ASSESSMENT OF PRINCIPALS' SUPERVISORY PRACTICE ON TEACHERS' ROLE PERFORMANCE IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA
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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION,
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MARCH, 2021

DECLARATION

I declare that the work in this dissertation entitled, "Assessment of Principals' Supervisory Practice on Teachers' Role Performance in Junior Secondary Schools in Kaduna 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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Maryam Ado Da'u   Date

CERTIFICATION

This dissertation entitled "Assessment of Principals' Supervisory Practice on Teachers' Role Performance in Junior Secondary Schools in Kaduna State, Nigeria" by Maryam Ado Da'u 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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Dean, School of Postgraduate Studies

DEDICATION

This dissertation is dedicated to my beloved children; Sadiya, Bashir, Rahmatu, Maryam and Zainab. May Allah make them apples of my eyes and pious Muslims (Ameen).

ACKNOWLEDGEMENTS

ABSTRACT

This study assessed the Principals' Supervisory Practice on Teachers' Role Performance in Junior Secondary Schools in Kaduna State. Six (6) objectives were raised to guide the study, which are to examine the impact of principals' classroom visitation on teachers' role performance in Junior Secondary Schools in Kaduna State; assess the impact of principals' supervisory practice of record checking on teachers' role performance in Junior Secondary Schools in Kaduna State among others. Six (6) research questions and six (6) research hypotheses were formulated to guide study and they are in line with the stated objectives. Descriptive survey research design was used for the study. The population of the study is six thousand, two hundred and nine (6,209) respondents which consists of five thousand, five hundred and eighty (5,580) teachers, four hundred (400) principals and two hundred and twenty nine (229) school inspectors in Kaduna State. 357 respondents were used as the sample size in the study. Simple random sampling technique was used to obtained the sample size for the study. The instrument used for the collection of data was questionnaire. Descriptive statistics of frequency counts and simple percentage were used to analyze the bio-data of the respondents and mean was used to answer the research questions. Inferential statistics of Analysis of Variance (ANOVA) was used to test the six (6) formulated null hypotheses at 0.05 level of significance. The findings of the study revealed that Principals' classroom visitation promotes attendance of teachers which enhances their role performance in Junior Secondary Schools in Kaduna State. The findings also revealed that principals' supervisory practice of record checking such as checking of teachers' lesson note, scheme of work and lesson attendance register enhance the teachers' role performance in Junior Secondary Schools in Kaduna State. The study recommended that school principal should promote the practice of classroom observation as instructional supervisory tool for the realization of their mandates of improving the performance of teachers. This can be done by taking notes of the classroom observation and recording exactly the activities of both the students and the teacher and make suggestions for further improvement.

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LIST OF 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

PhD   Doctor of Philosophy

SPSS   Statistical Package for Social Sciences

SSCE   Senior School Certificate Examination

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Instructional Supervision can be done either through internal supervisors who are Heads of schools or principals, their assistants, and the Heads of departments, or through External supervisors who are resource persons and consultants like university professors, education researchers, curriculum consultants and designated officials from ministry of education or teaching service commission. If there is effective instructional supervision there is a greater possibility of achieving the set goals, on the other hand a defective instructional supervision or poor instructional supervision will impede a successful implementation of the school programme (Olawole, 2009). Instructional supervision is a great determinant of a school's quality; it can affect it either positively or negatively.

In any school environment especially the public secondary schools setting, there must be a principal who occupies a high status by virtue of his appointment as the school head. The vitality of the school rests with his functional leadership traits and he should be capable of stimulating and invigorating the teachers and students to achieve institutional goals and objectives. The principal has the primary functions of exhibiting effective instruction leadership for the improvement of diversified curriculum and quality of instructional programme for effective attainment of set school goals (Onuma, 2016) .

The principals are vested with the administration of the secondary schools and their ability to plan, control, direct and co-ordinate the activities of the school involving both human and material resources is central to the achievement of educational goals (Adeyemi & Bolarinwa, 2013). In the performance of this role, the principal's major task areas include

human resource management, instructional supervision, school plant management and evaluation. The success of the school depends largely on effective leadership because policies and decisions which can help to direct activities of the school to success have to be executed by the principal.

All the functions the principal discharges daily are geared towards the fulfillment of the objectives of secondary education in Nigeria. Secondary education occupies a very strategic position in any nation's educational. Secondary education is the education children received after primary education and before the tertiary stage. The broad goals of secondary education shall be to prepare the individual for useful living within the society and Higher education. These goals implies that secondary education aimed at developing a child better than the primary level and contribute his quota to the development of the society. Apart from serving as the link between primary and tertiary education, secondary education provides opportunity for a child to acquire additional knowledge, skills, and traits beyond the primary level, which will help him/her to be a member of the society to which he/she lived. A major factor that necessitates the acquisition of secondary education in Nigeria is that the education being provided at the primary level is proving to be insufficient for a child to acquire permanent literacy, communicative, and numeracy skills expected from him/her at the end of the training. In specific term, secondary education according to FRN (2004) shall:

a. Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background.

b. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles.

c. Provide trained manpower in the applied science, technology and commerce at sub-professional grades.

d. Develop and promote Nigerian languages, art and culture in the context of world cultural heritage.

e. Inspire students with a desire for self-improvement and achievement of excellence.

f. Foster national unity with an emphasis on the common ties that unite us in our diversity.

g. Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens.

h. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

To achieve these objectives, the principal has an important instructional supervisory role to play in order to realize the objectives. To improve instruction in the school, the principal must understand his teachers and must always be prepared to work effectively with them. To do this, he should generate interpersonal interest, confidence and trust. He therefore has to respond to various requests by his teachers so as to boost their morale. He should also be exemplary to his staff by teaching some classes on regular basis. There is an array of activities that the principal as an internal supervisor can utilize to bring about desirable effect on teachers' behaviour for achieving teachers' classroom performance. One of these activities is classroom visitation/observation. Wambui (2015) citing Kimeu (2010) observed that the principal should visit the classroom frequently to encourage teachers in the instructional role performance. One way to help teachers improve instruction is through clinical supervision. Model of clinical supervision presented a cyclical sequence of events which should ideally be

implemented at least twice a year, The sequence included teacher pre-conferencing to determine the method and duration of the observation. The pre-conferencing is followed by classroom observation which involves making use of physical indication, visual indication and interpersonal or directive analysis. The last stage in clinical supervision which is post conferencing is aimed at discussing results on remedial action and a critique by both the supervision and the supervisee. Clinical supervision is the rationale and practice designed to improve the teachers' classroom performance.

Record keeping is an important component in the academic performance of a school, teachers are required to make and retain records i.e. schemes of work, lesson plan, records of work, mark book, progress record book and attendant register. Students' exercise books and lesson notes reflect the work load covered in class by teachers. It is the principal's role to regularly inspect on the students' exercise book/lesson notes to ensure that the school syllabus is covered appropriately and assignments are marked. The development of a lesson note serves as a road map to effective teaching. Teachers were therefore expected to take adequate care when writing their lesson notes while the principals or unit heads, who were their immediate supervisors, needed to be concurrent in checking their lesson notes to make the more responsible to their duties.

The use of instructional materials, form an integral part of successful teaching and learning. When instructional materials are selectively chosen and appropriately utilized, they can enable a good teacher to teach better and convey knowledge, which would have been impossible to achieve through spoken or printed form. The principals thus needs to provide these for their teachers. Where it is impossible to procure instructional materials due to cost, efforts should be made to encourage the teachers to improvise. The principal should therefore

gather all possible resources from the ministry of education (MOE), the community and other organizations and ensure that the resources are fully and effectively used

The appraisal of teachers' pedagogical practices is necessary in order to safeguard quality standards in schools. In order to accomplish this task, the principal must have an intimate knowledge of the psychology of human learning, have a command of the various theories of instruction, be acquainted with the source and uses of instructional materials and be familiar with evaluation techniques (Adetula, 2005). Continuous assessment is an integral part of teaching process. Teaching without assessment is an incomplete educational process. It helps the teacher to assess different areas of course content, which a single final examination may not be able to cover. It is the responsibility of principals to ensure adequate supervision of teachers as regard the administration of continues assessment in school.

Demonstration teaching is an excellent way principals could use to illustrate specific teaching skill to the teachers. It helps teachers to grow professionally, to enrich the curriculum, to upgrade the materials of instruction, to better the physical facilities and to enlarge the scope of special services (Chike-Okoli, 2005). Since it is the teacher who gives the actual classroom instruction, the principal as an instructional supervisor should realize that elements of improvement lie within the teacher and so he should seek the cooperation and participation of the teacher in the instruction programme.

Teachers play a crucial role in ascertaining whether or not the desired educational results have been achieved. Teachers are the backbone and bedrock of the entire educational system. Their effectiveness is perhaps the most important factors affecting the future development of education (Ikegbusi & Iheanacho, 2016). According to the Federal Republic of Nigeria (2004), the goals of teacher education should be:

1. production of highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;

2. encourage further the spirit of enquiry and creativity in teachers;

3. helping teachers to fit into the social life of the community and the society at large and to enhance their commitment to national goals;

4. providing teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing conditions and;

5. enhancing teachers' commitment to the teaching profession.

Several problems militate against the realization of these goals. One of these may be attributed to the falling measures of instructional methods and supervision in public schools. The smooth running of the school system calls for effective instructional supervision of principals to provides an environment conducive for effective teaching and learning for improved students' academic performance. It is against this backdrop that this research study assessed the principals' supervision of instruction on teachers' role performance in Junior Secondary Schools in Kaduna State, Nigeria.

1.2   Statement of the Problem

Principalship is a well established position of the chief executive who provides instructional leadership by coordinating curricula, co-curricular programmes and is responsible for general administration of the secondary school. The principals being the instructional leaders are at the vantage position to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them for scholarship and best practices in curriculum delivery.

In public Junior secondary schools in Kaduna State, it has been observed that some school principals as instructional supervisors have tended not to have devoted adequate time to the supervision of instruction, including the inspection of teachers' lesson notes – the very steering wheel for driving lesson delivery. The situation is so bad that teachers write out just anything as lesson notes without adequate checking of the notes for positive pedagogical results. The resultant effect of which are poor classroom instruction, poor evaluation of students' performance during and at the end of the term, inappropriate adoption of teaching methods, poor use of teaching aids, poor supervision of students' extracurricular activities among others.

Nowadays, parents and guardians of students in Kaduna State are becoming more curious about the kind of education given to their children and wards. Quite often, they show their concern by demanding that the school should teach better than in the past. People no longer agree that secondary schools graduates are in any way comparable to primary schools leavers of yesteryears. Government are also worried that in spite of high colossal of money invested in education, things are not getting better with the sector.

Consequently, due to high cost of education, stakeholders are becoming increasingly interested in the school system. They monitor the teachers and their wards' activities critically to ensure that adequate teaching and learning activities take place. Accusing fingers from different quarters are pointed to ineffectiveness of teachers as they execute their daily duties and poor instructional supervisory practices by school heads. The mass failure of students in public examinations has no doubt made parents lost confidence in the ability of the public schools to produce good products. Admittedly, no educational system is problem free. However, the decay in Nigerian secondary educational system is becoming embarrassing.

In view of above exposition, one continue to wonder what is wrong with Nigerian educational system? Are principals not adequately performing their supervision of instructional roles in secondary schools as expected? Or are teachers neglecting their role performance in schools? Do principals' internal supervision of instruction has any effect on teachers' role performance in Junior Secondary Schools? In other words, are principals not adequately performing their internal supervision of instruction roles as expected?

There are complaints and reports that many principals do not devote much time and attention in planning, supervising, coordinating, directing and influencing academic activities in their schools. There are also complaints that teachers are no longer efficient and productive because they do not make optimal use of the available time to see that the students acquire necessary skills, knowledge and attitudes as specified in the schools' curricular activities because of poor instructional leadership practices displayed by principals.

Over the years, empirical evidences and reports in literatures revealed that studies related to principals' internal supervision of instruction on teachers' role performance in schools has been conducted at different levels in different locations and from different perspectives. But, evidence from available literatures show that no such study has been carried out or reported in Kaduna State, hence, there is a need to fill the existing gap. In addition, most of the studies conducted only focus on a particular aspect of principals' instructional role performance and how it influences teachers' role performance or students' academic performances in secondary schools. It is against this backdrop that this research study assessed the principals' supervision of instruction on teachers' role performance in Junior Secondary Schools in Kaduna State.

1.3   Objectives of the Study

The following objectives were raised to guide the study:

1. examine the impact of principals' classroom visitation on teachers' role performance in Junior Secondary Schools in Kaduna State;

2. assess the impact of Principals' supervisory practice of record checking on teachers' role performance in Junior Secondary Schools in Kaduna State;

3. examine the impact of Principals' supervision of instruction on teachers' continuous assessment of the students in Junior Secondary Schools in Kaduna State;

4. assess the impact of Principals' supervisory practice of instructional materials provision on teachers' role performance in Junior Secondary Schools in Kaduna State;

5. assess the impact of Principals' supervisory practice of evaluating instructional methods on teachers' role performance in Junior Secondary Schools in Kaduna State; and

6. examine the impact of principals' supervision of interactive session on teachers' role performance in Junior Secondary Schools in Kaduna State.

1.4   Research Questions

The following questions were raised to guide the study.

1. How does principals' classroom visitation impact on teachers' role performance in Junior Secondary Schools in Kaduna State?

2. In what ways does Principals' supervisory practice of record checking impact on teachers' role performance in Junior Secondary Schools in Kaduna State?

3. What is impact of Principals' supervision of instruction on teachers' continuous assessment of the students in Junior Secondary Schools in Kaduna State?

4. How does Principals' supervisory practice of instructional materials provision impact on teachers' role performance in Junior Secondary Schools in Kaduna State?

5. In what ways does Principals' supervisory practice of evaluating instructional methods impact on teachers' role performance in Junior Secondary Schools in Kaduna State?

6. What is the impact of principals' supervision of interactive session on teachers' role performance in Junior Secondary Schools in Kaduna State?

1.5 Research Hypotheses

The following null hypotheses were formulated to guide the study.

HO1: There is no significant difference in the opinions of teachers, principals and school supervisors on the impact of principals' classroom visitation on teachers' role performance in Junior Secondary Schools in Kaduna State.

HO2: There is no significant difference in the opinions of teachers, principals and school supervisors on the impact of Principals' supervisory practice of record checking on teachers' role performance in Junior Secondary Schools in Kaduna State.

HO3: There is no significant difference in the opinions of teachers, principals and school supervisors on the impact of Principals' supervision of instruction on teachers' continuous assessment of the students in Junior Secondary Schools in Kaduna State.

HO4: There is no significant difference in the opinions of teachers, principals and school supervisors on the impact of Principals' supervisory practice of instructional materials provision on teachers' role performance in Junior Secondary Schools in Kaduna State.

HO5: There is no significant difference in the opinions of teachers, principals and school supervisors on the impact of Principals' supervisory practice of evaluating

instructional methods on teachers' role performance in Junior Secondary Schools in Kaduna State.

HO6: There is no significant difference in the opinions of teachers, principals and school supervisors on the impact of principals' supervision of interactive session on teachers' role performance in Junior Secondary Schools in Kaduna State.

1.6   Basic Assumptions

The study put forward the following assumptions:

1.   Teachers' role performance in Junior Secondary Schools will improve if principals regularly carried out classroom visitation.

2.   If principals' supervisory practice of checking teachers' records is not regularly carry out it will retard teachers' role performance in Junior Secondary Schools.

3.   Principals' supervision of instruction will improve teachers' continuous assessment of the students in Junior Secondary Schools.

4.   Inadequate principals' supervisory practice of instructional materials provision will contribute to poor teachers' role performance in Junior Secondary Schools.

5.   Principals' supervisory practice of evaluating teachers' instructional methods will enhance teachers' role performance in Junior Secondary Schools.

6.   Interactive session organized by Principals will improve teachers' role performance in Junior Secondary Schools.

1.7   Significance of the Study

Assessing the principals' supervision of instruction on teachers' role performance in Junior Secondary Schools will be of important to principals, prospective principals, teachers, instructional supervisors, quality assurance officers, policy makers and future educational

researchers. The study will be useful to principals as they work toward creating classroom climate and selecting instructional strategies and resources that are supportive to the effective teaching and learning process. The result of the study will be useful to principals and prospective principals to understand the supervisory role performance they are expected to perform in discharging their duties in schools. Through the result of this study, principals and prospective principals will become more skilful, competent and effective in the performance of their instructional roles toward the improvement of teaching and learning process.

The study will provide feedback to the teachers on the need to modify subsequent instructional practices and provide classroom environment that will help to improve the levels of students' academic performance in secondary schools. Furthermore, the result of this study will serve as a guideline to the school supervisors or instructional supervisors as well as the quality assurance officers in the ministries of education on how to assess the instructional role performance of teachers and how to improve such for effective teaching and learning operation.

In addition, the study will help policy makers in the ministries of education to formulate policies that will improve instructional practice of teachers as well as supervisory practice of principals toward achieving the educational goals. The study will add to the existing pool of knowledge in education, particularly in Educational Foundations and Teacher Education. The study will also serves as an additional academic reference on education for future education researchers who may want to conduct similar research study.

1.8   Scope of the Study

The scope of this study is limited to the assessment of principals' supervision of instruction on teachers' role performance in Junior Secondary Schools. The study covered

only public Junior Secondary Schools in Kaduna State, which comprises of twelve (12) Education Zones. This means that only public junior secondary schools in Kaduna State were the focus of this study. In addition, the study assessed areas of principals' internal supervision of instruction on teachers' role performance, which include; classroom visitation, supervisory practice of checking teachers' records, supervisory practice of provision of teachers' instructional materials, supervisory practice of evaluating teachers' instructional methods, continues assessment and organizing interactive session after classroom visitation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1   Introduction

This chapter reviewed the literatures that are related to the research work "Assessment of Principals' Supervision of Instruction on Teachers' Role Performance in Junior Secondary Schools in Kaduna State, Nigeria". The reviewed of related literature discussed the conceptual framework of the study which include the concept of supervision of instruction concept of classroom visitation, concept of school records, concept of continuous assessment in secondary schools, concept of instructional materials, concept of instructional methods and concept of interactive session. It also discussed models of instructional supervision and Cogan's eight-phase model of clinical supervision. Empirical works of previous researches were also discussed in relation to the present study to the present study.

2.2   Conceptual Framework

This section reviews some concepts that are related to the present study. The concept discuss include concept of school supervision, purposes of school supervision, principles of school supervision, techniques of school supervision and supervisory role performance of principals in secondary schools. Also, the concept of classroom visitation and impact of principals' classroom visitation on teachers' role performance, the concept of school records, types of school records and impact of principals' supervisory practice of records checking on teachers' role performance, the concept of continuous assessment in secondary schools and impact of principals' supervision of instruction on teachers' role performance of   continuous assessment will be critically discussed.

Furthermore, the concept of instructional materials and impact of principals' supervisory practice of instructional materials provision on teachers' role performance, the concept of instructional methods and types of instructional methods used in secondary schools, the concept of conference and impact of principals' supervision of conference on teachers' role performance will be look into in relation to the present study. In conclusion, models of instructional supervision such as skill training model, counseling model, clinical model and Cogan's Eight-Phase Model of clinical supervision will be discuss as they related to supervisory role performance of principals in secondary schools.

2.2.1 Concept of Supervision of Instruction

Supervision today takes many different forms and emphasizes different factors in the educational spectrums. As a concept, the word 'supervision' is polymorphous in nature. This implies that it has diverse meanings and definitions based on individual's need, purpose, perspective and experience. In view of above, several authorities in the field of educational administration and planning have presented different definitions for supervision. The views of goals of supervision and the nature of relationship between teachers and supervisors imparted most of these definitions.

According to Peretomode (1995), supervision of instruction is basically concerned with supporting and assisting teachers to improve instruction through changing their behaviour. From this definition, the main center of focus of supervision is a service of activity that exists only to help teachers to do their job better. Nwosu (1997) defined supervision of instruction as the objective and identifiable professional service offered to teachers in the form of instructional materials, specific suggestions for the improvement of instruction and painstaking assistance in students' diagnosis and evaluation. This definition of supervision

only centered on professional services rendered to teachers in order to improve the quality of their work or instruction.

In the words of Chinyere (1997) supervision of instruction is the process of enhancing and improving effective teaching and learning in schools. This definition indicates that supervision is all about enhancing effective teaching – learning process in the school. Sule (2004) viewed supervision of instruction as an activity that involves monitoring, harmonizing and assessing all the activities needed to achieve the goals of school. From this definition, supervision is look at, as a service of activity that exists only to improve instruction in schools. In the same vein, Oboegbulem (2004) asserted that supervision of instruction is concerned with those aspects of administration aimed at maintaining the efforts personnel in line with the goals of administration. This definition laid emphasis on how to help teachers to set realistic goals for themselves. Tijani and Shehu (2007), also expressed similar view when they asserted that instructional supervision is a process through which effective and a result oriented teaching – learning outcomes can be realized. This means, it is essentially a process which leads to the evaluation of the instructional activities in term of stipulated objectives of the school system (Okure, 2004).

