ASSESSMENT OF PRINCIPALS' ROLE PERFORMANCE ON SCHOOL-BASED SUPERVISION IN SENIOR SECONDARY SCHOOLS IN YOBE STATE, NIGERIA

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A THESIS SUBMITED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PATIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN ADMINISTRATION AND PLANNING

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DECLARATION

I declare that this dissertation entitled, "Assessment of Principals' Role performance on School-Based Supervision in   senior Secondary Schools in Yobe State, Nigeria" has been conducted by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

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Haruna Garba   Date

CERTIFICATION

This dissertation entitled "Assessment of Principals' Role performance on School-Based Supervision in senior Secondary Schools in Yobe State, Nigeria" by Haruna Garba meets the regulations governing the award of Master of Education degree (Educational Administration and Planning) of the Ahmadu Bello University, Zaria, Nigeria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my beloved parents Mallam Garba and Mama Maryam, my wife Rahila Salisu Sale and my four children (Aisha, Sadiq, Faruq and Usman).

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ABSTRACT

This research examined the Assessment of Principals' Role performance on School-Based Supervision in Secondary Schools in Yobe State. Five (5) objectives were raised to guide the study which include to: assess the principals' supervisory practice on provision of instructional materials in senior secondary schools in Yobe State; examine the principals' supervisory practice onsupervision of instructional methods inSenior Secondary Schools in Yobe State;ascertain principals' supervisory role performance on classroom visitation in senior secondary Schools in Yobe State; find out principals' supervisory role performance on checking of record diary in senior secondary schools in Yobe State; and examine principals' supervisory role performance on evaluation of instruction in senior secondary schools in Yobe State. Five (5) research questions and five (5) research hypotheses were also formulated which were in line with the stated objectives. Descriptive survey research design was used for the study. The population of the study was 925 respondents which consist of 16 principals, 40 school supervisors and 869 teachers in senior secondary schools in Gashua Education Zone. The sample size for the study was 260 respondents and structured questionnaire was usedbased on linkert scale;content and face validity was scrutinized. The pilot study was carried in Government High Islamic College Nguru. The reliability of the instrument was determined using cronbach alphaand reliability coefficient at 0.74. Frequency counts and simple percentage were used to analyze the bio-data of the respondents while Analysis of Variance (ANOVA) was used to test the formulated hypotheses at 0.05 level of significance. However, the findings of the study revealed that;principals supervisedof instructional materials provision such as textbooks and charts in senior secondary schools in Yobe State. It also revealed that principals guide the teachers on the use of instructional methods such as demonstration methods, dramatization method and discussion method in senior secondary schools in Yobe State. The study recommended among others that principals and government should ensure that instructional teaching materials are provided to teachers to encourage them to teach and should ensure that they are well kept and utilized for the promotion of teaching and learning toward the attainment of secondary schools objectives.

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ABBREVIATIONS

ANOVA   Analysis of Variance

B.Ed   Bachelor of Education

FRN   Federal Republic of Nigeria

M.Ed   Master of Education

NCE   Nigeria Certificate in Education

NPE   National Policy on Education

Ph.D   Doctor of Philosophy

SPSS   Statistical Package for Social Sciences

SSCE   Senior Secondary School Certificate Examination

QOSBSISS   Questionnaire on School-Based Supervision in senior Secondary Schools

OPERATIONAL DEFINITION OF TERMS

ASSESSMENT: this is a process of investigating the status of an individual or group, with reference to expected outcomes in teaching and learning.

SUPERVISORY ROLE: The duties or responsibilities expected from a person in the first line of authority who monitors and regulates the affairs of employees in their work to achieve organizational goals.

PERFORMANCES: Simply means the outcome of educational goals that are achieved either by the principals, teachers or students. It is a measurement in terms of specific and desirable results.

INSTRUCTIONAL MATERIAL: Instructional materials are those materials used in learning situations to supplement the written or spoken words in the transmission of knowledge, attitude and ideas.

CLASSROOM VISITATION: Principals' classroom visitation refers to a process by which the principal as a supervisor visits the classroom to observe the teachers and students in action.

NATIONAL POLICY ON EDUCATION:this refers to the written document enacted by Federal Republic of Nigeria with the aim to guide its total educational system in the country.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Many countries across the globe have attempted to restructure their school supervision services to enhance educational quality. This desire for restructure of school supervision services was stipulated or inspired probably disappointment with poor school supervision and by the recent drift towards more school independence. Indeed, the ability of schools to use their greater autonomy effectively will depend to a large extent on the support services on which they can rely, while supervision may be essential to guide them in their decision-making and to monitor their use of resources.

Since education is accepted to be an instrument of change; teachers serve as the main operators of the instrument while the students are referred to as the raw materials to be processed on which the change would be manifested over a period of time (Adenaike and Adebanjo, 2000). In an attempt to ensure that the value of education is being derived at all levels, some officials are charged with the responsibility of monitoring the performances of all those who run education especially those in schools in order to find out or assess the extent of achievement of the goals of education. These officials are the ones officially designated as supervisors.Eregie and Ogiamen (2007) defined educational supervision as the systematic application of principles of supervision in solving educational problems in order to get to a sustainable level of achievement. Education has been known to be the antidote to poverty, ignorance and the key for unlocking natural resources (Obaji, 2006).

The principal and teachers have the primary functions of exhibiting effective instructional leadership for the improvement of diversified curriculum and quality of instructional programme for effective attainment of set school goals. The Federal Republic of Nigeria (FRN, 2004) identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluation of students' progress and achievement. And also promotion and enhancement of learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of secondary school principals.

According to Alimi, Olatunji, Akinfolarin and Ayandoja, (2012) instruction of supervision in Nigeria began as a process of external inspection. Supervisors were inexperienced in the act of supervision. They had little or no formal training of ethics, concept and practice of supervision. Until the government took control of secondary schools in 1967, schools supervision was left in the hands of missionaries. School-based supervision focuses on teachers" professional growth to enhance the instructional practice in schools and to bring about the desired change of learning achievement for the students. To make school-based supervision more effective, collaboration should be made with various groups. As provided by the Ministry of Education the school principals, vice-principals, department heads, and senior teachers should take major responsibility in supervisory practices within their schools. These responsible partners involve themselves in the regular observation of teachers, and the organizing of short-term training and experience sharing to maximize the professional competence of teachers, and thus contribute to the quality of education. School supervision of instruction is meant to ensure adequacy of educational set policies. This is done through experts who are professionals in education. With the rapid growth in education and the

changing society, educational issues become more complex and require basic skills to handle. It is then imperative to seek the ways of overcoming some of these problems through effective and efficient educational supervision of instruction. Educational supervision is carrying outto check and guide the activities in the school system to ensure adequate achievement of the school set policies. The expectations by the government and the school standard are faced with the hurdle and the need to be guided. It is evident that the society in general is left with question as to who is responsible for the falling standard of education in Nigeria.

In Nigeria, education is on the concurrent list of government and this makes the issue of instructional supervision to vary from one state to another. However, some states have adequate arrangement in place to effectively supervise instruction at all levels of education particularly in secondary schools whereas some states fail to put necessary machineries in place to effectively supervise instruction in their secondary schools. For example, Ondo State Government in 2009 created Quality Assurance Education Agency as a parastatal under ministry of education to supervise instruction in both primary and secondary schools in the state.

Secondary education occupies a unique position among all levels of education. The broad goals of secondary education include: the preparation of the individual for useful living within the society and higher education Federal Republic of Nigeria,(2004). Thus, in order to achieve the stated goals, there is the need for effective supervision of instruction in secondary schools. In general, instructional supervision is geared towards the improvement of the teaching and learning situation for the benefit of both the teachers and the learners. Evidence from previous studies conducted by scholars; Bilesanmi (2006), Okendu (2012) and Hali (2016) show that instructional supervision has always been regarded as an essential and

integral part of school administration and basically geared towards the improvement of all factors in teaching and learning.

The School is an organization of complex activities which are carried out by people and are coordinated by different persons. Thus, management is necessary in school to co-ordinate the various activities of the units for goal achievement. Management in school entails working with and through teachers, non- teaching staff and pupils or students to get things done effectively. Their primary aim has to do with the improvement of teaching and learning, and all the activities of the school. The role of school-based supervision in school are performed by the schools heads (i.e. head teacher/principal) known as the schools head teachers. A school principal is described as an executive head of his organization. He/she is a coordinator who has to organize activities in such a way that things work smoothly, quickly and effectively. The education manager is described as the individual in a school setting who directs the affairs of the school in such a way as to achieve its primary goals and objectives. He/she is involved in effective planning, organizing, supervision, controlling and evaluation. Therefore, for a schools supervisor to be successfully accomplishing the set objectives, he has to work with other people within the school system and be able to inspire them to work co-operatively with him so as to achieve the educational objectives.

Teachers have been accused of divided loyalty, nonchalant attitude and indiscipline among the teachers and students, which lowers the performance of both teachers and learners. Performance is seen as an act, process or manner of executing, performing or functioning. It can also be seen as an action seen, noticed or felt due to its effects on the people's lives or way of thinking. Classroom Performance on the other hand is the act, process or manner of executing teaching functions in the classroom by the teacher either through discipline,

teaching instruction, punctuality in class and so on. Parents now complain about their wards' inability to communicate effectively in other language (English) from their mother tongue, also their wards' academic performances have greatly and drastically reduced. They now see the school system fast losing its glamour and orientation which is affecting the attainment of National aims of education. To restore this, the need for instructional supervision process cannot be over emphasized (Ezeocha, 1985).E.g, however, in Kaduna state the governor has taken step in curbing the menace among the teacher quality in effective teaching and learning in the state, and is sure many states will adopt the policy to uplift and promote the system from collapsing.

Despite the relative advantage of instructional supervision in senior secondary schools, there are still some challenges bedeviling its success which includes inadequate instructional material, negative attitude by the community members, and insufficient funds. The process of supervision is complex and it permeates the whole structure of the school system. There seems to be little or no area of operation within the school where the need for supervision would not arise, although this may be in diverse proportions. As Ajibade (1993) opined, the crucial areas within the school system that require supervision are instructional and discipline where both the content, method or mode of delivery, and the personality of both the students and the teachers are examined to ensure their adequacy for the school system.

It is obvious that a lot of problems seem to be bedeviling the secondary schools system, ranging from inadequate facilities, old and dilapidated structure, inadequate instructional materials, not enough non-academic staff and unqualified teachers thereby making the system in a poor condition. Schools need to be effective so as to be able to deliver

the good things expected of them at every point in time. School effectiveness in this context refers to the extent to which schools are able to accomplish their pre-determined objectives.

Instructional Supervision can be done either through internal supervisors who are Heads of schools, their assistants, and the Heads of departments, and staff from the zonal office or through External supervisors who are resource persons and consultants like University professors, education researchers, curriculum consultants and designated officials from the School service Management Board. Instructional supervision is a great determinant of a school's quality; it can affect it either positively or negatively. These people have important roles to play in helping teachers to achieve the objectives of the secondary school as was stated in the national policy on education (Federal Republic of Nigeria, 2004). And how teachers perceive the help given by these officials will determine if these objectives will be achieved or not. Areas where supervisors assess in the school include instructional materials, records, resources (fund).

1.2 Statement of the Problem

Supervision of instruction is one of the responsibilities performed by educational administrators in secondary schools. Since it is vital to attainment of educational objectives, supervision must be given special regard because it deals with basic needs of schools, and helps in provision, of instructional materials, maintenance of infrastructure, assisting and proper placement of human and non- human materials in schools.

It is obvious that the state is among the last state in 2018 West African Examinations Council ranking.These worrisome parents are complaining why is it that their children are failing in the examinations every year? Is it the curriculum content, or inadequate of provision of instructional materials, or the teachers are incompetent to deliver? It is obvious in the

recent years,observations by many researchers show that secondary schools in Yobe State are not living up to the expectation in delivering quality education expected from the system. The success of any secondary education is hinged on the quality, regular and continuous supervision of instruction in secondary schools. The problem of ineffective internal and external supervision in public secondary schools is a phenomenon that has not been given deserved attention in the state. Principals generally seem to spend more of their official hours on administrative functions to the detriment of effective supervision process and programmes of the school. The situation has created some doubts as to whether the school principals fully carry out effective instructional supervision in their schools. Consequent upon this, students' performances have remained at a lower level in Senior Secondary School Certificate (SSCE).

It is observed that in many articles are written on the issuesof non-challant attitude of principals towards instructional method which has led to many teachers in using inappropriate method in class and students not being punctual to school.

In most cases teachers have failed to use instructional materials while teaching and they do not write lesson plans/notes. It was observed that as a result of inadequate and improper teaching facilities, education lacks its quality; base on these reasons parent parents laments oneducational decay in the state, the and it was that discovered an existing leadership, supervision and monitoring as well as capacity building system for teachers, also noted that the system is weak and need to be strengthened

A careful observation of current trends in Yobe State, in terms of classroom visitation some principals failed to visit teachers class hours for observation. According to Peretomode (1995), classroom visitation is a procedure by which educational leader could be of great assistance in aiding teachers to improve both instructional strategy/technique and the learning

process of the student. It appears that schools are facing a lot of problemsin record checking and maintenance which cause the backwardness in education sector in the state.

However, complains is too much that why itspublic school has many graduate and N.C.E holders and poor performance while private schools student performance is better than public schools, some are in the opinion that there is no proper supervision and monitoring in public schools. recently the governor of yobe state declare state of emergency on education in primary and secondary school, it was discover that political interference in the recruitment process, promotion, posting and rampant transfers affected the quality of education

It is against this background that this study will assessed the Principals' Role performance in School-Based Supervision in Senior Secondary Schoolsin Yobe State.

1.3   Objectives of the Study

The following objectives were raised to guide the study:

1. assess principals' supervisory role performance on instructional materials provision in seniorsecondary schools in Yobe State;

2. examine principals' supervisory role performance on instructional methods in senior secondary Schools in Yobe State;

3. ascertain principals' supervisory role performance on classroom visitation in senior secondary Schools in Yobe State;

4. find out principals' supervisory role performance on checking of records diary in senior secondary schools in Yobe State; and

5. examine principals' supervisory role performance on evaluation of instructional materials in senior secondary schools in Yobe State.

1.4 Research Questions

The following questions were raised to guide the study:

1. What is theprincipals' supervisory role performanceonprovision of instructional materials in senior secondary schools in Yobe State?

2. In what ways isthe principals' supervisory role performance carried out oninstructional method in senior secondary schools in Yobe State?

3. To what levelis the principals' supervisory role performance inclassroom visitation in senior secondary schools in Yobe State?

4. To what degree is the principals' supervisory role performance on checking of record diary in senior secondary schools in Yobe State?

5. In what ways is the principals' supervisory role performanceon evaluation of instruction in senior secondary schools objectives in Yobe State?

1.5 Research Hypotheses

The following hypotheses were formulated to guide the study:

HO_1: There is no significant difference in the opinions of principals, teachers and (MOE) officialson theprincipals' role performance on school-based supervision in Senior   Secondary Schools in Yobe State.

HO_2: There is no significant difference in the opinions of principals, teachers and(MOE) officials on the principal's role performance on school-based supervision in senior secondary.

HO_3: There is no significant difference in the opinions of principals, teachers and(MOE) officialson the principals' role performance in school-based supervision in Senior Secondary Schools in Yobe State.

HO$_4$: There is no significant difference in the opinions of principals, teachers and(MOE) officials on the principals' role performance in school-based supervision in Senior Secondary Schools in Yobe State.

HO$_5$: There is no significant difference in the opinions of principals, teachers and(MOE) officials on the principals' role performance in school-based supervision in Senior Secondary Schools in Yobe State.

1.6 Basic Assumptions

The following were basic assumptions put forward to guide the study:

1. Principals' provision of instructional materials improves the teaching and learning insenior secondary schools.

2. Principals' supervision of instructional methods enhances good teaching in senior secondary schools.

3. Principals' supervisory role performance onclassroom visitation promotes the quality of teaching

4. Principals' supervisory role performance on checking record and diaryencourages classroom attendance of teachers and students.

5. Principals' supervisory role performance on evaluation of instruction materialsenhances teaching and learning in senior secondary schools

1.7 Significance of the Study

Examining the Assessment of Principals' Role performance in School-Based Supervision in senior Secondary Schools in Yobe State;is significant to principals, teachers, quality assurance officers and future education researchers. It will help to improve the

supervision process in schools. This study will also help the following groups: quality assurance oficer, Education board, and Parents Teachers Association (PTA).

The study will greatly benefit the educational administrator and developers through finding the extent to which the curriculum content is being implemented at Senior Secondary School levels and finally used as a guide for decision making on whether there is need to draw the attention of government to the funding of school and assessing the resources. To draw the attention of supervisors to the need for supervision and state educational teaching service board

This research will also be beneficial to community member who are stakeholders and joint partners responsible for ensuring the effective curriculum implementation. This research will also benefit relevant educational stakeholders in ensuring the attainment of the educational objectives. In this regard, those concerned are referred to as parents, school administrators, inspectors, supervisors, and non-governmental organizations that are providing schools with funds and instructional materials.

This study will be of great importance to the Ministry of Education and state school boards just as this research work would supply them with the needed information in order to help them formulate policies and make decisions regarding the school-based supervision; the study will be of immense benefit to the nation as it could lead to the turnout of students who are morally sound and upright, and whose thinking has been moderated by more rewarding conducts and goals.

The study is important to the head teachers or educational administrators at junior and secondary schools level it help them to incorporate training on uses of instructional material,

instructional method and mentoring into the policies of their school. This will help to enhance the effective achievement of secondary schools objectives

The study will be important to the officials in the yobe state ministry of education (YUBEB) as it will guide them on the area of improvement in checking of record diary and classroom visitation. The study very relevant to teachers as the programe will help them to increase their knowledge for better performance and efficiency in junior and senior secondary schools. The study will serve as additional academic reference and for further educational research.

This study will be significant to the other part of educational zone in state to conduct a research on the same topic to find out roles perform by principal on school-based supervision in secondary schools

1.8 Scope of the study

The scope of the study is limited to theAssessment of Principals' Role performance in School-Based Supervision in senior Secondary Schools in Yobe State, Nigeria. The geographical scope of the study was limited to Gashua, Jakusko, Karasuwa, Machina, Nguru, Yusufari Local Government Areas of Yobe State. The respondents of the study were principals, teachers and school supervisors in the selected public Senior Secondary Schools in Yobe State. The content scope of the study examined the areas such as instructional materials, instructional methods, classroom visitation, checking records, and evaluation of instruction in senior secondary schools

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discussed the review of related literature to the research study titled "Assessment of Principals' Role performance on School-Based Supervision in seniorSecondary Schools in Yobe State, Nigeria". It is basically discussed under the following sub-headings.

2.2   Conceptual Framework

2.2.1   Concept of Secondary Education

2.2.2   Concept of Assessment

2.2.3   Concept of School Supervision

2.2.4   Concept of Instructional Materials

2.2.5   Concept of Instructional Methods

2.2.6   Concept of Classroom Visitation

2.2.7   Concept of School Records

2.2.8   Concept of Evaluation of Instruction

2.3   Theoretical Framework

2.4   Historical Development of Educational Supervision

2.4.1   Approaches to School Supervision

2.4.2   Role of Principals on School-Based Supervision in senior Secondary Schools

2.5   Principals'Supervisory Practice on Instructional Materials Provision in senior Secondary Schools

2.6   Principals' Supervisory Practice onSupervision of Instructional Methods in Secondary Schools

2.7   Principals' Supervisory Practice onClassroom Visitation in Secondary Schools

2.8   Principals' Supervisory Practice onSchool RecordsDiary Checking in senior Secondary Schools

2.9   Principals' Supervisory Practice on evaluation of Instructions in senior Secondary Schools

2.10   Empirical Studies

2.11   Summary and uniqueness of the study

2.2 Conceptual Framework

Conceptual framework deals with the key concepts that help in proper understandings and conduct of the study at hand. In this section, concepts related to the study such as concept of school supervision, concept of instructional materials, concept of instructional method, concept of classroom visitation, concept of record keeping, and concept of evaluation of instruction were discussed in relation to the study. This was done to guide the reader or researcher to properly understand what the research is all about.

