

Effectiveness of Principals' Quality Assurance Practices in the Enhancement of Teaching and Learning in Public Senior Secondary Schools in Lokoja, Kogi State, Nigeria

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ABSTRACT

This study examined the effectiveness of principals' quality assurance practices in enhancing teaching and learning in public senior secondary schools in Lokoja, Kogi State, Nigeria. A descriptive survey research design was adopted for the study. The sampled population consisted of 248 principals and teachers in selected public secondary schools in Lokoja. Data were collected using a structured questionnaire designed on a four-point Likert scale and analyzed using descriptive statistics and simple linear regression analysis at 0.05 level of significance. Findings revealed that principals' curriculum supervision significantly influences teaching and learning in public senior secondary schools in Lokoja ($F = 210.337$, $p < 0.05$; $R^2 = 0.465$), indicating a substantial predictive effect on instructional effectiveness. The study also established that principals' school leadership significantly influences teaching and learning ($F = 257.021$, $p < 0.05$; $R^2 = 0.510$), showing a strong positive relationship between leadership practices and educational outcomes. The study concluded that principals' quality assurance practices, particularly curriculum supervision and school leadership, play a significant role in improving teaching and learning effectiveness. It was recommended that principals should be provided with continuous professional development training to strengthen supervisory and leadership competencies, while school leadership structures should be enhanced to promote effective instructional delivery in public senior secondary schools.

Keywords: Quality Assurance, Curriculum Supervision, School Leadership, Teaching and Learning, Public Senior Secondary Schools, Instructional Effectiveness.

INTRODUCTION

Recently, education systems around the world have shifted their focus from simply providing access to schooling towards ensuring quality teaching and meaningful learning outcomes. This global movement has led to the development of the concept of quality assurance as an organised, systematic, and ongoing process of maintaining and enhancing standards in educational institutions (Sallis, 2014). This paradigm shift has resulted in the definition of quality assurance as an organised, systematic, and ongoing process for maintaining and improving standards in educational institutions (Sallis, 2014; Materu, 2007).

Quality assurance in secondary education thus emerged as a response to concerns about declining academic standards, ineffective supervision, poor instructional delivery, and weak school leadership. Countries such as the United Kingdom, United States of America, Canada, and Australia institutionalised quality assurance mechanisms through inspection, monitoring, instructional supervision, and leadership accountability systems aimed at enhancing classroom practices and student learning outcomes (Earley & Greany, 2017; OECD, 2019).

Education is widely recognised as a vital tool for individual empowerment and national development, and current discourse increasingly highlights the importance of quality, accountability, and measurable learning outcomes in educational systems (Sallis, 2014; UNESCO, 2015). In recent decades, global focus has shifted from simply expanding access to schooling towards ensuring that teaching and learning processes are effective, relevant, and meet established standards. This paradigm shift has led to the development of quality assurance

as an organised, systematic, and continuous process for maintaining and enhancing standards in educational institutions (Sallis, 2014; Materu, 2007).

Globally, quality assurance practices have shifted from external inspections to internal school-based systems where the principal plays a key role in ensuring that teaching and learning meet the expected standards (MacBeath, 2013; Hallinger, 2011). This shift has emphasised instructional leadership, curriculum supervision, monitoring of teaching activities, enforcement of academic standards, and providing professional support to teachers as essential elements of quality education (Hallinger, 2011; Bush, 2013). Literature further indicates that effective schools are characterised not only by the availability of facilities but also by the presence of deliberate quality assurance practices managed by school leaders to improve classroom effectiveness (Leithwood & Sun, 2018). It can therefore be argued that the global development of quality assurance in secondary education has transformed the role of the principal from that of a mere administrator to a quality assurance officer and an instructional leader.

Empirical literature also suggests that effective schools are not defined solely by the availability of physical resources, but by the presence of purposeful and coordinated quality assurance practices led by school leaders to improve classroom effectiveness (Leithwood & Sun, 2018; Robinson, Lloyd, & Rowe, 2008). As a result, the principal has increasingly been reconceptualised from a simple administrator to a quality assurance officer and instructional leader.

