This was to avoid exaggeration of response from respondents and also to ensure at least a 80% return rate. On the whole, 360 copies of the questionnaire were administered to the respondents. However, 315 copies were duly filled and returned to the researcher representing 88% therefore stands the basis for analysis in chapter 4, while 50 copies representing 12% were void. The research questions were answered using mean and standard deviation, while the null hypotheses were tested with *z-test* statistic at 0.05% level of significance. The decision for acceptance and rejection is shown thus:

## **DATA PRESENTATION, ANALYSES, AND DISCUSSION OF FINDINGS**

**Research Question 1:** To what extent does administrators' collaboration with other stakeholders influence learning outcome of senior secondary school students in Port Harcourt metropolis?

**Table 4.1: Mean Scores and Standard Deviations of Principals and Teachers on the Extent Administrators' Collaboration with other Stakeholders by School Administrators Influence Learning Outcome of Senior Secondary School Students in Port Harcourt Metropolis**

S/N	STATEMENT	Principals =45		Remark	Teachers=270		Remark
		$\bar{X}$	SD		$\bar{X}$	SD	
1.	It develops high level thinking among students.	2.72	1.59	HE	2.69	0.79	HE
2.	It enhances oral communication among students	2.87	1.56	HE	2.80	0.78	HE
3.	It enables self-management skills among students	3.11	1.50	HE	3.19	0.75	HE
4.	It promotes students-faculty interactions	2.76	1.58	HE	2.73	0.80	HE
5.	It increases students retention skills	3.14	1.49	HE	3.10	0.76	HE
<b>Grand Mean</b>		<b>2.92</b>			<b>2.90</b>		

Table 4.1 displays the mean scores and standard deviation of principals and teachers on the extent administrators' collaboration with other stakeholders by school administrators' influence learning outcome of senior secondary school students in Port Harcourt metropolis.

Their grand mean scores of 2.92 and 2.90 respectively for principals and teachers showed that administrators' collaboration with other stakeholders influence learning outcome of senior secondary school students in Port Harcourt Metropolis to a high extent. Items 1 – 5 on table 4.1 show administrators' collaboration

1. Develops high level thinking among students to a high extent.
2. Enhances oral communication among students to a high extent.
3. Enables self-management skills among students to a high extent.
4. Promotes students-faculty interactions to a high extent.
5. Increases student's retention skills to a high extent.

**Research Question 2:** To what extent does supervision of instruction by school administrators influence learning outcomes of senior secondary school students in Port Harcourt metropolis?

**Table 4.2: Mean Scores and Standard Deviations of Principals and Teachers on the Extent Supervision of Instruction by School Administrators Influence Learning Outcome of Senior Secondary School Students in Port Harcourt Metropolis.**

S/N	STATEMENT	Principal=45			Teachers =270		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
6.	It provides proximity to prompt appropriate student behaviour	2.72	1.59	HE	2.76	0.79	HE
7.	It empowers students to achieve the outcomes smoothly.	2.65	1.60	HE	2.61	0.81	HE
8	It helps identify students' individual needs and learning styles	3.01	1.53	HE	3.14	0.75	HE
9.	It improves student achievement via instructors' self-efficacy and commitment	2.83	1.56	HE	2.87	0.78	HE
10.	It improves significantly students' academic performance	3.00	1.54	HE	2.79	0.79	HE
<b>Grand Mean</b>		<b>2.84</b>			<b>2.83</b>		

Table 4.2 displays data on the mean scores and standard deviation on the extent supervision of instruction by school administrators' influences learning outcome of senior secondary school students in Port Harcourt metropolis. The grand mean scores of 2.83 and 2.83 for principals and teachers showed that supervision of instruction by school administrators influences learning outcome of senior secondary school students in Port Harcourt Metropolis to a high extent.

Items 6 -10 on table 4.2 show supervision of instruction

6. Provides a proximity to prompt appropriate student behaviour to a high extent
7. Empowers students to achieve the outcomes smoothly to a high extent
8. Helps identify students' individual needs and learning styles to a high extent.
9. Improves student achievement via instructors' self-efficacy and commitment to a high extent; and
10. Improves significantly students' academic performance to a high extent.



**Research Question 3:** To what extent does teachers' evaluation by school administrators influence learning outcome of senior secondary school students in Port Harcourt metropolis.