2.2.1   Concept of Assessment

Assessmentand evaluation are two words that are used interchangeably by some experts in the field evaluation. But to others, the term evaluation is broader and involves making judgments about the merit or worth of something (Yusuf, 2012:123). According to Wheeler (1983), the terms assessment and evaluation are often used indiscriminately and interchangeably. But for clarity, evaluation is broader term which includes not only the process of determining what the actual educational outcomes are, it involves judgments about the nature and desirability of any demonstrated changes. And judgment cannot be made until some assessment has been carried out. This means assessment is a pre-requisite to evaluation. In light of the above, both the assessment and evaluation will be discussed differently under this framework.

An assessment is a systematic process of determining merits in which processed educational objectives are obtained by pupils (Khanzode, 2004). Wheeler (1983), opined that, assessment will be used as a term for the process of investigating the status of an individual or group, usually with reference to expected outcomes. It is some sort of scale upon which

individuals can be ranked with respect to what they can do or what they know. Assessment was also described as assigning marks, selecting individuals for special opportunities or the quality of instructional materials, assessing the effectiveness of various approaches to instruction and many other kinds of activities (Herzberg, 1975).

Characteristics of Good Assessment

Good assessment information provides accurate estimates of students' performance and enables teachers or other decision makers to make appropriate decisions. Dietel, Herman and Knuth (1991), contend that the concept of test validity captures these essential characteristics and the extent that an assessment actually measures what it is intended to measure, and permits appropriate generalizations about students' skills and abilities. For example, a ten-item addition/subtraction test might be administered to a student who answers nine items correctly. If the test is valid, we can safely generalize that the student will likely do as well on similar items not included on the test. The results of a good test or assessment, in short, represent something beyond how students perform on a certain task or a particular set of items; they represent how a student performs on the objective which those items were intended to assess.

A second important characteristic of good assessment information is its consistency, or reliability. Will the assessment results for this person or class be similar if they are gathered at some other time or under different circumstances or if they are scored by different raters? For example, if you ask someone what his/her age is on three separate occasions and in three different locations and the answer is the same each time, then that information is considered reliable. In the context of performance-based and open-ended assessment, inter-rater reliability also is essential; it requires that independent raters give the same scores to a given

student response. Other characteristics of good assessment for classroom purposes include: the content of the tests (the knowledge and skills assessed) should match the teacher's educational objectives and instructional emphases, the test items should represent the full range of knowledge and skills that are the primary targets of instruction, expectations for student performance should be clear and the assessment should be free of extraneous factors which unnecessarily confuse or inadvertently cue student responses.

2.2.2 Meaning of Role Performance

Nwanko (2003) opines that supervisory roles are duties to be performed by the person that has power and authority togive instructions and orders to subordinates as well as be held responsible for the work and actions of other teachers. The supervisory role performances range from the following.

1. Planning: A supervisor has to plan the daily work schedules in the school. At the same time divide duties to other teachers.

2. As a leader: A principal who is a supervisor leads teachers by guiding them on the way to perform their daily tasks.

3. As a mediator: A principal as a supervisor is called a linking pin between teachers and students.

4. As an inspector: An important supervisory role performance is to enforce discipline in the school, and also checking teachers which include checking the progress of the school, recording the work performance of teachers, checking teachers punctuality, teachers evaluation of students, conduct of extra-curricular activities and checking teachers lesson plan and lesson note.

5. As a counsellor, another supervisory role performance is acting as a counsellor to the staff problems by listening to their grievances and handling the grievances. Paul (2003) opines that supervisory role performance also involves the supervision of work and the behaviour of students in the school through; Mentoring teachers to facilitate a supportive induction into the profession, Bringing individual teachers up to minimum standards of effective teaching,improving individual teachers' competencies no matter how proficient they are deemed to be. Working with teachers to adopt the curriculum to the needs and abilities of diverse group of student.Relating teachers' effort to improve their teaching to the larger goals of school improvement in the service of quality learning for all children.

2.2.3 Concept of School Supervision

School supervision can be classified into two (i) instructional Supervision; this borders on the activities which are carried out with the purpose of making the teaching and learning activities better and more result oriented for the learners, and (ii) administrative supervision which deals with the mobilization and motivation of the staff in the school towards effective performance of their duties and responsibilities. However, definitions of supervision have been suggested in the past but there has not been one single and universally accepted definition of the term supervision. Scholars have given attention to what the real word of supervision means in this section. Selected statements from key authors in the field of supervision are provided to shed light on the essential components of supervision. Supervision simply means the act of watching or checking the work of something or somebody doing to make sure that it's been done properly according to agree upon rules (Lawal 2011)

Supervision, according to Nwaogu (1980) cited in Chike-Okoli (2006) is a process whereby an individual by means of advising and stimulating interest in teachers and students,

helps to improve teaching and learning situations in educational institutions. This indicates that supervision involves advice, direction and discussion which help to see the available resources, finance and capital equipment utilized for the achievement of the set educational objectives. Similarly, Eregie and Ogiamen (2007) defined educational supervision as the systematic application of principles of supervision in solving educational problems in order to get to a sustainable level of achievement.

Based on the importance attached to school supervision and improvement in teaching learning activities, the Federal Government of Nigeria in the National Policy on Education (2004) states that: Government will continue to run good and well-staffed inspectorate services for all levels of education. State ministries of education in collaboration with the Federal inspectorate will be responsible for the inspection of all secondary schools under their jurisdiction. Regular courses will continue to be run to acquaint inspectors with their new roles as advisers, guides, catalysts and sources of new ideas. Introduction and orientation courses will continue to be organized for newly appointed inspectors of secondary schools. Government will expand and strengthen the Federal inspectorate service to supplement state inspectorate services.The primary responsibility of supervisors is to see that high standards are maintained and that schools are run in accordance with the laid down regulations. Supervision involves the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and method of teaching and evaluation of instruction (Ogakwu, 2010).

It is also a process that involves an evaluate, long-term relationship between a "more senior member of a profession" and "a more junior member and members of that same profession" (Bada, 2010) Other schools of thought see supervision as a way of persuading

people to desist from applying wrong procedures in carrying out certain functions on their jobs, and at the same time try to emphasize the importance of good human relations in an organization (Ogunsaju, 1983 cited in John, 2012). According to Manga (2010), school supervision is an aspect school administration which focuses the monitoring activities of teachers, student and supporting staff so as to ensure that they in line with policies, objectives and programs designed for the attainment of school goals. Thus, school supervision could be defined as a process of making sure school plans and activities are followed according to the stated rules and regulations. School supervision increases teacher commitment to work and student commitment to the school activities.

According to Tucker and Pounder (2010) cited in Kalule and Bauchamina (2013) maintaining and nurturing quality instruction represent a major trend in today's educational organizations and thus calls for economic support and knowledge regarding the teaching and learning processes and effective teachers. McCann and Gail (2012) cited in Kalule and Bouchamma (2013) noted that to improve student learning outcome, teachers must improve their instructional practices. Reinforcing and improving their capabilities enable them to reflect on their own practice and knowledge level and strive to develop greater competency. Instructional supervision does not only improve decision-making skills but ultimately student learning outcomes. Teacher professional development through regular supervision implies that they not only learn but also learn what to be learnt and transform their knowledge into practice for the betterment of their student learning outcomes.

Supervision in education is also a process of giving and receiving help to improve teaching performance. These include activities aimed at influencing the quality of teacher, and

learning in the teaching learning process. From this definition we can say that supervision involves the following:

i. Improvement of instruction

ii. Some agents to give direction

iii. Some methodologies for handling the problem of improvement of instruction.

The learner is the central focus in supervision as the primary objective of supervision is to enhance the quality of instruction in the schools. Supervision is also viewed as a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain group with hope of seeking their task of supervision Ogunsaju,(2012). Supervision is essentially the practice of monitoring the performance of school staff, noting merit and demerit and using befitting and amicable techniques to make it better. Supervision is seen today as the dimension of the teaching profession, which concerned with the improvement of instructional effectiveness done by advising and stimulating the interest of teachers and pupils/students, and helps to improves teaching and learning situation (Chike-Okoli, 2007:238) Supervision in school therefore is a vital process and combination of activities which is concerned to the attainment of educational objectives.

John (2012:497) reiterates that supervision is a process of guiding, directing, and helping the teacher in the improvement of instruction in schools. In the same vein, Jega, (2014:88) argued that, the primary sources of supervision has always to improve the teaching and learning process for the benefit of learners. According to him benefit of supervision emerges only from its positive contribution on teaching and consequently learning. These views put together relate that supervision of instruction focuses on improvement of

instructional process toward solving classroom problems for the attainment of educational quality.

According to Wanzare (2012) instructional supervision embraces all activities that are directed specifically toward establishment, maintenance, and improvement of teaching and learning process in schools. The individuals who function in supervisory positions in the school, provide leadership to teachers, and have the primary responsibility for working with teachers to increase the quality of student learning through improved instruction, are referred to as instructional supervisors, They may include principals (head teachers), assistant principals, specialist consultants, curriculum directors, instructional lead teachers, departmental heads, and master teachers (Beach &Reinhartz, 2000; Glickman et al., 2004; Wanzare, 2012)

According to (Wiles &Bondi, 2004) the major skills required of instructional supervisors include the following: (a) interpersonal skills, which include those of communication, motivation, decision making, problem solving, and conflict management; (b) technical skills, which include ways to approach goal setting, assessment, planning, instructional observation, and research and evaluation; (c) information skills; (d) human relations skills, the ability to work with and through others in a morally elevating way; (e) administrative skills (influencing, recording); (f) skills for managing change; (g) self-awareness skills; and (h) conceptual skills, the ability to see the big picture, imagine, speculate, and envisage change.

The National Policy on Education (FRN, 2014) has highlighted in precise terms the objectives of educational supervision, which is "to ensure quality control through regular inspection and continuous supervision of instructional and other educational services". There

are various definitions of educational supervision. Educational supervision has all efforts of designated school officials towards providing leadership to the teachers and other educational workers/ in the improvement of instruction. It also involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives; materials of instruction, methods of teaching; and the evaluation of instruction. The effective improvement of instructional delivery and maintenance of standards in the school system are enhanced through regular internal and external supervision. Ayodele (2002) argued that Secondary Schools are presently supervised by two categories of people, viz: (i) internal supervisors those within-the school, supervisors as principals, vice-principals and heads of departments: (ii) external supervisors those outside the school, supervisors as the formally designated officials from the inspectorate division of the Ministry of Education and the various Areas or Zonal Education Offices.

Types of Supervision

There are several and different types of supervision and inspection. According to Lawan (2011), the following are some of the types of supervision:

1. Full inspection: This refers to the comprehensive visit and assessment of a school by a team of supervisor or inspectors usually from government agency or ministry in charge of quality control in education. For example, K.E.R.D. L.G.E.A. S.U.B.E.B. federal inspection division, etc. this team of inspectors comprises subject specialist and officer on others aspect of school activities including sport and clubs. In full inspection, the team will assess everything in the school, ranging from classrooms, lecture theater, instructional procedures, teachers school personnel, student, school administration involving school

records, facilities, finances, extra-curricular activities, PTA, school relation with other bodies both government and non- governmental ones.

2. Routing inspection: Routing inspection is a form of inspection in which school is inspected on regular and schedule period. It is not as intensive as full inspection. It is more concerned with the monitoring the instructional situation and adherence to policy by the school administration.

3. Follow up visit: During the full or routing inspection or supervision, supervisors usually gave advice on to improve the learning process, school administration or any section which some lapses were identified. Thus follow up supervision is usually aimed at ascertaining whether earlier recommendations to the school have been implemented. The idea is to ensure school focus on enhancing quality of instruction and efficiency.

4. Sample and survey supervision; this involve the school supervisors selecting either randomly or purposively certain school or inspection or supervision than generalized the result. Some development concerning policy implementation may have arisen, or some crises may warrant the visit of supervisors to help in restoring normally and efficient teaching and learning.

5. Internal supervision: this is the process where the school authorities conduct internal checks to ensure everybody is done what they are expected to do. These include the head teachers, teachers and even student like prefects or class monitors appointed to be in charge in one thing or the other. The head teacher for instance ensure that teachers are teaching properly, student are learning conductively, the level of discipline in the school, hygienic condition of the school etc.

6. External supervision: these are formally designated officers of the federal, or state ministries of education as well as international organization or examination bodies who go by the title of inspectors. Also another category of external supervisors are teaching practice supervision in which the student teacher on training posted to school for teaching practice as facial fulfillment of their course while lecture go round and supervise their performance

Aims of School Supervision

There are various reasons for carrying out supervision in schools. One of the most significant reasons for carrying out supervision in schools is to ensure that teachers are competent in their teaching activities, to improve and correct the defects militating against the effective and efficient performance. The National Policy on Education (2004) identified the goals of inspectorate services as;

a. Set, maintain and improve standard in all aspects of school system.

b. Ensure minimum standard and quality control of instructional activities in schools through regular inspection and continuing supervision.

c. Obtain information and problems of difficulties of teachers and institutions and offer practical solution to them; and

d. Encourage dissemination of information on innovation and progressive educational principle and practice in school system through publications, workshops, meetings, seminar and conferences.

To achieve the set goals of supervision, it is necessary that the qualified supervisors are employed; who may have clear understanding of what instructional supervision is all

about. And the government must provide the necessary working materials that will facilitate supervisory activities. Ogunsaju (1983) mentioned some reasons for supervising schools as;

1. To know the performance of the teachers requirement to teach in the school system.

2. To determine whether teachers should be transferred, promoted, retained, or dismissed.

3. To improve competent teachers.

4. To discover special abilities or qualities possessed by the teachers in the school.

5. To provide guide for staff development.

6. To know the effectiveness of classroom management by the teachers.

7. To know the direction of the school.

8. To assess the tone of the school and identify some of its most urgent needs.

Lawan, (2011) assert that schools supervisors, teachers and administrators, supervise or inspect school for many reasons which arereferred to as the purposes of the school supervision. The following are the major reasons for school supervision;

1. To enhance the quality of teaching and learning process in the school this will help to maintain minimum standard of education in schools.

2. To improve the effectiveness of teacher so that they can contribute maximally to the attainment of the schools goals.

3. To determine whether a teacher should be transferred, promoted, trained or dismissed based on performance of the teacher and assessment of the supervisor.

4. To discover special abilities, qualities or incompetence possessed by the teachers in the schools. This can be used as a guide for staff development.

5. To identify some of the most urgent needs such as shortage of staff, need for school expansion, shortage of classrooms and instructional materials etc.

6. To help in the curriculum development by examining the nature and content of the curriculum, the learning materials etc. that will enhance the growth of the school.

7. To assist school in the internal and external extermination exercises.

8. To explain government policies to teachers, school administrators and staff of the school.

9. It assists the ministry in monitoring the activities and performance of educational agencies.

10. It helps in providing relevant data for educational planning and national development plan.

11. To carry out special investigations for example, fire incident, misappropriation, embezzlement of funds, scandal or disciplinary problems etc.

12. To ensure appropriate expenditure of funds.

Techniques of Instructional Supervision

Techniques are methods of performing or manipulating certain activities with the hope of achieving set down goals or objectives. Supervisors need some strong possession of initiative and supervisory ability to be able to manipulate the activity of teachers (Ogunsanju, 1988). The importance of supervisory technique in the teaching and learning situation can never be over emphasized. The supervisor is saddled with responsibilities of designing procedure to improve the teaching effectiveness and efficiency and to instigate them to exercise their talents toward their achievement of schools set goals. Similarly, Peretomode (2004) outlined activities that the skillful instructional supervisor can utilize to bring about desirable effect in teacher behaviour for achieving teaching effectiveness. They include:

1. Classroom observation which involves live observing of a teacher and analyzing his or her classroom practices, the teaching - learning process, teachers' personality, student-teacher

interactions, lesson note and lesson presentation. All these are observed by the supervisor who is present as a witness.

2. Demonstration: It involves the presentation of a prearranged series of events to a group for their view. This stimulates teachers' growth and group discussion.

3. Teacher visitation: This activity also called "inter-visiting" or "reciprocal visitations" involves one teacher visiting and observing another teacher in action in another class within the same school (inter-class visitation) or in another school (inter-school visitation). This method enhances proficiency especially if the beginning or inexperienced teacher watches experienced teacher in action.

4. Workshop: The activity involves a small group of people temporarily formed to discuss a specific topic or work on a common problem and trying to find solution(s) to a specific problem in a face-to-face situation.

Qualities of a Good Supervisor

A supervisor in his own capacity is regarded as instructional leader. He is expected to perform certain functions and to fulfill the expectations, aspirations, needs, and demand of the society in which he/she operates. For a supervisor to be successful, he/she needs to possess certain qualities that will put him/her over those under his supervision:

a) He/she must be true to his own ideas

b) He/she must be flexible

c) He/she must be loyal

d) He/she must command respect

e) He/she must be strong-willed

f) He/she must be consistent

g) He/she must be fair in dealings with other people

h) He/she must be open-minded in making decisions

i) He/she must respect others' opinions

j) He/she must be sincere, firm, and approachable

k) He/she must be ready to help people solve their problem.

Problems Affecting Schools Supervision

Educational supervision in Nigeria has grown quantitatively and qualitatively like the school in general. As the nation became advanced in education the new concept of supervision recognized the purpose of improving the instructional program in school. The school expanded with increase of student enrolment, infrastructures and the supervisors as well. These problems led to some student learning under the tree, student sitting under stone, overcrowded classrooms with lack of adequate teaching material, like text books, and instructional material.

Abama (2002) when he stated that, in the 21st century, due to the obvious changes in our educational system and environment the age of enrolled student, learning /teaching facilities, the learning environment, the various communities which school are situated, the cosmopolitan nature of students, the caliber of teachers, the past changing nature of the society, the economic situation and even global technological changes, the school administrators have a lot of challenges to face. Therefore, supervision of instruction being one of the major functions of administration in school is faced with various challenges that often emanate from the government and the teachers concerned. Effective supervision cannot be carried out when government fails to provide the necessary requirement for the teaching and

learning process, which will in turn affect the teacher's morale and may result to lukewarm attitude towards their job.

However, in order to identify and discuss the current issues that affect effective school supervision, in view in conjunction with findings and opinion of other scholars were used to generalize the issues that affect the effective school supervision. The problems are as follows:

1. Inadequate supervisory personnel: This issue of inadequate supervisory personnel is one of the factors that engulfed the school supervision over the years. The main reason why Obonnaya (1997) Eferakeya and Onyene (1995)Chike-Okoli (2006) Ndayelechi (2012) and Olawole (2009) strongly asserted that there is insufficient number of supervisors for secondary schools in most states of Nigeria. In most cases, many school visited are not thoroughly assessed, because, inspectors/supervisors are not enough for the subject area. A related aspect of this problem is that the few available supervisors are assigned extra responsibilities coupled with inspectorial service they were also engage in a lot of administrative and impromptu duties this makes them to hardly have time to visit all the schools as many time as expected (Chike-Okoli,2005:63). In addition, the principals also engaged in a lot of administrative duties as well as public relations. They pay more attention to the coordination of the total school activities, as a result, their instruction supervisory duties suffered. This In fact, contributes to the major set-back to effective school supervision.

2. Inadequate supply of instructional materials: All the supervisory personnel involved in the study complained about inadequate supply of instructional material. To lend credence to these issues, Obannaya (1997) revealed that supervisors of secondary schools lack relevant materials, tools and resources for effective execution of their functions. Such

material include; journals, textbooks, teacher evaluation forms, files and stationaries. This according to ChikeOkoli (2005) greatly impeded demonstration, supervision and improvement of instruction.