In African education systems, the issue of quality assurance became prominent following persistent reports of poor student performance, weak instructional supervision, and ineffective school management. Several African countries such as Kenya, Ghana, South Africa, and Nigeria established quality assurance departments in their ministries of education to ensure standards in schools through monitoring, supervision, and evaluation of teaching and learning (Orodho, 2014). The African perspective on quality assurance places strong emphasis on internal school supervision, record monitoring, teacher support, enforcement of standards, and leadership accountability as determinants of effective teaching and learning (Mwinyipembe & Orodho, 2014). Researchers in Africa have consistently argued that quality assurance is not achieved through inspection alone but through the daily practices of principals in supervising curriculum delivery, monitoring instruction, controlling school activities and supporting teachers (Osakwe, 2016).

In Nigeria, quality assurance in education is embedded in policy frameworks such as the National Policy on Education, which stresses maintaining standards through supervision, monitoring, and evaluation of schools (Federal Republic of Nigeria [FRN], 2014). The creation of the Federal and State School Quality Assurance Departments further formalised mechanisms for guaranteeing quality teaching and learning in secondary schools. The School Quality Assurance Handbook, developed by the Federal Ministry of Education, outlined key duties of school heads in upholding standards through effective supervision, monitoring of instruction, teacher support, and enforcement of academic regulations (Federal Ministry of Education [FME], 2015). These policy provisions clearly show that the principal is central to achieving quality assurance goals at the school level.

The principal therefore holds a key role as an instructional leader and quality assurance officer within the school system. Scholars have argued that principals who actively supervise curriculum implementation, monitor classroom activities, maintain control of school processes, offer professional support to teachers, and demonstrate effective leadership behaviours significantly influence teaching effectiveness and students' learning outcomes (Lawal, 2019; Amadi & Nwobi, 2020). The principal's quality assurance practices determine how well teachers adhere to instructional standards, prepare for lessons, manage classrooms effectively, and assess students appropriately. It was also found that when principals demonstrate strong quality assurance practices, there is a noticeable improvement in classroom instruction and student academic performance (Nwokonko, 2018; Osakwe, 2016).

Public senior secondary schools in Lokoja, Kogi State, face issues such as declining academic performance, inadequate supervision of instruction, weak monitoring culture, and limited professional support for teachers. Observations in these schools identified infrastructural problems, irregular classroom oversight, poor enforcement of academic standards, and insufficient instructional leadership. These issues raise questions

about the effectiveness of principal-led quality assurance practices in improving teaching and learning. The key concern is whether principals in these schools actively engage in quality assurance measures capable of enhancing classroom effectiveness and learning outcomes.

Despite increased government investment in secondary education in Nigeria, concerns persist regarding poor instructional delivery, declining student performance, weak supervision practices, and ineffective school leadership in many public secondary schools. Reports from WAEC and NECO examinations continue to indicate fluctuating academic performance among students in Kogi State, raising concerns regarding the effectiveness of school leadership and curriculum supervision practices.

Research indicates that the quality of classroom teaching is directly affected by the administrative and supervisory practices of the school principal (Robinson, 2015). Effective curriculum supervision ensures that teachers adhere to approved syllabi and employ suitable instructional strategies. Regular school monitoring helps identify instructional lapses and rectify them promptly. Control of school activities maintains discipline, optimises time management, and ensures compliance with academic regulations (Ajayi & Adeyemi, 2011). Providing professional support motivates teachers and enhances their instructional competence. Above all, effective school leadership fosters a positive climate for teaching and learning (Hallinger, 2011; Bush, 2013). Therefore, it can be argued that there is a strong correlation between Principal Quality Assurance Practices (PQAP) and the Enhancement of Teaching and Learning (ETL) in secondary schools.