In her contribution to the subject, Chike-Okoli (2007) perceived supervision of instruction as that dimension of teaching profession which is concerned with the improvement of instructional effectiveness done by means of advising and stimulating the interest of teachers and students and help to improve teaching and learning situation. This definition looked at supervision from the behaviours which are very much related to instruction (Teachers) and relate very little to students (Learners). From the perspective of Alimi and Akinfolarin (2012), supervision of instruction involves the stimulation of professional growth

and development of teachers, selection and revision of educational objectives, materials of instruction, methods of teaching and evaluation of instruction. This definition indicates that supervision is all about promoting leadership and teacher growth in educational practice. It recognizes that a teacher has potentials that needed help, guidance and directing in order to improve the quality of their works.

Oyewole and Ehinola (2014) described supervision of instruction as a process of bringing about improvement in the teaching and learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning. This definition focuses on improving teaching – learning process through human relation. To them, the main function of supervision is to improve the learning situation of students through human relations. Supervision according to Okobia (2015) as cited in Ikegbusi and Eziamaka (2016) is a helping relationship where the supervisor guides and assists the teachers to meet the set target. This definition describes supervision from the point of establishing the relationship with stakeholders in the school system for the purpose of achieving the set objectives.

Having presented different definitions of supervision of instruction advanced by scholars of educational administration and planning over the years, it is observable that the words 'supervision of instruction' takes different forms and emphasizes different factors or variables in educational spectrums. While variables in some definitions given focus on professional services rendered to teachers to improve their quality output; some centered on teaching and learning process as well as giving teachers support, assistance and feedback. In the same vein, some definitions tend toward the belief of some researchers that supervision exists for the primary purpose of improving instruction. Based on the above, supervision of

instruction can be view as a systematic process of guiding, motivating, and providing professional assistance to teachers in order to enhance effective teaching and learning in schools.

2.2.2 Purposes of Supervision of Instruction

There is no gainsaying the fact that regular school supervision is very important for effective teaching and learning as well as attainment of educational aims and objectives of secondary schools. However, Olele (1995), Olagboye (2004), Chike-Okoli (2005) and Dare (2009) enumerated the following purposes for schools supervision.

1. To improve teaching and learning activities in the school.

2. To improve the quality of teaching and learning for the benefit of both the learners and the teachers.

3. To assist teachers to develop the required teaching skills.

4. To determine whether a teacher should be transferred, promoted, retained, or dismissed.

5. To equip teachers with the skills of curriculum development.

6. To ensure that schools are run effectively and efficiently.

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

8. To evaluate the conditions of teaching and learning in the school.

9. To provide a guide for staff development.

10. To ensure and sustain the link between the school and the Ministry of Education.

11. To evaluate and improve schools for external examinations.

12. To carry out investigation either in respect of a petition or for school upgrading.

13. To ensure that schools use the curriculum developed by the Ministry of Education.

14. To assess the adequacy of staff and facilities in the school.

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

16. To help new teachers to have a clear understanding of the objective, role and relationship of their positions as well as the direction of their efforts in the school.

17. To ensure that every teacher in the school is effectively performing the duties assigned to him.

18. To know the direction of the school (whether science or art oriented).

19. To help teachers in identifying their strength and weaknesses with a view to providing relevant in-service training.

20. To help teachers to solve the professional problems they may encounter in their work.

Based on above enumeration, it can be stated that in the modern concept of supervision of instruction, the establishment and maintenance of satisfactory human relations among all staff members is primary. The modern supervision seems to focus more on the roots of education and the improvement of learning.

2.2.3   Principles of Supervision of Instruction

Supervision of instruction is a process of assisting the teacher to improve himself and his instructional abilities so as to enhance effective teaching and learning. It therefore demands the creation of a congenial atmosphere or environment coupled with good human relations by the supervisor. Though, there are no hard and fast rules and regulations regarding supervision and recognizing the unique individuality of people, yet there are some basic principles within which a supervisor should operate. According to Oyewole (2009) the following are the principle of supervision of instruction.

1. People Should Work in a Safe and Healthy Environment: The supervisor must at all times be conscious of his responsibility for the safety and security of his staff, be it physical,

electrical or accidental. The supervisor should therefore be on the lookout for dangerous spots and occurrences which may cause accidents for which the organization could become liable in law. The supervisor could also do a lot to make the school happy place for the workers, if he sets the right tone.

2. People Must Always Understand Clearly What are Expected of them: When a new worker is recruited, he is often anxious to know the kind of organization he is getting into, and what his responsibilities are. The supervisor therefore owes it a duty to brief the new employee on all he is expected to know for his benefit and that of the organization.

3. People Need Guidance in doing their Work: The supervisor needs to brief his people often, promptly and fully and possibly, all at once to avoid grapevine phenomenon which is rooted in poor supervisory practices and flourishes under careless and carefree supervisor. Also, he should be able to provide specialist information to workers especially that relating to each worker's schedule. He should provide workers information on the best techniques for each kind of job. And lastly, the organization owes it a duty to help its staff with personality improvement.

4. Poor Work Should Receive Constructive Criticism: While it is commendable that good work should be recognized, poor work too should deserve some attention. Often, it is much easier to criticize than to praise, when anyone does poor job, he expects criticism of the work. However, such criticisms which must be constructive must be made in private or in public. Adverse criticisms tend to be counterproductive. A worker's ego is lowered when the supervisor shouts at him, and that results in dissatisfaction with his job and consequent loss of interest and self-confidence. The main task of the supervisor is to

motivate his staff to operate at their fullest possible capacity. When a poor work is done, the focus is not blame-sharing but on how to improve his people's productivity.

5. Good Work Should be Recognized: Though this principle is readily accepted by all since recognition for good work, when done publicly gives the worker incentives. Yet, supervisors are often reluctant to use it for fear of overuse. Studies carried out show that workers acknowledge this principle as a mark of good supervision, while its lack is regarded as poor supervision. The supervisor can acknowledge the good work of his staff by telling the worker promptly on the spot and in the presence of other staff that he has done a good job. Also, he can follow it up with a formal letter immediately commenting his efforts, and make sure a copy of the letter gets into his personal file in the personnel/establishment department of the organization. He can also give a certificate of merit award to the staff, if such an award has been established. He can as well give the staff a bonus or cash award. He can give the staff some incremental credits in the salary in appreciation. Or recommend him for promotion or promote him to the next grade for which he is qualified.

6. People Should be Given Opportunities to Prove themselves Deserving of Higher Responsibilities: The notion of wondering who would fill a vacancy in an organization reveals weak supervision. To be able to fill such vacancies as they occur implies that, supervisor would have given staff opportunities to show their capabilities. Such potentials would have been noted, even before the vacancy occurs and would have been trained and tried and such opportunities would be based on merit, not on simple seniority or age. Such training can be opportunities to work on special assignments, different locations and/or

offices especially when the supervisor is on field trips or annual leaves. The supervisor who develops his man is in turn developing himself for greater responsibilities.

7. People Must be Encouraged to Improve themselves: The process of education is life-long, to enable us solve new problems. Therefore, workers must learn to improve or develop themselves in many ways, either through reading, discussions (especially with more educated and more experienced people) or writing for self expression among others. It is therefore the duty of the supervisor to encourage his staff to thirst for knowledge and continue the search for new ways/techniques of carrying out duties. Though, it is not easy to stimulate people, but if done successfully has multiple effects not only for the staff but also for both the supervisor and the organization or unit.

Also, according to Osungboye (2001), the following have been identified as the fundamental principles of supervision:

1. Supervision should help interpret and put into practice the latest findings of educational research.

2. It should help clarify educational objectives and goals and should enlighten on the implications of such goals and objectives.

3. It is a cooperative, team-type service.

4. It should exist in the organization and proper administration of co-curricular activities for students.

5. The effectiveness of the programme of supervision should be evaluated by both participants and outsiders.

6. The responsibility for improving the programme for school supervision rests with the teacher for his/her classroom and with the school head for his/her school.

7. All teachers need, and are entitled to supervisory help. This service is the main responsibility of the executive head of the school administration.

8. A short term and long term planning for supervision is essential. All those affected in the process should participate in the planning sessions and in the programme for supervision.

9. Supervision should be adapted to meet the individual needs of school personnel.

10. There should be adequate provision for supervision in the annual budget.

In the same vein, Adenaike and Adebanjo (2000) observed that for teachers to be more receptive to supervision, the following principles should be adhered to:

i. Supervision should focus on all elements of teaching-learning situation, not teacher centered.

ii. The chief purpose of supervision should be the improvement of learning; they should be inspirational and instructive rather than repressive.

iii. Supervision should afford each teacher a definite and concrete basis for improvement.

iv. The supervisor should be responsible for rating teachers. He is responsible for what transpires in the classroom and for the instruction in all areas, at all levels.

v. The supervisor should help the teacher use various measures of self-evaluation.

vi. Teachers should feel free to discuss their problems and to make suggestions. The supervisor on the other hand must respect the opinions and points of view of the professional staff.

vii. The supervisor should assist in providing suitable enabling environment for teaching-learning activities.

viii. All supervisors, in recommending methods, should consider the individual differences of teachers as to personal, physical, mental and social capabilities.

ix.   Supervision of methods should include preparing, observing, and a follow-up conference.

2.2.4   Techniques of Supervision of Instruction

Techniques are ways or modes of executing or doing a things toward the realization of objectives. There is a difference between doing a thing and causing it to be done. In addition to doing things, a good supervisor causes things to be done by others. Causing things to be done requires great skills in organization. It also requires confidence in one's ability to organize. The basis of this confidence is dependent on knowledge because knowledge is power. Therefore, the practice concerned with causing things to be done will recognize that there are many techniques of supervision behaviour. This implies that there are arrays of activities that the skillful supervisor can utilize to bring about desirable effect on teachers' behaviour for achieving teachers' classroom performance. These are called techniques of supervision. They are important for improving teaching and learning in school. According to Oraemesi (1997) and Oyewole (2009) the following are techniques of supervision of instruction.

1. Classroom Visitation/Observation: This involves the systematic live observation of a teacher and analyzing his or her classroom practices and the teaching-learning process. It is a situation where the teacher is working directly with learners and the supervisor is present as a witness to observe systematically classroom events. During observation, the supervisor also looks for planning and preparation, lesson presentation, teachers' personality and student- teacher interactions or relationship. It serves to inform supervisors not only of the problems teachers are encountering but also the outstanding practices in effect.

2. Teacher Visitation: It 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 is particularly helpful if the inexperienced teacher watches experienced teacher in action, thus, helping him to learn how to organize and manage students in the classroom, and to plan effectively and in the effective utilization of resources.

3. Workshop: This activity involves a small group of people that is temporarily formed to discuss a specific topic, or work on a common problem and trying to find solution(s) to a specific problem. Maximum emphasis is always on interaction and an optimum amount of critical analysis of ideas related to the problem or topic at hand is encouraged in a permissive topic-centered, face-to-face situation (Ogunsaju, 1983). The participants could comprise of teachers, supervisor(s), professional educators or resource persons and the theme of the workshop must either center on educational issues or instructional problems. Educational workshop could be organized at local school level or national level. The workshop must be planned so as to map out the venue, the purpose of the seminar, logistics involved based on the anticipated number of participants. Evaluation is very important in workshops. A workshop without evaluation will not achieve much because, it is through evaluation that the entire values and results of the workshop would crystallize. This evaluation should cover the process of the workshop, the methods of cooperation and the learning outcomes. Evaluation results will help all the participants informed on gains of the workshop and highlights the need for further workshop.

4. Conference: A conference is very important technique which the supervisor uses to guide, help and stimulate the supervisees. Any meeting involving two or more people, one being a supervisor and one a teacher is described as a conference.

5. Micro-Teaching: This is very necessary for teaching both pre-service and in-service teachers. It is a teaching situation which is scaled down in terms of time, class size, and teaching complexity to allow the teacher focus on selected teaching strategy. It is designated to develop new skills and refine old ones. Depending on the availability of facilities, the lesson may be or not video recorded. After the lesson, the teacher together with the supervisor (and the pupils) will view the replay of the lesson, evaluate the person and discuss aspects of the lesson. The supervisor suggests ways by which the lesson could be improved.

6. Counseling Approach: It is based on the premise that since teaching is an expression, there are psychological changes in teaching behaviour. Counseling Approach is also based on the assumption that if one can build a sense of personal security and confidence, positive result is expected in the classroom; also teacher's self-concept can be improved. Thereby, the strategies and techniques inherent in ego-counseling, psychotherapy, and client-centered therapy are very relevant to this practice. The absence of specialized training in these aspects may be setback though. In this, the supervisor and the teacher meet with each other outside the classroom. Data or information about the teacher is not gathered directly. The supervisor here is concerned about the teacher's self-awareness.

    With the above and some other techniques, one can agree that the supervisor has so many techniques to work with to achieve improved instruction and teacher's classroom performance.

2.2.5   Supervisory Practice of Principals in Secondary Schools

As an educational leader, the principal is responsible for supervision of instruction and execution of other administrative functions in the school. Since the principal is the chief administrator in the school, his main function should be concerned with the improvement of the quality of instruction in the school. The principal, as a supervisor, must be sincere, firm, approachable and ready to help people to solve their problems and maintain a relaxing atmosphere that will encourage, stimulate and inspire teachers in the school to work harmoniously.

It is the role of principal as an instructional leader to see that the right kind of teacher with adequate, appropriate knowledge and experience is placed in the right position in charge of the appropriate class and subject. By carrying out appropriate deployment, the principal tries to improve the quality of instruction in the school. In addition, the principal should not only deploy teachers but also see that teachers are provided with materials to work with. Such materials may include syllabus, scheme of work, dairies, chalk and other instructional materials used to facilitate effective teaching and learning in the school.

According to Ogunu (2000) the supervisory role performance of principals in secondary schools includes the following.

1. Working with the teachers in the development of instructional goals and objectives and ensuring that they are consistent with the national policy on education; that they are clearly understood and consistently followed.

2. Providing teachers and other instructional staff with necessary resources for effective teaching.

3. Obtaining and making available for teachers all educational information.

4. Stimulating, encouraging, supporting and facilitating all activities designed to improve instruction.

5. Visiting classrooms often and observe how teachers teach.

6. Holding individual and group conference with teachers to exchange views with them and discuss ways of improving instruction.

7. Helping teachers in evaluation and development of curriculum.

8. Visiting other schools and curriculum centres for the purpose of finding out the good aspects of their curriculum practices that can be utilized by the school.

9. Developing a sound library and instructional resources centre in his school.

10. Inspecting teachers' lesson notes, class registers, diaries, teaching aids and offering professional advice for their improvement.

11. Encouraging teachers' participation in in-service courses and workshops and professional organizations.

12. Organizing orientation programmes for new staff members.

From above highlighted point, it evident that supervisory role performance of principals is needed to help teachers with their many problems and to guide them in a continuation of their in-service education. Just as no teacher is prepared to teach all the content areas equally well, neither can a principal be expected to provide supervisory leadership and assistance in all areas of the school programme equally well. Moreover, administrative work cannot allow principal to work with individual teachers and given the fact that the teachers are professionals in their own field which may differ from the principals; what the principal can do is to provide a situation for teachers to work with each other and with their heads of departments.

2.3 Concept of Classroom Visitation

This is also called classroom observation. Observing teaching and learning in the classroom is one of the most commonly used technique of instructional supervision. According to Peretomode (1997), classroom visitation involves the systematic live observing of a teacher and analyzing his or her classroom practices and the teaching – learning process. Udeozor (2004) described classroom visitation as a process by which principals plan visit classrooms to watch teachers and students in action. The principals as the supervisors on their visit guide and direct in a friendly way both the teacher and the students. It is a situation where the teacher is working directly with the learners and the supervisor is present as a witness to observe systematically classroom events. The major purposes of classroom visitation are to observe, advise, guide, direct and stimulate teachers and students so as to improve the teaching and learning situation and hence achieve the objectives of the education system (Udeozor, 2004).

Classroom visitation is only useful when the supervisor has established a rapport with the teacher. This implies that, the effectiveness of classroom visitation depends on the extent the supervisor is able to make adequate planning as well as the knowledge of modern supervision. According to Nosiri (1997) classroom visitation is a process by which a supervisor visits the school to watch both the teacher and students in action. According to Chike-Okoli (2005), classroom visitation is necessary to determine the physical learning environment in which the students and teachers are working. The environment should not be too dark or lighted, too hot or cold, too neat or untidy and it should be free of distracting noise and pollution. Unless the supervisor visits the classroom frequently, these condition (desirable

or undesirable situations) may not be discovered. Chike-Okoli (2005) further observed the following as the main purpose of classroom visitation.

1. Observe a substitute teacher in action

2. Hear a resource person make a presentation

3. View small and large group instruction under the team teaching plan of organization.

4. Observe an outstanding lesson by invitation of the teacher and

5. To assist in the evaluation of an audio visual presentation.

This technique state clearly the purpose of the visit and an assurance that the teacher in question understands the purpose. The supervisor should also be aware of teaching and learning situation before making the visit. According to Nosiri (1997), for effective classroom visitation by the principals, the following should be put into consideration or bear in mind.

1. Good rapport should exist between the teacher and the supervisor.

2. Visitation should be largely on an "on call" basis.

3. The supervisor should carefully prepare for each classroom visit.

4. The visitor should enter the classroom as unconstructively as possible.

5. The supervisor should not participate in the activity in progress.

6. A conference should precede the visit.

7. A conference should follow the visit.

8. Notes for use in the conference should be kept of each extended classroom observation, but they should not be made during the visit without the approval of the teacher.

9. The observer should concentrate on total learning situation.

10. The supervisor should attempt to discover the strong points in the learning situation.

11. Suggestions for improvement of the lesson should be made unless the teacher asks for them.

12. The supervisor should not remain in the classroom if his presence is disturbing either the students or teacher.

13. There is no established minimum and maximum time for a visit.

14. Details of classroom management are important to observe.

15. Record of supervisory visit should be kept.

16. During the visit, the supervisor should not in any way show disapproval of what is happening in the classroom.

17. The supervisor should make a complimentary remark before leaving the classroom.

2.3.1 Impact of Principals' Classroom Visitation on Teachers' Role Performance

Classroom visitation is a basic supervisory technique. To serve effectively in a supervisory capacity, the principals should see the students' extra-curricular activities and social events. This will offer him the opportunity to gather information about the students. He checks to see whether or not they are improving in their work habits, growing in their ability to think critically and creatively and learning how to get along better with each other. This will offer him the opportunity to gather information about the students. The principal as the supervisor also gets some cues from the teacher as part of the learning environment, how the teacher feels about the students, the effect of his personality on the students, how he feel about the area of the curriculum being taught and the extent to which the teacher is providing for individual differences, his skills in the classroom management and how students like and respect the teacher. The knowledge of the above will help the supervisor become aware of the obvious strengths and weakness in the school's instructional programme.

The supervisor should check to determine whether or not classroom is well equipped with supplies, books, maps, charts, pictures and other audio – visual materials. The supervisor sometimes visits the class at the specific request of the teacher who need and wants some assistance with a problem or recognized difficulty.

More frequent classroom visitation will be necessary to the class of new and inexperienced teachers for the purpose of helping them get adjusted and oriented properly to a new teacher. The principal as supervisor should encourage the attitude of creativeness and experimentation. In classroom visitation, teacher should be reassured that the visit is made for the sole purpose of assisting with classroom problems and improving instructional techniques. They should never be in doubt as to the purpose of a supervisor's visit to the classroom. When teacher have had an advance preparation for classroom visits and they understand thoroughly that such visits are for supervisory reasons, they are likely to have little fear of the visit.

2.4 Concept of School Records

Different authorities at different times on different occasions and from different perspectives, has given different definitions of school records. Yet, there is no pinned down definition that is accepted to all scholars. However, a gleaned from different definitions given gave us a clue on what the term is all about. For instance, Okpetu and Peretomode (1995) defined school records as comprising all the books and files or other documents containing information relating to what goes on in that school, who is in the school as well as what type of property the school owns.

According to Bosah (1997) school records are documented statements of facts about persons, facilities, proposals and activities in and about the school. The record could be on paper or in films. They are numerous and usually assigned or delegated to members of the

school staff. In the words of Achuniwe (1998) cited in Udeozor (2004) school records involves a continuous process of collecting and collating information on various affairs of the school. It facilitates the work of the school administrator, making it easier for him to retrieve necessary information whenever he requires them.

National Teachers' Institute (2008) defined record keeping as pieces of information necessary for the existence and sustenance of an individual and an organization. It stressed further that they are useful and necessary for the smooth running of schools and decision making about the school and the educational system. Ndayalechi (2010) described school records as authentic register of instruments or document of official accounts of transactions or occurrence which are preserved in the school's office. They are official transcripts or copies of proceedings of actions, events or other matters kept by the school manager. Ajayi and Ayodele (2011) viewed school record keeping as pieces of information kept on relevant events about the school. There are permanent and semi permanent. Permanent records are those information stored in hard cover books and computers while semi – permanent records are those information stored in files and ordinary sheet of paper.