3. Lack of proper motivation or poor incentive: The inspectors/supervisors are dissatisfied with their job the motivating factor are minimal. It is well known that teachers and their resources persons are poorly remunerated. Olewole (2009) observed that poor or lack of motivation has been responsible for the skeletal or poor supervisory services available in our schools. The few available supervisory staff was not adequately motivated as some of them are owned allowances arrears for several months. Sharing this view Eferakeya and Oyene (1995) maintained that there is no single vehicle for the field operations, any toilet facilities, fans and computers. The traveling allowance is very poor that to board a taxi during or after assignment is a luxury to inspector/supervisor. Obannaya (1997) also maintain that supervisors are insufficiently motivated in the execution of their functions. Their employers forget that their satisfaction will direct and control their behavior as they carry out their activities of supervision.

4. Non implementation of recommendations: the supervisor/inspector of school, principals and teachers reported that they put many suggestions forward which the policy makers or officials of the ministries never implemented. In effect, their efforts are jeopardized or frustrated. According to Eferakeya and Onyene (1995) some decisions or recommendation of inspector/supervisors are delayed, since submitted are swept under the carpet. The whole exercise remains a formalities rather than criterion for evaluation, even there is evidence that a principal or teacher is managing his school well or discharging his duties he/she still gets promoted as at when due. ChikeOkoli (2005) also put forward similar that

teachers put forward suggestion to departmental head which they referred to the principal who complained of no forwarded the suggestions to the ministry and the suggestions or recommendations did not frustrated the personnel but also killed their initiative and sense of work.

5. Mediocrity/lack of proper training of supervisor. It has been noted that most of the inspector/supervisors are co-opted from the school system with the little or no supervisory relationship course (Eferakeya and Onyene 1995:231) Corroborating on this view, Obonnaya (1997), observed that the criteria for appointment of supervisors are basically the possession of first degree in education and some years of experience in teaching. Some are also appointed supervisor because they know some officers at headquarter or ministries of education. The implication of this is, appointed have not received the requisite in institution for the performance of supervisory duties. They have to acquire the relevant knowledge and skills for supervision. The consequence is that supervision of instruction is haphazardly and poorly conducted in most secondary school.

6. Poor communication. Communication is the most essential tool in the supervisory relationship. In one hand communication problems may arise due to the remoteness of the school in zonal office, particularly those schools in the rural areas. The implication of this is irregular epileptic supervision of schools. On the other hand poor communication may arise with the way supervisor interact or react to actions and inaction to teachers. Some supervisors do not know how to interact with staff. Teachers get demoralized due to poor communication interaction; this will result into the situation where the massage of supervision is misinterpreted or misunderstood.

7. Effects of old system of supervision. It is unfortunate that despite the advanced knowledge and skills of effective supervision of instruction, most supervisory personnel were still confused as to what instructional supervision should be. They still nurse the idea of a superior-inferior relationship that exists in inspection. According to ChikeOkoli (2005) teachers department and head and principals looked at inspection/supervision that must be obeyed. Some of the staff who understood and felt that they are specialist in their areas often does not corporate with the supervisors. "You want to teach me my job". Syndrome still persists. An inspector once observed that majority of them are not easily brought to order and they are very uncooperative because they believed that lower level officer is also lower in wisdom and skills (Eferakeya& Onyne,1995:232)

2.2.4 Concept of Instructional Materials

An instructional material primarily is a medium for delivery of curriculum content. Therefore, instructional materials are tools used for teaching and learning; it enhances the teacher in delivery of knowledge or help to emphasize specific knowledge. Instructional materials meet the needs of learners, fulfill the requirements of the subjects and facilitate the teaching and learning process. Akomolafe (2005) defined instructional materials as the resources that the teachers and students use to influence the effectiveness of teaching and learning process. It is the creative use of probability of the students which will make them learn and improve their performance of the skills that are to develop. Some authors argued that merely using instructional does not guarantee effective teaching, to make teaching and participation effective, the instructional material must be appropriately selected and used, teachers must, therefore become familiar with the types of instructional materials if greater value is to be derived from their use.

Edem (2007) sees instructional materials as audio visual materials or as innovations in teaching and learning. This involves the use of human effort, appropriate choice design and utilization of object to ensure effectiveness. Equally, it is defined as anything (Human effort, hardware, software, and improved materials) used to satisfy the educational means of the learners. It is a means of making teaching and learning process more meaningfully, effective, productive and understandable. Instructional materials are essential and significant tools needed for teaching and learning of school subjects to promote teachers' efficiency and improve students' performance. They make learning more interesting, practical, realistic and appealing. Instructional materials as visual and audio-visual aids, also enable both the teachers and students to participate actively and effectively in lesson sessions.

Ibeneme (2000) defined teaching aids as those materials used for practical and demonstration in the class situation by students and teachers. Ikerionwu (2000) saw instructional materials as objects or devices that assist the teacher to present a lesson to the learners in a logical and manner. Instructional materials are such in which teachers to aid explanations and make learning very clear to students during teaching learning process. Thus, instructional materials help teacher to improve the quality of teaching and learning activities.

Classification of Instructional Materials

The following are classification of instruction;

A. Visual Aids/Resources: These are instructional resources which appeal to sense of sight or vision. These include printed materials, journals, workbooks, posters, pictures, maps, charts, exhibit transparencies, graphics materials, models, specimens flannel boards, flash cards realia, etc

B. Audio Aids/Resources: These are the teaching resources that aids learning by appealing to sense of hearing e.g radio, audio tape recorder, audio compact disc, human voice etc.

C. Audio Video/Resources: These are instructional resource that aid learning by appealing of hearing and sight at the same time. For examples, television set, video compact disc. Film show motion picture with sound tracks among others.

2.2.5 Concept of Instructional Methods

Instructional Methods are the means or ways that we use materials to teach our students. The method can be divided into the three domains of knowledge: Skills, Attitudes, and Values. When we are teaching knowledge, we can use a variety of methods, with the goal of getting the learner to actively engage in learning the material. When teaching skills, we need to demonstrate and point out important aspects, supervise the student doing the skill, or talk the student through the skill. When teaching about attitudes, we need to use methods that require the application of the attitude in particular situations. Williams (2002) suggests that students who use active and diverse learning strategies are more likely to acquire sophisticated levels of understanding than those who do not. He asserts further that it is planned instructional methods that define formal education and allow for distinctions between serendipitous 'web surfing' and distance education.

An instructional method is the principle and ways used by teacher to enable students to learn, strategies which are determined partly on subject matter to be taught. Instructional methods are deliberate and planned goal-orientated pedagogical activities where learning outcomes and the teacher and students roles and activities are clearly defined and described. In a seminar paper, Clark (1984) argues that instructional methods are necessary when students cannot (or will not) provide learning strategies for themselves. Clark further argues

that there is a need to attribute any kind of learning gains to instructional methods as this is the active ingredient in instruction, not the delivery medium. Williams (2002) suggests that students who use active and diverse learning strategies are more likely to acquire sophisticated levels of understanding than those who do not. He assert further that it is planned instructional methods that define formal education and allow for distinctions between serendipitous 'web surfing' and distance education.

2.2.6   Concept of Classroom Visitation

Classroom visitation is an important supervisory activity that has been that of classroom visitation. Teacher requires his/her exposure to a number of supervisory models.. According to peretomode (2001) classroom visitation is a procedure by which the educational leader could be of great assistance in aiding the teachers to improve both their instructional strategies/techniques and the learning processes of the student.

The main objective of the principal's visitation is for the improvement of the teaching-learning process. Akpa(1987) posited that the school administrator faces a lot of challenges as a molder and developer of human potential. How well he/she responds to these challenges as a necessary ground work for success of supervisory strategies and skills. Just as classroom teachers seek to individualize instruction, the application of supervisory model should be that which best suits a particular teacher's teaching problem.

Moreover, Peretomode (2001) posited that for teachers to perform their teaching duties effectively, the principals must always check their lesson notes to ascertain whether the content was effectively covered in the lesson notes. Here, classroom visitation is to ascertain if teacher is competent to deliver his job or has lapses so as to be corrected. He maintained that if principals inspect teachers lesson notes regularly, this would enhance the teacher's job

performance. It could be observed that principal's classroom visitation/observation and inspection of lesson notes are supervisory strategies that can enhance teachers' productivity significantly.

Teaching is a complex and dynamics activity and during the lesson many things occur simultaneously, so it is not possible to observe all of them. According to peretomode (2001) classroom visitation is a procedure by which the educational leader could be of great assistance in aiding the teachers to improve both their instructional strategies/techniques and the learning processes of the student. The main objective of the principal's visitation according to the definition is for the improvement of the teaching-learning process. The application of supervisory model should be that which best suits a particular teacher's teaching problem. Thus classroom visitation helps in identifying the strength and weakness of teacher and provides a solution.

2.2.7 Concept of School Records

Is a document of official accounts of transactions or occurrences which are preserved in the school office. Record keeping constitutes the arteries that supply life-sustaining blood to the system and sub-systems of organizations and institutions (Nwagwu, 2000). Management of record is one of the most important administrative functions in school organization which the school administrator/principal must adhere to. A school record keeping can refer to different education-related things, including an official record of a student grades, conduct and disciplinary or a more general references to a student's academic performance and extracurricular participation while in school. According to Ololube (2012) the rising cost of running school system leaves some schools with low quality and inadequate human and material resources. The complexity in school administration, its constraints,

contingents and other difficulties also make record keeping a necessity (Nwaoku,2005; Obi,2005;Ololube;2011)

It is impossible to plan and administer any formal organization effectively in which records are not properly kept or mismanaged. School record are useful information about staffs, students, curriculum and instructions, facilities and equipment, supplies and finances prepared and kept in the school (Tijjani, Safiya, &Tanimu, 2007) Thus, records are documents kept by schools for future references.

School records vary from school to school. School records are broad by divided into statutory records and non-statutory records. Statutory records are the records kept in accordance with the Education Law and they must be produced on request by the agents of Ministry of Education on official inspection, such records includes admission /withdrawal register, log book, attendance register, school time table, diary of work, visitors book, examination record book, time/movement book, a copy of national policy on education national curricula on different subjects, assignment books for teachers, query book, school list, history of the school, transfer certificate books, pupils individual files, sports and games record file, school clubs/societies, annual leave roster teachers' annual evaluation reports, education inspectors reports, organizational charts, minute books, disciplinary committee file, school land papers, staff notice circular, lesson plan/note for teachers etc. non-statutory records are school records kept for the purpose of administrative convinces such records include stock book, cash and account books, school calendar, health book, inventory book, and staff minutes book.

Record keeping otherwise known as storage of information also has important functions of both the administration and teaching staff of a school. According to Osakwe

(2011), school records are official documents, books and files containing essential and crucial information of actions and events which are kept and preserved in the school office for utilization and retrieval as needed. Such records are kept by principals, teachers, counselors and administrative staff. Ibara (2010) asserts that without records there can be no accountability. He further maintains that quality performance, task accomplishment, and measurable outcomes are increasingly important responsibilities, all of which depend on the accessibility of usable records. School records thus contain information important to the daily running and long-term planning of schools.

2.2.8 Concept of Evaluation of Instruction

Evaluation of instruction is defined as an assessment of the achievement of objectives which is also known as the Tylerian view of evaluation; and proving the success or failure of a program (Madaus&Stufflebeam, 2000). The word evaluation is dreaded and feared by teachers and students, but it is a necessary and inevitable process. School administrators need to evaluate teachers as teachers need to evaluate students in order to assess and account for the quality of education. A teacher is evaluated in order to account for the quality of a teacher who desires a tenure position, raise in salary, a higher position, or increased number of hours.

The evaluation process encompasses several areas, including student understanding of main concepts, mastery of established academic goals and objectives, and standardized assessments. As the main source of information in each of these areas, educators are crucial in the evaluation process. Classroom teachers have first-hand knowledge of instructional methods and thus are the best-qualified to assess a curriculum's effectiveness in utilizing the best learning strategies for student success.

Types of Evaluation

There are three major types of evaluation especially in education. These are:

1. Diagnostic Evaluation: this is an evaluation carried out with aim of identifying weaknesses and strengths of an academic program, it is carried out to identify student's weaknesses, individual differences needs and problems so as to plan a lesson that will take care of the identified needs so to minimize learning.

2. Formative Evaluation: this otherwise known as in-course evaluation and it is the evaluation that continues to go on in the course of instruction or educational program. It help to assess the of student understanding of the lesson is still going on with a view of changing methods of teaching or employing more teaching technique so as to enhance maximum students understanding of the lesson.

3. Summative Evaluation: This evaluation that is carried out at the end of a term, session, course or an academic program. This is the assessment carried out at the end of term to find out how far learning has taken place in the term, session or academic program.

2.3 Theoretical Framework

This study adopted the following theory as its theoretical base. This was due to the relevance of this theory to the present study.

1. **General System Theory**

This includes the narrower field of social systems cross- disciplinary body of scientific thought that was developed in the twentieth century. The System theory is widely used in various fields such as industry, business and even education. This theory related quite well to an educational organization. According to the system theory, System is a set of things or parts forming a whole or a complex unity formed of many often diverse parts subject to a common

plan or serving a common purpose (Bertalanffy, 1950) cited in Masiga (2010). The Ministry of Education (MOE) is formed up of many parts or sections among them, external and internal supervisors subject to a common plan or serving a common purpose of instructional supervision.

Relevance of system theory to the present study

The system theory, views the entire educational organization as a group of parts that are highly inter- related and inter-dependent. The supervisor and the supervisee are highly inter-related and inter-dependent. An organization consists of group of persons who must work in harmony; each person must know what others are doing. Every part works to contribute to the whole. For the supervisor to achieve a harmonious relationship with those he supervises, he must have the skill through experience or training. Supervision in public secondary schools aimed at enhancing instructional supervision. In training for business, teachers must consider not only the specific training given, but also other learning's that may take place in and out of school.

Basically, the system theory are the output of a system depend on the conversation process in which have link to the principal should have a skill in the use of group process to help him show a working understanding of the team concept in democratic supervision

Evaluation system some organization has their process of evaluation which will enable to know their strength and weakness. However, the relevance of this theory to the present one it help the principals to organize workshops for their staff in order to keep them abreast with their knowledge and skills in handling teaching and learning activities

2.4 Historical Development of Educational Supervision

Supervision has gone through many metamorphoses and changes have occurred in the field that its practices are affected by political, social, religious, and industrial forces exist at different periods (Oliva, 2001). Supervision as a field of educational practice with clearly stated rules and regulations did not fall from the sky fully formed. It emerged slowly as any field in educational activities. Supervision is related to the educational profession dynamics that have historically generated with a very complicated issue in concerning with the Nigeria educational system.

While in Britain, supervision of schools started early as 1847 at the time the Queen appointed educational supervision who were named as her majesty's supervisors. In both two colonies and many other place at that time, supervision was been practicing in autocratic form of leadership directly to the teachers in other to monitor their ability to teach and help them on how to improve their work. Moreover, at that time there was a general belief that methods of teaching were directly fixed which could be identified and judged through belief observation of teachers during their work.

In Nigeria, western education was introduced to the Nigerian around 1842, by the missionaries in Badagri (Fafunwa, 1995). The missionaries were the supervisors at that time, using the administrative supervision approaches, where the cathedral was the teachers and the laymen on the church served as the supervisors. The first education ordinance was announced when the colony of logos was still jointly administered with gold coast, sierra-Leone and Gambia. The ordinance provided a general board of education that will take care of all the education development in the territory. It was the board that established an inspectorate which covered all the British West African territories. The chief inspectors of schools who headed

the inspectorate were known as her majesty's inspectorate for West African colonies. It further provided for three Africa sub inspectors, one for the Gold coast and Lagos, one for sierra – Leone and one for Gambia. These sub- inspectors were responsible to the chief inspector. Later the same year 1882 the reverend Metcalfe Sunter was appointed as her majesty's inspector (HMI) of school for West African colonies. Though the area was too large for one inspector and very little was achieved by the appointment.

Table2.1: Development of Supervision through Different Period

Period	Type of Supervision	Purpose	Person Responsible
1620-1810	Inspection	Monitoring rules looking for deficiencies	Parents, clergy/selectmen, citizens committees
1850-1910	Inspection, instructional improvement	Monitoring rules, helping teachers improve	Superintendents, principals
1910-1930	Scientific, bureaucratic	Improving instruction and efficiency	Supervising principals, general and central office supervisors" superintendent
1930-1950	Human relations, democratic	Improving instruction	Principals, central office supervisors
1950-1975	Bureaucratic, scientific, clinical, human relations, human resources, democratic	Improving instruction	Principals, central office supervisors, school-based supervisors
1975-1985	Scientific, clinical, human relations, human resources, collaborative/collegial	Improving instruction, increasing teacher satisfaction, expanding students" understanding of classroom events	Principals, central office supervisors, school-based supervisors, peer/coach mentor
1985-Present	Scientific, clinical, human resources, collaborative/collegial/mentor	Improving instruction, increasing teacher satisfaction, creating learning communities, expanding students" classroom events	School-based supervisors, peer/coach/mentor, principals, central office supervisors

Source: Adopted from AbebeTasema (2014)

2.4.1 Approaches to School Supervision

Basically, there are two major approaches to school supervision, which are enumerated below.

1. Traditional Approaches to Supervision

The traditional supervisory approaches relied on the early approaches to management.

It was believed that if management could properly plan, organize and control jobs and

organization, then, productivity would increase. This early approach emphasized the technical aspect of the job at the expense of the job's personal aspects. The aims of supervision were inspection and visitation to find reasons for closing, opening or retaining a school. It was teacher-focused and implementation of the policies, syllabus and plans irrespective of the local conditions or factors operating in the area.

School supervision was random and haphazard, they were visiting the school only when there was a report or a petition against the school. Supervision was usually done by one person who supervised the compound, tested the teachers and students, went through all school records and audited the school account. The supervisor endeavoured to make his presence and power felt through threats of discipline, expulsion or closure of school, to strike fear or impose his authority on all school members. Its result was usually in adverse criticism written in secret report compiled and submitted to the ministry of education for action months or years after the supervision. There was no follow-up visit after supervision. Therefore, the noticed faults were left unattended to.

2. Modern Approaches to Supervision

Inherent in modern democratic approach is a new philosophy that the teacher has the power and authority to exercise self-direction through his participation in the determination of goals and in the formulation of methods and procedures for the improvement of instruction (Ajayi, 1995) This eliminates the feeling that the supervisor is a superior being while the supervisee (teacher) suffers inferiority complex. However, modern trends in supervision are towards democratic principles where the supervisor is considered as a friend, a helper, ready to assist and support through professional advice and discretion.

Under this approach, the needs of teachers are properly diagnosed with a view to know how best to assist them. The teaching-learning process is thereafter criticized in a constructive manner and suggestions are made accordingly. This modern approach appears rational and has the potential for functionality, especially because it does not neglect the individuality, the group and the dynamics of the system. It also appears creative to all intents and purpose, since primary emphasis is placed on the growth and professional improvement of the teacher. The aim of modern supervision is to study, analyze and discover ways and means of helping the school to carry out the teaching-learning process effectively and efficiently. Its focus is on the general organization of the school including the school curriculum, methods of teaching students and staff welfare, use of resources and interpersonal relationship.

Supervision examines the policies, program and plans with the teachers and students to find out how they can be better implemented or modified to suit the individual or local conditions of the school. School supervision is well planned and regular. The supervisor's authority is derived from his expert advice and encouragement. He endeavors to show understanding consideration and cooperation, even when he wants to make sure that a positive change is affected. In modern supervisory approach, supervision is done by a team of experts in different subjects and aspects of the school system including accounts, health, and work schedule. The result of the supervision exercise is discussed with the school members for suggestions, corrections, and ideas. The final report is always copied to the school with further guideline for necessary corrections. There is usually a follow-up visit to check to what extent the agreed upon recommendations are being implemented and what new problems are arising thereof.