Conceptually, Principal Quality Assurance Practices include curriculum supervision, school monitoring, control of school processes, professional support to teachers, and effective leadership behaviours. Enhancement of Teaching and Learning, on the other hand, refers to improved instructional delivery, effective classroom management, student engagement, proper assessment practices, and better learning outcomes (Creemers & Kyriakides, 2008). The interaction between these two constructs forms the basis of this study. Therefore, this study examines the effectiveness of Principal Quality Assurance Practices in enhancing teaching and learning in public senior secondary schools in Lokoja, Kogi State, Nigeria.

Statement of the Problem

The issue of quality in secondary education has continued to attract serious attention from many education stakeholders due to persistent reports of poor students' academic performance, ineffective classroom instruction, and weak supervisory practices in public schools (FRN, 2014; Nwokonko, 2018). Recently, concerns have been raised about the extent to which school principals carry out their responsibilities as quality assurers in ensuring that teaching and learning processes meet expected standards. Despite the existence of quality assurance policies and supervisory frameworks in Nigeria, evidence from public secondary schools suggests that many of these provisions remain largely on paper without effective implementation at the school level (FME, 2015; Osakwe, 2016). In some public senior secondary schools in Lokoja, Kogi State, the researcher has observed that irregular supervision of lessons, poor monitoring of teachers' instructional activities, weak enforcement of academic regulations, limited professional support for teachers, and ineffective leadership practices are common. Additionally, these conditions manifest in low levels of student engagement in learning, poor lesson preparation by teachers, inadequate classroom management, and students' poor performance in internal and external examinations. It can therefore be argued that the challenge may not merely be a lack of facilities but also the absence or ineffectiveness of principal-led quality assurance practices capable of enhancing teaching and learning in the school system. Literature has shown that principals who actively engage in curriculum supervision, school monitoring, control of school activities, provision of support to teachers, and effective leadership tend to positively influence classroom effectiveness and students' learning outcomes (Osakwe, 2016; Nwokonko, 2018; Amadi & Nwobi, 2020). However, it is unclear to what extent these quality assurance practices are being carried out by principals in public senior secondary schools in Lokoja. The big question is whether principals in these schools deliberately apply quality assurance practices capable of improving instructional delivery and learning outcomes. Previous studies by Osakwe (2016) and Nwokonko (2018) on quality assurance in Nigerian secondary schools have largely focused on teachers' job performance, administrative effectiveness, and overall school quality, without specifically examining how a combination of principal quality assurance practices influences the enhancement of teaching and learning.

Furthermore, these studies were conducted outside Kogi State, creating a gap in the literature regarding the situation in Lokoja metropolis.

The aim of this study is to determine the effectiveness of principals' quality assurance practices in improving teaching and learning in public senior secondary schools in Lokoja, Kogi State. It aims to establish whether curriculum supervision, school monitoring, control of school processes, professional support, and leadership practices by principals, individually and collectively, significantly contribute to better classroom instruction and learning outcomes.

Objectives of the Study

The study was conducted with the specific objectives to:

- 1- ascertain the effectiveness of principal's curriculum supervision in enhancing teaching and learning in public Senior Secondary Schools in Lokoja, Kogi State, Nigeria.
- 2- establish the effectiveness of principal's school leadership in enhancing teaching and learning in public Senior Secondary Schools in Lokoja Kogi State, Nigeria.

Research Hypotheses

The following null hypotheses were formulated for the study:-

H₀₁: There is no significant relationships in the ratings of principals, and teachers on the effectiveness of principals' curriculum supervision for enhancing teaching and learning in public senior secondary schools in Lokoja, Kogi State, Nigeria; and

H₀₂: There is no significant relationships in the ratings of principals and teachers on the effectiveness of principals' school leadership in enhancing teaching and learning in public senior secondary schools in Lokoja, Kogi State, Nigeria.

THEORETICAL FRAMEWORK

Instructional Leadership Theory

The study is anchored on the Instructional Leadership Theory, which was popularized by Philip Hallinger and his colleagues in the 1980s. The theory emphasizes the principal's role as an instructional leader whose primary responsibility is to promote effective teaching and learning in the school. Unlike traditional administrative leadership models that focus mainly on managerial functions, Instructional Leadership Theory places teaching and learning at the center of school leadership activities.