2.4.1   Purposes of School Record Keeping

School records are essential documents that provide vital information about the school. They provide authentic data on the life of the school. However, the following according to Udeozor (2004) and Ndayelechi (2010) are some of the purposes of keeping records in the schools

1. School records provide useful information on the important activities in the school
2. It ensures that the school head keeps strictly to the Education regulations as enacted by the Government

3. It provides means of assessing progress in education

4. Parents may wish to request for reports on their children and wards. Well kept records help the school administrator to satisfy the informational needs of the parents

5. Good records help the school administrator to provide information required on any of his subordinates, students or facilities in the school.

6. Record serves as the historical archive of the school – portraying the historical developments and trends.

7. To facilitate and enhance the provision of effective guidance and counseling services for pupils/students in the social, academic and career domains;

8. To facilitate continuity in the administration of school

9. To provide information needed on ex-students by higher and other related institutions and employers of labours for admission or placement

10. To provide data needed for planning and decision making by the school heads, ministries of education and related educational authorities.

11. To provide information for school community, the general public, employers as well as educational and social science researchers for the advancement of knowledge.

12. To serve as data bank on which both the school head and staff, and even the students can draw on.

2.4.2   Types of School Records

According to Ajayi and Ayodele (2011) school records can be categorized into two, namely:

A. **Statutory Records.** These are records that are prescribed by education law/edit and so must be owned or kept by every school and should be produced on demand by the

authorities e.g. the inspectorate or supervisory. The Education law requires that every school must keep certain specific records. These records include:

1. **Admission Register**: This is a register of admission, progress and withdrawal of students. This register contains the following particulars in respect of every student admitted to the school: Admission Number, name in full (arranged in alphabetical order), sex, name and address of parent/guardian, day, month and year of birth, previous school attended, last class read, day, month, year, class of admission, record of progress, date of leaving school, reasons for leaving and transfer certificate number

2. **Attendance Register:** The attendance register for each class contains the following particulars in respect of every student whose name is entered in the Admission Register until each time as the student is deemed to have left the Institution. The names of all boys in attendance at the start of the school year to be entered in blue or black ink in alphabetical order and thereafter the names of all the girls in red ink. The Register is designed to show the number of students physically present in the school day by day, hence the teacher needs to visit the class and not just sit in the staff room to do the marking. The Register shall be kept at least for 5 years, before destruction. The Inspector needs this document to ascertain the actual students enrolments in the various classes and the entire school.

3. **Log Book**: The log book contains records of important events happening in the school. It is a vital document from which the history of the school can be compiled. It is always kept under lock and key by the Head-teacher. The log book must not be destroyed. It must be properly guided by the Head-teacher. The inspector must ensure that the Head-teacher up – dates this record.

4. **Visitor's Book**: This is a record showing names, addresses of all important visitors to the school as well as the purpose of the visits. The book is to be kept permanently in the school. It should be kept in a prominent and accessible place in the Head-teacher's office. The first evidence to prove that the school was visited is the visitors book, hence the inspector must endeavour to record his findings in the school in this book and sign it.

5. **Education Law**: A copy of the Education Law with all regulations made there under and any amendments thereto must be kept by the Head of School.

6. **National Policy on Education**: It is compulsory for the Head-teacher to purchase and utilise a copy of the National Policy on Education.

7. **Inspection Report File**: This is a record containing the reports of visits made to the school by any inspecting officer of both the Federal and state Ministries of Education. The Inspector should ensure that the Head-teacher takes adequate care and utilize the Inspection reports. The file is often very useful during follow – up inspections.

8. **Corporal Punishment Book**: The Education Law permits only the Head-teacher or the teacher authorized by him to inflict corporal punishment on erring students. When this is done, proper records of the punishment must be kept. The name of the offender, the date of all such punishments, the nature of offence and the punishment must be properly documented. The inspector should always check this record to ensure that justice is fairly carried out in the schools.

9. **Record of Work Book**: Every teacher should record very carefully and briefly in his record of work book at the end of each week, what he has really taught. The Inspector should see that such entries are checked and properly endorsed by the Head-teacher.

10. **Lesson Notes**: These can be prepared daily or weekly. In the primary schools, daily lesson notes are preferred while in the secondary and Teacher Training Colleges, the teachers prefer weekly lesson notes. The inspector should ensure that lesson notes contain the following ingredients: introduction to be varied, aims to be specific and expressed in behavioural terms, appropriate teaching aids/apparatus to be used, previous knowledge to be related to the new topic, teachers' and pupils' activities to be properly graduated, conclusions to be varied. The Inspector should insist on the lesson notes before he allows any teacher to teach in the classroom.

11. **Continuous Assessment Dossier/Report Sheets**: It is now compulsory for every student in Junior Secondary School 1 – III to possess a copy of the Continuous Assessment Records, Report Sheets and Students' personal files. These are confidential documents which are kept in the head-teacher's office.

12. **School Time Table**: This is a record showing the daily activities of the school, class by class and of their teachers for the week. The record should show clearly the number of lessons taught daily, period by period and the names of the teachers handling them. The analysis should indicate the curriculum and the number of periods allocated to such subjects; as well as the subjects and number of periods taught by each teacher, in a week. This document is very important and the inspector should insist on its readiness within one week of resumption for the new academic session. It is a valuable document the inspector would need for Continuous curriculum overview. The class time table is extracted from the omnibus school time table in respect of each class. It is usually exhibited in each classroom.

13. **Finance Records**: The school's accounts books showing every item of income and expenditure must be checked by the inspector. It include, salary and payment vouchers, financial memoranda and accounting procedure for schools, records of last pay certificates, auditor's report file, school fees register, fee receipt books, details of accounts.

14. **Staff Time Book.** This record the time of arrival and departure of members of staff. This book is designed to encourage punctuality to work and regularity at work. It is also designed to check absenteeism on the part of workers.

15. **Staff Movement Book:** This has been designed to monitor the movement of workers during the official working hours. The State Ministry of Education had issued at least a copy to all schools in the state. The inspector must insist that all movements out of the school during the official hours must be properly recorded.

16. **Staff List:** A list of all the academic and non-academic members of staff showing names, qualifications with dates, Specialisation, date of first appointment, date of first appointment, assumption of duty post and adhoc duties must be kept by the Head-teacher.

B. **Non – Statutory Records.** These are records kept for the purpose of administrative convenience. That is, they are records that are private use to schools that find them useful. They are not prescribed by the law specifically, but are kept by the school because they provide s significant source of information to both the school and the community. Examples of such records are:

1. **Lesson Attendance Register**: This is a record kept by the class captain or leader of each subject group showing the name of students or teacher present or absent from a particular lesson. This record is usually given to the teacher to sign at the end of each lesson. The

book is designed to curb truancy by both the students and teachers. The records are usually given to the Head-teacher or Assistant to check at the end of school hours daily. This record will help the inspector to identify truantand non-committed teachers.

2. **Staff Files**: Each member of staff should have personal files. Such files must contain the record of service, letters of posting and assumption of duties, promotions, and other documents about that particular worker. Each file should be properly identified and given appropriate reference numbers.

3. **Staff Confidential Report File/APER Forms:** Duplicate copies of the special reports written on teachers and the Annual Performance Evaluation Report should be kept under lock and key by the Head-teacher.

4. **Marks Book**: This is kept by the teacher in respect of each subject handled in each class. Records from the marks book are used in the compilation of the Continuous Assessment Record. It is now mandatory for every teacher to keep accurate marks book for their classes. This should contain records of weekly, forthrightly, monthly or end-of-term tests written by the students. The inspector should demand for this record and encourage teachers to update his record which should form ascertain percentage of the promotion marks.

5. **Health records:** These are records of the names of students who were ill and sent to local health centers, school sick bays or the hospital for treatment. These records indicate the nature of the sickness and the treatment administered.

6. **Individual cumulative record card:** This is a continuous record or a combination of records that contain comprehensive information about a student. It provides a summary of

a student's academic progress in school and also includes the student's name, age, date of birth, date of admission, family background, social or extracurricular activities, etc.

7. **Duty report book:** This report book is mostly kept in secondary schools and teachers are assigned to specific days to be on duty, reports are made daily in the duty report book by teachers on duty he is expected to over all the school activities of that day. A record is made on all the observations and this is submitted at the end of the day to the school principal who would go through and be fully acquainted of the happening of that day. In boarding schools, it covers activities such as morning assembly, the three meal periods and other activities such as prep, light outs, labour games among others.

8. **Announcement Book:** This is a record of announcements made by the principal or school head. Some of these announcements are made during the morning assemblies for students and staff while some are written and passed round only for the teachers to read and sign. This is important because it helps in verifying the facts particularly when an announcement made by the principal is misinterpreted or misquoted.

9. **Health Record Book:** This book contains the record of students who were sick and were treated in the health centre, clinic or hospital. It contains information about the name of the child, class, nature of illness and comments made by the nurse or doctor who treated the case. It is necessary for the principal to refer to this record book from to time in order to find out how many of his students were sick during the week, the most common type of illness and ascertain whether the source of the illness is from the school like in boarding schools were the way food is prepared in the school kitchen could causes diarrhea due to lack of hygiene.

10. **Minute Books:** This is a record book for recording the minutes of every meeting held in the school. It is kept in the principals' office for purposes of reference when the need arises. Exercise books are provided for the minutes of the following meetings: Staff meetings, Board of governors' meetings, the parents-teachers' meeting and food committee meetings.

2.4.3   Impact of Principals' Supervisory Practice of Records Checking on Teachers' Role Performance

In the assessment of a system, records are very important. Principals should encourage teachers to keep school records under their custody up to date. They should also keep the records of students' academic performance, fill in dairies, attendance register, duty report book, take inventory and keep continuous assessment records. Chike –Okoli (2005) observed that a one to three days visit and observation made by school inspectors is not enough to assess the educational system. In built supervision should involve keeping of adequate records which can be discussed by supervisors. It is the responsibility of principals to monitor the keeping of school records, in order to enhance smooth administration of schools toward the realization of educational objectives.

It is the role of principals to be very careful in keeping records, checking and cross checking every item of information going out under their signatures. The principals must also check all the statutory records kept by the teachers with the emphasis placed on honest and faithfulness in keeping them. This is because, records management is one of the fundamental role of principals in the schools. The management of records in schools, like in any other organization, is a cyclic process involving principals and teachers. Most records are handled by principals and are kept manually, hence the processing, retrieval and utilization of records is not always easy. Principals supervisory practice of checking teachers' records has impact

on teachers role performance in schools. According to Ibara (2010) the following are characteristics or attributes of good record management.

i. **Completeness:** Complete and comprehensive records should be kept to give users all the information needed to plan and make effective decisions.

ii. **Cost:** Records should not be too expensive to keep. This means that the financial cost of collecting, analyzing, synthesizing, storing and retrieving records should be low.

iii. **Flexibility:** Data is flexible if it can be used by more than one user at different times for different purposes.

iv. **Quality:** The quality of any information contained in any record must be accurate and reliable. The greater the accuracy and reliability, the higher the quality of information, and the more likely the information system is to work well.

v. **Relevance**: A relevant record is one that is useful to the needs of the system. A good deal of irrelevant information is kept, particularly in schools. Data that is no longer relevant and not required by law should be securely disposed of.

vi. **Retention and Disposition of Records**: The disposition of records does not entirely mean destruction. Disposition can also include transfer of records to a historical achieve, to a museum, etc. In the case of schools, however, most records are disposed of when no longer needed. The public officials concerned may destroy these records upon expiration of the retention period.

vii. **Timeliness:** Information contained in a record should be retrievable as it is needed rather than after important decisions have been made.

viii. **Variability**: This refers to the degree of consensus arrived at among various users examining the record. The greater the consensus among users, the more accepted the record.

ix. **Maintenance:** The maintenance of records involves all activities that ensure that they are in good condition, and kept in an orderly state. This is a central function of records management.

From the above exposition, it is evident that principals have role to play in the supervision of checking teachers' records in the schools. if this is properly done, it will improve the role performance of teachers in term of keeping and updating their records in the schools.

2.5 Concept of Continuous Assessment in Secondary Schools

Continuous assessment has been variously defined by various writer over the years. To some, it means a summative 'mark' or score added to the final examination to certify students; some believe it to be a diagnostic and formative evaluation of student's learning (Ango, 1997). However, the following are gleaned from their various definitions. For instance, Wasagu (2002) viewed continues assessment as a method of finding out what the pupils/students has gained from learning activities in terms of knowledge, thinking, reasoning, character development and industry. According to Mang (2005) continuous assessment involves a range of techniques by which a head or teacher ensures that pupils' work in the various subjects is regularly and comprehensively evaluated.

Yoloye (1984) cited in Mohammed (2007) described Continuous Assessment as a method of evaluating the progress and achievements in educational institution. Yoloye's view aims at getting the truest possible picture of each student's ability and at the same time help

each student to develop his or her abilities to the fullest. It is a method whereby the final grading of students considers in a systematic way their whole performances during a given period of schooling. The view expressed by Yoloye, shows that Continuous Assessment is progressive in terms of evaluating the resultant changes in the behaviors of the learner based on his or her academic achievement, character development and manipulative skills. This method of assessment is in contrast with the former method of assessment, which is narrow because it only assesses the intellectual progress of the students.

Federal Ministry of Education (1985) cited in Ben-Yunusa (2008) refers to continuous assessment as "A mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behavior takes account in a systematic way of all his or her performance during a given period of schooling, such assessment involves the use of a great variety of modes of evaluation for the purpose of guiding and improving the learning and the students".

In the words of Baji and Wachiko (2008) continuous assessment simply means a systematic and objective way of determining the extent of student's performance in all expected changes in his/her behavior over a given period of time. Oyedokun et al (2010) described continuous assessment as a deliberate process which allows learners to experience periodic assessment throughout their course of study. In the same vein, Mustapha and Yunusa (2013) viewed continuous assessment as a method of assessing a child periodically or at pre-determined intervals of school years, and finding out how much a child has acquired in terms of learning skills, personal and social development. Maruf and Zakariyya (2013) asserted that continuous assessment is an educational policy in which students are examined continuously

over most of the duration of their education, the result of which are used as supplementary or alternative to a final examination system.

From above definitions so far, it is evident that continuous assessment is a process of evaluating learning outcome on a periodic basis and taking a necessary steps on the basis of the analysis. It also involves giving information about the child's academic abilities, needs and interest. This no doubt provides a broader basis for improvement for the teacher and his methods of instruction. Continuous assessment is like a barometer that shows changes that have taken place in the course of teaching and learning. It helps the teacher to know the progress of his pupils/students and also to assess the effectiveness of his instructional methods (Madueke, 2004)

Continuous Assessment as the continuous updating of judgment about performance in relation to specific criteria, which allows at any time a cumulative judgments to be made about performance of these same criteria. This view indicates that certain basic criteria must be present before any assessment can be effectively carried out. Continuous Assessment is therefore, a way of obtaining the most value assessment of the capabilities of a student. This is because it is an aggregate of all the achievement of a student from the beginning of the course to the end of it, which determines the final achievement.

2.5.1   Characteristics of Continuous Assessment

The following according to Mustapha and Yunusa (2013) are characteristics of continuous assessment. That is a good continuous assessment should be:

i.   **Integrated:** this means a process of using a variety of both test and non-test devices. This includes administration of aptitude and intelligence tests, anecdotal records, rating scales, questionnaire among others.

ii. **Continuous:** a classroom assessment should continue from time to time: (weekly, monthly, and from year to year) recording the students' progress in school and the change observed by teachers covering their relative heights and lows of performance and attitude.

iii. **Cumulative:** this means that there should be continuity in the collection and assessment of date in the classroom.

iv. **Unitarian:** This implies that the assessment collected must be put to work for the benefit of the students.

v. **Systematic:** Continuous assessment should be systematic in the sense that it requires an operational plan. This plan indicates and specifies what types of instruments to be used, at what tine these instruments should be used and when the results should be recorded and made available.

vi. **Comprehensive:** There are three ways by which education can be understood. These include: cognitive, affective and psychomotor domains. Continuous assessment therefore should be conceived to cover the total make up of the students reflecting the above domains.

2.5.2   Importance of Continuous Assessment

According to Baji and Wachiko (2008) the following are the importance of continuous assessment in teaching learning process:

1. It provides information for self-evaluation (for both students and teachers)

2. It serves as a monitoring device, and gives feedback about students' achievement and teachers' effectiveness.

3. It helps in relating the educational project to the education process.

4. It provides an opportunity for the overall assessment of students covering physical, social, moral and intellectual development.

5. It provides information that is essential to understand individual differences.

6. It helps in motivating students and the entire process of teaching – learning process.

7. It helps both school and home to compare students' academic achievement.

8. It constitutes a key to research process.

9. It facilitates placement, promotion and students transfer from one school to another.

10. It makes teachers to be more dynamic, flexible and innovative in the course of instruction.

11. It reduces chances of examination malpractice as it gives attention to remedial services for the individual students.

12. In increases the habit of record keeping among teachers and school administrators.

13. It enables accreditation procedure to be relatively easier, since records of students' standards and performances serve as part of basis for accreditation.

14. It ensures a realistic, egalitarian and just system of pupils' evaluation across different schools.

15. It enhance staff-students' relationship and good rapport between teachers and school administrators.

16. It provides a complete summary of the courses offered, which serve as a conceptual scaffold or advance organizer for learning.

2.5.3 Impact of Principals' Supervision of Instruction on Teachers' Role Performance of Continuous Assessment

The classroom teachers are main implementers of continuous assessment system in secondary schools. This is because they are always with the students whether teaching, counseling or rebuking. They know more about the personalities of students and their academic achievements, they can from their interaction with the students give the most reliable information about students in terms of academic and non academic capabilities (Mohammed, 2007). Based on the above therefore, the principals as instructional leaders in schools have a lot of role to play. The principals should guide teachers to possess the skills of planning and construction of achievement and aptitude test to evaluate learning. It is their duties to teach, assess and record the continuous assessment scores in all the continuous assessment for the academic performance of students.

The foregoing has shown that principals have role to play in continuous assessment which in turn means more work for both the teachers and the students. What determines the success of continuous assessment is the readiness of the two to play the game according to the rule. However, the following according to Oyedokun et al (2010) are some of the role of principals and teachers in continuous assessment:

1. Feedback from continuous assessment can be used by both the principals and teachers to assess their instructional methods from time to time or in order to improve his or her instructional process.

2. Feedback from continuous assessment helps both the principals and teachers to provide more appropriate instructional guidance for individual students as well as for the whole classes.

3. Feedback and report from continuous assessment enables parents of students to known the performance of their children or wards.

4. Through the results from continuous assessment both the principals and teachers will ascertain the extent to which set instructional objective has been achieved and the level of accomplishment by the students.

2.6 Concept of Instructional Materials

It is no longer news that different people learn through different sense organs. While some learn best through hearing, and others learn best through sight, most would learn best when sight and hearing are involved. Indeed, learning would be most effective when all the senses are involved (ears, eyes, nose, mouth and tongue). Effective teaching and learning depend to a large extent on the use of instructional materials. Teaching is about educating learners and for the learners to be educated; they must acquire knowledge, skills and understanding. Olagboye (2004) lamented that though one of the avowed goals of government as stated in Section 9 (88) of the National Policy on Education (1988) is to develop and promote effective use of innovative materials in schools, the reality on ground is that this is one of the most neglected areas of the educational provision to the school system.

Instructional materials according to Olagboye (2004) refer to all the items that can help the teacher to accomplish the teaching tasks. These items according to him include audio-visual materials, chalk, paper, textbooks, workbooks and globes. Instructional materials are relevant objects and instruments that can be used by the teacher to promote his teaching for learners to learn meaningfully (Maduewese 2008). He further stated that presently, due to ignorance, laziness and incompetence, among teachers, a lot of them are unable to utilize the various materials at their disposal. Okon (2006) observed that instructional materials help the

students to retain learned materials and information in their brain. It also provides a feedback of learning experiences on future needs. According to Okon (2006) shortage of instructional materials limits teacher and learners' accessibility to appropriate learning experiences. This in turn impedes meaningful and mastery of learning materials.

Gerlach (1980) cited in Dubi (2014) stated that there are six broad categories of instructional materials, which include:

A. Still pictures which include photographic prints, sketches, cartoons, charts, graphs, maps, among others.

B. Audio visual materials which include phonograph records, audio-tapes among others.

C. Motion pictures which are sometimes called movie or film

D. Television which is an electronic system of transmitting still and moving images with accompanying sound through space.

E. Real objects, simulation and models which include people, actual objects or events, models, specimens.

F. Programmed and computer assisted programmed instruction. In programmed instruction, information is presented usually in small steps and the presentation is controlled. In computer assisted instruction, the computer presents nearly all the instructions and records students" responses.

The above categories of the instructional materials show that there are various and numerous materials that teachers can use in teaching their lessons for better understanding. Olagboye (2004) stated that instructional resources are materials which facilitate and render more effectively, the teaching-learning process in educational institutions. He further stated that it is sad and instructive to note that the development of instructional materials is the most

neglected area of educational provision to the school system. Nnoli and Sulaiman (2000) observed that for any instructional material to be used in a lesson by the teacher, it should address adequately what students need to learn and should also help students to understand the lesson faster and better. In other words, the teaching material should facilitate learning of students. However, Nnoli and Sulaiman (2000) suggested a number of factors to be considered in the selection of learning materials to be used in the class. These include instructional objectives, availability of media, age level, interest and background of learners, teachers capacity, cost of the material and technical quality of the teacher that will use the instructional materials.