2.4.2 Role of Principals on School-Based Supervision in Senior Secondary Schools

The roles of principals in ensuring effective school-based supervision in secondary schools were highlighted by Anderson and Dyke (1968) in Nwakpa (2005), they are responsible to play the following roles:

1. Participate in curriculum planning and development;

2. Study and discuss the educational theory and current development in secondary school education with the professional staff and school patrons;

3. Organization of a program of studies appropriate to the needs of the students;

4. Development of guidance and counseling services in the school;

5. Management of auxiliary services such as health, transportation and cafeteria;

6. Procurement and organization of library and instructional facilities and services;

7. Participate in the selection of teachers and organization of the faculty to provide high quality instructions;

8. Development of conditions and within the school conducive to high morale and development of good citizenship on the part of students;

9. Development and maintenance of faculty morale;

10. Organization and management of record and office routine needed for effective educational and business management of school;

11. Provision of leadership for participation of citizens in school affairs;

12. Development and maintenance of sound program of in-service education for the faculty;

13. Interpretation of the program of the school to the community and board of education;

14. Management and supervision of the maintenance of the high school plant and other facilities; and

15. Contribution to the advancement of the teaching profession. Involvement concerned the basic responsibilities of schools, including establishing two-way communication between family and school.

2.5 Principals'Supervisory Practice on Instructional Materials Provision in Senior Secondary Schools

The primary function of instructional material as a communication device is to serve as a more concrete reference to meaning than spoken or written word. Akinleye (2010) attested that effective teaching and learning requires a teacher to teach the students with instructional materials and use practical activities to make learning more vivid, logical, realistic and pragmatic. Ekpo (2004) also supported that teaching aids are always useful in supporting the sense organs it is necessary to note that instructional are important catalysts of social re-engineering and change in learners.

It is obvious that effective instructions cannot be well accomplished without the use of instructional materials. The reason is not farfetched: advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development which have affected the classroom teaching learning situation positively. Such technological breakthroughs as networked and non-networked; projected and non-projected; visual, auditory, audio-visual electronic materials are important landmarks in knowledge transfer. With them both teaching and learning become very pleasant experiences. Thus, instructional material is a channel in which teaching and learning is implemented

The importance of supervisory practice of instructional materials in today's educational system cannot be overemphasized. Instructional materials as the name suggests,

are materials of visual, audio and audio - visual category that helps to make concepts abstracts and ideas concrete in the teaching and learning process. They are also materials which the teacher uses in supplementing his teachings. Instructional materials include materials used to facilitate learning for better results. Likewise, it is the use of the chalkboard, charts, models, overhead projectors, films, television and computers in teaching process. In order to ensure an effective teaching learning process, it is important for the teacher to be thoroughly acquainted with the teaching resources and services available to him.

Abdu-Raheem (2011) asserted that non availability and inadequacy of instructional materials are major causes of ineffectiveness of the school system and poor performance of students in schools. Despite the fact that instructional materials are essential tools that can make learning practical and knowledge acquisition easier, they are not readily available in Nigerian secondary schools leading to low level of performance of learners in senior secondary schools.

The benefits of principal's supervisory role of instructional materials as follows: It enhance the teacher to have a good understanding of the instructional materials that are so close to the topic to be presented. It assists the active, intelligent participation of the teachers and makes learning more conducive to the students. It provides opportunity for summary and evaluation of the lesson. It helps to improve the intellectual power of the teachers. As the teachers studies the instructional materials it will help to build their intellectual power and help them to impact the knowledge on students. It helps the teachers to make use of exact instructional materials in teaching and learning thereby developing student's thinking through the creation of events and objectives which will improve student's continuity of thought.

2.5 Principals'Supervisory Practice on Instructional Methods in Senior Secondary School

Supervision of instruction method has been a neglected aspect of school management in our secondary schools. Instructional method, if properly organized and executed can lead to positive improvement in the achievement of effective learning in our schools and relevant gathering consequently lead to rising standard in educational system. Teachers are identified as individuals who have to develop professionally because they need the support of colleagues whose professional development is greater.

Supervision of instructional method may be defined as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning. Ukpore (2004) opined that instructional supervision has to do with the coordination of different tasks by autonomous and delegated authority and ensuring that personal consideration are excluded from official business as much as possible and that, there is fairness in the treatment of the clients all with a view to facilitating the attainment of goals for which the school is set up.

The school instructional method supervisor is an education auditor whose major responsibilities include making the school productive through a system of operational guidance on the major critical areas of the education process and to arrest the incidence of wastage in the school process. Thus, Ezedi (2002) said that instructional supervision strategies in the school organizational framework should analytically examine the following variables closely on the regular basis.

1. Teacher Service: Regularity/punctuality, weekly lesson preparation, coverage of work schedules and documentation of pupils' work.

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2. Pupils learning effort: Regularity and punctuality of classes, completion of assignments, achievements.

3. Curriculum benefits: Adequacy of textbooks and their uses, relevance of continuous assessment and guidance counseling in the school system.

4. School facilities: Adequate sanitation and maintenance of accommodation facilities (classrooms, laboratories, library, halls, offices etc) equipment and supplies. Supervision of instructional method plays an important role in term of socialization among youth and effective teaching and learning toward the fulfillment of curriculum implementations.

Several instructional methods have been developed specifically for the purpose of moving learners from low levels of learning (eg, rote learning or memorization of facts) to higher levels of learning (eg, understanding complex and abstract phenomenon through critical and creative thinking). Many of these instructional methods revolve around some form of peer and instructor communication. Thus, instructional method is a technique in which teacher and learners acquire knowledge among group member in class or any gathering. Tenenbaum, Naidu, Jegede and Austin (2001) suggest that the following communicative activities can help students achieve higher thinking patterns:

a. Arguments, discussions and debates;

b. conceptual conflicts and dilemmas;

c. sharing ideas with others;

d. material sand measures targeted towards solutions;

e. reflections and concept investigation;

f. meeting student needs and

g. making meaningful, real-life examples. Several well established instructional methods contain these types of activities including the nominal group technique, debates, invited expert, Web Quest.

The nominal group technique is a learner-centered and democratic decision-building process that facilitates problem solving in a large group setting (Seaman & Fellenz,1989) while the debate is a structured group discussion that forces students to consider not only the facts of a situation but also the implications (Renner, 1999). Thus, the question then is which the best method is and which is the worst method? Some author are of view of the worst method is the method that is used all the time regardless of what method, if used after week with no variation, that method is the worst method. That no one method is the best; for each method has its own purpose and place. Probably a combination of two or more is the best, since variety is the spice of life. The following are some common used teaching method;

1. Lecture method: This is the teaching in which there is a one way channel of communication. The teacher makes an oral presentation of the subject matter content, formally organized and supported by other learning media extending over a period of time, and student react by silently listening and taking notes.

2. Demonstration method: demonstration method is concerned with showing. In this method, the teacher explains how and those something while the learner watch and listens, if used by skillful teachers, demonstration method are conducive to the development and maintenance of interest among pupils.

3. Discussion method: generally, the discussion method involves a group of people in a class who get together to exchange ideas, facts, opinions, and expressions orally about topic of

mutual concern and interest under a guide. In a discussion class, the students talk to one another about the concept or problem until there is an agreeable understanding of it.

4. Project method: this is a method in which pupils learn through independent activity, under the guidance of the teacher. With his help, they plan and execute in logical sequence, every step from the beginning to the end.

5. Field trip method: this is an educational journey usually designed to supplement and expand concepts already discussed in the class. On a field the entire class visits a point of instructional interest, such as a museum, a farm, center or factory.

6. Problem solving method: this consists of identifying, selecting and placing problems growing out of the experience of the students, guiding toward the solution of the problem. Problem solving develops reflective thinking, creative, expression, critical analysis, and logical reasoning in the pupils and provides valuable carry over benefit of application to individual and group problems. The method is suitable for use in primary, secondary and tertiary classes.

2.6 Principals'Supervisory Practice on Classroom visitation in Senior Secondary Schools

Classroom visitation/observation has many valid and important in educational purposes. The following are some supervisory practice: (1) description of instructional practices; (2) investigation of instructional inequities for different groups of students; and (3) improvement of teachers' classroom instruction based on feedback from individual classroom or school profiles description of instructional processes. One of the fundamental purposes of classroom visitation/observation is to describe the current status of instructional practices and identifying instructional problems. Ogunsaju (1983) in an independent study identified four

strategies in their separate studies, which will help teachers to achieve the set goals of instructional supervision and the improvement of the total teaching/learning process. These strategies included classroom visitation, conferencing, demonstration and provision of staff professional growth and development.

As a strategy for effective classroom visitation, Ezeocha (2005) advocated the existence of good rapport between teachers and supervisor, so that the latter would not be seen as an enemy. The supervisor arrives before the teacher and student or late after school is over. Short visit during day by the supervisor usually lasted between 5-10 minutes. This is probably one of the best which makes supervisor a participant observer. For instance, the supervisor, as he supervises the work of the students, can help the teacher mark the students.

Purpose of Classroom Visitation

The purpose of classroom visitation fall into two categories: Observation made to obtain an overall picture of the instructional program, and, Observation carried out to get information that could be used to solve instructional problems.

1. Observation as supervisory techniques: The principal and other supervisory staff cannot serves effectively as instructional supervisor without seeing the teacher and student in action. When supervisor is observing these activities, he gathers a lot of information about the teacher and student in teaching and learning process. The supervisor then observe, advice, direct and stimulates the teachers and student into action so as to improve the teaching and learning, the supervisor through classroom visitation learn how teaching material are effectively used. Classroom visitation is very vital in that helps supervisors to determine the physical learning environment in which the teachers and student are working.

2. Observation as Means of Gathering Information: An observation as a visitation technique is particularly very valuable in helping the teacher who has teaching and learning problems to diagnose the cause and find remedy. In doing this the supervisor is furnishing the teacher with an opportunity to study the principle and method instruction in operation and to improve his knowledge of details of successful in classroom method and management. To be able to solve teacher classroom management the supervisor would have made many visit of vary lengths of time couple with conferences with the teacher sometimes, it take a lot of time to improve some situations.

2.8 Principals'Supervisory Practice of Checking Record in Senior Secondary Schools

It will definitely be an impossible task to plan and administer any known organization in which records are not kept, or are carelessly or fraudulently kept. The education system as a social organization has numerous sub-systems or levels that are managed to ensure some coherence and continuity. To successfully achieve this, records must be stored in such a way that they are accessible and safe guarded against environmental damage. The principals/teachers must be very careful in keeping records, checking and crosschecking every item of information going out under their signatures. The principal must also check all the statutory books kept by the class teachers with emphasis placed on honest and faithfulness in keeping them.

Record management is one of the most important administrative functions in school organization which the school administrator/principal must adhere to. It is impossible to plan and administer any formal organization effectively in which records are not properly kept or mismanaged. It will definitely be an impossible task to plan and administer any known organization in which records are not kept, or are carelessly or fraudulently kept. The

education system as a social organization has numerous sub-systems or levels that are managed to ensure some coherence and continuity.

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Purpose of School Records

The purpose of records keeping is to ensure that accurate and proper records of students achievement and growth during his school days are kept, information on any school matters on students are made available to users when requested for. It also facilitates research activities that will promote efficiency and effectiveness of the school system. Ogunsaju, (1989) To provide useful information to an employer of labour who may want to recruit pupils for jobs such as testimonials, transcripts, certificates and reference letters; and supply the necessary information to school inspectors.

Record keeping generally concerns the administrative activities that are concerned with achieving cost-effectiveness and efficiency in the creation, maintenance, use and disposal of the records of educational institutions throughout their entire life cycle and in making the information they contain accessible in support of the school business administration (UNESCO, 2005). Thus, it is essential that records are kept in school for effective administration, because proper record keeping facilitates retrieval of valuable information that might be helpful in day-to-day operations and decision making in school systems globally (Durosaro, 2002) According to Ololube (2013, p. 103) "the importance of

good record keeping transcends into short and long term benefits and affects the overall achievement of educational objectives". Thus, school record keeping is a key in solving issues of material and non-material in school administration.

Merits of School Record Keeping

The following are the merits of school record keeping

1. Keeping of school record enhances good administration.

2. It provides a clear idea on how the school is being running.

3. It helps the institution of learning, who seeks information about students or staffs

4. It is useful document to depend on, for legal or political issues.

5. It helps parent to know how their children in school as regards behavior and general performance in school subjects.

6. Supervisor of education may require seeing most or all the records to enable them assess the performance of the school.

7. It helps in providing effective data to appropriate agency.

8. It helps in evaluating school by administrator for their improvement.

2.9 Principals'Supervisory Practice of Evaluation of Instruction in Senior Secondary Schools

Evaluation of teachers is necessary in order for the administration to make decisions concerning the school. Often these decisions deal with tenure, salary increase, promotion, reappointment, merit pay, awards, and faculty grants. In order to justify these decisions, evaluation is frequently a means to come to a determination. The administration may need to make a decision whether to fire or keep an individual teacher and evaluation is often the deciding factor or part of the deciding factor. Evaluation used for administrative decisions is

summative evaluation while on the other hand evaluation conducted for professional growth of teachers is a formative evaluation.

Some authors comments that in the past, teachers were rewarded for research but 'today there is a trend to reward teachers for excellence. This change shows how quality teaching has become more important; more than ever institutions and teachers must account for the education an institution is promoting. Improving institutional effectiveness is often another reason for the use of evaluations. If the teaching is not at a high level, are students and parents getting the quality education that they have paid for? Accountability is required of teachers and institutions to meet the demands of the public

Evaluation process encompasses several areas, includes understanding the main concept, mastery of established academic goals and objectives, and standardized assessment. As the main sources of information in each area educator are crucial in the evaluation process. To ascertain if the target if have been achieved on instruction, if they are not achieved how do we identify lapses in the process of curriculum implementation. The evaluation of instruction can be administrative form to evaluate the performance of staff punctuality, staff performance, staff salary, promotion and allowances. On the other hand, evaluation of instruction the principal will go round to monitor the teachers activities, are they following curriculum, and lesson plan objective is it achieve etc.

Importance of Evaluation of Instruction

The following are the need/importance of evaluating instruction in supervisory practice:

a. It helps the teacher to determine how effective his strategies are in terms of effective learning;

b. The result of such evaluation reveals to the learner how he is fairing and helps to spur him into more serious action;

c. The result enables the learner and counselor to detect the area a learner is less fitted and to guide him accordingly;

d. For parents, the results of such evaluation provide them a basis for detecting the performance of their wards and a basis for offering them the required encouragement;

e. Instructional evaluation helps to shape students; attitude to what is taught. Often times, the thought of tests and examination forces students to be more committed to their work;

f. Results of test and examination form the basis for ranking and grading of beneficiaries;

g. It also forms a basis for job placement;

h. It serves as a means for identifying the areas that learners have learning difficulty; and

i. It helps to guide school administrators to determine the success/progress or otherwise of the school.

2.10 Empirical Studies

This section discusses the review of the empirical studies of works related to the research study titled "Assessment of Principals' Role performance in School-Based Supervision in Senior Secondary Schools in Yobe State Nigeria". Okendu (2012)carried out research study on the Influence of Instructional Process and supervision on Academic Performance of Secondary School Students of Rivers State, Nigeria. The research is a descriptive research survey, framed with two independent variables; instructional process and supervision, buttressed by a common dependent variable; academic performance of secondary schools students. The total population for this research study made up of eighty-three (83) secondary school teachers from Degema Local Government Area (Delga), Rivers State,

Nigeria. The population was chosen as a matter of the investigator's research interest. The research sample size of the study is seventy-seven (77) teachers from the selected population. The research sample size of this study was based on total number of questionnaire returned. The instrument for the study is correlation, piloted test with 40 members of the research population and the data generated was treated with Pearson Product Moment Correlational Statistics. The calculated instrument reliability index anchored at 0.76 which was considered good enough for this research study.

The finding from the study revealed that: findings which indicated that teacher's instructional process and supervision make a significant difference in secondary school student performance .in another finding revealed that: findings from the null-hypotheses and analysis reaffirmed a mixed result. Statistical test run on teacher's classroom instructional process and supervision in reference to students' academic performance was significant. The study further concluded that regular instructional supervision has a significant bearing on students' performance, instructional supervision has a significant relationship with instructional processes, and instructional problems have a significant relationship with instructional supervision, and teacher's classroom instructional processes significant difference on the academic performance of secondary school students.

These studies bear similarities with the study at hand. Both are concerned with instructional supervision and performance of students, and this study has relation despite it's on instructional supervision and the present work is on principal role performance on school – based supervision. This study conducted in River State, Nigeria. While this research work focused in Yobe State, Nigeria.

Okendu (2012) conducted a research on Impact of School Administrative Structure and Adequate Supervision on the Improvement of Instructional Processes. The purpose of this research study is hinged on the proposed understanding that secondary school administrative structures and adequate supervision could be used to develop classroom teaching modalities which could enhance the advancement of classroom instructional processes. The research study is descriptive research survey with three variables design matrix framed up with two independent variables; school administrative structure, and adequate supervision, buttressed by a common dependent variable; improvement of instructional processes. The total population for this research study was made up of nine hundred and forty-five (945) secondary school teachers in Port Harcourt local government area, Rivers state, Nigeria. This very population was chosen as a matter of the investigator's research interest. The research sample size of this study is five hundred and seventy (570) teachers from the selected population. The stratified random sampling technique was used to select the population sample.

The research instrument used in the study is a structured questionnaire designed and developed by the investigator of this research study. The instrument was given to experts in this field of study for proper screening and evaluation. The content and face validity were reaffirmed instrument review exercise. The instrument was piloted with 50 members of the research population and the data generated was treated with Pearson Product Moment Correlational Statistics. The calculated instrument reliability index anchored at 0.77 which was considered good enough for this research study. The completed questionnaires were collected, collated, and decoded into numerical data. The subsequent data was treated with statistical independent t-test of pooled and non-pooled variances and Pearson Product

Moment Correlational Statistics (Pearson *r*). The SPSS statistical software was used to expedite the data analysis and computer simulations.

The finding from the research study reaffirmed the facts that in every academic program planning session proper attention should be given to school administrative structure, school supervision and instructional process. Structuring an academic program for secondary schools without the inclusion of administrative structure, and supervision may result into a weak and ineffective classroom instructional program. He concluded that the administrative structures of secondary schools have a significant influence in classroom instructional program. Adequate supervision has a supportive influence on classroom instructional processes. Secondary school administrative structure has a significant relationship with adequate supervision.

This study are so connected with the present study is, the focused onAdequate Supervision on the Improvement of Instructional Processesand the present study focuses on school-based supervision which is coupled with every activities for the running of it affairs, the topic of this study is on assessment of principal role performance while his own on impact of administrative structure on adequate supervision, this study conducted in River State, the present study conducted in Yobe State.

Usman (2015) examined the Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State with reference to Senior Secondary Certificate Examination (SSCE). The objectives of the study were four and hypotheses were formulated. Descriptive Survey method was adopted with the population of 525 teachers and 58 Senior Secondary schools out of which a sample size of 92 teachers in 37 selected Senior Secondary Schools were randomly selected. The instrument titled

"Instructional Supervision and Students' Academic Performance Questionnaire (ISSAPQ)" was used to obtain relevant data. The instrument was validated and pilot tested which showed a reliability index of 0.974 and 0.928 were obtained respectively for the instrument used. Pearson product moment correlational statistics (Pearson r) and t-test at 0.05 level of significance was used to analyse the data generated and answer the research questions.

The study shows that regular instructional supervision using robust supervision strategies like checking of students' notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools. Recommendations like proper alignment of government policies with educational needs of the society, provision of adequate and relevant instructional materials for teaching, regular in-service training for teachers' capacity development, de-politicization of the free education programmes and proper evaluation of school administrative procedures and educational outcomes were adduced for remediation.