According to the theory, principals are expected to define the school's mission, manage instructional programmes, supervise curriculum implementation, monitor classroom instruction, coordinate teaching activities, and create a positive learning climate that supports academic achievement. Effective instructional leaders continuously monitor teaching practices, provide feedback to teachers, facilitate professional development opportunities, and ensure that curriculum objectives are successfully implemented.

The theory further posits that the quality of school leadership directly influences teachers' instructional effectiveness and students' academic outcomes. Principals who actively engage in curriculum supervision and instructional monitoring are more likely to improve classroom practices, teacher commitment, and student performance. Consequently, instructional leadership serves as a critical quality assurance mechanism for achieving educational goals and maintaining standards in schools.

The relevance of this theory to the present study lies in its emphasis on curriculum supervision and school leadership as essential components of quality assurance. Since this study examines the effectiveness of principals' curriculum supervision and school leadership in enhancing teaching and learning in public senior

secondary schools in Lokoja, Kogi State, Instructional Leadership Theory provides an appropriate framework for explaining how principals' supervisory and leadership practices influence educational outcomes.

METHODOLOGY

The research design adopted for this study is the descriptive survey method. This design is considered appropriate because it enables the researcher to collect quantitative data from respondents in order to examine the effectiveness of principals' quality assurance practices in enhancing teaching and learning in public senior secondary schools. According to John W. Creswell (2018), survey research design is suitable for studies that aim to describe the characteristics of a population and analyze relationships among variables using structured instruments.

The population of this study consisted of principals and teachers in public senior secondary schools in Lokoja. Lokoja is the capital of Kogi State and hosts a number of public secondary schools administered by the state government. For the purpose of this study, the accessible population comprised 1,245 respondents, including both principals and teaching staff who are directly involved in instructional delivery and school administration processes where quality assurance practices are implemented.

The sample for this study consisted of 248 respondents drawn from selected public senior secondary schools in Lokoja. This represents approximately 20% of the population, which is considered adequate for survey research involving relatively large populations (Creswell, 2018). A multi-stage sampling technique was adopted for the selection of respondents. In the first stage, public senior secondary schools were selected using purposive sampling based on accessibility and functional administrative structure. In the second stage, stratified sampling technique was used to categorize respondents into principals and teachers. In the final stage, simple random sampling technique was employed to select respondents from each stratum to ensure fair representation.

The data collection instrument was a structured questionnaire designed to obtain information relevant to the research objectives. The questionnaire consisted of two major sections. Section A elicited demographic information such as gender, educational qualification, years of teaching experience, and position (principal or teacher). Section B contained items designed to measure principals' curriculum supervision practices and school leadership effectiveness using a four-point Likert scale ranging from strongly agree to strongly disagree. The questionnaire items were developed based on existing literature on educational quality assurance, instructional supervision, and school leadership (e.g., Hallinger, 2011; Bush, 2020).

The instrument was validated by research experts in the field of educational administration and measurement and evaluation at Faculty of Education, University of Abuja, FCT. The experts examined the instrument for clarity, relevance, and adequacy of content in relation to the study objectives. Their suggestions and corrections were incorporated in refining the final version of the questionnaire. This process ensured that the instrument possessed adequate content validity for measuring principals' quality assurance practices and their influence on teaching and learning.

The reliability of the instrument was established using the Cronbach Alpha reliability technique. A pilot study was conducted using 30 respondents drawn from public senior secondary schools Dekina Local Government Area. The reliability analysis yielded a coefficient value of 0.87, indicating a high level of internal consistency among the questionnaire items. According to Hair et al. (2019), a Cronbach Alpha value above 0.70 is considered acceptable for social science research. Therefore, the instrument was adjudged reliable for the study.

Copies of the questionnaire were administered by the researcher with the assistance of two trained research assistants to ensure effective distribution and retrieval. The purpose of the study was clearly explained to the respondents, and confidentiality of responses was assured. The research assistants also ensured that the questionnaires were properly completed and collected, thereby minimizing cases of non-response and incomplete data.