**Table 4.3: Mean Scores and Standard Deviations of Principals and Teachers on the Extent Teachers Evaluation Influence Learning Outcome in Senior Secondary School Students in Port Harcourt Metropolis.**

S/N	STATEMENT	Principals		Remark	Teachers		Remark
		$\bar{X}$	SD		$\bar{X}$	SD	
11.	It helps in forming the values of achievement of student	3.11	1.50	HE	3.19	0.75	HE
12.	It helps students to focus on what is important	2.87	1.56	HE	2.80	0.78	HE
13.	It helps teachers and learners to improve teaching and learning.	2.72	1.59	HE	2.69	0.79	HE
14.	It helps clarify expectations for all students.	3.14	1.49	HE	3.10	0.76	HE
15.	It helps students to be intellectually involved in the learning process through activities.	2.76	1.58	HE	2.73	0.80	HE
<b>Grand Mean</b>		<b>2.92</b>			<b>2.90</b>		

Table 4.3 displays the mean scores and standard deviation of principals and teachers on the extent teachers' evaluation by school administrators' influence learning outcome of senior secondary school students in Port Harcourt metropolis. Their grand mean scores of 2.92 and 2.90 respectively showed that teachers' evaluation by school administrators influence learning outcome of senior secondary school students in Port Harcourt metropolis to a high extent. Item 11-15 on table 4.3 show teachers' evaluation

11. Helps in forming the values of achievement of student to a high extent.
12. Helps students to focus on what is important to a high extent.
13. Helps teachers and learners to improve teaching and learning to a high extent.
14. Helps clarify expectations for all students to a high extent; and
15. Helps students to be intellectually involved in the learning process through activities to a high extent.

### Test of Hypotheses

Ho<sub>1</sub>: There is no significant difference between the mean ratings of principals and teachers on the extent administrators' collaboration with other stakeholders influences learning outcome of senior secondary school students in Port Harcourt metropolis.

**Table 4.5: Z-test analysis on the difference between mean rating of principals and teachers on the extent administrators' collaboration with other stakeholders influences learning outcome of senior secondary school student in Port Harcourt Metropolis**

Variation	N	$\bar{X}$	SD	z- cal	z- crit	Decision
Principals	45	2.92	1.54	0.11	1.96	Accept
Teachers	270	2.90	0.78			

Table 4.5 shows the calculated z-score of 0.11 and critical z – value of 1.96.

Since the computed z-score of 0.11 is less than the critical z- value of 1.96, we therefore accept the null hypotheses which states that there is no significant difference between the mean ratings of principals and teachers on the extent administrators' collaboration with other stakeholders influences learning outcome of senior secondary school students in Port Harcourt Metropolis and reject the alternative which states that there is a significant difference between the mean ratings of principals and teachers on the extent administrators' collaboration with other stakeholders influences learning outcome of senior secondary school students in Port Harcourt Metropolis. Thus principals and teachers of senior secondary schools agree that administrators' collaboration with other stakeholders influences learning outcome to a high extent.

Ho<sub>2</sub> There is no significant difference between the mean ratings of principals and teachers on the extent supervision of instruction by school administrators influence learning outcome of senior secondary school students in Port Harcourt metropolis.

**Table 4.6: Z-test analysis on the difference between mean rating of principals and teachers on the extent supervision of instruction by school administrators influences learning outcome of senior secondary school student in Port Harcourt Metropolis**

Variation	N	$\bar{X}$	SD	z-cal	z-crit	Decision
Principals	45	2.84	1.56	0.07	1.96	Accept
Teachers	270	2.83	0.78			

Table 4.6 shows the calculated z-score of 0.07and critical z-value of 1.96.

Since the computed z-score of 0.07 is less than the critical z- value of 1.96, we therefore accept the null hypotheses which states that there is no significant difference between the mean ratings of principals and teachers on the extent supervision of instruction by school administrators influences

learning outcome of senior secondary school students in Port Harcourt Metropolis and reject the alternative which states that there is a significant difference between the mean ratings of principals and teachers on the extent supervision of instruction by school administrators influences learning outcome of senior secondary school students in Port Harcourt metropolis. Thus, principals and teachers of senior secondary schools agree that supervision of instruction by school administrators influences learning outcome to a high extent.

H<sub>03</sub>: There is no significant difference between the mean ratings of principals and teachers on the extent teacher’s evaluation by school administrators’ influences teacher effectiveness of senior secondary school students in Port Harcourt metropolis.