The study has a direct relationship with the present study in the sense that it was conducted to examine the Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State. The similarities in the studies are five research questions that were used to guide the study. Descriptive Survey method was also in the studies adopted to examine the Impact of Instructional Supervision on Academic Performance. The difference lies in the locations in which the studies were conducted. The study also differs as it was conducted in Nasarawa state with 92 teachers in 37 selected Senior Secondary Schools, Pearson Product Moment Correlational statistics (Pearson r) and t-test525

principals and secondary school teachers the present study is to carry out in Yobe State. The gap in reviewed study is that it does not cover instructional methods.

The study is on the assessment of supervisory role performance of principals on teachers' duties in secondary school in Kogi State. It identified the perceived effectiveness of principals in the supervision of teachers' duties some of the objectives of the study were to examine the supervisory role performance of principals on punctuality of teachers, to determine the supervisory role performance of principals on teachers design of lesson plan/note, to examine the supervisory role of principals on teacher's evaluation of students and to findout the supervisory role performance of principals on conduct of extra curricula activities in secondary schools in Kogi State. The related literature review was based on the variables in the objectives of the study. Also concept of duty and meaning of supervisory role was reviewed. Five research questions, five null hypotheses were formulated based on the objectives. Survey research design was used andthe population of the study includes 244 principals, 2,280 teachers and 6,800 SS 1 and SS 2 students. The sample size was determined usingNwana technique ofpercentage and stratified random method. The sample size is 548structured questionnaire was used using Likert rating scaleand content validity was used. The pilot study was carried out using five schools outside the sampled schools 5 principals, 25 teachers and seventy students. The reliability of the instrument was determined using Cronbach alpha and the reliability coefficient is **.9310**.analysis of variance (ANOVA) was used for testing the hypotheses at 0.05 significant level the findings revealed that principals used attendance register, they made sure that teachers prepared lesson plans/notes before going to the class to teach among other findings. Some of the recommendations of the study were that principal should intensify more efforts in supervision of teachers and students

punctualitythat relevant textbooks should be provided to help teachers in preparation for their lesson and writing of lesson plan/note. Principals should always ensure that teachers break the content of each topic to be taught and enter into the diary and also that government and principals should ensure that the number of students in each class do not exceed 40-45 for effective evaluation and management of students. Also principals ensured that teachers evaluate students through continuous assessment, more sporting facilities should be provided for schools.

The study has a direct relationship with the present study in the sense that it was conducted to examine the Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State. while the present study is on assessment of principal role performance that deals instructional material, instructional method, classroom visitations and evaluation of instruction and the location differ that one in one in nasarawa and present study is yobe state

Olawoye (2009) conducted a research titled Perceived Influence of Supervision of Instruction on Teachers' Classroom Performance in ijebu-north Education Zone of Ogun State. Three research objectives were raised and research hypotheses were formulated to guide the study. Teachers perceive the influence of conferences and seminars organized by instructional supervisors on their classroom performance. The study adopted Ex-post Facto design, which aimed at finding out the perception of teachers as regards the Influence of supervision on their classroom performance. The target population consist of 18 public junior and senior secondary schools in Ijebu-North education zone of Ogun State numbering 852 (344 males and 508 females). The researcher drew a sample from of 225 samples (155 female teachers and 100 male teachers from 7 secondary schools in the zone) were used for the study.

The Questionnaire was the instrument used for data collection. The instrument was titled "Influence of Supervision of Instruction on Classroom Teachers' Performance Questionnaire (ISICTPQ)" the instrument was pilot tested to determine the reliability of the instrument, a trial test of the questionnaire was done by administering it to 20 teachers (both in junior and senior schools) outside the area of the study. The data generated was used to compute the reliability coefficient of the instrument using Cronbach Alpha method, and the results for sections B, C and D were 0.89, 0.85, and 0.89 respectively, and the total reliability coefficient was 0.96.

The finding shows that perceived to a great extent as well that interaction with instructional supervisors make them to discover new abilities and qualities for their teaching. They perceived that adequate use of instructional materials suggested by instructional supervisors make students concentrate more in class is to a very great extent. They perceived that conferences and seminars organized by instructional supervisors give them more information on their subject matters which makes teaching easier is to great extent. And lastly they also perceived that conferences and seminars organized by instructional supervisors to a great extent help them improve their instructional skills. The researcher recommended that instructional supervisors in the zone and Ogun State in general having realized that the perception of teachers as regards influence of interaction with instructional supervisors on teachers' class performance is positive, they should make it a point of duty to interact well with their supervisees i.e. the teachers.

The instructional supervisors should always make themselves available and approachable to teachers. This will make teachers come to them with their professional and personal problems being well sure that instructional supervisors have solutions to their

problems. The Post Primary School Management Board in Ogun State should always sensitize all instructional supervisors that they should perform their duties as helpers to teachers and not critics. That they should always be ready to assist teachers improve their teaching skills through their interaction with teachers. The Ogun State Government should recruit more trained and qualified instructional supervisors to be able to meet the intending demands of instructional supervisors by teachers enough to cater for the professional needs of teachers in the state. Conferences and seminars are organized by instructional supervisors from time to time to cater for the professional assistance needed by teachers. Also the state Ministry of Education should always finance adequately these conferences and seminars, since teachers believe these solve their professional problems.

The study is similar with the present study in the sense that it was conducted to discuss the influence of supervision, and present study is on assessment of principal role performance on school based, and aim is to achieve the goal of secondary school objectives, and it was conducted in Ogun State, Nigeria. The present study was conducted in Yobe State, Nigeria.

2.11   Summary and Uniqueness of the Study

This chapter reviewed the related literature to the study. The conceptual framework discussed the concepts related to the study such as concept of assessment, concept of principal role performance, concept of school-based supervision, concept of instructional materials, concept of concept of instructional method, concept of classroom visitation, concept of record, and concept of evaluation of instruction were discussed in relation to the study. The theoretical framework of the study focused onGeneral System Theory, in relation to the study, also reviewed the empirical work of previous researchers that are related to the present study.Despite the research conducted on instructional supervision, it is observed by the

researcher that it seems like an attention was not given to how Assessment of principals role performance on school-based supervision in secondary schools

Uniqueness of the Study

From the related literature reviewed it is clear that researches related to principal role performance on school-based supervision are being conducted at different places and perspective. But available evidences to the researchers show that no such study being reported in yobe state, hence there is needs to fill the existing gap. It is on these bases that the research is conducted

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the procedures used in the conduct of this research study. The items discussed include the research design, population of the study, sample and sampling techniques, instrumentations, validity of the instrument, pilot study and Reliability of the instrument, and method of data analysis.

3.2 Research Design

A descriptive survey research design was used for the study. A descriptive survey research design is that which researcher observes, describes and collect information on a practice under a study. Seer and Crichto (2001) cited in Babo(2015) opined that in descriptive survey design, the researchers hardly manipulate any variable but rather collect frequency and percentage through the use of relevant instruments.

3.3 Population of the Study

The population for the study consists of sixteen (16) principals, forty (40) school supervisors and eight hundred and sixty nine (869) teachers in senior secondary schools in Gashua Education Zone. This implies that, the target population for the study is nine hundred and twenty five (925) respondents. The table 3.1 shows the population distribution for the study.

Table 3.1: Population Distribution of the Study

S/N	Local Government Areas	Number of principals	Number of Supervisors	Number of Teachers	Total
1	Gashua	3	14	182	199
2	Jakusko	3	6	156	165
3	Nguru	6	9	332	347
4	Karasuwa	1	3	57	61
5	Machina	1	3	29	33
6	Yusufari	2	5	113	120
	Total	**16**	**40**	**869**	**925**

Source: Gashua Education Zone (2018)

3.4 Sample and Sampling Techniques

The sample size used for the study was two hundred and sixty (260) respondents. In arriving at the sample size for the study, Researcher Advisor Table (2006) was used. Purposive sample technique was used to select six senior secondary schools from selected local government areas. The table 3.2 shows the sample size for the study

Table 3.2: Sample Distribution of the Study

S/N	Respondents	Population	Sample size
1	Principals	16	10
2	Supervisors	40	20
3	Teacher	869	230
	Total	**925**	**260**

Stratified random sampling technique was used to select three local governments from the six local Governments areas in Gashua Education Zone. In arriving at sample of principals

and supervisors for the study, proportionate sampling technique was used to select 5 and 11 respondents from the total population of both the principals and supervisors respectively. This implies that 29% and 49% sample was selected from the total population of the principals and supervisors respectively. In addition, in arriving at the sample size for the teachers, 244 teachers were randomly selected from the total population of 869. This implies that 94% of the total population of teachers was sampled for the study.

3.5 Instrumentation

The instrument used for the study is a self-designed questionnaire tagged "Questionnaire on School-Based Supervision in senior Secondary Schools" (QOSBSISS). This instrument involves the use of the five (5) point'slikert rating scale which includes Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) with numerical value of 5, 4, 3, 2 and 1 respectively.

3.5.1 Validity of the Instrument

The validity of the instrument was determined by the researcher's supervisors and professionals in the Faculty of Education, Department of Foundations and Curriculum Instruction, Ahmadu Bello University, Zaria. Their observations and comments were incorporated in the final draft of the questionnaire.

3.5.2 Pilot Study

Pilot study wascarried out prior to larger piecesof research to determine whether the methodology, sampling, instruments and analysis were adequate. The pilot study was carried out in Government High Islamic College, Nguru,Yobe State. This school is part of the target population but not part of the sampled schools for the study. Twenty six (26) copies of the draft instrument (questionnaire) were administered to twenty six (26) respondents which

represent 10% of the total sampled for the study. The result of the pilot study therefore, indicates that the instrument used for the study is reliable.

3.5.3   Reliability of Instrument

The data collected from the pilot study was subjected to reliability test using the split half method of reliability in determining the internal consistency of the items in the Likertscale structured of the questionnaire. In doing this, the items in the questionnaire were splited into two using even and odd numbers. The crombach alpha method was used to analyze the result and the reliability coefficient stood at 0.74. This indicated that the instrument used for the study was reliable.

3.6 Procedure for Data Collection

The researcher personally visited the selected senior secondary schoolshe personally administered questionnaire to the respondents. A letter of introduction was obtained by the researcher from the office of the Head of Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria. The letter of introduction assisted the researcher to get permission from the principal of selected schools to administer the questionnaire

3.7Methods of Data Analysis

The data was collected and analyzed using the use of descriptive statistics and inferential statistics. Descriptive statistics were used are frequency counts and simple percentage to analysis the bio-data of the respondents while mean and standard deviation to analyze the research questions. Inferential statistics was used for Analysis of Variance (ANOVA) to test the significant difference between the opinions of the respondents, since the tests consisted of three respondents or subjects: Principals, teachers and school supervisors

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the data collected, the analysis carried out and the discussions made on the findings. The presentation, analysis and discussions were structured into four sections. The first section of the chapter presented and discussed the bio - data variables of the respondents. The second section contained item analysis on respondents' opinions on each question raised under the ten item statements. The third section presented hypotheses testing and the fourth section presented the summary and discussions of findings.

4.2 Presentation and Analysis of the Respondents' Bio Data

This section presents and analyzes the bio-data of the respondents. It focused on bio-data characteristics of respondents as related to the study which include respondent's status, gender, highest academic qualification and years of working experiences. However, a total of 10 copies of the questionnaire were distributed to the principals, but, 8 were retrieved. Also, 230 copies of the questionnaire were distributed to teachers, but only 205 were returned while 20 copies of the questionnaire were distributed to school inspectors, but only 14 copies were retrieved. Therefore, a total of 260 copies of the questionnaire were distributed but only 227 copies were returned. The analysis of the study was therefore, based on the data gathered from the above mentioned number of returned copies of questionnaire. However, the table 4.1 – 4.4 presented below shows the bio-data distributions of the respondents

Table 4.1: Distribution of the Respondents by Status

Status	Frequency	Percent (%)
Teachers	205	90.3
Principals	8	3.5
School Inspectors	14	6.2
Total	**227**	**100**

Table 4.1 presented above revealed that 205 of the respondents which represents 84.9% of total respondents were teachers, the principals were 8 representing 3.5% of the respondents, while 14 respondents which represents 6.2% of total respondents were school inspectors. This shows that majority of the respondents were teachers.

Table 4.2: Distribution of the Respondents by Gender

Gender	Frequency	Percent (%)
Males	165	72.7
Females	62	27.3
Total	**227**	**100**

Table 4.2 presented above shows the distribution of the respondents by gender. It shows that 165 of the respondents which represent 72.7% of total respondents were males while 62 respondents which represent 27% of total respondents were females. This shows that majority of the respondents were males.

Table 4.3:Distribution of the Respondents by Highest Academic Qualifications

Qualification	Frequency	Percent (%)
NCE	94	41.4
B.Ed, B.Sc	68	30
M.Ed	21	9.3
PhD	-	-
Others	44	19.4
Total	**227**	**100**

Table 4.3 presented above shows distribution of respondents by highest academic

qualification. It shows that 94 respondents which represents 41.4% of total respondents has

NCE as their highest academic qualification, while 68 respondents representing 30% of total

respondents has either B.Ed or B.Sc . In the same vein, 21 respondents which represent 9.3%

of the respondents has M.Ed as their highest academic qualification while 44 respondents

which represents 19.4% of total respondents has other academic qualifications which are not

stated above. This clearly indicated that majority of the respondents are qualified to provide

the needed responses to the study.

Table 4.4: Distribution of the Respondents by Years of Working Experience

Year	Frequency	Percent (%)
1-5	22	8.7
1-10	67	29.5
11-15	53	23.3
16-20	47	20.7
21 years and above	38	16.7
Total	**227**	**100**

Table 4.4 presented above shows the distribution of respondents by years of working

experience. It revealed that those with 1-5 years of working experiences were 22 representing

8.7% of the total respondents. Those with 6-10 years of experience were 67 respondents representing 29.5% total. Respondents with 11-15 years of experience were 53 representing 23.3%, those with 16-20 years were 47 representing 20.7% while those with 21 years and above were 38 representing 16.7% of the total respondents of the study. A consideration of this classification revealed a fairly equitable distribution in the rank of respondents which are capable of given this study the desired responses for analysis.

4.3 Response to Research Questions

This section analyzed the responses of the respondents using frequencies and percentages as well as mean scores. The responses of the respondents were based on the 50 items identified. The items were grouped into five (5) categories, each category contained 10 closed ended item statements which are related to each variables raised in the research questions.

Research Question One

What is the principals' supervisory role performance on instructional materials provision in senior secondary schools in Yobe State? In order to establish the respondents' opinions on this research question, ten item statements were developed on various issues related to the questions. The responses of the respondents were scored in frequencies, percentages and mean as shown in table 4.5.

Table 4.5: Assessment of Principals' Supervisory Role Performance on provision of Instructional Materials in Senior Secondary Schools in Yobe State

S/N	Item Statements	SA		A		U		D		SD		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Principals' supervisory role on provision of charts enhances the achievement of secondary school objectives.	68	30	73	32.2	32	14.1	37	16.3	17	7.5	3.61
2	Principals'supervisory role on provision of textbooks improves teaching and learning in secondary schools.	47	20.7	71	31.3	32	14.1	45	19.8	32	14.1	3.25
3	Principals'supervisory role on provision of diagrams improves teaching and learning in secondary schools.	20	8.8	105	46.3	33	14.5	41	18.1	28	12.3	3.21
4	Principals' supervisory roleon provision of slides promotes teaching and learning in schools.	31	13.7	80	35.2	35	15.4	56	24.7	25	11.0	3.16
5	Principals' supervisory role onprovision of chalks improves teaching and learning in schools.	33	14.5	102	44.9	35	15.4	48	21.1	9	4.0	3.45
6	Principals' role on supervisory practice of provision of Newspapers promotes teaching and learning in schools.	46	20.3	89	39.2	40	17.6	47	20.7	5	2.2	3.55
7	Principals' supervisory role on provision of adequate cardboard papers improves teaching and learning in schools.	53	23.3	82	36.1	54	23.8	30	13.2	8	3.5	3.63
8	Principals' supervisory role on provision of radio enhances attainment of school objectives.	60	26.4	80	35.2	59	26.0	26	11.5	2	0.9	3.78
9	Supervisory practice of principals in the provision of projector promote teaching and learning in schools.	44	19.4	95	41.8	41	18.1	41	18.1	6	2.6	3.59
10	Principals' supervisory role on provision of flashcards enhances teaching and learning in schools.	37	16.3	51	22.5	69	30.4	64	28.2	6	2.6	3.22

Table 4.5 presented the opinions of respondents on the Assessment of principals'supervisory role on instructional materials provision in senior secondary schools in Yobe State. Item one sought the opinions of respondents on whether principals'supervisory role on provision of charts enhances the achievement of secondary school objectives. The results show that 68 and 73 respondents that represent 30% and 32.2% of the total respondents strongly agree and agree respectively, that principals' provision of charts enhances the achievement of secondary school objectives. 32 respondents that represent 14.1% of total respondents did not make any decision on the statement while 37 and 17 respondents that represent 16.3% and 7.5% of the total respondents disagree and strongly disagree with the statement. With the mean score of 3.61, this shows that majority of the respondents were of the opinion thatprincipals' supervisory role on provision of charts enhances the achievement of secondary school objectives.

Item two investigated the opinions of respondents on whether principals'supervisory role on provision of textbooks improves teaching and learning in secondary schools. The results show that 47 and 71 respondents that represent 20.7% and 31.3% of the total respondents strongly agree and agree respectively, that principals'supervisory role on provision of textbooks improves teaching and learning in secondary schools. 32 respondents that represent 14.1% of total respondents did not make any decision on the statement while 45 and 32 respondents that represent 19.8% and 14.1% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.25, this indicated that majority of the respondents were of the opinion that principals'supervisory role onprovision of textbooks improves teaching and learning in secondary schools.

Item three sought the opinions of respondents on whether principals'supervisory role onprovision of diagrams improves teaching and learning in secondary schools. The results show that 20 and 105 respondents that represent 8.8% and 46.3% of the total respondents strongly agree and agree respectively, that principals'supervisory role on provision of diagrams improves teaching and learning in secondary schools. 33 respondents that represent 14.5% of total respondent did not make any decision on the statement while 41 and 28 respondents that represent 18.1% and 12.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.21, this indicated that majority of the respondents were of the opinion that principals'supervisory role on provision of diagrams improves teaching and learning in secondary schools.

Item four investigated the opinions of respondents on whether principals' supervisory roleon provision of slides promotes teaching and learning in schools. The results show that 31 and 80 respondents that represent 13.7% and 32.5% of the total respondents strongly agree and agree respectively, that principals'supervisory roleon provision of slides promotes teaching and learning in schools. 35 respondents that represent 15.4% of total respondent did not make any decision on the statement while 56 and 25 respondents that represent 24.7% and 11.0% of the total respondents disagree and strongly disagree with the statement. With the mean score of 3.16, this indicated that majority of the respondents were of the opinion that principals'supervisory roleon provision of slides promotes teaching and learning in schools.

Item five sought the opinions of respondents on whether principals'supervisory roleon provision of chalks improves teaching and learning in schools. The results show that 33 and 102 respondents that represent 14.5% and 44.9% of the total respondents strongly agree and agree respectively, that principals'supervisory roleon provision of chalks improves teaching

and learning in schools. 35 respondents that represent 15.4% of total respondent did not make any decision on the statement while 48 and 9 respondents that represent 21.1% and 4.0% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.45, this indicated that majority of the respondents were of the opinion that principals'provision of chalks improves teaching and learning in schools.

Item six sought the opinions of respondents on whether principals'supervisory practice of provision of Newspapers promotes teaching and learning in schools. The results show that 46 and 89 respondents that represent 20.3% and 39.2% of the total respondents strongly agree and agree respectively, that principals' supervisory practice of provision of Newspapers promotes teaching and learning in schools. 40 respondents that represent 17.6% of total respondent did not make any decision on the statement while 47 and 5respondents that represent 20.7% and 2.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.55, this indicated that majority of the respondents were of the opinion that principals' supervisory practice of provision of Newspapers promotes teaching and learning in schools.