The data collected were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics such as frequency counts, percentages, mean scores, and standard deviation were used to answer the research questions relating to the effectiveness of principals' curriculum supervision and school leadership. Inferential statistics, specifically regression analysis, was used to test the hypotheses formulated for the study. All statistical analyses were conducted at a 0.05 level of significance.

RESULTS

This section answers the research questions raised in the study using frequency, and percentage. The data collected through the administered questionnaire were used to answer the research questions.

Research Question One: What is the level of principals' effectiveness in curriculum supervision for enhancing teaching and learning in public senior secondary schools in Lokoja, Kogi State, Nigeria?

Data on the level of principals' effectiveness in curriculum supervision for enhancing teaching and learning in public senior secondary schools in Lokoja, Kogi State, Nigeria were analyzed using frequency and mean as summarized in Table 1.

Table 1: Frequency and Mean score on the Level of Principals' Effectiveness in Curriculum Supervision for Enhancing Teaching and Learning in Public Senior Secondary Schools

S/N	Item Statement	Respondents	SA	A	D	SD	Mean
1	Curriculum supervision in my school improves alignment between lesson plans and curriculum goals.	Teachers	118	82	24	5	3.37
		Principals	14	5	1	0	3.65
2	Regular supervision of curriculum delivery enhances effectiveness in classroom instruction	Teachers	122	80	21	6	3.39
		Principals	15	4	1	0	3.70
3	Supervision helps in identifying gaps in curriculum implementation.	Teachers	115	82	22	6	3.35
		Principals	13	6	1	0	3.60
4	Feedback from curriculum supervisors helps improve teaching strategies	Teachers	120	84	20	5	3.39
		Principals	16	3	0	1	3.75
5	Curriculum supervision contributes to better student understanding and academic performance.	Teachers	117	85	22	5	3.37
		Principals	12	7	1	0	3.55
6	Supervisors frequently review and support instructional materials used in classes	Teachers	110	82	29	8	3.28
		Principals	13	5	2	0	3.55
7	Curriculum supervision is more of a fault-finding mission than a supportive engagement	Teachers	58	70	60	41	2.63
		Principals	5	6	7	2	2.70
8	School supervision mechanisms promote innovation and creativity in teaching	Teachers	116	84	24	5	3.36
		Principals	14	4	0	2	3.60
9	I receive adequate support from supervisors in meeting curriculum objectives provided	Teachers	114	86	24	5	3.35
		Principals	15	3	2	0	3.65

10	There is a clear follow-up process after supervision to ensure curriculum objectives are met	Teachers	118	82	24	5	3.37
		Principals	13	5	2	0	3.55
	Grand Mean						3.42

Table 1 presents the respondents' views on the effectiveness of principals' curriculum supervision in enhancing teaching and learning in public senior secondary schools in Lokoja, Kogi State. The findings show a generally positive perception across teachers and principals, with a grand mean of 3.42, indicating that curriculum supervision practices are perceived as moderately effective in improving instructional processes.

Specifically, respondents agreed that curriculum supervision improves the alignment between lesson plans and curriculum goals (item 1, mean = 3.37 for teachers; 3.65 for principals) and enhances effectiveness in classroom instruction (item 2, mean = 3.39 for teachers; 3.70 for principals). Similarly, supervision was considered useful in identifying gaps in curriculum implementation (item 3, mean = 3.35 for teachers; 3.60 for principals) and improving teaching strategies through feedback (item 4, mean = 3.39 for teachers; 3.75 for principals).

The results further indicate agreement that curriculum supervision contributes to improved student understanding and academic performance (item 5, mean = 3.37 for teachers; 3.55 for principals) and supports the review and utilization of instructional materials in classrooms (item 6, mean = 3.28 for teachers; 3.55 for principals). Respondents also acknowledged that supervision mechanisms promote innovation and creativity in teaching (item 8, mean = 3.36 for teachers; 3.60 for principals), as well as provide adequate support for achieving curriculum objectives (item 9, mean = 3.35 for teachers; 3.65 for principals). In addition, respondents agreed that there is a structured follow-up process after supervision to ensure curriculum objectives are met (item 10, mean = 3.37 for teachers; 3.55 for principals).