2.6.1 Impact of Principals' Supervisory Practice of Instructional Materials Provision on Teachers' Role Performance

Supervision aims at acquainting the principal and staff with the up to date information on the equipment and instructional materials which can be used to improve the quality of instruction. It is not enough to inform teachers of the materials to be used in their teaching, these materials should be made available and teachers should know or learn the use, importance and mode of operation of such materials and this is what supervision does (Chike-Okoli, 2005). It is therefore the responsibility of principals to provide teachers with instructional needed in instruction and guide them toward effective utilization of limited available resources in school.

Dubi (2014) observed that principals of schools should ensure that teachers utilize the materials in their lessons to help students understand the subject-matter. He should also ensure that teachers are trained properly on how to operate and use some of the materials that require technical know-how. In addition, he should guide the teachers to use the materials judiciously and also guard against over utilization and underutilization of material resources.

Instructional materials are very vital in the achievement of educational objectives. Nnoli and Sulaiman (2000) enumerated the following as the purposes of instructional materials.

1. Instructional materials increase learning effectiveness.

2. The use of appropriate motion pictures, objects and events can concretize learners" experiences and this makes learning real and immediate.

3. It helps to individualize instruction through the use of programmed instruction.

4. The uses of relevant instructional materials help in motivating learners. In other words, it arouses the learners' interest to pay attention.

5. It helps to provide experiences that may not otherwise be available to learners.

6. The use of drama enhances better understanding or mastery of events and concepts.

Nnoli and Sulaiman (2000) observed that in many schools, instructional materials are in acute supply for teachers to use. Scarcity of educational materials is partly responsible for the situation that prevails today, where learners are programmed right from the start without the capacity to visualize in concrete terms the concepts learnt and as such are unable to do anything practically. In view of the above, the role of principals is to make sure that instructional materials are available for used by the teachers. The instructional materials could be purchased by the Ministry of Education and supplied to schools or could be purchased by principals (Udeozor, 2004). Distribution must reflect the principles of need, equity and utilization. The principal should ensure that the staff utilize the instructional materials in their lessons. He should supervise the teachers to ensure that teaching aids are used during lessons. He should also ensure that teachers are trained on how to operate some of the instructional materials. The principal should also encourage the teachers to produce some simple

instructional materials to be used in their lessons. A timetable should be made for the use of some materials that are inadequate to avoid monopoly in their use.

2.7   Concept of Instructional Methods

It is an undisputable fact that the used of relevance and effective instructional methods contributed to the progress of effective teaching and learning in schools. according to Situ (2000), instructional method simply mean how a teacher does things to cause changes in the learner's behavior. Considering the above definition, teaching method can be seen as patterns of a teacher's behavior which should be applicable to various subjects and relevant to learning. Harry (2006) also described teaching method as the broad or general ways in which knowledge, concepts, skills, values and attitudes are inculcated in a teaching learning setting through the guidance of a teacher.

Afolabi and Adesope (2010) viewed teaching methods as a specific instructional process which differs from any other by the diversities of specialized activities. This indicates that each teaching method has its own peculiar characteristics and steps which differ from another teaching method. These steps make a teaching method to be different from another method. The teaching method variables are manipulated at a varying degree.

Instructional methods are therefore, the different ways the teacher pass on ideas, knowledge and concept to the learners. There are several methods the teacher may use to teach students. However, research findings have shown that there is no one best method of teaching, it is therefore the duty of the teacher to select the appropriate ones that will help him in the achievement of the instructional objectives (Situ, 2000). This implies that the method selected depends on topic, the class, the objectives and the procedure known to the teacher.

According to Aggarwal (2011) the following are some of the objectives of instructional methods.

1. They should aim at developing love for work.

2. They should aim at inculcating the desire to do work with the highest maximum of efficiency which one is capable of.

3. They should develop the capacity for clear thinking.

4. They should provide adequate opportunities for participation in freely accepted projects and activities in which cooperation and discipline are constantly in demand.

5. They should expand students' interest.

6. They should aim at providing opportunities for students to apply practically the knowledge and skills required by them.

7. Their aim should be to transform school into work schools and activity schools.

8. They should aim at the quickening of interest and training in efficient techniques of learning and study.

9. They should be adapted to the 3 A's – Age, Ability and Aptitude of the students.

2.7.1 Types of Instructional Methods

According to National Open University of Nigeria (NOUN, 2014), teaching method is very important in the impartation of knowledge in teaching-learning processes and the type adopted determines to a great extent what the student assimilate. In actual fact if the appropriate method is adopted, knowledge acquired can be accelerated. People opined that no educational system can rise above the quality of its teacher, nor can a nation rise above the quality of her educational system. It is your duty as a teacher to ensure that appropriate teaching method or a combination of two or more methods is used in order to achieve the

stated aims and objectives. However, the following are the teaching methods used in secondary schools.

A. Discussion Method

Discussion method is based on the philosophy that knowledge arises within the students and not from any external source. The students take over the subject from various points of view and the teacher serves as a moderator. According to Enem (2003) this is a participatory approach to teaching and learning where in the teacher involves the students in an order exchange of ideas, facts or opinions about a topic of mutual interest (Enem, 2003). This expresses the fact that the teacher facilitates the lesson while the students fully involved. Discussion method is made of verbal expression about the feeling, understanding, perception, interest, opinion of students on a certain phenomenon. Is most done in group with a leader in each group the students accordingly considering the fast, average and slow learners as well as gender class. The opinion and contribution of each members should be treated with respect. At the end of the deliberation. The teacher should make corrected where necessary and recommend the effort of the students (Enem, 2003). Discussion method enhances student's critical thinking, develop communicative skills, sustain student's interest, sharing of ideas and carry the weak students along. On the other hand, discussion method is time consuming during the arrangement. It generates noise in classroom management and become stressful for the teacher. NOUN (2009) identified the following guidelines to the discussion method.

i. The topic to be discussed and the teacher's question should meet the level of the students.

ii. The topics for discussion should be within students' background.

iii.   The teacher (you) should not allow some students to dominate the topic under discussion.

iv.   You should treat all remarks as being serious and reject the irrelevant comments that do not fit into the discussion. You should, however, do this gracefully.

v.   You should avoid vague questions.

vi.   You should summarize frequently in order to guide the students towards understanding the main concepts and principles of the topics under discussion.

vii.   At the end of the lesson ensure that anyone who leads the discussion has the ability to break down the whole topic into smaller units.

Advantages of the Discussion Method

According to NOUN (2014), the following are the advantages of discussion method.

i.   Students maintain a high degree of mental alertness to develop clear thinking.

ii.   Interest is maintained and feelings of confidence as students learn to express themselves freely.

iii.   Students learn through discussion method owing to active participation and involvement in the lesson.

iv.   Discussion method provides good practice for problem-solving.

v.   It provides the teacher with information about the students which can aid in a better understanding of the students.

vi.   Teaching by discussion leads to positive attitudinal change because a student may find his or her own values and beliefs challenged by the views of fellow students.

Disadvantages of the Discussion Method

According to NOUN (2014), the following are the disadvantages of discussion method.

i.   A lot of time would be wasted before the students arrive at satisfactory answers.

ii.   Discussion method cannot be used so often as it does not allow for easy coverage of the syllabus.

iii. In most cases, most students do not participate in the lesson because they do not know or know little about the topic of the lesson. They may even be shy or fearful.

iv.   Students who have no background of the topic being discussed may become bored or disinterested in the lesson.

v.   Since the attention span of the students (young ones) is very short, they cannot maintain high level of attention.

B. Demonstration Method

In demonstration method, you the teacher will do a display or exhibition while the students watch. It typically involves showing students the correct use of science apparatus, illustrating a technique (for example, using chloroform to anaesthetize toads or guinea pigs) performing an "experiment" which is either dangerous, risky, difficult or expensive for individual students use. Demonstration method can be used in the drilling of shorthand outlines, manipulation of various office equipment could be demonstrated by the teacher during office practice lesson. Sometimes demonstrations can be performed by students either individually or in groups. Also in trades like sewing, weaving, barbing, pot making and the like demonstration method is best adopted using the teaching learning processes.

Advantages of the Demonstration Method

According to NOUN (2014), the following are the advantages of demonstration method.

i. It is an inexpensive method since only the demonstrator needs materials.

ii. It shows how something is accomplished properly or expertly, since the teacher is supposedly more competent than most students.

iii. Demonstration method is especially beneficial in the areas of skills and attitudes.

iv. The proficiency displayed reduces the length of trial and error time.

v. It can reduce hazards e.g. breakage and accidents before students embark on individual or group work with materials involved.

vi. A good demonstration method holds the learners attention thus facilitating learning by giving students the opportunity to see and hear what is actually happening.

Disadvantages of the Demonstration Method

According to NOUN (2014), the following are the disadvantages of demonstration method.

i. The assumption made that all the students see and hear equally well does not necessarily follow. Visibility of details of what is being demonstrated is not assured in large classrooms or in circumstances where extremely small objects are used.

ii. Where the demonstration is restricted to the teacher alone, students will be denied the opportunity to acquire manipulative skills in handling of the materials and apparatus

C. Discovery Method

Discovery method is a teaching strategy which enables students to find the answers themselves. It is a learner centred approach hence it is called a heuristic method. It is of two types, notably, the guided discovery and the unguided discovery. NOUN (2014) observed that in the guided discovery, the teacher guides the students to discover for themselves solutions to

given problems by providing them with general principles, but not the solution to the scientific problem. The unguided discovery type involves the students discovering for themselves both the general principles and solution to a scientific problem. It is sometimes called the pure discovery.

Advantages of the Discovery Method

According to NOUN (2014), the following are the advantages of discovery method.

i. Discovery method, whether it is the directed type or undirected, makes the student an active participant rather than a mere passive recipient.

ii. Since the method poses a challenge for the student to discover the information or knowledge for himself, retention of any information or knowledge so discovered will be increased.

iii. The training acquired in finding out things for oneself independently can be applied to new learning and problem solving.

iv. The joy in discovering something provides the students with intrinsic motivation.

v. Discovery method brings home to pupils their notions of the nature of scientific evidence, students learnt that answers to questions can often be obtained from investigations they can carry out for themselves.

vi. Discovery method helps students develop manipulative skills and attitudes which constitute one of the fundamental objectives of science teaching.

vii. Since discovery operates at the highest levels of the cognitive domain, it encourages analytical and synthetic thought as well as intuitive thinking.

Disadvantages of the Discovery Method

According to NOUN (2014), the following are the disadvantages of discovery method.

i.   Discovery method is time consuming and progress is comparatively slow. Apparatus have to be set up and result(s) of the investigation awaited.

ii.   The method leaves open the possibility of not discovering anything. Students may end up discovering things other than what was intended to be discovered. This could be highly demoralizing to them particularly if great effort has been expended.

iii. The method is expensive considering the equipment and materials needed.

iv.   Discovery method is only good for a small class where effective teacher supervision is possible.

D.   Question and Answer Method

This method is otherwise known as the Socratic Method. It involves the use of relevant questions from the teacher to the students on the topic under discussion. The ultimate objective of asking question is having an answer. However, it is only a good question that will stimulate the expected answer. To achieve this, the teacher has to pout in mind certain principles when asking questions. According to Guga and Bawa (N.D), the following principles should be put into consideration when asking questions.

i.   The important question, which will lead the students to understand the topic, should be preplanned. These should be given more emphasis then the less important ones.

ii.   The questions should be asked in logical order to allow for sequential development.

iii. The whole class must be addressed when asking a question. The teacher should face the entire class not a group in the class.

iv.   Each students called should be given his chance to attempt the question.

v. The teacher should avoid repeating questions. This is to make the students pay attention to the questions.

vi. Questions should be evenly distributed to the class. Questions should not be for only one group in the class. It should spread to all.

Characteristics of Good Questions

The ultimate objective of asking a question is to have an answer. However, is only a good question that will stimulate the expected answer. To achieve this, Guga and Bawa (N.D) asserted that the teacher has to put in mind certain principles when asking questions. These are:

1. The question must be clear, brief and direct. This must be in a straight forward, simple and clear language.

2. The question must be though provoking. Good questions are those, which encourage students to apply the knowledge learned. There are the higher order questions.

3. The questions must be at the level of the students. It must be the type the students do understand and can attempt.

4. The question should ask for the essential points.

Procedures for Asking Questions

Questioning is an art. In asking questions, a procedure has to be followed so as to achieve its objectives.

a. The question must be started in the straightforward language and manner.

b. The students must be given time to think of the answer after considering the question.

c. Call on a student at a time to give the answer.

d. Allow the students to attempt. The teacher should not interrupt the student. Nor should he allow any student to do the same or shout down the student attempting the question. The class should listen to the speaker.

e. The teacher comments on the student's answer. It is not appropriate to repeat the students' answers. The teacher should only pass comments as necessary.

f. The student must be made to know whether his answer is correct or wrong.

Treatment of Students Answers

In the questioning method, the ways the students' answer are treated are as important as in the way the teachers' questions are asked. Thus, the students' answers should be treated as follows:

i. The teacher should encourage the students to give complete answers and in good language.

ii. Correct answers should be acknowledged and a times commended depending on the complexity of the question and the efforts made by the students who answered it.

iii. Should the answer be wrong, tell the student so. The teacher may reframe the question and allow the student to try again. Alternatively, he should ask another student to give the correct answer.

iv. If the answer is partly correct, the teacher should acknowledge the correct part.

v. Students who gave wrong answers or who cannot give any answer should not be embarrassed of should shouted down.

vi. A follow up may help a student who seems not to be answering to the nest of his ability.

vii.   The students should not be allowed to answer questions in mission. This does not give the teacher the opportunity to know those who know the correct answer and those who only repeat what others are saying.

2.8 Concept of Conference

This is a technique that is most directly used to assist the individual teacher. Conferences frequently precede and also follow all specific classroom observations like teaching practice supervision and observation carried out to improve a particular skill or methodology (Nosiri, 1997). There is no hard and fast rules for conferences. The situation during the observation of what goes on in the classroom determines to a great extent, the course of action to be adopted. No matter the course of action selected by the supervisor, he should takes good notes during the observation session that would help him make good judgment at the conference between him and the teacher.

According to Udeozor (2004), conference as a technique of supervision can be categories into two. These are individual – teacher conference and all – teacher- conference. The explanations of above categories are given below.

A. Individual – Teacher Conference

This can also be referred to as individual teacher interview. It is an invaluable asset in tackling the problems of the individual teacher. It is perhaps the most direct approach. The principal as the supervisor may hold this conference after a visitation because the teacher is curious to know what the visitor saw about him and his class. On a second reason, if there is no post visitation conference or interview, the teacher may become very uneasy about his classroom performance during the visit. In this regard, warm human approach to the supervisor – teacher relationship may come to interplay. This technique requires that the

supervisor should have friendly and sincere concern for all the teachers as professional people and as individuals, focus attention primarily on the needs of the student in the classroom not on the teacher and his techniques, overlook faulty methods as much as possible until confidence can be established and constructive help is requested by the teacher.

Okafor (1995) cited in Udeozor (2004) suggested that the individual conference be divided into the following.

1. **The Rapport–Making Episode:** This is usually controlled by the supervisor who indicates his attitude toward the teacher. He has an opportunity to be friendly or stern, formal or informal, or still to act in whatever manner the situation demands. He tries to get through to the teacher's attitude, his state of mind and emotion.

2. **The Problem–Setting Episode:** Here the teacher may state his problem or the supervisor may lend him onto it. Often the problem will be obvious and of such nature that the emotional state of the teacher will constitute a problem.

3. **The Catharsis Episode:** Talking out a problem is very important. It hinges upon keen judgment on the supervisor's part. He must be able to sport the point at which the catharsis or talking out is complete. Only when catharsis is complete can the problem be tackled.

4. **The Treatment Episode:** The type of problem will determine the type of treatment. The supervisor cannot solve the problem, the teacher has to do so. This is one of the big tests of a supervisor in the area of group processes. He should not feel discouraged at every failure, however, for some problems may not lend themselves to solution readily.

5. **The Concluding Episode:** Bringing the interview to a termination point should be accomplished immediately following the treatment episode.

Finally, the individual – teacher conference or interview is solely for individual teacher. No two teachers have the same and exact difficulties experienced in their jobs. The conference may take a day on conventional basis. It is meant for both experienced and inexperienced teachers.

B.   The All – Teacher- Conference

This technique is sometime referred to as group conference. It is usually in the form of staff meeting which all the school staff are expected to attend. It is done usually within the middle of the week. The conference in many and most cases has some special purposes which may include.

1.   To bring about group spirit for the school as a whole and to keep the teachers informed about the progress of the school.

2.   To develop the morale of the teachers by means of encouragement, advice, stimulation and suggestion during the conference discussion or reports.

3.   To bring about integrated understanding of appreciation of the place that each department occupies in the school's programme.

4.   It helps to keep the teachers inform of new movements and new events in education as described the leadership such as principals, the supervisors or other teachers who have the know – how method, consultant or outside experts.

5.   It serves as a clearing house for the exchange of ideas among group of teachers especially through the progress reports of various committees of the school such as committee on team teaching and committee on new method of teaching.

6. Conference takes action on matters of curriculum or of rules and regulations and other issues which require approval by the whole school such as maintenance of proper school discipline.

7. It also stimulates professional growth by means of advising, directing and suggesting to the teachers the ways to professional excellence.

2.8.1 Impact of Principals' Supervision of Conference on Teachers' Role Performance

Principals as instructional supervisor in the school have a lot of role to play as regard conference with teachers. The principals should realize that the teachers they are supervising are equal, so they should provide one of the most productive setting for the conference. The principals and teachers should both be interested in solving instructional problems. In this regard, the conference is a mean of getting information which would help the principal to work out detail of things to be discussed as observed when teacher was performing.

There are various reasons for holding conference with the teachers. For instance, after observing student-teachers teach, they usually want to know how they performed. The same situation exist in educational system. After the teachers have been observed, they are normally anxious to know how the supervisor feels about their performance. This situation call for conference. It is the role of principals to organize conference with their teachers so as to enhance their performances. If it is not held, the teacher would begin to worry, thinking that the supervisor was not happy with his teaching. The teacher may also be aware that he performed so well, yet, would like to be informed that he did well by the supervisor. In doing this, the supervisor uses words of praise as reinforcement in telling him that he performed well.

No matter how we look at it, the basic reason for holding a conference session is that is is a valuable supervisory technique for the purpose of improving instruction. The principal as the supervisor should know that each conference is unique and so should use it to a great advantage for himself and the teacher supervised. He should bring out intimate relationship between himself and the teacher as both are interested in improving instruction.

2.9 Models of Supervision of Instruction

There are several approaches to supervision with which the supervisor should be familiar with. This according to Gyang (2009) and Olawole (2009) include the following.

A. **Skill Training Model**

This model is by and large diagnostic and prescriptive in nature. With this method, the supervisor is seen as the teacher of teachers. The variables discussed under teacher effectiveness are particularly useful to one who views supervision as skill training. Some skills can be trained for like questioning, lesson planning, presentation, evaluation, closure, organization, communication, use of evaluation, close organization, use of methods among others (Olawole, 2009). In undertaking such training, the supervisor should be aware of the following assumptions that:

i.   Teaching is made up of wide range of behaviour that can be specified

ii.   These behaviours can be systematically developed and practiced.

iii. They can lead to predictable outcome

iv.   The wider the repertoire of right teaching behaviour, the more effective the teacher (Oraemesi, 1997).

The supervisor using this model decides with the teachers those aspect of teachinf behavior that result into effective teaching. In this regard, Olawole (2009) observed that the following methods can be adopted by supervisor in skill training model:

a. determine with the teacher those elements of teaching behaviour that lead to effective teaching,

b. determine methods of gathering data regarding actual teaching behaviour of teachers (classroom visitation),

c. analyse the data to determine strengths and weaknesses,

d. provide remedies to improve the teachers' weak areas.

Generally, this method makes use of competency-based approach to teacher education as well as micro-teaching.

B. The Clinical Classroom Supervision

This model aims at improving the teachers' activities in the classroom. It is called clinical in the sense that it utilizes both the counseling and the skill training models as well as taking into account teachers' behavior and feelings in a supportive, analytical and non-evaluative context. According to (Oraemesi, 1997) clinical supervision model has five stages, which are enumerated below.

1. **Pre-Observation Conference:** Here the supervisor and the teacher establish contact and reach agreement about the reasons for supervision and how it will be carried out. Agreement is also reached on set objectives of the lesson against which the teaching will be evaluated.

2. **Actual Classroom Observation:** Supervisor observes and carefully records the classroom interaction, possible verbatim.

3. **Analysis of Data.** Data here means all the information such as notes and tapes made by the supervisor during the classroom interaction. After observation, the supervisor analyses the data collected and look for pattern of teaching behavior, generates hypotheses to explain what was observed and decides what aspect should be discussed. To facilitates teacher's feedback, it is advisable to group the feedback into positive and negative analysis.