Item seven sought the opinions of respondents on whether principals'supervisory roleon provision of adequate cardboard papers improves teaching and learning in schools. The results show that 53 and 82 respondents that represent 23.3% and 36.1% of the total respondents strongly agree and agree respectively, that principals'supervisory roleon provision of adequate cardboard papers improves teaching and learning in schools. 54 respondents that represent 23.8% of total respondent did not make any decision on the statement while 30 and 8 respondents that represent 13.2% and 3.5% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.63,

this indicated that majority of the respondents were of the opinion that principals'provision of adequate cardboard papers improves teaching and learning in schools.

Item eight investigated the opinions of respondents on whether principals'supervisory roleon provision of radio enhances attainment of school objectives. The results show that 60 and 80 respondents that represent 26.4% and 35.2% of the total respondents strongly agree and agree respectively, that principals' supervisory roleon provision of radio enhances attainment of school objectives. 59 respondents that represent 26.0% of total respondent did not make any decision on the statement while 26 and 2 respondents that represent 11.5% and 0.9 of the total respondents disagree and strongly disagree with the statement. With the mean score of 3.78, this indicated that majority of the respondents were of the opinion that principals' supervisory roleon provision of radio enhances attainment of school objectives.

Item nine investigated the opinions of respondents on whethersupervisory practice of principals in the provision of projector promote teaching and learning in schools. The results show that 44 and 95 respondents that represent 19.4% and 41.8% of the total respondents strongly agree and agree respectively, that supervisory practice of principals in the provision of projector promote teaching and learning in schools. 41 respondents that represent 18.1% of total respondent did not make any decision on the statement while 41 and 6respondents that represent 18.1% and 2.6% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.59, this indicated that majority of the respondents were of the opinion that supervisory practice of principals in the provision of projector promote teaching and learning in schools.

Finally, item ten sought the opinions of respondents on whetherprincipals' supervisory role on provision of flashcards enhances teaching and learning in schools. The results shows

that 37 and 51 respondents that represent 16.3% and 22.5% of the total respondents strongly agree and agree respectively, that principals' supervisory role on provision of flashcards enhances teaching and learning in schools. 69 respondents that represent 30.4% of total respondent did not make any decision on the statement while 64 and 6 respondents that represent 28.2% and 2.6% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.22, this indicated that majority of the respondents were of the opinion that principals' supervisory role on provision of flashcards enhances teaching and learning in schools.

Research Question Two

In what ways is the principals' supervisory role performance on instructional method in senior secondary schools in Yobe State? In order to establish the respondents' opinions on this research question, ten item statements were developed on various issues related to the questions. The responses of the respondents were scored in frequencies, percentages and mean as shown intable 4.6

Table 4.6: Principals' Role Performance on Instructional Methods on the i Senior Secondary Schools Objectives in Yobe State

S/N	Item Statements	SA		A		U		D		SD		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Principals' overseeing the use of demonstration method promotes the achievement of school objectives.	72	31.7	85	37.5	15	6.6	48	21.1	7	3.1	3.74
2	Principals monitoring of teachers' use discovery method enhance the achievement of school objectives.	62	27.3	86	37.9	23	10.1	48	21.1	8	3.5	3.64
3	Principals' inspection of teaches' use discussion method facilitates teaching and learning in schools.	72	31.7	86	37.9	10	4.4	54	23.8	5	2.2	3.75
4	Principals monitoring of field trip enhances the attainment of secondary school objectives.	62	27.3	77	33.9	19	8.4	58	25.6	11	4.8	3.55
5	Principals' observation of inquiry method promotes the attainment of school objectives.	50	22.0	79	34.8	23	10.1	65	28.6	10	4.4	3.41
6	Principals' supervision of teachers' uses of dramatization method improve teaching and learning in schools.	34	15.0	91	40.1	30	13.2	59	26.0	13	5.7	3.33
7	Principals' overseeing teachers' use of simulation method improves teaching and learning in schools.	75	33.0	64	28.2	27	11.9	53	23.3	8	3.5	3.64
8	Principals' guidance in the use of problem solving promote teaching and learning in schools.	35	15.4	99	43.6	25	11.0	57	24.8	11	4.8	3.76
9	Principals' inspection of project method improves the achievement of school objectives.	37	16.3	89	39.2	26	11.5	65	28.6	10	4.4	3.34
10	Principals' monitoring of teachers' dramatization method help to achieve instructional objectives.	48	21.1	95	41.9	19	8.4	60	26.4	5	2.2	3.53

Table 4.6presented the opinions of respondents on the principals' supervisory role performance on of instructional methods in senior secondary schools in Yobe State. Item one sought the opinions of respondents on whether principals' overseeing the use of demonstration method promotes the achievement of school objectives. The results shows that 72 and 85 respondents that represent 31.7% and 37.5% of the total respondents strongly agree and agree respectively, that principals' overseeing the use of demonstration method promotes the achievement of school objectives. 15 respondents that represent 6.6% of total respondent did not make any decision on the statement while 48 and 7 respondents that represent 21.1% and 3.1% of the total respondents disagree and strongly disagree with the statement. With the mean score of 3.74, this shows that majority of the respondents were of the opinion thatprincipals' overseeing the use of demonstration method promotes the achievement of school objectives.

Item two investigated the opinions of respondents on whether principals' supervisory rolemonitoring of teachers' use discovery method enhances the achievement of school objectives. The results shows that 62 and 86 respondents that represent 27.3% and 37.9% of the total respondents strongly agree and agree respectively, that principals' supervisory rolemonitoring of teachers' use discovery method enhance the achievement of school objectives.23 respondents that represent 10.1% of total respondent did not make any decision on the statement while 48 and 8 respondents that represent 21.1% and 3.5% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 43.64, this indicated that majority of the respondents were of the opinion that principals'supervisory rolemonitoring of teachers' use discovery method enhance the achievement of school objectives.

Item three sought the opinions of respondents on whether principals'supervisory role oninspection of teaches' use discussion method facilitates teaching and learning in schools. The results shows that 72 and 86 respondents that represent 31.7% and 37.9% of the total respondents strongly agree and agree respectively, that principals'supervisory role oninspection of teaches' use discussion method facilitates teaching and learning in schools. 10 respondents that represent 4.4% of total respondent did not make any decision on the statement while 54 and 5 respondents that represent 23.8% and 2.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.75, this indicated that majority of the respondents were of the opinion that principals' supervisory roleon inspection of teaches' use discussion method facilitates teaching and learning in schools.

Item four investigated the opinions of respondents on whether principals' supervisory roleon monitoring of field trip enhances the attainment of secondary school objectives. The results shows that 42 and 77 respondents that represent 27.3% and 33.9% of the total respondents strongly agree and agree respectively, that principals' supervisory role on monitoring of field trip enhances the attainment of secondary school objectives. 19 respondents that represent 8.4% of total respondent did not make any decision on the statement while 58 and 11 respondents that represent 25.6% and 4.8% of the total respondents disagree and strongly disagree with the statement. With the mean score of 3.55, this indicated that majority of the respondents were of the opinion that principals' supervisory roleon monitoring of field trip enhances the attainment of secondary school objectives.

Item five sought the opinions of respondents on whether principals' supervisory roleon observation of inquiry method promotes the achievement of school objectives. The results

shows that 50 and 79 respondents that represent 22.0% and 34.8% of the total respondents strongly agree and agree respectively, that principals' supervisory roleon observation of inquiry method promotes the achievement of school objectives. 23 respondents that represent 10.1% of total respondent did not make any decision on the statement while 65 and 10respondents that represent 28.6% and 4.4% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.45, this indicated that majority of the respondents were of the opinion that principals' supervisory roleon observation of inquiry method promotes the achievement of school objectives.

Item six sought the opinions of respondents on whether principals'supervisory roleon supervision of teachers' uses of dramatization method improve teaching and learning in schools. The results shows that 34 and 91 respondents that represent 15.0% and 40.1% of the total respondents strongly agree and agree respectively, that principals'supervisory roleon supervision of teachers' uses of dramatization method improve teaching and learning in schools. 30 respondents that represent 13.2% of total respondent did not make any decision on the statement while 59 and 13 respondents that represent 26% and 5.7% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.33, this indicated that majority of the respondents were of the opinion that principals'supervisory roleon supervision of teachers' uses of dramatization method improve teaching and learning in schools.

Item seven sought the opinions of respondents on whether principals' supervisory roleon overseeing teachers' use of simulation method improves teaching and learning in schools. The results shows that 75and 64 respondents that represent 33% and 28.2% of the total respondents strongly agree and agree respectively, that principals' supervisory roleon

overseeing teachers' use of simulation method improves teaching and learning in schools. 27 respondents that represent 11.9% of total respondent did not make any decision on the statement while 53 and 8 respondents that represent 23.3% and 3.5% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.64, this indicated that majority of the respondents were of the opinion that principals' supervisory roleon overseeing teachers' use of simulation method improves teaching and learning in schools.

Item eight investigated the opinions of respondents on whether principals'supervisory role onguidance in the use of problem solving promote teaching and learning in schools. The results shows that 35 and 99 respondents that represent 15.4% and 43.6% of the total respondents strongly agree and agree respectively, that principals' supervisory roleon guidance in the use of problem solving promote teaching and learning in schools. 25 respondents that represent 11.0% of total respondent did not make any decision on the statement while 57 and 11 respondents that represent 24.8% and 4.8% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.76, this indicated that majority of the respondents were of the opinion that principals' supervisory roleon guidance in the use of problem solving promote teaching and learning in schools.

Item nine investigated the opinions of respondents on whetherprincipals'supervisory roleon inspection of project method improves the achievement of school objectives. The results shows that 37 and 89 respondents that represent 16.3% and 39.2% of the total respondents strongly agree and agree respectively, that principals'supervisory roleon inspection of project method improves the achievement of school objectives. 26 respondents that represent 11.5% of total respondent did not make any decision on the statement while 65

and 10 respondents that represent 28.6% and 4.4% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.34, this indicated that majority of the respondents were of the opinion that principals'supervisory roleon inspection of project method improves the achievement of school objectives.

Finally, item ten sought the opinions of respondents on whether principals' supervisory roleon monitoring of teachers' dramatization method help to achieve instructional objectives. The results shows that 48 and 95 respondents that represent 21.1% and 41.9% of the total respondents strongly agree and agree respectively, that principals' supervisory roleon monitoring of teachers' dramatization method help to achieve instructional objectives. 19 respondents that represent 8.4% of total respondent did not make any decision on the statement while 60 and 5 respondents that represent 26.4% and 2.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.53, this indicated that majority of the respondents were of the opinion that supervisory roleon principals' monitoring of teachers' dramatization method help to achieve instructional objectives.

Research Questions Three

To what level is the principals' supervisory role performance in classroom visitation in senior secondary schools in Yobe State? In order to establish the respondents' opinions on this research question, ten item statements were developed on various issues related to the questions. The responses of the respondents were scored in frequencies, percentages and mean as shown in table4.7

Table 4.7: Assessment of Principals' Supervisory Role Performance on Classroom Visitation in Senior Secondary Schools in Yobe State.

S/N	Item Statements	SA F	%	A F	%	U F	%	D F	%	SD F	%	Mean
1	Principals' supervisory role of teachers' lessons improve teaching and learning in schools.	73	32.2	60	26.4	38	16.7	50	22.0	6	2.6	3.63
2	Principals supervisory role on establishing good rapport with teacher facilitates effective teaching and learning in schools	92	40.5	68	30.0	16	7.0	43	18.9	8	3.5	3.85
3	Principals' supervisory role on assessment of teachers' uses of chalkboard improve teaching and learning in schools.	56	24.7	70	30.8	40	17.6	50	22.0	11	4.8	3.48
4	Principal's supervisory role on regular classroom supervision ensures attendance of teachers and enhances their performance.	52	22.9	88	38.8	47	20.7	28	12.3	12	5.3	3.62
5	Principals' supervisory role on regular conduct of conference with teachers` enhance teaching and learning in schools.	22	9.7	123	54.2	39	17.2	31	13.7	12	5.3	3.49
6	Principals' supervisory role on classroom visitations enhance teaching and learning in secondary schools.	38	16.7	89	39.2	55	24.2	33	14.5	12	5.3	3.48
7	Principals' supervisory role of lessons assists teachers to be more effective in teaching process.	37	16.3	97	42.7	50	22.0	31	13.7	12	5.3	3.51
8	Principals' supervisory role on monitoring checklist guides toward effective teaching and learning in schools.	33	14.5	83	36.6	61	26.9	38	16.7	12	5.3	3.38
9	Principals supervisory role on guiding teachers to evaluate students` activities enhance the achievement of school objectives.	23	10.1	45	19.8	70	30.8	61	26.9	28	12.3	2.89
10	Principals' supervisory role on classroom visitation improves teachers' and students' performance.	52	22.9	54	23.8	46	20.3	54	23.8	21	9.3	3.27

Table 4.7 revealed the opinions of respondents on the principals' supervisory roleon classroom visitation in Senior Secondary Schools in Yobe State. Item one sought the opinions of respondents on whetherprincipals' supervision of teachers' lessons improve teaching and

learning in schools. The results shows that 73 and 60 respondents that represent 32.2% and 26.4% of the total respondents strongly agree and agree respectively, that principals' supervision of teachers' lessons improve teaching and learning in schools. 38 respondents that represent 16.7% of total respondent did not make any decision on the statement while 50 and 6 respondents that represent 22.0% and 2.6% of the total respondents disagree and strongly disagree with the statement. With the mean score of 3.63, this shows that majority of the respondents were of the opinion thatprincipals' supervisory role of teachers' lessons improve teaching and learning in schools.

Item two investigated the opinions of respondents on whether principalsupervisory roleonestablishing good rapport with teacher facilitates effective teaching and learning in schools. The results shows that 92 and 68 respondents that represent 40.5% and 30.0% of the total respondents strongly agree and agree respectively, that principalsestablishing good rapport with teacher facilitates effective teaching and learning in schools. 16 respondents that represent 7.0 % of total respondent did not make any decision on the statement while 43 and 8 respondents that represent 18.9% and 3.5% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.85, this indicated that majority of the respondents were of the opinion that principals establishing good rapport with teacher facilitates effective teaching and learning in schools.

Item three sought the opinions of respondents on whether principals'supervisory roleonassessment of teachers' use of chalkboard improve teaching and learning in schools. The results show that 56 and 70 respondents that represent 24.7% and 30.8% of the total respondents strongly agree and agree respectively, that principals' assessment of teachers' uses of chalkboard improves teaching and learning in schools. 40 respondents that represent

17.6% of total respondent did not make any decision on the statement while 50 and 11 respondents that represent 22.0% and 4.8% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.48, this indicated that majority of the respondents were of the opinion that principals' assessment of teachers' uses of chalkboard improve teaching and learning in schools.

Item four investigated the opinions of respondents on whether principals'supervisory roleonregular classroom supervision ensures attendance of teachers and enhances their performance. The results show that 52 and 88 respondents that represent 22.9% and 38.8% of the total respondents strongly agree and agree respectively, that principals' regular classroom supervision ensures attendance of teachers and enhances their performance. 47 respondents that represent 20.7% of total respondent did not make any decision on the statement while 28 and 12 respondents that represent 12.3% and 5.3% of the total respondents disagree and strongly disagree with the statement. With the mean score of 3.62, this indicated that majority of the respondents were of the opinion that principals' regular classroom supervision ensures attendance of teachers and enhances their performance.

Item five sought the opinions of respondents on whether principals'supervisory roleonregular conduct of conference with teachers` enhance teaching and learning in schools. The results show that 38 and 89 respondents that represent 16.7% and 39.2% of the total respondents strongly agree and agree respectively, that principals' regular conduct of conference with teachers` enhance teaching and learning in schools. 55 respondents that represent 24.2% of total respondent did not make any decision on the statement while 33 and 12respondents that represent 14.5% and 5.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.48, this indicated that

majority of the respondents were of the opinion that principals' regular conduct of conference with teachers` enhance teaching and learning in schools.

Item six sought the opinions of respondents on whether principals'supervisory roleonclassroom visitations enhance teaching and learning in secondary schools. The results shows that 37 and 97 respondents that represent 16.3% and 42.7% of the total respondents strongly agree and agree respectively, that principal'classroom visitations enhance teaching and learning in secondary schools. 50 respondents that represent 22.0% of total respondent did not make any decision on the statement while 31 and 12 respondents that represent 13.7% and 5.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.51, this indicated that majority of the respondents were of the opinion that principals' classroom visitations enhance teaching and learning in secondary schools.

Item seven sought the opinions of respondents on whether principals' supervisory role of lessons assist teachers to be more effective in teaching process in schools. The results show that 37 and 97 respondents that represent 16.3% and 42.7% of the total respondents strongly agree and agree respectively, that principals' supervision of lessons assists teachers to be more effective in teaching process in schools. 50 respondents that represent 22.0% of total respondent did not make any decision on the statement while 31 and 12respondents that represent 13.7% and 5.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.51, this indicated that majority of the respondents were of the opinion that principals' supervision of lessons assists teachers to be more effective in teaching process in schools.

Item eight investigated the opinions of respondents on whether principals'supervisory roleon monitoring checklist guides toward effective teaching and learning in schools. The results shows that 33 and 83 respondents that represent 14.5% and 36.6% of the total respondents strongly agree and agree respectively, that principals' monitoring checklist guides toward effective teaching and learning in schools. 61 respondents that represent 26.9% of total respondent did not make any decision on the statement while 38 and 12 respondents that represent 16.7% and 5.3% of the total respondents disagree and strongly disagree with the statement. With the mean score of 3.38, this indicated that majority of the respondents were of the opinion that principals' monitoring checklist guides toward effective teaching and learning in schools.

Item nine investigated the opinions of respondents on whetherprincipalssupervisory roleonguiding teachers to evaluate students` activities enhance the achievement of school objectives. The results shows that 23 and 45 respondents that represent 10.1% and 19.8% of the total respondents strongly agree and agree respectively, that principalguiding teacher to evaluate students` activities enhance the achievement of school objectives. 70 respondents that represent 30.8% of total respondent did not make any decision on the statement while 61 and 28 respondents that represent 26.9% and 12.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 2.89, this indicated that majority of the respondents were of the opinion that principals guiding teachers to evaluate students` activities enhance the achievement of school objectives.

Finally, item ten sought the opinions of respondents on whether principals'supervisory roleonclassroom visitation improves teachers' and students' performance. The results shows that 52 and 54 respondents that represent 22.9% and 23.8% of the total respondents strongly

agree and agree respectively, that principals' classroom visitation improves teachers' and students' performance. 46 respondents that represent 20.3% of total respondent did not make any decision on the statement while 54 and 21 respondents that represent 23.8% and 9.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.27, this indicated that majority of the respondents were of the opinion that principals' classroom visitation improves teachers' and students' performance.

Research Question Four

To what degree is the principals' supervisory role performance on checking of records in senior secondary schools in Yobe State? In order to establish the respondents' opinions on this research question, ten item statements were developed on various issues related to the questions. The responses of the respondents were scored in frequencies, percentages and mean as shown in table 4.8.