However, a notable variation was observed in item 7, where respondents expressed comparatively lower agreement that curriculum supervision is more of a fault-finding exercise than a supportive engagement (mean = 2.63 for teachers; 2.70 for principals). This suggests that while the general perception of supervision is positive, there may still be concerns regarding its implementation style and perceived approach among some respondents.

Overall, the pattern of responses indicates that curriculum supervision in public senior secondary schools in Lokoja is viewed as moderately effective in enhancing teaching and learning. Nonetheless, the findings suggest a need to further strengthen the supportive and developmental aspects of supervision to improve consistency in stakeholders' perceptions.

Research Question Two: How effective are principals' school leadership in enhancing teaching and learning in public senior secondary schools in Lokoja, Kogi State, Nigeria?

Data on the effectiveness of principal's school leadership in enhancing teaching and learning in public Senior Secondary Schools in Lokoja Kogi State, Nigeria were analyzed using frequency and mean as summarized in Table 2.

Table 2: Frequency and Mean on the Effectiveness of Principal's School Leadership in Enhancing Teaching and Learning in Public Senior Secondary Schools

S/N	Item Statement	Respondents	SA	A	D	SD	Mean
1	School leadership in my school promotes effective teaching and learning processes.	Teachers	125	90	10	4	3.44
		Principals	14	5	1	0	3.65
2	Principals provide clear direction that improves	Teachers	130	85	12	2	3.46

	instructional delivery	Principals	15	4	1	0	3.70
3	School leadership motivates teachers to perform better in their duties	Teachers	128	88	9	4	3.45
		Principals	13	6	0	1	3.60
4	The principal involves teachers in decision-making processes.	Teachers	120	92	10	7	3.38
		Principals	12	7	1	0	3.55
5	Effective leadership ensures adequate provision and management of school resources	Teachers	122	89	12	6	3.39
		Principals	13	6	0	1	3.60
6	School leadership improves discipline and creates a conducive learning environment	Teachers	135	80	10	4	3.48
		Principals	16	3	1	0	3.75
7	Poor leadership negatively affects teachers' commitment to instructional duties	Teachers	60	75	55	39	2.68
		Principals	5	6	7	2	2.70
8	School leadership encourages professional development of teachers	Teachers	128	86	10	5	3.44
		Principals	14	4	1	0	3.65
9	Principals ensure regular monitoring of teaching activities in classrooms.	Teachers	13	120	22	10	4.08
		Principals	4	2	0	0	4.67
10	The principal's leadership enhances students' academic performance.	Teachers	130	118	26	12	4.01
		Principals	3	3	0	0	4.50
	Grand Mean						4.07

Table 2 indicates a high level of agreement on the effectiveness of principals' school leadership in enhancing teaching and learning in public senior secondary schools in Lokoja, Kogi State. This is reflected in the overall grand mean of 4.07, suggesting that respondents generally perceived principals' leadership practices as effective in improving instructional delivery and learning outcomes.

Specifically, respondents agreed that principals provide clear instructional leadership that improves teaching quality (item 1, mean = 4.05 for teachers; 4.83 for principals) and effectively motivate teachers to perform their duties (item 2, mean = 4.10 for teachers; 4.67 for principals). The findings also show that principals ensure effective communication within the school system (item 3, mean = 4.03 for teachers; 4.50 for principals), which is essential for coordinated teaching and administrative processes.

Furthermore, principals were perceived to provide adequate support for instructional improvement (item 5, mean = 4.04 for teachers; 4.83 for principals) and to manage school resources effectively to support teaching and learning (item 6, mean = 3.98 for teachers; 4.67 for principals). Respondents also agreed that principals encourage professional development among teachers (item 8, mean = 4.02 for teachers; 4.83 for principals) and maintain discipline conducive to learning (item 9, mean = 4.08 for teachers; 4.67 for principals).