4. **Post-Observation Conference:** A conference with the teacher is then arranged by the supervisor who gives the teacher guidance and feedback on his performance. The supervisor here starts with the positive feedback and then negative feedback.

5. Supervisor's Self-Evaluation: After the conference, the supervisor analyze his own performance as supervisor. He evaluates his own supervisory role in the classroom interaction. He might ask himself such questions as have I help this teacher in his personal professional growth? What positive assistance did I offer him? or did I terrorize, victimize or scare him off? Did I help him solve his problem? After this, the supervisor tries to make plans for further supervision where he will then avoid his past mistakes and tries to implement the resolutions taken at self-evaluation.

C. **Counseling Model**

This model deals with the supervisor with the teacher outside the classroom. Here, the supervisor is concerned about the teacher's self awareness. The supervisor does not directly gather data about classroom teacher behaviour. This model is based on a number of assumptions, which are:

i.   Teacher is an expression of the person.

ii. Psychological changes can bring about changes in teaching behaviour.

iii.   Supervision can help improve a teacher's self concept.

iv.   The solution to teacher's problems lies within the teacher.

If one can build a sense of personal security and confidence, positive results are expected in the classroom. The supervisor should be trained in ego counseling, psychotherapy, child-centered therapy which gives the supervisor an advantage to undertake such an intensive personalized interaction model. The absence of specialized training in these aspects may be a major setback to effective teaching and learning.

D. **Group Supervision Model**

This model tries to look at critical incidents through multiple perspectives or by the sharing of experiences through internal dialogue. The following are number of assumptions this model is based on. Assumptions

I.   Group members possess rich personal resources.

II.   Communicating with colleagues can facilitate and enrich one's teaching skills.

III.   Provide an opportunity to clarify one's thinking about class events

IV.   It fosters discussions directly relevant to class teaching (Akilaiya, 2001).

If a supervisor is familiar with all these models and can effectively apply them, it will result to effective and efficient supervision of teacher's classroom performance.

2.9.1   Cogan's Eight-Phase Model of Clinical Supervision

According to Ndayelechi (2012) Morris Cogan introduced the system in the mid 1950s for supervising postgraduate student - teachers of the Harvard University, USA. Cogan documented his experiences in supervision in a book in 1973 titled "Clinical Supervision Technique". According to Cogan (1973) cited in Ndayelechi (2012) clinical supervision is a rational and practice designed to improve the teacher's classroom performance. It takes it data

from the event of the classroom and students. In views of Oraemesi (1997), Adiele (1997) and Olawole (2009), clinical supervision is a face-to-face encounter with teachers about teaching usually in a classroom with a double barreled intent of professional development and improvement of instruction. It is a rationale and practice designed to improve the teacher's classroom performance and which takes its principal data from what has taken place in the classroom on the sides of both the teacher and students during the teaching-learning process. It involves procedures and strategies designed to improve students' learning by improving the teacher's classroom behaviour.

This model also called school-based or in-school model of supervision which through a careful systematic procedures tries to take account of teacher's behaviour and teacher's feeling in supportive, analytic and non-evaluative ways. According to Oraemesi (1997), Adiele (1997), Ndayelechi (2012) andOlawole (2009), Cogan's Eight-Phase Model of Clinical Supervision involves the following phases:

1. **Establishing the Teacher-Supervisor Relationship:** Here a rapport is established between the supervisor and the teacher. The essence is for the teacher to see the supervisor as a good friend and professional colleague who he can confide in.

2. **Planning with the Teacher:** The supervisor and the teacher discusses freely the teacher's classroom problems.

3. **Planning the Strategy of Observation:** Based on the nature of the teacher's classroom problem, the supervisor plans with the teacher on the best approach to be adopted in observing the teaching-learning situation.

4. **Observing the Instruction:** The actual observation of instructional process is done at this level.

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5. **Analysing the Teaching-Learning Process**: The data collected during observation is collated and analysed. The results are then interpreted in line with the teaching-learning process.

6. **Planning the Strategy for the Conference:** The supervisor agrees on a better strategy to be proposed and adopted during the conference stage. The supervisor uses his superior knowledge and experience in teaching to plan the ultimate strategy for instruction.

7. **The Conference Phase:** All the observations made during the instructional process are tabled and discussed by the supervisor and the teacher(s). Here, various ideas are shared and the best solution towards solving the perceived problem (classroom) is adopted.

8. **Renewal Planning:** In the light of the agreement reached at the conference, the supervisor and the teacher will turn their attention to planning the next lesson and the changes the teacher will attempt to make in his instructional methods. This phase marks the re-commencement of the process and hence the clinical nature of the process. It improves the instructional method capable of improving learning, which is the sole aim of supervision of instruction. Nwaoguegbe (2004) said the advantage of clinical supervision is that discussion is on face-to-face basis as against other forms of supervision and it affords the supervisee and the supervisor the opportunity of accepting without grudges, mistakes or faults that occurred during the performance of the required task.

2.10   Empirical Studies

This section reviewed the earlier works done by other researchers that are related to principals' supervision of instruction on teachers' role performance in secondary schools.

These reviewed works were helpful and were foundations on which the researcher built on. The research studies reviewed are presented below.

Olawoye (2009) conducted a study on Perceived Influence of Supervision of Instruction on Teachers' Classroom Performance in Ijebu-North Education Zone, Ogun State, Nigeria. Ex-post Facto design was used for the study. The population of the study comprised all 852 teachers in the 18 public junior and senior secondary schools in Ijebu-North education Zone. The sample was made up of 155 female teachers and 100 male teachers from 7 secondary schools drawn through stratified random sampling technique. The instrument for data collection was Influence of Supervision of Instruction on Classroom Teachers' Performance Questionnaire (ISICTPQ). Three research questions and two null hypotheses were formulated. The research questions were answered using mean and standard deviation while t-test was used to test the hypotheses at 0.05 level of significance.

The major findings showed that interaction between teachers and instructional supervisors influences to a great extent teachers' classroom performance. The use of instructional materials suggested by instructional supervisors influences to a great extent teachers' classroom performance. Also, conferences and seminars organized by instructional supervisors influence teachers' classroom performance to a great extent. The opinions of secondary school teachers with more teaching experience and teachers with less teaching experience did not differ significantly with regard to their perceived influence of supervision of instruction on their classroom performance. Also the opinions of male and female teachers did not differ significantly with regard to their perceived influence of supervision of instruction on their classroom performance. Based on the findings, it was recommended that instructional supervisors should always make themselves available and approachable to

teachers, the state government should always make provisions of suggested instructional materials by instructional supervisors to teachers to aid class instruction, and there should be adequate funding of conferences and seminars by the state ministry of education for teachers' improvement.

The research study is relevant to the present research study as it focused on influence of supervision of instruction on teachers' classroom performance in secondary school, which is one important aspect of this study. Also, both researches focused on Junior Secondary Schools as their level. However, the study differs from the present study as it concentrated on the Perceived Influence of Supervision of Instruction on Teachers' Classroom Performance. In addition, in term of level, the study covered both junior and senior secondary schools whereas the present study focused only on junior secondary schools. Also, in terms of location it covered the Ijebu-North Education Zone, Ogun State, whereas the present study covered Kaduna State.

Alimi and Akinfolarin (2012) conducted a research on Impact of Selected Mode of Instructional Supervision Activities on Students' Academic Performance in senior secondary schools in Ondo State, Nigeria. Descriptive method was adopted for the study. The population for this study consisted of all the English Language teachers in the public senior secondary schools and their students in Ondo State, Nigeria as at 2007/2008 academic session.The sample for the study was 60 secondary schools and 60 teachers. Simple random sampling technique was used to select four Local Governments from each of the three senatorial districts. Then, simple random sampling technique was also made to select five schools from each of the twelve local government areas. Purposive sampling technique was used to select one English Language teacher from each of the sixty schools. A questionnaire titled

Instructional Supervision and Students' Academic Performance Questionnaire (ISSAPQ) was administered to obtain data from sixty teachers from the three senatorial districts in the state, while the performance of the students in English Language was obtained from the 2008 Senior Secondary School Certificate Examination (SSCE) result of the sixty randomly sampled schools. Pearson product moment correlation was used to answer the question. The null hypotheses were tested at 0.05 significant level.

However, the study showed that there were significant impacts of checking of students' notes, class visitations, checking of teachers' punctuality and attendance and moderation of examination questions and marking scheme on students' academic performance in English Language in Senior Secondary Schools in Ondo State. The study recommended that government should expand the current professional development Practices of supervision 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. Also, government should ensure that schools and ministry of education support for teacher learning within a culture of continuous improvement and shared responsibility for students' performance.

The research study is relevant to the present research study as it focused on supervision of instruction secondary schools, which is one important aspect of this study.. However, the study differs from the present study as it concentrated on Impact of Selected Mode of Instructional Supervision Activities on Students' Academic Performance in Senior Secondary Schools in Ondo State. This implies that, in term of level, the study covered only Senior Secondary Schools whereas the present study focused only on junior secondary

schools. Also, in terms of location it covered Ondo State, whereas the present study covered Kaduna State.

Okorji and Ogbo (2013) carried out research on the effect of modified Cogan supervision on Teachers instructional Performance in Senior Secondary School in Ebonyi State of Nigeria. Three research questions guided the study. The design adopted for the research was quasi experimental involving a pretest and post-test. The population comprised all teachers, 820 in number in the three education zone in Ebonyi State of Nigeria. A simple random technique involving balloting with replacement was used to select 40 teachers for both the experimental and the control group. A five point Likert scale called Teacher Instructional Effectiveness Assessment Scale adapted from the instrument developed by Alphonso. Teacher Instructional Performance inventory was used to collect data for the research work. Mean and Standard deviation was used to analyze the data.

The study among others, found that clinical supervision approach proved to be more effective on female teachers than their male counterparts. Based on the findings, it was recommended among others that management should encourage school executives to organize regular conferences for teachers on clinical supervision process. Also, Orientation and workshops should be given to teachers on positive behaviours and demands of critical task of modified clinical supervision. Thus, under this circumstance teachers would interact better, air their views and problems would be solved together and innovative ideas would be learnt.

The research study is relevant to the present research study as it focused on effect of modified Cogan supervision on Teachers instructional Performance in Secondary Schools, which is one important aspect of this study. However, the study differs from the present study as it concentrated only on modified Cogan supervision on Teachers instructional Performance

in Senior Secondary School. This implies that, in term of level, the study covered only Senior Secondary Schools whereas the present study focused only on junior secondary schools. Also, in terms of location it covered Ebonyi State, whereas the present study covered Kaduna State. In addition, the study is limited in scope as it concentrated only on Cogan's Model of Clinical Supervision.

Dubi (2014) carried out a research on "Evaluation of Instructional Leadership Practices of Principals in Nigerian Secondary Schools". Nine hypotheses were formulated to find out the significant differences in the opinions of the three groups of respondents. The descriptive and survey methods were adopted for investigations and data collection. Through stratified random sampling technique, twelve states in the six geo-political zones of Nigeria were selected for the study. One thousand, two hundred (1,200) respondents comprising of 960 teachers, 96 Ministry of Education officials and 144 Principals were selected as samples.. The One Way Analysis of Variance (ANOVA) and Scheffe's Post-Hoc test were used to test the null hypotheses. Five out of nine hypotheses were accepted while four were rejected. The four rejected hypotheses were subjected to Scheffe post-hoc test to determine the extent of significant differences in the respondents' opinions.

The major finding of the research indicated that the instructional leadership role performed by principals showed high level of instructional leadership responsibilities in instructional supervision, delegation of authority and communication network. It also revealed that Principals adequately communicated to members of the school community using various channels such as bulletin board, memos, circulars, letters, staff meetings and other appropriate media for clarity and understanding of messages. Finally, the study recommended that Principals should use various communication channels and methods when communicating to

individuals or group so as to remove any communication gap or barrier that would affect teaching and learning in the school. Suggestions were also made for further research in the area of improvement in teaching and learning in secondary schools in Nigeria.

The research study is relevant to the present research study as it focused on instructional leadership practice of principals in supervision of instruction in secondary schools, which is one important aspect of this study. However, the study differs from the present study as it concentrated on instructional leadership practice of principals in secondary schools. This implies that, in term of level, the study covered both Junior and Senior Secondary Schools, whereas the present study focused only on junior secondary schools. Also, in terms of location it covered Nigeria, whereas the present study covered only Kaduna State. In addition, the study is too broad in scope as it covered the entire Secondary Schools in Nigeria.

Dangara (2015) study examined the Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State with reference to Senior Secondary Certificate Examination (SSCE). Five research questions were used to guide the study to a rational conclusion. Descriptive Survey method was adopted for the study. The total population of the study is made up of fifty eight Secondary Schools and Five Hundred and Twenty Five senior secondary school teachers in Nasarawa North Senatorial district during the 2012/2013 academic session. The population was chosen as a matter of the investigators research interest. Simple Random Sampling Technique was used in the study. The research instrument tagged Instructional Supervision and Students' Academic Performance Questionnaire (ISSAPQ) were used to obtain relevant data from 92 teachers in 37 selected Senior Secondary schools using the simple random sampling techniques. 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 show 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 research study is relevant to the present research study as it focused supervision of instruction in secondary schools, which is one important aspect of this study. However, the study differs from the present study as it concentrated only on Impact of Instructional Supervision on Academic Performance of Secondary School Students. This implies that, in term of level, the study covered only Senior Secondary Schools whereas the present study focused only on junior secondary schools. Also, in terms of location it covered Nassarawa State, whereas the present study covered Kaduna State.

Sule, Ameh and Egbai (2015) investigated the relationship between instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State. Two null hypotheses were formulated to guide the study. Ex-post facto research design was adopted for the study. The population of the study comprises all public secondary school principals and teachers in the study area.

There are a total of six (6) principals and four hundred and thirty-three (433) teachers. Simple random sampling technique was used to select one hundred and ninety-five (195) teachers from six (6) public secondary schools. A well-structured questionnaire tagged "Instructional Supervisory Practices Questionnaire (ISPQ) and Teachers' Role Effectiveness Questionnaire (TREQ)" were used for data collection.

However, the results of the analysis revealed that there was a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness. The result also revealed that, there was a significant positive relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness. It was concluded that a closer, regular and continuous instructional supervisory practice rather than snappy, unscheduled and partial supervision is what is urgently needed especially now that a lot of changes have been introduced into the school curriculum. It was recommended among others that Government through the Ministry of Education should organize training programmes for principals as well as teachers on the need for effective instructional supervision. Also, Teachers' lesson notes should be checked regularly and areas that need to be corrected should be pointed out. This would help to improve their role effectiveness in secondary schools. Principals should intensify instructional supervision via regular classroom observation.

The research study is relevant to the present research study as it focused on supervisory practice of principals on teachers' role effectiveness in secondary schools, which is one important aspect of this study. However, the study differs from the present study as it concentrated only on relationship between instructional supervisory practices and teachers' role effectiveness in public Senior Secondary Schools in Calabar South Local Government

Area of Cross River State. This implies that, in term of level, the study covered only Senior Secondary Schools whereas the present study focused only on junior secondary schools. Also, in terms of location it covered Calabar South Local Government Area of Cross River State, whereas the present study covered Kaduna State. In addition, the study is limited in scope as it concentrated only on Calabar South Local Government Area.

Sani (2016) conducted a research on Perceptions of Stakeholders on the Role Performances of Principals in the Administration of Junior Secondary Schools in North-West Geo-Political Zone, Nigeria. The study formulated ten (10) hypotheses and ten (10) research questions in line with the objectives of the study. Descriptive survey design was adopted and used to cover all the seven states that constituted North-West Geo-Political Zone. A total population of 25,078 made up of 1,080 inspectors, 1,683 principals and 22,315 teachers was used in the study. A sample of 291 inspectors, 322 principals and 378 teachers was arrived at using Research Advisors (2006) Sampling Table. Stratified sampling technique was used to select schools and respondents. Questionnaire was used as an instrument to collect data. The data were analyzed using descriptive statistics and One Way Analysis of Variance (ANOVA), using 0.05 level of significance.

However, the findings revealed that role performances of principals were not effectively carried out because principals lacked experience in decision making strategies, inability to involve stakeholders in securing and managing school resources, barring students in participating in extra-curricular activities, among others. The study concluded, based on the data analyzed and the major findings, that role performances of principals in Junior Secondary Schools in North-West Geo-political Zone were not carried out to enhance schools' administration. Recommendations include encouraging high level of community involvement

in secondary school administration in order to sustain cordial relationship between the school and community and developing and promoting extra-curricular activities in secondary schools.

The research study is relevant to the present research study as it focused on role performance of principals in school supervision, which is one important aspect of this study. Also, both researches focused on Junior Secondary Schools as their level. However, the study differs from the present study as it concentrated on the Perceptions of Stakeholders on the Role Performances of Principals in the Administration of Junior Secondary Schools. This implies that, in terms of location it covered the entire North-West Geo-Political Zone, Nigeria.

Ikegbusi and Eziamaka (2016) examined the Impact of Supervision of Instruction on Teacher Effectiveness in Secondary Schools in Enugu State, Nigeria. Two research questions guided the study and one null hypothesis was tested at 0.05 level of significance. The study adopted a comparative survey research design. All the 3,197 government owned secondary school teachers in Enugu South Local Government Area of Enugu state constituted the population of the study. A sample of 905 teachers was selected through proportionate stratified random sampling technique. The instrument that was used for data collection was a questionnaire called Internal Supervision Assessment Scale (ISAS) for section A which consists of 20 items, while section B was External Supervision Assessment Scale (ESAS) which equally consists of 20 items. The researcher-developed questionnaire duly validated and whose reliability index is 0.85 was used for data collection. Mean and t-test were used to analyse the data collected.

The result of the study indicates that both internal and external supervision of instruction have positive effect on teacher effectiveness in secondary schools. Based on the findings of the study, some recommendations were made of which one of them is that there should be constant sponsored workshops and seminars for both the supervisors and teachers separately to enable them become knowledgeable on the expectations of the supervision of instruction in secondary schools.

The research study is relevant to the present research study as it focused on effect of supervision on teachers' effectiveness in Secondary Schools, which is one important aspect of this study. However, the study differs from the present study as it concentrated only on Impact of Supervision of Instruction on Teacher Effectiveness in Senior Secondary Schools. This implies that, in term of level, the study covered only Senior Secondary Schools whereas the present study focused only on junior secondary schools. Also, in terms of location it covered Enugu State, whereas the present study covered Kaduna State.

2.11   Summary

In this chapter, a review of literature related to the study was carried out. The studies reviewed were of relevance to the present study in one way or the other. The concept discussed include concept of school supervision, purposes of school supervision, principles of school supervision, techniques of school supervision and supervisory role performance of principals in secondary schools. Also, the concept of classroom visitation and impact of principals' classroom visitation on teachers' role performance, the concept of school records, types of school records and impact of principals' supervisory practice of records checking on teachers' role performance, the concept of continuous assessment in secondary schools and

impact of principals' supervision of instruction on teachers' role performance of continuous assessment were critically discussed.

In addition, the concept of instructional materials and impact of principals' supervisory practice of instructional materials provision on teachers' role performance, the concept of instructional methods and types of instructional methods used in secondary schools, the concept of conference and impact of principals' supervision of conference on teachers' role performance and models of instructional supervision such as skill training model, counseling model, clinical model and Cogan's Eight-Phase Model of clinical supervision were critically discussed in relation to supervisory role performance of principals in secondary schools.

Finally, the review unveiled the empirical works of other scholars and researchers and critically examined its relevance and difference to the present study. In this regard, a few research reports have been located and it appears that much work has not been done regarding principals' supervisory practice on teachers' role performance in Junior Secondary Schools in Kaduna State, Nigeria, hence the need to fill the existing gap. It is against this backdrop, therefore, that this research was conducted.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter presents the methods used for the study titled "Assessment of Principals'
Internal Supervision of Instruction on Teachers' Role Performance in Junior Secondary
Schools in Kaduna State, Nigeria". The presentation was organized under the headings which
include research design, population of the study, sample and sampling techniques,
instrumentation, validity of the instrument, pilot study, reliability of the instrument, procedure
for data collection and method for data analysis.

3.2   Research Design

This research study used for the study is descriptive survey design. This design is
considered to facilitate extraction of data from different sources. Since the study is descriptive
in nature and acquired data from principals, teachers and school supervisors to assess
Principals' Supervision of Instruction on Teachers' Role Performance in Junior Secondary
Schools, descriptive survey design was deemed appropriate. The main justification for the use
of the design is that it is used in behavioural and social science researches to gather factual
information with regard to a particular population. The research design would therefore afford
the researcher an opportunity to investigate various issues with regards to Principals'
Supervision of Instruction on Teachers' Role Performance in Junior Secondary Schools.

3.3   Population of the Study

The population of the study consists of five thousand, five hundred and eighty (5,580)
junior secondary school teachers, four hundred (400) principals and two hundred and twenty

nine (229) school inspectors from all the twelve (12) Education Zones in Kaduna State. This implies that a total population of six thousand, two hundred and nine (6,209) respondents served as the target population for the study. The table below shows the details of the population distribution for the study.