Table 4.8: Assessment of Principals'Supervisory Role Performance on Checking of Records Diary in Senior Secondary Schools in Yobe State

S/N	Item Statements	SA F	%	A F	%	U F	%	D F	%	SD F	%	Mean
1	Principals' supervisory role on checking of teachers' lesson-notes enhance the achievement of secondary school objectives.	8	3.5	78	34.4	51	22.5	74	32.6	16	7.0	2.95
2	Principals' supervisory role on checking of scheme of work promotes the attainment of school objectives.	12	5.3	59	26.0	61	26.9	81	35.7	14	6.2	2.89
3	Principals' supervisory role on checking of students` note-book facilitates the attainment of secondary school objectives.	5	2.2	62	27.3	53	23.3	85	37.4	22	9.7	2.75
4	Principals' supervisory role on supervision of students' attendance` register enhance the attainment of secondard school objectives.	12	5.3	59	26.0	62	27.3	80	35.2	14	6.2	2.89
5	Principals' supervisory role on monitoring of time book improves the attainment of secondary school objectives.	20	8.8	61	26.9	47	20.7	79	34.8	20	8.8	2.92
6	Principals' supervisory role on overseeing of syllabus enhances the attainment of secondary school objectives.	133	58.6	85	37.4	5	2.2	4	1.8	-	-	4.53
7	Principals' supervisory role practice of checking duty report book promotes the attainment of secondary school objectives.	104	45.8	82	36.1	28	12.3	13	5.7	-	-	4.22
8	Principals' supervisory role on monitoring of report cards improves the attainment of secondary school objectives.	93	41.0	110	48.5	10	4.4	14	6.2	-	-	4.24
9	Principals' supervisory role on checking of duty report promotes the achievement of school objectives.	85	37.4	101	44.5	9	4.0	27	11.9	5	2.2	4.03
10	Principals' supervisory role on inspection of movement-book promote the achievement of school.	109	48.0	73	32.2	18	7.9	23	10.1	4	1.8	4.15

Table 4.8 revealed the opinions of respondents on the assessment of principals' supervisory role onchecking of records on the secondary schools in Yobe State. Item one sought the opinions of respondents on whether principals' supervisory role onchecking of teachers' lesson-notes enhance the achievement of secondary school objectives. The results shows that 8 and 78 respondents that represent 3.5% and 34.5% of the total respondents strongly agree and agree respectively, that principals' supervisory role onchecking of teachers' lesson-notes enhance the achievement of secondary school objectives. 51 respondents that represent 32.2% of total respondent did not make any decision on the statement while 74 and 16respondents that represent 32.6% and 7.0% of the total respondents disagree and strongly disagree with the statement. With the mean score of 2.95, this shows that to some extent majority of the respondents were of the opinion thatprincipals' supervisory role onchecking of teachers' lesson-notes enhances the achievement of secondary school objectives.

Item two investigated the opinions of respondents on whether principals' supervisory role onchecking of scheme of work promotes the attainment of school objectives. The results shows that 12 and 59 respondents that represent 5.3% and 26.0% of the total respondents strongly agree and agree respectively, that principals' supervisory role onchecking of scheme of work promotes the attainment of school objectives. 61 respondents that represent 26.9% of total respondent did not make any decision on the statement while 81 and 14respondents that represent 35.7% and 6.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 2.89, this indicated that to some extent majority of the respondents were of the opinion that principals' supervisory role onchecking of scheme of work promotes the attainment of school objectives.

Item three sought the opinions of respondents on whether principals' supervisory role onchecking of students` note-book facilitates the attainment of secondary school objectives. The results show that 5 and 62 respondents that represent 2.2% and 27.3% of the total respondents strongly agree and agree respectively, that principals' supervisory role onchecking of students` note-book facilitates the attainment of secondary school objectives. 53 respondents that represent 23.3% of total respondent did not make any decision on the statement while 85 and 22 respondents that represent 37.4% and 9.7% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 2.75, this indicated that majority of the respondents were of the opinion that principals' supervisory role onchecking of students` note-book do not facilitates the attainment of secondary school objectives.

Item four investigated the opinions of respondents on whether principals' supervisory role of students' attendance` register enhance the attainment of secondary school objectives. The results show that 12 and 59 respondents that represent 5.3% and 26.0% of the total respondents strongly agree and agree respectively, that principals' supervisory role of students' attendance` register enhance the attainment of secondary school objectives. 62 respondents that represent 27.3% of total respondent did not make any decision on the statement while 80 and 14 respondents that represent 35.2% and 6.2% of the total respondents disagree and strongly disagree with the statement. With the mean score of 2.89, this indicated that majority of the respondents were of the opinion that principals' supervisory of students' attendance` register to some extent enhance the attainment of secondary school objectives.

Item five sought the opinions of respondents on whether principals' supervisory role onmonitoring of time book improves the attainment of secondary school objectives. The

results show that 20 and 61 respondents that represent 8.8% and 26.9% of the total respondents strongly agree and agree respectively, that principals' supervisory role onmonitoring of time book improves the attainment of secondary school objectives. 47 respondents that represent 20.7% of total respondent did not make any decision on the statement while 79 and 20 respondents that represent 34.8% and 8.8% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 2.92, this indicated that majority of the respondents were of the opinion that principals' supervisory role onmonitoring of time book improves the attainment of secondary school objectives.

Item six sought the opinions of respondents on whether principals' supervisory role onoverseeing of syllabus enhances the attainment of secondary school objectives. The results show that 133 and 85 respondents that represent 58.6% and 37.4% of the total respondents strongly agree and agree respectively, that principals'supervisory role onoverseeing of syllabus enhances the attainment of secondary school objectives. 5 respondents that represent 2.2% of total respondent did not make any decision on the statement while 4 respondents that represent 1.8% of the total respondents disagree with the statement. With the mean score of 4.53, this indicated that majority of the respondents were of the opinion that principals'overseeing of syllabus enhances the attainment of secondary school objectives.

Item seven sought the opinions of respondents on whether principals' supervisory role onsupervisory practice of checking duty report book promotes the attainment of secondary school objectives. The results show that 104 and 82 respondents that represent 45.8% and 36.1% of the total respondents strongly agree and agree respectively, that principals' supervisory role on checking duty report book promote the attainment of secondary school objectives. 28 respondents that represent 12.3% of total respondent did not make any decision

on the statement while 13respondents that represent 5.7 of the total respondents disagree with the statement. With the mean score of 4.22, this indicated that majority of the respondents were of the opinion that principals' supervisory role on checking duty report book promote the attainment of secondary school objectives.

Item eight investigated the opinions of respondents on whether principals' supervisory role onmonitoring of report cards improves the attainment of secondary school objectives. The results show that 93 and 110 respondents that represent 41.0% and 48.5% of the total respondents strongly agree and agree respectively, that principals' supervisory role onmonitoring of report cards improves the attainment of secondary school objectives. 10 respondents that represent 4.4% of total respondent did not make any decision on the statement while 14 that represent 6.2% of the total respondents disagree with the statement. With the mean score of 4.24, this indicated that majority of the respondents were of the opinion that principals' supervisory role onmonitoring of report cards improves the attainment of secondary school objectives.

Item nine investigated the opinions of respondents on whetherprincipals' supervisory role on checking of duty report promotes the achievement of school objectives. The results show that 85 and 101 respondents that represent 37.4% and 44.5% of the total respondents strongly agree and agree respectively, that principals' supervisory role on checking of duty report promotes the achievement of school objectives. 9 respondents that represent 4.0% of total respondent did not make any decision on the statement while 27 and 5respondents that represent 11.9% and 2.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 4.03, this indicated that majority of the

respondents were of the opinion that principals' supervisory role on checking of duty report promotes the achievement of school objectives.

Finally, item ten sought the opinions of respondents on whether principals' supervisory role oninspections of movement-book promotes the achievement of school objectives. The results show that 109 and 73 respondents that represent 48.0% and 32.2% of the total respondents strongly agree and agree respectively, that principal' supervisory role oninspections of movement-book promote the achievement of school objectives. 18 respondents that represent 7.9% of total respondent did not make any decision on the statement while 23 and 4respondents that represent 10.1% and 1.8% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 4.15, this indicated that majority of the respondents were of the opinion that principals' supervisory role oninspections of movement-book promote the achievement of school objectives.

Research Question Five

In what ways is the principals' supervisory role performance on evaluation of instruction in senior secondary schools objectives in Yobe State? In order to establish the respondents' opinions on this research question, ten item statements were developed on various issues related to the questions. The responses of the respondents were scored in frequencies, percentages and mean as shown in table 4.9.

Table 4.9: Assessment of Principals' Supervisory Role Performance of Evaluation of Instructional Material in Senior Secondary Schools in Yobe State.

S/N	Item Statements	SA		A		U		D		SD		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Principals' supervisory role of students` examination enhance secondary school objectives.	55	24.2	62	27.3	51	22.5	38	16.7	21	9.3	3.41
2	Principals' supervisory role on diagnosing students` learning difficulties facilitate the attainment of secondary school objectives.	60	26.4	73	32.2	41	18.1	27	11.9	26	11.5	3.50
3	Principals' supervisory role on supervisory role on inspection of teachers' conduct of examination ensures the attainment of secondary school objectives.	48	21.1	72	31.7	47	20.7	43	18.9	17	7.5	3.40
4	Principals' monitoring of teaching activities improve the achievement of school objectives.	35	15.4	78	34.4	37	16.3	60	26.4	17	7.5	3.24
5	Principals' supervisory role of checking students' quiz scores promote teaching and learning in schools.	37	16.3	79	34.8	11	4.8	84	37.0	16	7.0	3.16
6	Principals' supervisory role on checking of students' test results promote the achievement of school objectives.	104	45.8	72	31.7	21	9.3	25	11.0	5	2.2	4.08
7	Principals' supervisory role of checking students' examination papers improves the attainment of secondary school objectives.	130	57.3	65	28.6	13	5.7	19	8.4	-	-	4.35
8	Principals' supervisory role on perusal of students' examination questions paper enhance the achievement of school objectives.	4	1.8	118	52.0	72	31.7	24	10.6	9	4.0	4.41
9	Principals' supervisory role onevaluation of teachers' teaching methods promotes the attainment of secondary school objectives.	116	51.1	78	34.4	22	9.7	11	4.8	-	-	4.32
10	Principals' supervisory role on monitoring of learner's activities promotes the attainment of school objectives.	37	16.3	84	37.0	13	5.7	79	34.8	14	6.2	3.22

Table 4.9 revealed the opinions of respondents on the principals' supervisory role performance on instructional materials provision insecondary schools in YobeState. Item one sought the opinions of respondents on whether principals' supervisory role onsupervision of students` examination enhance the achievement of school objectives. The result show that 55 and 62 respondents that represent 24.2% and 27.3% of the total respondents strongly agree and agree respectively, that principals' supervisory role onsupervision of students` examination enhance the achievement of school objectives. 51 respondents that represent 22.5% of total respondent did not make any decision on the statement while 38 and 21 respondents that represent 16.7% and 9.3% of the total respondents disagree and strongly disagree with the statement. With the mean score of 3.41, this shows that majority of the respondents were of the opinion thatprincipals' supervisory role of students` examination enhance the achievement of school objectives.

Item two investigated the opinions of respondents on whether principals' supervisory role ondiagnosing students` learning difficulties facilitate the attainment of secondary school objectives. The result show that 60 and 73 respondents that represent 26.4% and 32.2% of the total respondents strongly agree and agree respectively, that principals' supervisory role ondiagnosing students` learning difficulties facilitate the attainment of secondary school objectives. 41 respondents that represent 18.1% of total respondent did not make any decision on the statement while 27 and 26 respondents that represent 11.9% and 11.5% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.50, this indicated that majority of the respondents were of the opinion that principals' supervisory role ondiagnosing students` learning difficulties facilitate the attainment of secondary school objectives.

Item three sought the opinions of respondents on whether principals' supervisory role oninspection of teachers' conduct of examination ensures the attainment of secondary school objectives. The result show that 48 and 72 respondents that represent 21.1% and 31.7% of the total respondents strongly agree and agree respectively, that principals' supervisory role oninspection of teachers' conduct of examination ensures the attainment of secondary school objectives. 47 respondents that represent 20.7% of total respondent did not make any decision on the statement while 43 and 17 respondents that represent 18.9% and 7.5% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.40, this indicated that majority of the respondents were of the opinion that principals' supervisory role oninspection of teachers' conduct of examination ensures the attainment of secondary school objectives.

Item four sought the opinions of respondents on whether principals' supervisory role onmonitoring of teaching activities improves the achievement of school objectives. The result show that 35 and 78 respondents that represent 15.4% and 34.4% of the total respondents strongly agree and agree respectively, that principals' supervisory role onmonitoring of teaching activities improve the achievement of school objectives. 37 respondents that represent 16.3% of total respondent did not make any decision on the statement while 60 and 17 respondents that represent 26.4% and 7.5% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.24, this indicated that majority of the respondents were of the opinion that principals' supervisory role onmonitoring of teaching activities improve the achievement of school objectives.

Item five investigated the opinions of respondents on whether principals' supervisory role of checking students' quiz scores promote teaching and learning in schools. The results

show that 37 and 79 respondents that represent 16.3% and 34.8% of the total respondents strongly agree and agree respectively, that principals' supervisory practice of checking students' quiz scores promote teaching and learning in schools. 11 respondents that represent 4.8% of total respondent did not make any decision on the statement while 84 and 16 respondents that represent 37.0% and 7.0% of the total respondents disagree and strongly disagree with the statement. With the mean score of 3.16, this indicated that majority of the respondents were of the opinion that principals' supervisory role of checking students' quiz scores promote teaching and learning in schools.

Item six sought the opinions of respondents on whether principals' supervisory role onchecking of students' test results promote the achievement of secondary school objectives. The result show that 104 and 72 respondents that represent 45.8% and 31.7% of the total respondents strongly agree and agree respectively, that principals' supervisory role onchecking of students' test results promote the achievement of secondary school objectives. 21 respondents that represent 9.3% of total respondent did not make any decision on the statement while 25 and 5 respondents that represent 11.0% and 2.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 4.08, this indicated that majority of the respondents were of the opinion that principals' supervisory role onchecking of students' test results promote the achievement of secondary school objectives.

Item seven sought the opinions of respondents on whether principals' supervisory role of checking students' examination papers improves the attainment of secondary school objectives. The result show that 130 and 65 respondents that represent 57.3% and 28.6% of the total respondents strongly agree and agree respectively, that principals' supervisory role of

checking students' examination papers improves the attainment of secondary school objectives. 13 respondents that represent 5.7% of total respondent did not make any decision on the statement while 19 respondents that represent 8.4% of the total respondents disagree with the statement. With the mean score of 4.35, this indicated that majority of the respondents were of the opinion that principals' supervisory role of checking students' examination papers improves the attainment of secondary school objectives.

Item eight investigated the opinions of respondents on whether principals' supervisory role onperusal of students' examination questions paper enhance the achievement of school objectives. The result show that 4 and 118 respondents that represent 1.8% and 52.09% of the total respondents strongly agree and agree respectively, that principals' supervisory role onperusal of students' examination questions paper enhance the achievement of school objectives. 72 respondents that represent 31.7% of total respondent did not make any decision on the statement while 24 and 9 respondents that represent 10.6% and 4.0% of the total respondents disagree with the statement. With the mean score of 4.41, this indicated that majority of the respondents were of the opinion that principals' supervisory role onperusal of students' examination questions paper enhance the achievement of school objectives.

Item nine investigated the opinions of respondents on whether principals' supervisory role on evaluation of teachers' teaching methods promotes the attainment of secondary school objectives. The result show that 116 and 78 respondents that represent 51.1% and 34.4% of the total respondents strongly agree and agree respectively, that principals' supervisory role on evaluation of teachers' teaching methods promotes the attainment of secondary school objectives. 22 respondents that represent 9.7% of total respondent did not make any decision on the statement while 11 respondents that represent 4.8% of the total respondents disagree

with the statement. With the mean score of 4.32, this indicated that majority of the respondents were of the opinion that principals' supervisory role on evaluation of teachers' teaching methods promotes the attainment of secondary school objectives.

Finally, item ten sought the opinions of respondents on whether principals' supervisory role onmonitoring of learner's activities promotes the attainment of school objectives. The result show that 37 and 84 respondents that represent 16.3% and 37.0% of the total respondents strongly agree and agree respectively, that principals' supervisory role onmonitoring of learner's activities promotes the attainment of school objectives. 13 respondents that represent 5.7% of total respondent did not make any decision on the statement while 79 and 14 respondents that represent 34.8% and 6.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.72, this indicated that majority of the respondents were of the opinion that principals' supervisory role onmonitoring of learner's activities promotes the attainment of school objectives.

4.4 Hypotheses Testing

This section presents the summary of hypotheses testing in line with the raised objectives and formulated null hypotheses of the study. Five (5) hypotheses were formulated and tested. The hypotheses were tested by the use of parametric statistics of One-Way Analysis of Variance (ANOVA) at 0.05 percent level of significance. By this, when the probability value was lower than the 0.05 level of significance set for the study, the hypothesis was rejected, but when the probability value was higher than the level of significance, the hypothesis was retained.

Hypothesis 1

There is no significant difference in the opinions of principals, teachers and school supervisors on the principals' role performance in school-based supervision in senior Secondary Schools in Yobe State. Item 1-10 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysedand presented in table 4.10.

Tables 4.10:Summary of ANOVA on there is no Significance Difference in the Opinions of Principals, Teachers and School Supervisors on Principals' Supervisory Role Performance on Provisionof Instructional Materials in Senior Secondary Schools in Yobe State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	3.049	2	1.525	1.123	3.00	0.41
Within Groups	304.185	224	1.358			
Total	**307.234**	**226**				

P<0.05

The result of the Analysis of Variance (ANOVA) test in table 4.10 presented above revealed that the calculated F-ratio value of 1.123 is less than the 3.00 F-critical value while the calculated P-value of 0.41 is greater than 0.05 level of significant set for the study. The null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of principals, teachers and schools supervisors on the principals' role performance in school-based supervision in Senior Secondary Schools in Yobe State.

Hypothesis 2

There is no significant difference in the opinions of principals, teachers and school supervisors on the principal's role performance on school-based supervision in senior secondary schools. Item 11-20 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysedand presented in table 4.11.

Tables 4.11: Summary of ANOVA on there is no Significance Difference in the Opinions of Principals, Teachers and School Supervisors on Principals'Supervisory Role Performance of Instructional Methods in Senior Secondary Schools in Yobe State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	1.724	2	0.862	0.434	3.00	0.64
Within Groups	**638.056**	224	1.988			
Total	**639.780**	**226**				

P<0.05

The result of the Analysis of Variance (ANOVA) test in table 4.11 presented above revealed that the calculated F-ratio value of 0.434 is less than the 3.00 F-critical value while the calculated P-value of 0.64 is greater than 0.05 level of significant set for the study. The null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of principals, teachers and school supervisors on the principal's role performance on school-based supervision in senior secondary schools.

Hypothesis 3

There is no significant difference in the opinions of principals, teachers and school supervisors on the principals' role performance in school-based supervision in Senior Secondary Schools in Yobe State.Item 21-30 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysedand presented in table 4.12.

Tables 4.12: Summary of ANOVA on there is no Significance Difference in the Opinions of Principals, Teachers and School Supervisors on Principals' Supervisory Role Performance in Classroom Visitation in Senior Secondary Schools in Yobe State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	2.443	2	1.221	0.910	3.00	0.51
Within Groups	300.531	224	1.342			
Total	**302.974**	**226**				

P<0.05

The result of the Analysis of Variance (ANOVA) test in table 4.12 presented above revealed that the calculated F-ratio value of 0.910 is less than the 3.00 F-critical value while the calculated P-value of 0.51 is greater than 0.05 level of significant set for the study. The null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of principals, teachers and school supervisors on the principals' role performance in school-based supervision in   Secondary Schools in Yobe State.

Hypothesis 4

There is no significant difference in the opinions of principals, teachers and school supervisors on the principals' role performance in school-based supervision in Senior Secondary Schools in Yobe State. Item 31-40 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysedand presented in table 4.13.

Tables 4.13: Summary of ANOVA on there is no Significance Difference in the Opinions of Principals, Teachers and School Supervisors on Principals'Supervisory Role Performance of Checking of Record Diary in Senior Secondary Schools in Yobe State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	2.208	2	1.104	1.149	3.00	0.45
Within Groups	215.203	224	0.961			
Total	**217.411**	**226**				

P<0.05

The result of the Analysis of Variance (ANOVA) test in table 4.13 presented above revealed that the calculated F-ratio value of 1.149 is less than the 3.00 F-critical value while the calculated P-value of 0.45 is greater than 0.05 level of significant set for the study. The null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of principals, teachers and school supervisors on the principals' role performance in school-based supervision in   Secondary Schools in Yobe State.