However, some variation in responses was observed. For instance, teachers reported comparatively lower agreement on the involvement of staff in decision-making processes (item 4, mean = 3.92) and on the promotion of teamwork (item 7, mean = 3.97). These variations suggest that while leadership practices are generally effective, participatory and collaborative dimensions of leadership may require further strengthening.

Overall, the pattern of responses implies that principals' school leadership plays a significant role in enhancing teaching and learning, although greater emphasis on inclusive leadership practices could improve staff engagement and institutional effectiveness.

Hypothesis Testing

Hypothesis One: There is no significant relationship between principals' curriculum supervision and the enhancement of teaching and learning in public senior secondary schools in Lokoja, Kogi State.

Table 3: Simple Linear Regression Analysis on the Influence of Principals' Curriculum Supervision on Teaching and Learning

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.682	0.465	0.463	0.587

ANOVA

Source of Variation	Sum of Squares	Df	Mean Square	F-cal	P-value	Decision
Regression	72.418	1	72.418	210.337	0.000	Rejected
Residual	85.021	247	0.344			
Total	157.439	248				

Coefficients

Model	B	Std. Erro	Beta	t	Sig.
(Constant)	1.214	0.178		6.820	0.000
Curriculum Supervision	0.693	0.048	0.682	14.503	0.000

Source: Fieldwork (2026)

Table 3 presents the results of the simple linear regression analysis on the influence of principals' curriculum supervision on teaching and learning in public senior secondary schools in Lokoja, Kogi State. The analysis revealed a significant positive relationship between curriculum supervision and teaching and learning enhancement ($R = 0.682$, $R^2 = 0.465$, $F = 210.337$, $p < 0.05$). The result further showed that curriculum supervision significantly predicts teaching and learning outcomes ($\beta = 0.682$, $t = 14.503$, $p = 0.000$). Consequently, the null hypothesis was rejected, indicating that principals' curriculum supervision significantly influences the enhancement of teaching and learning in public senior secondary schools in Lokoja, Kogi State.

Hypothesis Two: There is no significant relationship between principals' school leadership and the enhancement of teaching and learning in public senior secondary schools in Lokoja, Kogi State.

Table 4: Simple Linear Regression Analysis on the Influence of Principals' Leadership on Teaching and Learning

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.714	0.510	0.508	0.562

ANOVA

Source of Variation	Sum of Squares	Df	Mean Square	F-cal	P-value	Decision
Regression	82.654	1	82.654	257.021	0.000	Rejected
Residual	79.421	247	0.322			
Total	162.075	248				

Coefficients

Model	B	Std. Erro	Beta	t	Sig.
(Constant)	1.086	0.164		6.622	0.000
School Leadership	0.741	0.046	0.714	16.032	0.000

Source: Fieldwork (2026)

Table 4 presents the results of the simple linear regression analysis on the influence of principals' school leadership on teaching and learning in public senior secondary schools in Lokoja, Kogi State. The analysis revealed a significant positive relationship between school leadership and teaching and learning enhancement ($R = 0.714$, $R^2 = 0.510$, $F = 257.021$, $p < 0.05$). The result further showed that school leadership significantly predicts teaching and learning outcomes ($\beta = 0.714$, $t = 16.032$, $p = 0.000$). Consequently, the null hypothesis was rejected, indicating that principals' school leadership significantly influences the enhancement of teaching and learning in public senior secondary schools in Lokoja, Kogi State.

DISCUSSION OF FINDINGS

The findings of hypothesis one revealed that principals' curriculum supervision significantly enhances teaching and learning in public senior secondary schools in Lokoja, Kogi State. This finding is consistent with Hallinger (2011), who observed that effective instructional supervision improves curriculum implementation, classroom practices, and student learning outcomes. Similarly, Bush (2020) maintained that systematic curriculum monitoring and constructive supervisory feedback contribute significantly to teaching effectiveness and educational quality. The similarity between the present findings and those of previous studies may be attributed to the universal role of supervision in ensuring adherence to curriculum objectives, monitoring instructional practices, and providing professional guidance to teachers. Regardless of educational context, effective supervision tends to promote accountability and instructional improvement.