**Table 4.7: Z-test analysis on the difference between mean rating of principals and teachers on the extent teachers’ evaluation by school administrators influences learning outcome of senior secondary school student in Port Harcourt Metropolis**

Variation	N	$\bar{X}$	SD	z-cal	z-crit	Decision
Principals	45	2.92	1.54	0.07	1.96	Accept
Teachers	270	2.90	0.78			

Table 4.7 shows the calculated z-score of 0.07 and critical z-value of 1.96

Since the computed z-score 0.07 is less than the critical z-value of 1.96, we therefore accept the null hypotheses which states that there is no significant difference between the mean ratings of principals and teachers on the extent teachers evaluation by school administrators influence learning outcome of senior secondary school students in Port Harcourt metropolis and reject the alternative which states that there is a significant difference between the mean ratings of principals and teachers on the extent teachers evaluation by school administrators influence learning outcome of senior secondary school students in Port Harcourt Metropolis. Thus, principals and teachers of senior secondary schools agree that teacher’s evaluation by school administrators’ influence learning outcome to a high extent.

### Discussion of Findings

The findings of the study for research question one revealed that administrators’ collaboration with other stakeholders by school administrators influence learning outcome of senior secondary school students in Port Harcourt metropolis such that it develops high level thinking among students, enhances oral communication among students, enables self-management skills, promotes students-faculty interactions, and increases students retention skills to a very high extent. The findings is in tandem with the findings of Ololube (2023), who stated that the main emphasis of administrators’ collaboration with other stakeholders is on the improvement of learning and teaching activities in the school. Visitation tends to critically examine and evaluate the school as a place for teaching-learning enterprise. Administrators’ collaboration with other stakeholders, because of its focus on monitoring and teachers evaluation of academic performance and development in schools, is

always carried out with the intention of maintaining and improving on the quality of learning of students. It tends to improve all factors that affect teaching and learning in our school system (Ololube, 2023).

The findings on research question two revealed that supervision of instruction by school administrators influence learning outcome of senior secondary school students in Port Harcourt metropolis in a manner that it provides a proximity to prompt appropriate student behaviour, empowers students to achieve the outcomes smoothly, helps identify students' individual needs and learning styles, improves student achievement via instructors' self-efficacy and commitment, and improves significantly students' academic performance to a very high extent. This finding agrees with the findings of Owoeye (2022), supervision is that part of school administration which has particular pertinence for the appropriateness of instructional expectations (products) of educational programmes. By this opinion, supervision can be viewed as the management of personnel to carryout purposes of administration. Aja-Okorie, and Obiakor (2020), also affirmed that supervision is a helping relationship whereby the supervisor guides and assists the teachers to meet targets. Igwe (2020) summed it all when he defined supervision as the art of selecting, developing, co-ordinating and directing assistants to secure desired results.

The findings of research question three revealed that teachers evaluation by school administrators influence learning outcome of senior secondary school students in Port Harcourt metropolis as it helps in forming the values of achievement of student, helps students to focus on what is important, helps teachers and learners to improve teaching and learning, helps clarify expectations for all students, and helps students to be intellectually involved in the learning process through activities to a high extent. In a related study, Sergiovanni and Sarrate (2023) affirmed that teachers evaluation is a continuous assessment that aims at providing all stakeholders with early detailed information on the progress or delay of the ongoing assessed activities. It is an oversight of the activity's implementation stage. Its purpose is to determine if the outputs, deliveries and schedules planned have been reached so that action can be taken to correct the deficiencies as quickly as possible.

### **Conclusion**

In the course ascertaining perceived influence of administrators' quality assurance methods on learning outcome of senior secondary school students in Port Harcourt metropolis, the study hereby concluded that administrators' collaboration with other stakeholders influence learning outcome, supervision of instruction by school administrators influence learning outcome, teachers' evaluation by school administrators influence learning outcome, and that maintaining a safe and supportive school climate by administrators influence learning outcome of senior secondary school students in Port Harcourt metropolis respectively. The need for these methods to be put together in order to achieve the overall academic performance of senior secondary school in Nigeria in a positive way.

### **Recommendations**

Based on the findings and conclusions the following recommendations were made:

1. Principals of various schools should collaborate with other stakeholders to iron out the new trends in school administration so as to develop high level thinking among students, enhances oral communication among students, enables self-management skills, promotes students-faculty interactions, and increases students retention skills.
2. Principals should carry out regular supervision of instruction in their various schools as this would go a long way to provide a proximity to prompt appropriate student behaviour, empowers students to achieve the outcomes smoothly, helps identify students' individual needs and learning styles, improves student achievement via instructors' self-efficacy and commitment, and improves significantly students' academic performance.
3. Principals in collaboration with government educational agencies, which include teacher training centres, should carry regular teachers evaluation. This not only upgrade the teachers' teaching skills, but also helps in forming the values of achievement of student, helps students to focus on what is important, helps teachers and learners to improve teaching and learning, helps clarify expectations for all students, and helps students to be intellectually involved in the learning process through activities.

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