Hypothesis 5

There is no significant difference in the opinions of principals, teachers and school supervisors on the principals' role performance in school-based supervision in Senior Secondary Schools in Yobe State Item 41-50 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in table 4.14.

Tables 4.14: Summary of ANOVA on there is no Significance Difference in the Opinionof Principals, Teachers and School Supervisors onPrincipals' Supervisory Role Performance of Evaluation of Instruction Material in Senior Secondary Schools in Yobe State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	3.552	2	1.776	1.354	3.00	0.42
Within Groups	293.809	224	1.312			
Total	**307.234**	**226**				

P<0.05

The result of the Analysis of Variance (ANOVA) test in table 4.13 presented above revealed that the calculated F-ratio value of 1.354 is less than the 3.00 F-critical value while the calculated P-value of 0.42 is greater than 0.05 level of significant set for the study. The null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of principals, teachers and school supervisors on the principals' role performance in school-based supervision in   Secondary Schools in Yobe State.

Table 4.15: Summary of Hypotheses Testing

S/N	Hypotheses Statement	Statistical tool Used	P - Value	Result	Remark
1	There is no significant difference in the opinions of principals, teachers and school supervisors on the principals' role performance in school-based supervision in Secondary Schools in Yobe State.	ANOVA	0.41	Calculated F-ratio value of 1.123 is less than the 3.00 F-critical value	Retained
2	There is no significant difference in the opinions of principals, teachers and school supervisors on the principal's role performance on school-based supervision in senior secondary.	ANOVA	0.64	Calculated F-ratio value of 0.434 is less than the 3.00 F-critical value	Retained
3	There is no significant difference in the opinions of principals, teachers and school supervisors on the principals' role performance in school-based supervision in Secondary Schools in Yobe State.	ANOVA	0.51	Calculated F-ratio value of 0.910 is less than the 3.00 F-critical value	Retained
4	There is no significant difference in the opinions of principals, teachers and school supervisors on the principals' role performance in school-based supervision in Secondary Schools in Yobe State.	ANOVA	0.45	Calculated F-ratio value of 1.149 is greater than the 3.00 F-critical value	Retained
5	There is no significant difference in the opinions of principals, teachers and school supervisors on the principals' role performance in school-based supervision in Secondary Schools in Yobe State.	ANOVA	0.42	Calculated F-ratio value of 1.354 is less than the 3.00 F-critical value	Retained

$P < 0.05$

4.5 Summary of Major Findings

The following were the major findings of the study.

1. Principals supervise the provision of instructional materials such as textbooks and charts in secondary schools in Yobe State.

2. Principals guide the teachers on the use of instructional methods such as demonstration methods, dramatization method and discussion method in secondary schools in Yobe State.

3. Principalsregularly carried out regular classroom visitations in secondary schools in Yobe State.

4. Principals conducted regular checking of school records such as lesson plan, scheme of work, log book, time book and students' attendance register insecondary schools in Yobe State.

5. Principals regularly evaluate instruction such as diagnosing students` learning difficulties in secondary schools in Yobe State.

4.6 Discussion of Findings

Based on the respondents' opinions on the study, the findings of the study revealedthat Principals supervise the provision of instructional materials such as textbooks and charts in senior secondary schools in Yobe State. This implies that the provision of maps, cardboard papers,and flannel boards, slides, flash cards, and diagrams by principals enhance teaching and learning in schools which in turn leads to the attainment of secondary schools objectives. These findings support the findings of Olawoye (2009) who conducted a research on Perceived Influence of Supervision of Instruction on Teachers' Classroom Performance in ijebu-North Education Zone of Ogun State. The researcher revealed that adequate use of instructional materials suggested by instructional supervisors make students concentrate more in class is to a very great extent. Also, Bello (2012) conducted a research on Impact of School Supervision on the Management of Primary Schools in Northern Kaduna State. The researcher revealed that school supervision help in the management and utilization of

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instructional materials for the promotion of effective teaching and learning in schools.Furthermore, Dubi (2014) also discovered from research on Evaluation of Instructional Leadership Practices of Principals in Nigerian Secondary Schools.The researcher revealed that principals regularly purchased teaching materials such as chalk, dusters, maps, books etc for teachers to use in their lessons. This in fact, enhances the performance of teachers and academic attainment of students. Also, Abdu-Raheem (2011) asserted that non availability and inadequacy of instructional materials are major causes of ineffectiveness of the school system and poor performance of students in schools.

The findings of the study also revealed that principals guide the teachers on the use of instructional methods such as demonstration methods, dramatization method and discussion method in senior secondary schools in Yobe State. This shows that principals' overseeing the use of demonstration method, monitoring of teachers' use discovery method, inspection of teachers' use discussion method and monitoring of field trip enhances the attainment of secondary school objectives. In line with this finding, Ikegbusi and Eziamaka (2016) conducted a research study on Impact of Supervision of Instruction on Teacher Effectiveness in Secondary Schools in Nigeria. The researchers revealed that principals, as instructional supervisors, encourage teachers to develop a repertoire of teaching strategies and help them to imbibe appropriate techniques for teaching in and outside classroom. They also understand best the great differences in abilities and needs of individual teachers and guide them toward improving instructional methods for effective teaching and learning in schools.

The study discovered that principals carried out regular classroom visitations in senior secondary schools in Yobe State. This implies that principals' supervision of teachers' lessons and establishing good rapport with teacher facilitates effective teaching and learning in

schools which lead to attainment of secondary school objectives. These findings concur with the findings of Usman (2015) who examined the Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State with reference to Senior Secondary Certificate Examination (SSCE). The researcher revealed that supervision strategies like regular classroom visitation improve the performance of teachers and enhance academic achievement of students in secondary schools. This finding was in line with the finding of research conducted by Dubi(2014).on Evaluation of Instructional Leadership Practices of Principals in Nigerian Secondary Schools. The researcher found that principal visits teachers regularly in their classes for assistance and help them in the planning of lesson.It also revealed that principals ensure attainment of objectives of lessons by teachers and help in improving teachers' ability and competency.

Furthermore, the findings of the study also revealed that Principals conducted regular checking of school records such as lesson plan, scheme of work, log book, time book and students' attendance register in senior secondary schools in Yobe State. This indicates that principals' checking of teachers' lesson-notes, scheme of work, diaries, class attendance registers, log book, time book and duty report book facilitates the achievement of secondary schools objective in Yobe State. In line with these findings, Bello (2012) conducted a research on Impact of School Supervision on the Management of Primary Schools in Northern Kaduna State. The researcher discovered that school supervision by school head enhance effective management of records in schools. Also, the findings agree with findings of Usman (2015) who examined the Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State with reference to Senior Secondary Certificate Examination (SSCE). The researcher revealed that supervision strategies like checking of

students' notebooks, checking teachers' lesson plan/notes and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in secondary schools.

Finally, the findings of the study also revealed that Principals regularly evaluate instruction such as diagnosing students` learning difficulties in senior secondary schools in Yobe State. This implies that supervision of students` examination, monitoring of teaching activities and checking of students' test results enhance the achievement of secondary schools objectives in Yobe State.In line with these findings, Alimi, Akinfolarin and Ayandoja (2012) conducted a research on Impact of selected modes of instructional supervision activities on students' academic performance in senior secondary schools in Ondo state, Nigeria. The findings revealed that there was asignificant impact of moderation of examination questionsand marking scheme on students' academic performancein Biology in senior secondary schools in Ondo State. The researcher suggested that government and other stakeholders in education need to expand their current professional development practices of principals to include a wide range of collaborative, team based, authentic learning processes that occur both within and outside the school day, which focus on content and instruction.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This research study examined the "Assessment of Principals' Role performance in School-Based Supervision in Senior Secondary Schools in Yobe State." Five (5) objectives were raised to guide the study which were to assess principals' supervisory role performance on instructional materials provision in senior secondary schools in Yobe State; examine principals' supervisory role performance on instructional methods in senior secondary Schools in Yobe State; ascertain principals' supervisory role performance on classroom visitation in senior secondary Schools in Yobe State; find out principals' supervisory role performance on checking of records in senior secondary schools in Yobe State; and examine principals' supervisory role performance on evaluation of instruction in senior secondary schools in Yobe State. Five (5) research questions and Five (5) research hypotheses were also formulated which were in line with the stated objectives.

The study which was made up of five chapters has chapter one as the introductory chapter which contained background to the study, statement of the problem, research objectives, research questions, research hypotheses, basic assumptions, significant of the study as well as scope of the study. Chapter two dealt with the review of related literature to the study and it consisted of conceptual framework, theoretical framework and empirical studies. Chapter three discussed research methodology which includes research design used, population as well as sample and sampling techniques. Also, chapter four analyses the data collected for the study and chapter five gives a summary, conclusions and recommendations based on the findings of the study.

Questionnaire was used to collect data for the study and the data collected were analyzed using descriptive analysis. The One Way Analysis of Variance (ANOVA) was used to test the five (5) null hypotheses formulated at the 0.05 significance level in order to establish the significant differences between the opinions of the respondents. All the five (5) null hypotheses formulated were retained.The findings of the study revealed that principals supervised the provision of instructional materials such as textbooks and charts in senior secondary schools in Yobe State. It also revealed that principals guide the teachers on the use of instructional methods such as demonstration methods, dramatization method and discussion method in senior secondary schools in Yobe State.

5.2 Conclusions

From the analyses and results of the findings, it could be concluded that principals supervise the provision of instructional materials such as textbooks and charts in senior secondary schools in Yobe State. The provision of maps, cardboard papers, flannel boards, slides, flash cards, and diagrams by principals enhance teaching and learning in schools which in turn leads to the attainment of secondary schools. The principals guide the teachers on the use of instructional methods such as demonstration methods, dramatization method and discussion method in senior secondary schools in Yobe State. Principals' supervisory role performance onoverseeing the use of demonstration method, monitoring of teachers' use discovery method, inspection of teachers' use discussion method and monitoring of field trip enhances the attainment of senior secondary schools objectives.

The study also concluded that principals carried out regular classroom visitations in senior secondary schools in Yobe State. Principals' supervision of teachers' lessons and establishing good rapport with teacher facilitates effective teaching and learning in schools

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which lead to attainment of senior secondary schools objectives. Also, principals conducted regular checking of school records such as lesson plan, scheme of work, log book, time book and students' attendance register in senior secondary schools in Yobe State. Principals' supervisory role performance onchecking of teachers' lesson-notes, scheme of work, diaries, class attendance registers, log book, time book and duty report book were effective and regular. Furthermore, the study concluded that principals regularly evaluate instruction such as diagnosing students` learning difficulties in senior secondary schools in Yobe State.

5.3 Recommendations

The principals as instructional supervisors are charged with the responsibility of promoting quality of instruction in their institutions. Their instructional supervisory practices are paramount if the objectives of secondary education are to be meaningfully translated into reality. In the light of this and on the basis of the findings highlighted earlier, the researcher wishes at this juncture, to make the following recommendations.

1. Government should ensure that instructional teaching materials are provided to teachers to encourage them to teach and should ensure that they are well kept and utilized for the promotion of teaching and learning.

2. Workshops seminars, orientation, and refresher courses should be regularly organized by the principals to update their teachers' skills in instructional methods. Experts within and outside should be invited to serve as resource persons. In other words, principals should regularly engage teachers in several staff development programmes to constantly update their knowledge and skills in instructional methods.

3. Principals should always supervise teachers in their classes and their supervision should not aim at fault-finding or witch-hunting, but should aim at improving the

quality of instruction and learning situations. This, no doubt, will enhance the achievement of secondary school objectives, not only in Yobe State but also in Nigeria as a whole.

4. Principals should ensure that school records such as time book, lesson plan, students' attendance register, scheme of work, log book among others are regularly, checked and maintained to attract and encourage regular attendance and enhance teaching and learning in schools.

5. There is the need for government to establish seminars, workshops and even refresher courses for principals and senior teachers to equip them with instructional leadership skills and knowledge. This will help to acquaint them with the procedures and practices of evaluating instruction in their schools.

5.4 Suggestions for Further Studies

Based on the findings and conclusions of the study, the following suggestions were made for further studies.

1. Research should be conducted on Assessment of Head-Teachers' School Based Supervision in Primary Schools in Yobe State. A research on this area will reveal whetherhead-teachers' school based supervision were effective in primary schools or not.

2. There is the need to also replicate the same kind of research in other states or locations in Nigeria as a basis for comparison of the findings so that a unique report can be made that will provide solution to problems of administration in secondary schools in Nigeria.

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Department of Educational

Foundations and Curriculum,

Faculty of Education,

A.B.U. Zaria.

I8th March, 2018.

Dear Respondent,

REQUEST TO FILL A QUESTIONNAIRE

I am a Postgraduate Student of the above named department and institution. I am currently undertaking a research on the topic **"Assessment of Principals Role Performance on School based Supervision in Senior Secondary Schools in Yobe State"**. I wish to request your kind assistance to fill this questionnaire as honestly as possible.

Your response and co-operation will certainly assist in completion of this research. Any information supplied will be treated confidentially and used strictly for the purpose of the research only.

Thank you in anticipation of your co-operation.

Yours faithfully,

Signed

Haruna Garba

PART A: Bio-Data

Please tick (√) in the appropriate column that relates to you.

1. **Name of the school**---

2. **Status:** (a) Teacher (   )   (b) Principal (   ) (c) School Inspector (   )

3. **Gender:**   (a) Male   (   )   (b) Female (   )

4. **Highest Academic Qualification:**

(a) Ph D (   )

(b) M ed (   )

(c) M. A / M .sc Ed (   )

(d) B. A Ed, B ed, B. sc Ed (   )

(e) NCE/OND Ed (   )

5. **Years of Working Experience:**

(a) 0 -5 years (   )   (b) 6 -10 years (   )   (c) 11 – 15 years (   ) (d) 16 -20 years (   )

(e) 21-25 years (   ) (f) 26-30 years (   ) (g) 31-35 years (   ).

PART B

Please, tick (√) in the appropriate column that best represents your view on each statement using the following: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Section A:Assess Principals' Supervisory Role Performance on Instructional Materials Provision in Senior Secondary Schools in Yobe State

S/N	Statement	Responses			
		SA	A	D	SD
1	Principals' supervisory role on provision of charts enhances the achievement of senior secondary school objectives.				
2	Principals' supervisory role on provision of textbooks improves teaching and learning in senior secondary schools.				
3	Principals' supervisory role on provision of diagrams improves teaching and learning in senior secondary schools.				
4	Principals' supervisory role on provision of slides promotes teaching and learning in senior secondary schools.				
5	Principals' supervisory role on provision of chalks improves teaching and learning in senior secondary schools.				
6	Principals' supervisory practice of provision of Newspapers promotes teaching and learning in senior secondary schools.				
7	Principals' supervisory role on provision of adequate cardboard papers improves teaching and learning in senior secondary schools.				
8	Principals' supervisory role on provision of radio enhances attainment of seniorsecondary schools objectives.				
9	Supervisory practice of principals in the provision of projector promote teaching and learning in senior secondary schools.				
10	Principals' supervisory role on provision of flashcards enhances teaching and learning in senior seconadry schools.				

Section B: Examine Principals' Supervisory Role Performance on Instructional Method in Senior Secondary Schools in Yobe State

S/N	Statement	Responses			
		SA	A	D	SD
1	Principals' overseeing the use of demonstration method promotes the achievement of senior secondary school objectives.				
2	Principals monitoring of teachers' use discovery method enhance the achievement of senior secondary school objectives.				
3	Principals' inspection of teaches' use discussion method facilitates teaching and learning in senior secondary schools.				
4	Principals monitoring of field trip enhances the attainment of senior secondary schools objectives.				
5	Principals' observation of inquiry method promotes the attainment of senior secondary school objectives.				
6	Principals' supervision of teachers' uses of dramatization method improve teaching and learning in senior secondary schools.				
7	Principals' overseeing teachers' use of simulation method improves teaching and learning in senior secondary schools.				
8	Principals' guidance in the use of problem solving promote teaching and learning in senior secondary schools.				
9	Principals' inspection of project method improves the achievement of senior secondary school objectives.				
10	Principals' monitoring of teachers' dramatization method help to achieve instructional objectives senior secondary schools				

Section C:Ascertain principals' supervisory role performance on classroom visitation in senior secondary Schools in Yobe State

S/N	Statement	Responses			
		SA	A	D	SD
1	Principals' supervisory role of teachers' lessons improve teaching and learning in senior secondary schools.				
2	Principals supervisory role on establishing good rapport with teacher facilitates effective teaching and learning in senior secondary schools				
3	Principals' supervisory role on assessment of teachers' uses of chalkboard improve teaching and learning in senior secondary schools.				
4	Principal's supervisory role on regular classroom supervision ensures attendance of teachers and enhances their performance.				
5	Principals' supervisory role on regular conduct of conference with teachers` enhance teaching and learning in senior secondary schools.				
6	Principals' supervisory role on classroom visitations enhance teaching and learning in senior secondary schools.				
7	Principals' supervisory role of lessons assists teachers to be more effective in teaching process.				
8	Principals' supervisory role on monitoring checklist guides toward effective teaching and learning in senior secondary schools.				
9	Principals supervisory role on guiding teachers to evaluate students` activities enhance the achievement in senior secondary school objectives.				
10	Principals' supervisory role on classroom visitation improves teachers' and students' performance.				

Section D: Find out principals' supervisory role performance on checking of records diary in senior secondary schools in Yobe State;

S/N	Statement	SA	A	D	SD
		Responses			
1	Principals' supervisory role on checking of teachers' lesson-notes enhance the achievement in senior secondary school objectives.				
2	Principals' supervisory role on checking of scheme of work promotes the attainment in senior secondary school objectives.				
3	Principals' supervisory role on checking of students` note-book facilitates the attainment in senior secondary school objectives.				
4	Principals' supervisory role on supervision of students' attendance` register enhance the attainment of secondary school objectives.				
5	Principals' supervisory role on monitoring of time book improves the attainment in senior secondary school objectives.				
6	Principals' supervisory role on overseeing of syllabus enhances the attainment in senior secondary school objectives.				
7	Principals' supervisory role practice of checking duty report book promotes the attainment in senior secondary school objectives.				
8	Principals' supervisory role on monitoring of report cards improves the attainment of secondary school objectives.				
9	Principals' supervisory role on checking of duty report promotes the achievement in senior secondary school objectives.				
10	Principals' supervisory role in an inspection of movement-book promotes the achievement of senior secondary school.				

Section: E Examine principals' supervisory role performance on evaluation of instructional material in senior secondary schools in Yobe State.

S/N	Statement	Responses			
		SA	A	D	SD
1	Principals' supervisory role of students` examination enhance senior secondary school objectives.				
2	Principals' supervisory role on diagnosing students` learning difficulties facilitate the attainment of senior secondary schools.				
3	Principals' supervisory role on supervisory role on inspection of teachers' conduct of examination ensures the attainment of senior secondary school objectives.				
4	Principals' monitoring of teaching activities improves the achievement of senior secondary schools.				
5	Principals' supervisory role of checking students' quiz scores promote teaching and learning in senior secondary schools.				
6	Principals' supervisory role on checking of students' test results promote the achievement of senior secondary schools.				
7	Principals' supervisory role of checking students' examination papers improves the attainment of senior secondary schools.				
8	Principals' supervisory role on perusal of students' examination questions paper enhance the achievement of senior secondary schools.				
9	Principals' supervisory role on evaluation of teachers' teaching methods promotes the attainment of senior secondary schools.				
10	Principals' supervisory role on monitoring of learner's activities promotes the attainment of senior secondary school objectives.				