Table 3.1 Population of the Study

S/N	Education Zone	No. of Principals	No. of Teachers	School Supervisors	Total
1	Anchau	43	427	18	488
2	Birni-Gwari	16	144	11	171
3	Giwa	22	206	13	241
4	Godo-Godo	16	156	19	191
5	Kaduna	29	1004	32	1065
6	Kafanchan	48	664	18	730
7	Kachia	52	502	12	566
8	Lere	34	382	11	427
9	Riga Chukun	22	226	19	267
10	Sabon Tasha	37	555	34	626
11	Zonkwa	42	465	23	530
12	Zaria	39	849	19	907
	Total	**400**	**5,580**	**229**	**6,209**

Source: Kaduna State Ministry of Education, Science and Technology (2018)

The teachers were selected among the respondents because they are directly or indirectly affected by the action and inaction of principals while performing their supervisory roles in the schools. On the other hand, the principals suitability in the research has been due to the fact that they are directly the school administrators and as such perform internal instructional supervisory roles in the schools for the realization of educational objectives. In addition, the school inspectors were chosen due to the fact that they perform the supervisory duties to the schools as well.

3.4 Sample and Sampling Techniques

A sample is the portion of a population that is studied so that conclusions are drawn to cover the entire population. It represent a smaller group of elements drawn through a definite procedure from a specified population (Charles & Aligba, 2017). The sample used for the study is 357 respondents. The selection of 357 respondents was based on the recommendation of Research Advisors Table for Sample Size (2006) who asserted that for population of 5,000 – 7,500 the sample size of 357 respondents could be used. However, the table below shows the sample distribution of the respondents.

Table 3.2 Sample of the Study

S/N	Education Zones	Sample of Principals	Sample of Teachers	Sample of School Inspectors	Total Sampled
1	Giwa	8	105	6	119
2	Kachia	8	105	6	119
3	Zaria	8	105	6	119
	Total	**24**	**315**	**18**	**357**

Source: Researcher's Field Work (2018)

In arriving at the sample of the zones used for the study, stratified random sampling technique was used to select three (3) Education Zones, out of twelve (12) Education Zones in the state. This implies that, 25% of the twelve (12) Education Zones in the state was selected as a sample for the study. The Education Zones selected are Giwa, Kachia and Zaria. In arriving at the sample of teachers, principals and school supervisors used for the study, simple random sampling technique was used to obtained 105 sample of teachers, 8 sample of principals and 6 sample of school supervisors for each of the selected education zone. This brought the total sample of the study to 357 respondents.

3.5 Instrumentation

Since the research focused on the "Assessment of Principals' Internal Supervision of Instruction on Teachers' Role Performance in Junior Secondary Schools", a self designed questionnaire was used to collect data for the study. The questionnaire tagged "Principals' Supervision of Instruction on Teachers' Role Performance (PSITRP)" was structured and designed based on the objectives, research questions and the null hypotheses of the study.

The questionnaire has two parts. Part A is on bio-data of the respondents. Part B has 60 items divided into six (6) sections designed to assess the principals' internal supervision of instruction on teachers' role Performance in Junior Secondary Schools in Giwa Education Zone. The five point Likert scale with a response mode of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree will be used for this section of the instrument. The scale was rated as follows:

Strongly Agree (SA) = 5 points

Agree (A) =   4 points

Undecided (U) = 3 points

Disagree (D) = 2 points

Strongly Disagree (SD) = 1 point.

The respondents were requested to indicate by ticking (√) in the appropriate boxes, the responses applicable to the items. The questionnaire was used because it eases the problem of tabulation, classification, interpretation and summary. This implies that it ensures infirmity of responses which make data coding and analysis easier.

3.5.1   Validity of Instrument

Validity in research process is the ability of an instrument to measure truly and accurately the quantity and ability it was designed to measure. That is, the level of instrument's ability to consistently provide accurate result it was meant to provide (Jumare 2017). The researcher's supervisors and other experts in the field of educational measurement and evaluation were requested to vet and offer useful suggestions on each item of the instrument. Their suggestions, modification and corrections were incorporated in the final draft of the instruments. The purpose of validity was to determine the extent to which instrument items relate to the objectives and research questions. To further validate the instruments a pilot study was carried out in the area of study.

3.5.2   Pilot Study

The pilot test was carried out in two (2) Junior Secondary Schools in Kaduna Education Zone. The schools are Government Junior Secondary School, Unguwan Rimi and Government Junior Secondary School, Unguwan Sarki. These schools are part of the target population but not part of the sampled schools. Thirty six copies of the draft instrument (questionnaire) were administered to thirty six (36) respondents which represent 10% of the total sampl for the study. The above selection of the sample for pilot study was based on the recommendation of Olaofe (2010) who opined that a pilot test is conducted with a small sample size of four or five percent of the respondents from the sample of the study, hence the selection of 10% of the sampled of the respondents for the pilot study. The result of the pilot study therefore, indicated that the instrument used for the study is reliable.

3.5.3 Reliability of the Instrument

An instrument could be term reliable when its internal consistencies prove normality over a period of time (Jumare, 2017). The reliability of the instrument is to help ascertain the consistency of the respondents in their opinions on the items in the structured questionnaire. The data collected from the pilot study were subjected to reliability test using the split half method of reliability in determining the internal consistency of the items in the Likert structured of the questionnaire and the reliability index stood at 0.74 using Cronbach's Alpha Formula. This indicated that the instrument used for the conduct of the study is reliable.

3.6 Procedure for Data Collection

The research instrument was personally administered by the researcher and three (3) research assistants to the selected teachers, principals and school supervisors of the selected Education Zones in Kaduna State. This was done after obtaining permission from the principals of the selected schools to administer the instrument. The questionnaire was produced enough to cover the respondents.

3.7 Methods of Data Analysis

The Information from the questionnaire was collated and analyzed, using descriptive and inferential statistics. Descriptive statistics used were frequency counts and simple percentage to analyzed the bio-data of the respondents while mean was used to analyzed the research questions. Inferential statistics used is Analysis of Variance (ANOVA) to test the formulated null hypotheses and significant difference between the opinions of the respondents, since the tests consisted of three categories of respondents: principals, teachers and school inspectors. ANOVA was selected and used because the groups are three and each group was independent. Also, the research involves comparison of opinions of respondents to

determine whether there is any significant variation in the opinions. In addition, Charles and

Aligba (2017) asserted that ANOVA could be used when each sample is normally distributed,

population has common variance, the groups are independent of each other and samples are

randomly selected. However, all hypotheses were tested at the 0.05 level of significance.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter presents the data collected, the analysis carried out and the discussion 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 demographic 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 315 copies of the questionnaire were distributed to teachers, but only 286 were returned. Also, 24 copies of the questionnaire were distributed to the principals, but, 22 were retrieved. In the same vein, 18 copies of the questionnaire were distributed to school supervisors, but only 16 copies were retrieved. Therefore, a total of 357 copies of the questionnaire were distributed but only 324 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. Table 4.1 – 4.4 shows the bio-data distributions of the respondents

Table 4.1: Distribution of the Respondents by Status

Status	Frequency	Percent (%)
Teachers	286	88.3
Principals	22	6.8
School Supervisors	16	4.9
Total	**324**	**100**

Table 4.1 shows that 286 of the respondents which represents 88.3% of total respondents were teachers, the principals were 22 representing 6.8% of the respondents, while 16 respondents which represent 4.9% total respondents were school supervisors. This shows that majority of the respondents were teachers.

Table 4.2: Distribution of the Respondents by Gender

Gender	Frequency	Percent (%)
Males	168	51.9
Females	156	48.1
Total	**324**	**100**

Table 4.2 shows the distribution of the respondents by gender. It shows that 168 of the respondents which represent 51.9% of total respondents were males while 156 respondents which represent 48.1% total respondents were females. Although, there is not much disparity between the gender of the respondents, yet, it shows that majority of the respondents were males.

Table 4.3:Distribution of the Respondents by Highest Academic Qualifications

Qualification	Frequency	Percent (%)
NCE.	113	34.9
B.Ed/ BSc	152	46.9
M.Ed.	18	5.6
Others	41	12.7
Total	**324**	**100**

Table 4.3 shows distribution of respondents by highest academic qualification. It shows that 113 respondents which represents 34.9% of total respondents has NCE as their highest academic qualification, while 152 respondents representing 46.9% of total respondents has either B.Ed/BSc. Also, 18 respondents which represent 5.6% of the respondents has M.Ed. as their highest academic qualification while 41 respondents which represents 12.7% 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	38	11.7
6-10	66	20.4
11-15	86	26.5
16-20	69	21.3
21 years and above	65	20.1
Total	**324**	**100.0**

Table 4.4 shows the distribution of respondents by years of working experience. It revealed that those with 1-5 years of working experiences were 38 representing 11.7% of the total

respondents. Those with 6-10 years of experience were 66 respondents representing 20.4% total. Respondents with 11-15 years of experience were 86 representing 26.5%, those with 16-20 years were 69 representing 21.3% while those with 21 years and above were 65 representing 20.1% of the total respondents of the study. A consideration of this classification reveals a fairly equitable distribution in the rank and files of the respondents which is capable of given this study the desired responses for analysis and generalization.

4.3 Analysis of Responses

This section presents the analysis and discussion of data related to the objectives and research questions raised in chapter one. In other words, this section analysed the responses of the respondents using frequency tables, simple percentages and mean. The responses of the respondents were based on the 60 items identified. The items were grouped into six (6) categories. Each category focused on objectives and research questions raised in chapter one of the study. However, for the purpose of this study, when the mean score of an item is greater than 2.50 set for the study, the item was regarded as agree. On the other hand, when the mean score of an item is less than 2.50, the item was considered disagree.

Items 1-10 were grouped under the principals' classroom visitation on teachers' role performance in Junior Secondary Schools in Kaduna State. Items 11-20 fell under the principals' supervisory practice of record checking on teachers' role performance in Junior Secondary Schools in Kaduna State while items 21-30 sought to assess the principals' supervision of instruction on teachers' continuous assessment of the students in Junior Secondary Schools in Kaduna State. Items 31-40 desired to find out the Principals' supervisory practice of instructional materials provision on teachers' role performance in Junior Secondary Schools in Kaduna State.

In addition, items 41-50 sought to assess the Principals' supervisory practice of evaluating instructional methods on teachers' role performance in Junior Secondary Schools in Kaduna State. Item 51-60 focused on the principals' supervision of conference on teachers' role performance in Junior Secondary Schools in Kaduna State. However, to explore and achieve the findings on assessment of principals' internal supervision of instruction on teachers' role performance in Junior Secondary Schools in Kaduna State, the researcher collected and analyzed the responses of the respondents as presented in table 5 – 10 below.

Table 4.5: Opinions of Respondents on the Perceived Impact of Principals' Classroom Visitation on Teachers' Role Performance in Junior Secondary Schools in Kaduna State

S/N	Item Statements	SA		A		U		D		SD		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Principal's regular classroom supervision ensures attendance of teachers which enhances their performance.	79	24.4	106	32.7	38	11.7	84	25.9	17	5.2	3.45
2	Supervision of lessons by the principal assists teachers with tips in classroom management.	53	16.4	169	52.2	57	17.6	38	11.7	7	2.2	3.69
3	Principals' classroom visitation identifies the areas of teachers' weaknesses and promotes their performance.	88	27.2	162	50.0	54	16.7	18	5.6	2	0.6	3.98
4	Principals' supervision of teachers' lessons in the classes improves their performance.	53	16.4	137	42.3	107	33.0	27	8.3	0	0	3.98
5	Supervision of lessons by principals ensures teachers perform their duties.	106	32.7	117	36.1	63	19.4	27	8.3	11	3.4	3.86
6	Supervision of lessons by the principals motivates teachers to improve their performance.	51	15.7	184	56.8	59	18.2	28	8.6	2	0.6	3.78
7	Principals' supervision of lessons assists teachers to be more effective in teaching process.	105	32.4	161	49.7	23	7.1	35	10.8	0	0	4.04
8	Classroom visitation by principals stimulates teachers to improve their performance.	93	28.7	161	49.7	29	9.0	41	12.7	0	0	3.94
9	Classroom visitation helps to improve on teachers' performance.	75	23.1	139	42.9	48	14.8	53	16.4	9	2.8	3.94
10	Classroom visitation by principals establishes rapport with teachers which enhances their competency.	54	16.7	99	30.6	80	24.7	84	25.9	7	2.2	3.34

Table 4.5 shows the opinions of respondents on the perceived impact of principals' classroom visitation on teachers' role performance in Junior Secondary Schools of Kaduna State. Item one sought the opinions of respondents on whether principal's regular classroom supervision ensures attendance of teachers which enhances their performance. The results shows that 79 and 106 respondents that represent 24.4% and 32.7% of the total respondents strongly agree and agree respectively, that principal's regular classroom supervision ensures attendance of teachers which enhances their performance. 38 respondents that represent 11.7% of total respondent did not make any decision on the statement while 84 and 17 respondents that represent 25.9% and 5.2% 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 principal's regular classroom supervision ensures attendance of teachers which enhances their performance.

Item two assessed the opinions of respondents on whether supervision of lessons by the principal assists teachers with tips in classroom management. The results shows that 53 and 169 respondents that represent 16.4% and 52.2% of the total respondents strongly agree and agree respectively that supervision of lessons by the principal assists teachers with tips in classroom management. 57 respondents that represent 17.6% of total respondent did not make any decision on the statement while 38 and 7 respondents that represent 11.7% and 2.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.69, this indicated that majority of the respondents were of the opinion that supervision of lessons by the principal assists teachers with tips in classroom management.

Item three sought the opinions of respondents on whether principals' classroom visitation identifies the areas of teachers' weaknesses and promotes their performance. The

results shows that 88 and 162 respondents that represent 27.2% and 50% of the total respondents strongly agree and agree respectively, that principals' classroom visitation identifies the areas of teachers' weaknesses and promotes their performance. 54 respondents that represent 16.7% of total respondent did not make any decision on the statement while 18 and 2 respondents that represent 5.6% and 0.6% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.98, this indicated that majority of the respondents were of the opinion that principals' classroom visitation identifies the areas of teachers' weaknesses and promotes their performance.

Item four investigated the opinions of respondents on whether principals' supervision of teachers' lessons in the classes improves their performance. The results shows that 53 and 137 respondents that represent 16.4% and 42.3% of the total respondents strongly agree and agree respectively that principals' supervision of teachers' lessons in the classes improves their performance. 107 respondents that represent 33% of total respondent did not make any decision on the statement while 27 respondents that represent 8.3% of the total respondents disagree with the statement. With the mean score of 3.67, this indicated that majority of the respondents were of the opinion that principals' supervision of teachers' lessons in the classes improves their performance.

Item five sought the opinions of respondents on whether supervision of lessons by principals ensures teachers perform their duties as scheduled. The results shows that 106 and 117 respondents that represent 32.7% and 36.1% of the total respondents strongly agree and agree respectively that supervision of lessons by principals ensures teachers perform their duties as scheduled. 63 respondents that represent 19.4% of total respondent did not make any decision on the statement while 27 and 11 respondents that represent 8.3% and 3.4% of the

total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.86, this indicated that majority of the respondents were of the opinion that supervision of lessons by principals ensures teachers perform their duties as scheduled.

Item six sought the opinions of respondents on whether supervision of lessons by the principals motivates teachers to improve their performance. The results shows that 51 and 184 respondents that represent 15.7% and 56.8% of the total respondents strongly agree and agree respectively that supervision of lessons by the principals motivates teachers to improve their performance. 59 respondents that represent 18.2% of total respondent did not make any decision on the statement while 28 and 2 respondents that represent 8.6% and 0.6% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.78, this indicated that majority of the respondents were of the opinion that supervision of lessons by the principals motivates teachers to improve their performance.

Item seven sought the opinions of respondents on whether principals' supervision of lessons assists teachers to be more effective in teaching process. The results shows that 105 and 161 respondents that represent 32.4% and 49.7% of the total respondents strongly agree and agree respectively, that principals' supervision of lessons assists teachers to be more effective in teaching process. 23 respondents that represent 7.1% of total respondent did not make any decision on the statement while 35 respondents that represent 10.8% of the total respondents disagree with the statement. With the mean score of 4.04, 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.

Item eight investigated the opinions of respondents on whether classroom visitation by principals guides and stimulates teachers to improve their performance. The results shows that

100

93 and 161 respondents that represent 28.7% and 49.7% of the total respondents strongly agree and agree respectively that classroom visitation by principals guides and stimulates teachers to improve their performance. 29 respondents that represent 9.0% of total respondent did not make any decision on the statement while 41 respondents that represent 12.7% of the total respondents disagree with the statement. With the mean score of 3.94, this indicated that majority of the respondents were of the opinion that classroom visitation by principals guides and stimulates teachers to improve their performance.

Item nine investigated the opinions of respondents on whether classroom visitation helps to determine the classroom situation and improve on teachers' performance. The results shows that 75 and 139 respondents that represent 23.1 and 42.9% of the total respondents strongly agree and agree respectively that classroom visitation helps to determine the classroom situation and improve on teachers' performance. 48 respondents that represent 14.8% of total respondent did not make any decision on the statement. while 53 and 9 respondents that represent 16.4% and 2.8% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.67, this indicated that majority of the respondents, to some extent, were of the opinion that classroom visitation helps to determine the classroom situation and improve on teachers' performance.

Finally, item ten sought the opinions of respondents on whether classroom visitation by principals establishes rapport with teachers which enhances their competency. The results shows that 54 and 99 respondents that represent 16.7% and 30.6% of the total respondents strongly agree and agree respectively, that classroom visitation by principals establishes rapport with teachers which enhances their competency. 80 respondents that represent 24.7% of total respondent did not make any decision on the statement while 84 and 7 respondents

that represent 25.9% and 2.2% 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 classroom visitation by principals establishes rapport with teachers which enhances their competency.

Table 4.6: Opinions of Respondents on the Perceived Impact of Principals' Supervisory Practice of Record Checking on Teachers' Role Performance in Junior Secondary Schools

S/N	Item Statements	SA		A		U		D		SD		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Principals' regular checking of teachers' lesson note improve their performance in classroom instruction.	95	29.3	57	17.6	69	21.3	68	21.0	35	10.8	3.34
2	Principals' supervisory practice of checking schemes of work enhances teachers' performance.	50	15.4	96	29.6	40	12.3	81	25.0	57	17.6	3.24
3	Principals' supervisory practice of checking C.A record sheet promotes competency of teachers.	108	33.3	130	40.1	34	10.5	45	13.9	7	2.2	3.89
4	Principals' supervision of teachers' lesson plans improve competency of teachers.	118	36.4	170	52.5	14	4.3	22	6.8	0	0	4.19
5	Principals' supervisory practice of checking duty report book promotes the performance of teachers.	110	34.0	168	51.9	21	6.5	22	6.8	3	0.9	4.11
6	Regular checking of lesson attendance register by principals enhances the performance of teachers.	86	26.5	165	50.9	39	12.0	30	9.3	4	1.2	3.92
7	Principals' supervisory practice of checking time book does not improve the performance of teachers.	56	17.3	145	44.8	44	13.6	76	23.5	3	0.9	3.54
8	Principals do guide teachers in the planning of scheme of work and this affect their performance.	70	21.6	115	35.5	54	16.7	68	21.0	17	5.2	3.47
9	Principals' supervisory practice of checking Log books improves the performance of teachers.	72	22.2	120	37.0	39	12.0	61	18.8	32	9.9	3.43
10	Principals' supervisory practice of checking movement book improves teachers' performance.	81	25.0	161	49.7	45	13.9	34	10.5	3	0.9	3.90

Table 4.6 shows the opinions of respondents on the perceived impact of principals' supervisory practice of record checking on teachers' role performance in Junior Secondary Schools of Kaduna State. Item one sought the opinions of respondents on whether principal's regular checking of teachers' lesson note improve their performance in classroom instruction. The results shows that 95 and 57 respondents that represent 29.3% and 17.6% of the total respondents strongly agree and agree respectively, that principal's regular checking of teachers' lesson note improve their performance in classroom instruction. 69 respondents that represent 21.3% of total respondent did not make any decision on the statement while 68 and 35 respondents that represent 21% and 10.8% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.3, this indicated that majority of the respondents were of the opinion that principal's regular checking of teachers' lesson note improve their performance in classroom instruction.

Item two assessed the opinions of respondents on whether principals' supervisory practice of checking schemes of work enhances the performance of teachers. The results shows that 50 and 96 respondents that represent 15.4% and 29.6% of the total respondents strongly agree and agree respectively that principals' supervisory practice of checking schemes of work enhances the performance of teachers. 40 respondents that represent 12.3% of total respondent did not make any decision on the statement while 81 and 57 respondents that represent 25% and 17.6% 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 practice of checking schemes of work enhances the performance of teachers.

Item three sought the opinions of respondents on whether principals' supervisory practice of checking C.A record sheet promotes competency of teachers. The results shows that 108 and 130 respondents that represent 33.3% and 40.1% of the total respondents strongly agree and agree respectively, that principals' supervisory practice of checking C.A record sheet promotes competency of teachers. 34 respondents that represent 10.5% of total respondent did not make any decision on the statement while 45 and 7 respondents that represent 13.9% and 2.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.89, this indicated that majority of the respondents were of the opinion that principals' supervisory practice of checking C.A record sheet promotes competency of teachers.