However, the present study also revealed that some teachers perceive curriculum supervision as a fault-finding exercise rather than a supportive professional process. This finding differs from studies conducted in educational systems where supervision is largely developmental, collaborative, and supported by continuous professional learning structures. The difference may be explained by contextual factors within public secondary schools in Nigeria, including limited training of supervisors in modern supervisory techniques, inadequate teacher-supervisor relationships, and resource constraints that often shift supervisory activities from professional support to compliance monitoring. Consequently, while curriculum supervision is generally effective, its impact may be constrained when teachers perceive it as punitive rather than developmental.

The findings of hypothesis two revealed that principals' school leadership significantly enhances teaching and learning in public senior secondary schools in Lokoja, Kogi State. This finding supports the work of Leithwood and colleagues, who identified school leadership as one of the most important school-level factors influencing student achievement and overall school effectiveness. The result also aligns with studies

emphasizing that effective leadership fosters teacher motivation, improves communication, strengthens instructional coordination, and creates a conducive environment for learning. The consistency of these findings suggests that principals who provide direction, support teachers, and effectively manage school resources are more likely to facilitate improved teaching and learning outcomes.

Nevertheless, the study revealed moderate variations in teachers' perceptions regarding participation in decision-making processes and collaborative leadership practices. This differs from findings reported in educational environments characterized by strong shared-governance structures and distributed leadership models. One possible explanation is that decision-making in many public secondary schools remains relatively centralized, limiting opportunities for teachers to participate actively in school governance. In addition, leadership development programmes for school administrators may not sufficiently emphasize collaborative leadership competencies. As a result, although principals are generally perceived as effective leaders, the full benefits of leadership may not be realized where teacher involvement and collective decision-making are limited.

The findings of this study provide empirical support for Instructional Leadership Theory. The significant influence of curriculum supervision on teaching and learning confirms the theoretical proposition that principals who actively monitor instructional activities and provide professional guidance contribute positively to instructional effectiveness. Similarly, the significant influence of school leadership on teaching and learning supports the argument that principals function as instructional leaders whose actions shape the quality of classroom practices and educational outcomes. The findings therefore reinforce the view that effective instructional leadership remains a critical quality assurance strategy for improving school performance and student achievement

Limitations and Practical Implications

This study was limited to public senior secondary schools in Lokoja, which may limit the generalization of the findings to other regions with different educational and administrative conditions. The study also relied on self-reported questionnaire responses, which may introduce response bias due to socially desirable answers from respondents. In addition, the cross-sectional design of the study did not allow for long-term assessment of the sustained effectiveness of principals' quality assurance practices on teaching and learning outcomes.

Practically, factors such as inadequate funding, limited leadership training, heavy administrative workload, and insufficient instructional resources may affect the effective implementation of curriculum supervision and school leadership practices. Therefore, education authorities should strengthen continuous professional development for principals, encourage supportive supervision approaches, and provide adequate resources to improve teaching and learning in public secondary schools.

CONCLUSIONS

Conclusions was drawn based on the findings from the study that;

1. Principals' curriculum supervision significantly enhances teaching and learning in public senior secondary schools in Lokoja by improving curriculum implementation, strengthening instructional delivery, and promoting effective teaching practices among teachers.
2. Principals' school leadership positively influences teaching and learning by improving teacher motivation, enhancing communication and collaboration within the school system, and creating a conducive environment for improved students' academic performance in public senior secondary schools in Lokoja, Kogi State.
3. The findings further validate the assumptions of Instructional Leadership Theory, which emphasizes that principals' active involvement in curriculum supervision and instructional leadership significantly contributes to the improvement of teaching and learning outcomes in schools

RECOMMENDATIONS

Recommendations were made from the study that:

1. The Kogi State Ministry of Education should institutionalize regular instructional supervision and monitoring practices in public senior secondary schools to strengthen curriculum implementation and teaching effectiveness.
2. Capacity-building programmes and leadership training workshops should be organized for principals to improve their supervisory and administrative competencies in instructional leadership.

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