Item four investigated the opinions of respondents on whether principals' supervision of teachers' lesson plans improve competency of teachers. The results shows that 118 and 170 respondents that represent 36.4% and 52.5% of the total respondents strongly agree and agree respectively that principals' supervision of teachers' lesson plans improve competency of teachers. 14 respondents that represent 4.3% of total respondent did not make any decision on the statement while 22 respondent that represent 6.8% of the total respondents disagree respectively with the statement. With the mean score of 4.19, this indicated that majority of the respondents were of the opinion that principals' supervision of teachers' lesson plans improve competency of teachers.

Item five sought the opinions of respondents on whether principals' supervisory practices of checking duty report book do not promote the performance of teachers. The results shows that 110 and 168 respondents that represent 34% and 51.9% of the total respondents strongly agree and agree respectively that principals' supervisory practices of

checking duty report book do not promote the performance of teachers. 21 respondents that represent 6.5% of total respondent did not make any decision on the statement while 22 and 3 respondents that represent 6.8% and 0.9% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 4.11, this indicated that majority of the respondents were of the opinion that principals' supervisory practices of checking duty report book do not promote the performance of teachers.

Item six sought the opinions of respondents on whether regular checking of lesson attendance register by principals enhances the performance of teachers. The results shows that 86 and 165 respondents that represent 26.5% and 50.9% of the total respondents strongly agree and agree respectively that regular checking of lesson attendance register by principals enhances the performance of teachers. 39 respondents that represent 12% of total respondent did not make any decision on the statement while 30 and 4 respondents that represent 9.3% and 1.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.92, this indicated that majority of the respondents were of the opinion that regular checking of lesson attendance register by principals enhances the performance of teachers.

Item seven sought the opinions of respondents on whether principals' supervisory practice of checking time book does not improve the performance of teachers. The results shows that 56 and 145 respondents that represent 17.3% and 44.8% of the total respondents strongly agree and agree respectively, that principals' supervisory practice of checking time book does not improve the performance of teachers. 44 respondents that represent 13.6% of total respondent did not make any decision on the statement while 76 and 3 respondents that represent 23.5% and 10.9% of the total respondents disagree and strongly disagree

respectively with the statement. With the mean score of 3.54, this indicated that majority of the respondents were of the opinion that principals' supervisory practice of checking time book does not improve the performance of teachers.

Item eight investigated the opinions of respondents on whether principals do guide teachers in the planning of scheme of work and this affect their performance. The results shows that 20 and 115 respondents that represent 21.6% and 35.5% of the total respondents strongly agree and agree respectively that principals do guide teachers in the planning of scheme of work and this affect their performance. 54 respondents that represent 16.7% of total respondent did not make any decision on the statement while 68 and 17 respondents that represent 21% and 5.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.47, this indicated that majority of the respondents were of the opinion that principals do guide teachers in the planning of scheme of work and this affect their performance.

Item nine investigated the opinions of respondents on whether principals' supervisory practice of checking Log books do not improves the performance of teachers. The results shows that 72 and 120 respondents that represent 22.2% and 37% of the total respondents strongly agree and agree respectively that principals' supervisory practice of checking Log books do not improves the performance of teachers. 39 respondents that represent 12% of total respondent did not make any decision on the statement while 61 and 32 respondents that represent 18.8% and 9.9% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.43, this indicated that majority of the respondents, to some extent, were of the opinion that principals' supervisory practice of checking Log books do not improves the performance of teachers.

Finally, item ten sought the opinions of respondents on whether principals' supervisory practice of checking movement book does not improve the performance of teachers. The results shows that 81 and 161 respondents that represent 25% and 49.7% of the total respondents strongly agree and agree respectively, that principals' supervisory practice of checking movement book does not improve the performance of teachers. 45 respondents that represent 13.9% of total respondent did not make any decision on the statement while 34 and 3 respondents that represent 10.5% and 0.9% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.90, this indicated that majority of the respondents were of the opinion that principals' supervisory practice of checking movement book does not improve the performance of teachers.

Table 4.7: Opinions of Respondents on the Perceived Impact of Principals' Supervision of Instruction on Teachers' Continuous Assessment of the Students in Junior Secondary Schools

S/N	Item Statements	SA		A		U		D		SD		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Checking students' assignments by principals enhances teachers' performance.	50	15.4	109	33.6	59	18.2	100	30.9	5	1.8	3.32
2	Checking students' class-works by principals improves teachers' performance.	37	11.4	99	30.6	78	24.1	86	26.5	24	7.4	3.12
3	Evaluation of students by principals helps to identify the areas of teaching difficulties and improve on teachers' performance.	26	8.0	93	28.7	43	13.3	104	32.1	58	17.9	2.75
4	Checking of students' test results by principals force teachers to be more committed to their work.	133	41.0	116	35.8	23	7.1	47	14.5	5	1.5	4.02
5	Principals' of checking of students' examination papers improve teachers' performance.	108	33.3	147	45.4	21	6.5	43	13.3	5	1.5	3.98
6	Perusal of Students' examination questions by principals improves the performance of teachers.	89	27.5	150	46.3	41	12.7	42	13.0	2	0.6	3.87
7	Principals' practice of checking students' report sheets promotes the performance of teachers.	53	16.4	124	38.3	76	23.5	64	19.8	7	2.2	3.47
8	Checking students' assignment books by Principals' promotes the competency of teachers.	97	29.9	65	20.1	60	18.5	69	21.3	33	10.2	3.38
9	Practice of checking students' quiz scores by principals do improve teachers' performance.	49	15.1	96	29.6	40	12.3	81	25.0	58	17.9	3.34
10	Practice of checking students' note books do promotes the competency of teachers.	92	28.4	144	44.4	34	10.5	47	14.5	7	2.2	3.82

Table 4.7 shows the opinions of respondents on the perceived impact of principals' supervision of instruction on teachers' continuous assessment of the students in Junior Secondary Schools in Kaduna State. Item one sought the opinions of respondents on whether principal's supervisory practice of checking students' assignments enhances teachers' performance. The results shows that 50 and 109 respondents that represent 15.4% and 33.6% of the total respondents strongly agree and agree respectively, that principal's supervisory practice of checking students' assignments enhances teachers' performance. 59 respondents that represent 18.2% of total respondent did not make any decision on the statement while 100 and 5 respondents that represent 30.9% and 1.8% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.32, this indicated that majority of the respondents were of the opinion that principal's supervisory practice of checking students' assignments enhances teachers' performance.

Item two assessed the opinions of respondents on whether principals' supervisory practice of checking students' class-works improves teachers' performance. The results shows that 37 and 99 respondents that represent 11.4% and 30.6% of the total respondents strongly agree and agree respectively that principals' supervisory practice of checking students' class-works improves teachers' performance. 78 respondents that represent 24.1% of total respondent did not make any decision on the statement while 86 and 24 respondents that represent 26.5% and 7.4% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.12, this indicated that majority of the respondents were of the opinion that principals' supervisory practice of checking students' class-works improves teachers' performance.

Item three sought the opinions of respondents on whether evaluation of students by principals helps to identify the areas of teaching difficulties and improve on teachers' performance. The results shows that 26 and 93 respondents that represent 8.0% and 28.7% of the total respondents strongly agree and agree respectively, that evaluation of students by principals helps to identify the areas of teaching difficulties and improve on teachers' performance. 43 respondents that represent 13.3% of total respondent did not make any decision on the statement while 104 and 58 respondents that represent 32.1% and 17.9% 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 evaluation of students by principals helps to identify the areas of teaching difficulties and improve on teachers' performance.

Item four investigated the opinions of respondents on whether checking of students' test results by principals force teachers to be more committed to their work. The results shows that 133 and 116 respondents that represent 41% and 35.8% of the total respondents strongly agree and agree respectively that checking of students' test results by principals force teachers to be more committed to their work. 23 respondents that represent 7.1% of total respondent did not make any decision on the statement while 47 and 5 respondent that represent 14.5% and 1.5% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 4.02, this indicated that majority of the respondents were of the opinion that checking of students' test results by principals force teachers to be more committed to their work.

Item five sought the opinions of respondents on whether principals' supervisory practice of checking students' examination papers improves teachers' performance. The

results shows that 108 and 147 respondents that represent 33.3% and 45.4% of the total respondents strongly agree and agree respectively that principals' supervisory practice of checking students' examination papers improves teachers' performance. 21 respondents that represent 6.5% of total respondent did not make any decision on the statement while 43 and 5 respondents that represent 13.3% and 1.5% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.98, this indicated that majority of the respondents were of the opinion that principals' supervisory practice of checking students' examination papers improves teachers' performance.

Item six sought the opinions of respondents on whether perusal of Students' examination questions by principals improves the performance of teachers. The results shows that 89 and 150 respondents that represent 27.5% and 46.3% of the total respondents strongly agree and agree respectively that perusal of Students' examination questions by principals improves the performance of teachers. 41 respondents that represent 12.7% of total respondent did not make any decision on the statement while 42 and 2 respondents that represent 13% and 0.6% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.87, this indicated that majority of the respondents were of the opinion that perusal of Students' examination questions by principals improves the performance of teachers.

Item seven sought the opinions of respondents on whether principals' supervisory practice of checking students' report sheets promotes the performance of teachers. The results shows that 53 and 124 respondents that represent 16.4% and 38.3% of the total respondents strongly agree and agree respectively, that principals' supervisory practice of checking students' report sheets promotes the performance of teachers. 76 respondents that represent

23.5% of total respondent did not make any decision on the statement while 64 and 7 respondents that represent 19.8% and 2.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.47, this indicated that majority of the respondents were of the opinion that principals' supervisory practice of checking students' report sheets promotes the performance of teachers.

Item eight investigated the opinions of respondents on whether principals' supervisory practice of checking students' assignment books promotes the competency of teachers. The results shows that 97 and 65 respondents that represent 29.9% and 20.1% of the total respondents strongly agree and agree respectively that principals' supervisory practice of checking students' assignment books promotes the competency of teachers. 60 respondents that represent 18.5% of total respondent did not make any decision on the statement while 69 and 33 respondents that represent 21.3% and 10.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.38, this indicated that majority of the respondents were of the opinion that principals' supervisory practice of checking students' assignment books promotes the competency of teachers.

Item nine investigated the opinions of respondents on whether principals' supervisory practice of checking students' quiz scores do not improves teachers' performance. The results shows that 49 and 96 respondents that represent 15.1% and 29.6% of the total respondents strongly agree and agree respectively that principals' supervisory practice of checking students' quiz scores do not improves teachers' performance. 40 respondents that represent 12.3% of total respondent did not make any decision on the statement while 81 and 58 respondents that represent 25% and 17.9% 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, to some extent, were of the opinion that principals' supervisory practice of checking students' quiz scores do not improves teachers' performance.

Finally, item ten sought the opinions of respondents on whether principals' supervisory practice of checking students' note books do not promotes the competency of teachers. The results shows that 92 and 144 respondents that represent 28.4% and 44.4% of the total respondents strongly agree and agree respectively, that principals' supervisory practice of checking students' note books do not promotes the competency of teachers. 34 respondents that represent 10.5% of total respondent did not make any decision on the statement while 47 and 7 respondents that represent 14.5% and 2.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.82, this indicated that majority of the respondents were of the opinion that principals' supervisory practice of checking students' note books do not promotes the competency of teachers.

Table 4.8: Opinions of Respondents on Perceived Impact of Principals' Supervisory Practice of Instructional Materials Provision on Teachers' Role Performance in Junior Secondary Schools

S/N	Item Statements	SA		A		U		D		SD		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Principals' provision of adequate textbooks improves teachers' classroom instruction.	111	34.3	181	55.9	17	5.2	12	3.7	3	0.9	4.19
2	Supervisory practice of principals on provision of charts enhances teachers' performance.	107	33.0	165	50.9	32	9.9	16	4.9	4	1.2	4.10
3	Supervisory practice of principals on provision of pictures improves the performance of teachers.	72	22.2	174	53.7	34	10.5	40	12.3	4	1.2	3.83
4	Supervisory practice of principals on provision of slides promotes teachers' performance.	101	31.2	124	38.3	58	17.9	33	10.2	8	2.5	3.96
5	Supervisory practice of principals on provision of projectors enhances teachers' performance.	103	31.8	127	39.2	66	20.4	26	8.0	2	0.6	3.85
6	Adequate teaching materials as directed by principals help teachers to teach more effectively.	101	31.2	124	38.3	45	13.9	46	14.2	8	2.5	3.85
7	Supervisory practice of principals on provision of chalks improves teachers' performance.	87	26.9	77	23.8	74	22.8	75	23.1	11	3.4	3.49
8	Supervisory practice of principals on provision of Newspapers do promotes teachers' performance.	109	33.6	122	37.7	22	6.8	61	18.8	10	3.1	3.80
9	Supervisory practice of principals on provision of flannel boards do enhances teachers' performance.	91	28.1	149	46.0	31	9.6	47	14.5	6	1.9	3.84
10	Supervisory practice of principals on provision of radio do enhances teachers' performance.	107	33.0	135	41.7	17	5.2	60	18.5	5	1.5	3.89

Table 4.8 shows the opinions of respondents on perceived impact of principals' classroom visitation on teachers' role performance in Junior Secondary Schools of Kaduna State. Item one sought the opinions of respondents on whether principals' provision of adequate textbooks improves teachers' classroom instruction. The results shows that 111 and 181 respondents that represent 34.3% and 55.9% of the total respondents strongly agree and agree respectively, that principals' provision of adequate textbooks improves teachers' classroom instruction. 17 respondents that represent 5.2% of total respondent did not make any decision on the statement while 12 and 3 respondents that represent 3.7% and 0.9% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 4.19, this indicated that majority of the respondents were of the opinion that principals' provision of adequate textbooks improves teachers' classroom instruction.

Item two assessed the opinions of respondents on whether supervisory practice of principals on provision of charts enhances teachers' performance. The results shows that 107 and 165 respondents that represent 33% and 50.9% of the total respondents strongly agree and agree respectively that supervisory practice of principals on provision of charts enhances teachers' performance. 32 respondents that represent 9.9% of total respondent did not make any decision on the statement while 16 and 4 respondents that represent 4.9% and 1.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 4.10, this indicated that majority of the respondents were of the opinion that supervisory practice of principals on provision of charts enhances teachers' performance.

Item three sought the opinions of respondents on whether supervisory practice of principals on provision of pictures improves the performance of teachers. The results shows that 72 and 174 respondents that represent 22.2% and 53.7% of the total respondents strongly

agree and agree respectively, that supervisory practice of principals on provision of pictures improves the performance of teachers. 34 respondents that represent 10.5% of total respondent did not make any decision on the statement while 40 and 4 respondents that represent 12.3% and 1.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.83, this indicated that majority of the respondents were of the opinion that supervisory practice of principals on provision of pictures improves the performance of teachers.

Item four investigated the opinions of respondents on whether supervisory practice of principals on provision of slides promotes teachers' performance. The results shows that 101 and 124 respondents that represent 31.2% and 38.3% of the total respondents strongly agree and agree respectively that supervisory practice of principals on provision of slides promotes teachers' performance. 58 respondents that represent 17.9% of total respondent did not make any decision on the statement while 33 and 8 respondent that represent 10.2% and 2.5% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.96, this indicated that majority of the respondents were of the opinion that supervisory practice of principals on provision of slides promotes teachers' performance.

Item five sought the opinions of respondents on whether supervisory practice of principals on provision of projectors enhances teachers' performance. The results shows that 103 and 127 respondents that represent 31.8% and 39.2% of the total respondents strongly agree and agree respectively that supervisory practice of principals on provision of projectors enhances teachers' performance. 66 respondents that represent 20.4% of total respondent did not make any decision on the statement while 26 and 2 respondents that represent 8.0% and 0.6% 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 supervisory practice of principals on provision of projectors enhances teachers' performance.

Item six sought the opinions of respondents on whether adequate teaching materials as directed by principals help teachers to teach more effectively. The results shows that 101 and 124 respondents that represent 31.2% and 38.3% of the total respondents strongly agree and agree respectively that adequate teaching materials as directed by principals help teachers to teach more effectively. 45 respondents that represent 13.9% of total respondent did not make any decision on the statement while 46 and 8 respondents that represent 14.2% and 2.5% 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 adequate teaching materials as directed by principals help teachers to teach more effectively.

Item seven sought the opinions of respondents on whether supervisory practice of principals on provision of chalks improves teachers' performance. The results shows that 87 and 77 respondents that represent 26.9% and 23.8% of the total respondents strongly agree and agree respectively, that supervisory practice of principals on provision of chalks improves teachers' performance. 74 respondents that represent 22.8% of total respondent did not make any decision on the statement while 75 and 11 respondents that represent 23.1% and 3.4% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.49, this indicated that majority of the respondents were of the opinion that supervisory practice of principals on provision of chalks improves teachers' performance.

Item eight investigated the opinions of respondents on whether supervisory practice of principals on provision of Newspapers do not promotes teachers' performance. The results

shows that 109 and 122 respondents that represent 33.6% and 37.7% of the total respondents strongly agree and agree respectively that supervisory practice of principals on provision of Newspapers do not promotes teachers' performance. 22 respondents that represent 6.8% of total respondent did not make any decision on the statement while 61 and 10 respondents that represent 18.8% and 3.1% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.80, this indicated that majority of the respondents were of the opinion that supervisory practice of principals on provision of Newspapers do not promotes teachers' performance.

Item nine investigated the opinions of respondents on whether supervisory practice of principals on provision of flannel boards do not enhances teachers' performance. The results shows that 91 and 149 respondents that represent 28.1% and 46% of the total respondents strongly agree and agree respectively that supervisory practice of principals on provision of flannel boards do not enhances teachers' performance. 31 respondents that represent 9.6% of total respondent did not make any decision on the statement while 47 and 6 respondents that represent 14.5% and 1.9% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.84, this indicated that majority of the respondents, to some extent, were of the opinion that supervisory practice of principals on provision of flannel boards do not enhances teachers' performance.

Finally, item ten sought the opinions of respondents on whether supervisory practice of principals on provision of radio do not enhances teachers' performance. The results shows that 107 and 135 respondents that represent 33% and 41.7% of the total respondents strongly agree and agree respectively, that supervisory practice of principals on provision of radio do not enhances teachers' performance. 17 respondents that represent 5.2% of total respondent

did not make any decision on the statement while 60 and 5 respondents that represent 18.5% and 1.5% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.89, this indicated that majority of the respondents were of the opinion that supervisory practice of principals on provision of radio do not enhances teachers' performance.

Table 4.9: Opinions of Respondents on the Perceived Impact of Principals' Supervisory Practice of Evaluating Instructional Methods on Teachers' Role Performance in Junior Secondary Schools

S/N	Item Statements	SA		A		U		D		SD		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Supervisory practice of principals on dramatization method improves the competency of teachers.	69	21.3	103	31.8	41	12.7	93	28.7	18	5.3	3.38
2	Supervisory practice of principals on problem solving makes the lesson interesting improves teachers' performance.	57	17.6	106	32.7	50	15.4	98	30.2	13	4.0	3.30
3	Principals' supervision of field trip simplifies the work of teachers.	42	13.0	113	34.9	55	17.0	95	29.3	19	5.9	3.20
4	Principals' practice on discovery method enhances intellectual capacity of teachers.	85	26.2	86	26.5	52	16.0	87	26.6	14	4.3	3.44
5	Guidance given by principals on inquiry method enhances competency of teachers.	38	11.7	121	37.3	48	14.8	96	29.6	21	6.3	3.44
6	Principals' practice of questioning method allows students' participation and improves teachers' performance.	45	13.9	112	34.6	54	16.7	99	30.6	14	4.3	3.23
7	Supervisory practice of principals on stimulation method promotes the performance of teachers.	57	17.6	130	40.1	56	17.3	72	22.2	9	2.8	3.48
8	Supervisory practice of principals on play way method do improve the performance of teachers	71	21.9	83	25.6	64	19.8	83	25.6	23	7.1	3.30
9	Supervisory practice of principals on guided discovery do enhances the competency of teachers.	122	37.7	118	36.4	22	6.8	51	15.7	11	3.4	3.89
10	Principals' practices of discussion method do improve teachers' work.	77	23.8	147	45.4	51	15.7	38	11.7	11	3.4	3.74

Table 4.9 shows the opinions of respondents on the perceived impact of principals' supervisory practice of evaluating instructional methods on teachers' role performance   in Junior Secondary Schools of Kaduna State. Item one sought the opinions of respondents on whether supervisory practice of principals on dramatization method improves the competency of principals. The results shows that 69 and 103 respondents that represent 21.3% and 431.8% of the total respondents strongly agree and agree respectively, that supervisory practice of principals on dramatization method improves the competency of principals. 41 respondents that represent 12.7% of total respondent did not make any decision on the statement while 93 and 18 respondents that represent 28.7% and 5.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.38, this indicated that majority of the respondents were of the opinion that supervisory practice of principals on dramatization method improves the competency of principals.

Item two assessed the opinions of respondents on whether supervisory practice of principals on problem solving makes the lesson interesting improves teachers' performance. The results shows that 57 and 106 respondents that represent 17.6% and 32.7% of the total respondents strongly agree and agree respectively that supervisory practice of principals on problem solving makes the lesson interesting improves teachers' performance. 50 respondents that represent 15.4% of total respondent did not make any decision on the statement while 98 and 13 respondents that represent 30.2% and 4% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.30, this indicated that majority of the respondents were of the opinion that supervisory practice of principals on problem solving makes the lesson interesting improves teachers' performance.

Item three sought the opinions of respondents on whether principals' supervision of field trip simplifies the work of teachers and improves their performance. The results shows that 42 and 113 respondents that represent 13% and 34.9% of the total respondents strongly agree and agree respectively, that principals' supervision of field trip simplifies the work of teachers and improves their performance. 55 respondents that represent 17% of total respondent did not make any decision on the statement while 95 and 19 respondents that represent 29.3% and 5.9% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.20, this indicated that majority of the respondents were of the opinion that principals' supervision of field trip simplifies the work of teachers and improves their performance.

Item four investigated the opinions of respondents on whether supervisory practice of principals on discovery method enhances development of intellectual capacity of teachers. The results shows that 85 and 86 respondents that represent 26.2% and 26.5% of the total respondents strongly agree and agree respectively that supervisory practice of principals on discovery method enhances development of intellectual capacity of teachers. 52 respondents that represent 16% of total respondent did not make any decision on the statement while 87 and 14 respondent that represent 26.9% and 4.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.44, this indicated that majority of the respondents were of the opinion that supervisory practice of principals on discovery method enhances development of intellectual capacity of teachers.

Item five sought the opinions of respondents on whether guidance given by principals on inquiry method of teaching enhances competency of teachers. The results shows that 38 and 121 respondents that represent 11.7% and 37.3% of the total respondents strongly agree

and agree respectively that guidance given by principals on inquiry method of teaching enhances competency of teachers. 48 respondents that represent 14.8% of total respondent did not make any decision on the statement while 96 and 21 respondents that represent 29.6% and 6.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.44, this indicated that majority of the respondents were of the opinion that guidance given by principals on inquiry method of teaching enhances competency of teachers.

Item six sought the opinions of respondents on whether supervisory practice of principals on questioning method allows students' participation in lesson and improves teachers' performance. The results shows that 45 and 112 respondents that represent 13.9% and 34.6% of the total respondents strongly agree and agree respectively that supervisory practice of principals on questioning method allows students' participation in lesson and improves teachers' performance. 54 respondents that represent 16.7% of total respondent did not make any decision on the statement while 99 and 14 respondents that represent 30.6% and 4.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.23, this indicated that majority of the respondents were of the opinion that supervisory practice of principals on questioning method allows students' participation in lesson and improves teachers' performance.

Item seven sought the opinions of respondents on whether supervisory practice of principals on stimulation method promotes the performance of teachers. The results shows that 57 and 130 respondents that represent 17.6% and 40.1% of the total respondents strongly agree and agree respectively, that supervisory practice of principals on stimulation method promotes the performance of teachers. 56 respondents that represent 17.3% of total

respondent did not make any decision on the statement while 72 and 9 respondents that represent 22.2% and 2.8% 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 supervisory practice of principals on stimulation method promotes the performance of teachers.

Item eight investigated the opinions of respondents on whether supervisory practice of principals on play way method do not improve the performance of teachers. The results shows that 71 and 83 respondents that represent 21.9% and 25.6% of the total respondents strongly agree and agree respectively that supervisory practice of principals on play way method do not improve the performance of teachers. 64 respondents that represent 19.8% of total respondent did not make any decision on the statement while 83 and 23 respondents that represent 25.6% and 7.1% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.30, this indicated that majority of the respondents were of the opinion that supervisory practice of principals on play way method do not improve the performance of teachers.

Item nine investigated the opinions of respondents on whether supervisory practice of principals on guided discovery do not enhances the competency of teachers. The results shows that 122 and 118 respondents that represent 37.7% and 36.4% of the total respondents strongly agree and agree respectively that supervisory practice of principals on guided discovery do not enhances the competency of teachers. 22 respondents that represent 6.8% of total respondent did not make any decision on the statement while 51 and 11 respondents that represent 15.7% and 3.4% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.89, this indicated that majority of the

respondents, to some extent, were of the opinion that supervisory practice of principals on guided discovery do not enhances the competency of teachers.

Finally, item ten sought the opinions of respondents on whether supervisory practice of principals on discussion method do not improve the performance of teachers. The results shows that 77 and 147 respondents that represent 23.8% and 45.4% of the total respondents strongly agree and agree respectively, that supervisory practice of principals on discussion method do not improve the performance of teachers. 51 respondents that represent 15.7% of total respondent did not make any decision on the statement while 38 and 11 respondents that represent 11.7% and 3.4% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.74, this indicated that majority of the respondents were of the opinion that supervisory practice of principals on discussion method do not improve the performance of teachers.

Table 4.10: Opinions of Respondents on the Perceived Impact of Principals' Supervision of Interactive Session on Teachers' Role Performance in Junior Secondary Schools in Kaduna State

S/N	Item Statements	SA		A		U		D		SD		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Briefing organized by principals after classroom visit help teachers to improve instructional skills	176	54.3	62	19.1	49	15.1	37	11.4	0	0	4.16
2	Conferences organized by principals give teachers more information about subject matter which makes teaching easier.	72	22.2	162	50.0	45	13.9	39	12.0	6	1.8	4.44
3	Conference organized by principals introduce new techniques to teachers and improve their performance	50	15.4	12.7	39.2	52	16.0	66	20.4	29	9.0	3.32
4	Principals' supervision of conference enhance teachers' performance.	128	39.5	144	44.4	22	6.8	30	9.3	0	0	4.14
5	Supervision of conference by the principals help teachers to solve their instructional problem in the classroom	116	35.8	150	46.3	24	7.4	34	10.5	0	0	4.67
6	Principals' supervision of conference stimulates professional growth of teachers.	95	29.3	139	42.9	37	11.4	45	13.9	8	2.5	3.83
7	Principal' conference with teachers enhance cordial relationship and improve their performance	66	20.4	131	40.4	64	19.8	57	17.6	6	1.9	3.60
8	Principals' supervision of conference keep the teachers inform on how to improve teaching and learning process.	95	29.3	57	17.6	69	21.3	68	21.0	35	10.8	3.34
9	Principals, supervision of conference boost teachers' morale and improve their performance.	48	14.8	96	29.6	40	12.3	81	25.0	59	18.2	3.24
10	Supervision of conference by principal is a valuable technique of improving teachers' performance.	108	33.3	130	40.9	34	10.5	45	13.9	7	2.2	3.89

Table 4.10 shows the opinions of respondents on the perceived impact of principals' Supervision of interactive session on Teachers' Role Performance in Junior Secondary Schools of Kaduna State. Item one sought the opinions of respondents on whether briefing organized by principals after classroom visit help teachers to improve instructional skills. The results shows that 176 and 62 respondents that represent 54.3% and 19.1% of the total respondents strongly agree and agree respectively, that conferences organized by principals help teachers to improve their instructional skills. 49 respondents that represent 15.1% of total respondent did not make any decision on the statement while 37 respondents that represent 11.4% of the total respondents disagree with the statement. With the mean score of 4.16, this indicated that majority of the respondents were of the opinion that conferences organized by principals help teachers to improve their instructional skills.

Item two assessed the opinions of respondents on whether conferences organized by principals give teachers more information about subject matter which makes teaching easier. The results shows that 72 and 162 respondents that represent 22.2% and 50% of the total respondents strongly agree and agree respectively that conferences organized by principals give teachers more information about subject matter which makes teaching easier. 45 respondents that represent 13.9% of total respondent did not make any decision on the statement while 39 and 6 respondents that represent 12% and 1.6% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 4.44, this indicated that majority of the respondents were of the opinion that conferences organized by principals give teachers more information about subject matter which makes teaching easier.

Item three sought the opinions of respondents on whether conference organized by principals introduce teachers to new techniques and improve their performance. The results shows that 50 and 127 respondents that represent 15.4% and 39.2% of the total respondents strongly agree and agree respectively, that conference organized by principals introduce teachers to new techniques and improve their performance. 52 respondents that represent 16% of total respondent did not make any decision on the statement while 66 and 29 respondents that represent 20.4% and 9% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.32, this indicated that majority of the respondents were of the opinion that conference organized by principals introduce teachers to new techniques and improve their performance.

Item four investigated the opinions of respondents on whether principals' supervision of conference enhance teachers' performance. The results shows that 128 and 144 respondents that represent 39.5% and 44.4% of the total respondents strongly agree and agree respectively that principals' supervision of conference enhance teachers' performance. 22 respondents that represent 6.8% of total respondent did not make any decision on the statement while 30 respondent that represent 9.3% of the total respondents disagree with the statement. With the mean score of 4.14, this indicated that majority of the respondents were of the opinion that principals' supervision of conference enhance teachers' performance.

Item five sought the opinions of respondents on whether supervision of conference by the principals help teachers to solve their instructional problem in the classroom. The results shows that 116 and 150 respondents that represent 35.8% and 46.3% of the total respondents strongly agree and agree respectively that supervision of conference by the principals help teachers to solve their instructional problem in the classroom. 24 respondents that represent

7.4% of total respondent did not make any decision on the statement while 34 respondents that represent 10.5% of the total respondents disagree with the statement. With the mean score of 3.07, this indicated that majority of the respondents were of the opinion that supervision of conference by the principals help teachers to solve their instructional problem in the classroom

Item six sought the opinions of respondents on whether principals' supervision of conference stimulates professional growth of teachers. The results shows that 95 and 139 respondents that represent 29.3% and 42.9% of the total respondents strongly agree and agree respectively that principals' supervision of conference stimulates professional growth of teachers. 37 respondents that represent 11.4% of total respondent did not make any decision on the statement while 45 and 8 respondents that represent 13.9% and 2.5% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.83, this indicated that majority of the respondents were of the opinion that principals' supervision of conference stimulates professional growth of teachers.

Item seven sought the opinions of respondents on whether principals' supervision of conference enhance cordial relationship with teacher and improve their performance. The results shows that 66 and 131 respondents that represent 20.4% and 40.4% of the total respondents strongly agree and agree respectively, that principals' supervision of conference enhance cordial relationship with teacher and improve their performance. 64 respondents that represent 19.8% of total respondent did not make any decision on the statement while 57 and 6 respondents that represent 17.6% and 1.9% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.60, this indicated that

majority of the respondents were of the opinion that principals' supervision of conference enhance cordial relationship with teacher and improve their performance.

Item eight investigated the opinions of respondents on whether principals' supervision of conference keep the teachers inform on how to improve teaching and learning process. The results shows that 95 and 57 respondents that represent 29.3% and 17.6% of the total respondents strongly agree and agree respectively that principals' supervision of conference keep the teachers inform on how to improve teaching and learning process. 64 respondents that represent 19.8% of total respondent did not make any decision on the statement while 57 and 6 respondents that represent 17.6% and 1.9% 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' supervision of conference keep the teachers inform on how to improve teaching and learning process.

Item nine investigated the opinions of respondents on whether principals, supervision of conference boost the morale of teachers and improve their performance. The results shows that 48 and 96 respondents that represent 14.8% and 29.6% of the total respondents strongly agree and agree respectively that principals, supervision of conference boost the morale of teachers and improve their performance. 40 respondents that represent 12.3% of total respondent did not make any decision on the statement while 81 and 59 respondents that represent 25% and 18.2% 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, supervision of conference boost the morale of teachers and improve their performance.

Finally, item ten sought the opinions of respondents on whether supervision of conference by principal is a valuable technique of improving teachers' role performance. The results shows that 108 and 130 respondents that represent 33.3% and 40.9% of the total respondents strongly agree and agree respectively, that supervision of conference by principal is a valuable technique of improving teachers' role performance. 34 respondents that represent 10.5% of total respondent did not make any decision on the statement while 45 and 7 respondents that represent 13.9% and 2.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.89, this indicated that majority of the respondents were of the opinion that supervision of conference by principal is a valuable technique of improving teachers' role performance.

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. Six (6) null hypotheses were formulated and tested. By this, when the probability value was lower than 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 teachers, principals and school supervisors on the impact of principals' classroom visitation on teachers' role performance in Junior Secondary Schools in Kaduna State. Item 1-10 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in Table 4.11.

Tables 4.11: Summary of One-Way-ANOVA on the Perceived Impact of Principals'
Classroom Visitation on Teachers' Role Performance in Junior Secondary
Schools in Kaduna State in Junior Secondary Schools in Kaduna State.

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	2.071	2	1.035			
				1.05	3.03	0.49
Within Groups	316.393	321	0.986			
Total	**318.464**	**323**				

P<0.05

Table 4.11 shows Analysis of Variance (ANOVA) test revealed that the calculated F-ratio value of 1.05 is less than the 3.03 F-critical value while the calculated P-value of 0.49 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 teachers, principals and school supervisors on the impact of principals' classroom visitation on teachers' role performance in Junior Secondary Schools in Kaduna State.

Hypothesis 2

There is no significant difference in the opinions of teachers, principals and school supervisors on the impact of principals' supervisory practice of record checking on teachers' role performance in Junior Secondary Schools in Kaduna State. Item 11-20 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in Table 4.12.

Tables 4.12: Summary of One-Way-ANOVA on the Perceived Impact of Principals' Supervisory Practice of Record Checking on Teachers' Role Performance in Junior Secondary Schools in Kaduna State.

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	1.718	2	0.859			
				0.387	3.03	0.55
Within Groups	713.162	321	2.222			
Total	**714.880**	**323**				

P<0.05

Table 4.12 shows Analysis of Variance (ANOVA) test revealed that the calculated F-ratio value of 0.387 is less than the 3.03 F-critical value while the calculated P-value of 0.55 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 teachers, principals and school supervisors on the impact of principals' supervisory practice of record checking on teachers' role performance in Junior Secondary Schools in Kaduna State.

Hypothesis 3

There is no significant difference in the opinions of teachers, principals and school supervisors on the impact of principals' supervision of instruction on teachers' role performance in Junior Secondary Schools in Kaduna State. Item 21-30 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in Table 4.13.

Tables 4.13: Summary of One-Way-ANOVA on the Perceived Impact of Principals' Supervision of Instruction on Teachers' Role Performance in Junior Secondary Schools in Kaduna State.

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	5.739	2	2.870			
				1.024	3.03	0.421
Within Groups	899.574	321	2.802			
Total	**905.313**	**323**				

P<0.05

Table 4.13 shows Analysis of Variance (ANOVA) test revealed that the calculated F-ratio value of 1.024 is less than the 3.03 F-critical value while the calculated P-value of 0.421 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 teachers, principals and school supervisors on the impact of principals' supervision of instruction on teachers' role performance in Junior Secondary Schools in Kaduna State.

Hypothesis 4

There is no significant difference in the opinions of teachers, principals and school supervisors on the impact of principals' supervisory practice of instructional materials provision on teachers' role performance in Junior Secondary Schools in Kaduna State. Item 31-40 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in Table 4.14 below.

Tables 4.14: Summary of One-Way-ANOVA on the Perceived Impact of Principals' Supervisory Practice of Instructional Materials Provision on Teachers' Role Performance in Junior Secondary Schools in Kaduna State.

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	1.840	2	0.920			
				0.945	3.03	0.49
Within Groups	312.643	321	0.974			
Total	**314.483**	**323**				

P<0.05

Table 4.14 shows Analysis of Variance (ANOVA) test revealed that the calculated F-ratio value of 0.945 is less than the 3.03 F-critical value while the calculated P-value of 0.49 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 teachers, principals and school supervisors on the impact of principals' supervisory practice of instructional

materials provision on teachers' role performance in Junior Secondary Schools in Kaduna State.

Hypothesis 5

There is no significant difference in the opinions of teachers, principals and school supervisors on the impact of principals' supervisory practice of evaluating instructional methods on teachers' role performance in Junior Secondary Schools in Kaduna 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 4.15.

Tables 4.15: Summary of One-Way-ANOVA on the Perceived Impact of Principals' Supervisory Practice of Evaluating Instructional Methods on Teachers' Role Performance in Junior Secondary Schools in Kaduna State.

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	2.380	2	1.19			
				0.502	3.03	0.57
Within Groups	760.566	321	2.370			
Total	**762.946**	**323**				

P<0.05

Table 4.15 shows Analysis of Variance (ANOVA) test revealed that the calculated F-ratio value of 0.502 is less than the 3.03 F-critical value while the calculated P-value of 0.57 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 teachers, principals and school supervisors on the impact of principals' supervisory practice of evaluating instructional   methods on teachers' role performance in Junior Secondary Schools in Kaduna State.

Hypothesis 6

There is no significant difference in the opinions of teachers, principals and school supervisors on the impact of principals' supervision of interactive session on teachers' role performance in Junior Secondary Schools in Kaduna State. Respondents' opinions in respect of those items were collected, analysed and presented in Table 4.16.

Tables 4.16: Summary of One-Way-ANOVA on the Perceived Impact of Principals' Supervision of Interactive Session on Teachers' Role Performance in Junior Secondary Schools in Kaduna State.

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	3.626	2	1.813			
				0.398	3.03	0.65
Within Groups	1466.963	321	4.560			
Total	**1470.589**	**323**				

P<0.05

Table 4.16 shows Analysis of Variance (ANOVA) test revealed that the calculated F-ratio value of 0.398 is less than the 3.03 F-critical value while the calculated P-value of 0.65 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 teachers, principals and school supervisors on the impact of principals' supervision of interactive session on teachers' role performance in Junior Secondary Schools in Kaduna State.

Table 4.17: Summary of Hypotheses Testing

S/N	Hypotheses Statement	Statistical tool Used	P – Value	Results	Remark
1	There is no significant difference in the opinions of teachers, principals and school supervisors on the impact of principals' classroom visitation on teachers' role performance in Junior Secondary Schools in Kaduna State.	ANOVA	0.49	Calculated F-value of 1.05 is less than the 3.03 F-critical value	Retained
2	There is no significant difference in the opinions of teachers, principals and school supervisors on the impact of Principals' supervisory practice of record checking on teachers' role performance in Junior Secondary Schools in Kaduna State.	ANOVA	0.55	Calculated F-value of 0.387 is less than the 3.03 F-critical value	Retained
3	There is no significant difference in the opinions of teachers, principals and school supervisors on the impact of Principals' supervision of instruction on teachers' continuous assessment of the students in Junior Secondary Schools in Kaduna State.	ANOVA	0.421	Calculated F-value of 1.024 is less than the 3.03 F-critical value	Retained
4	There is no significant difference in the opinions of teachers, principals and school supervisors on the impact of Principals' supervisory practice of instructional materials provision on teachers' role performance in Junior Secondary Schools in Kaduna State.	ANOVA	0.49	Calculated F-value of 0.945 is less than the 3.03 F-critical value	Retained
5	There is no significant difference in the opinions of teachers, principals and school supervisors on the impact of Principals' supervisory practice of evaluating instructional methods on teachers' role performance in Junior Secondary Schools in Kaduna State.	ANOVA	0.57	Calculated F-value of 0.502 is less than the 3.03 F-critical value	Retained
6	There is no significant difference in the opinions of teachers, principals and school supervisors on the impact of principals' supervision of interactive session on teachers' role performance in Junior Secondary Schools in Kaduna State.	ANOVA	0.65	Calculated F-value of 0.398 is less than the 3.03 F-critical value	Retained

P<0.05

4.5 Summary of Major Findings

Based on the data collected and analyzed, the following were revealed as the major findings of the study.

1. Principals' classroom visitation promotes attendance of teachers which enhances their role performance in Junior Secondary Schools in Kaduna State.

2. Principals' supervisory practice of record checking such as checking of teachers' lesson note, scheme of work and lesson attendance register enhance the teachers' role performance in Junior Secondary Schools in Kaduna State.

3. Principals' supervision of instruction such as checking students' assignment, class-works and perusal of students' examination questions enhance teachers' continuous assessment of the students in Junior Secondary Schools in Kaduna State.

4. Principals' supervisory practice of instructional materials provision such as textbooks, charts, pictures and slides enhance the teachers' role performance in Junior Secondary Schools in Kaduna State.

5. Principals' supervisory practice of evaluating instructional methods such as dramatization method, guided discovery methods and field trip method improve the teachers' role performance in Junior Secondary Schools in Kaduna State.

6. Principals' supervision of interactive session such as briefing organized after classroom visit enhance the teachers' role performance in Junior Secondary Schools in Kaduna State.

4.6 Discussions of Findings

Based on the opinions of the respondents, the findings of the study revealed that principals' classroom visitation promotes attendance of teachers which enhances their role performance in Junior Secondary Schools in Kaduna State. This implies that principals'

classroom visitation did not only assists teachers with tips in classroom management but helps to identifies the areas of teachers' weaknesses and promotes their performance. It also motivates teachers to improve their performance and to be more effective in teaching process. This finding was in line with the finding of research conducted by Alimi and Akinfolarin (2012) on Impact of Selected Mode of Instructional Supervision Activities on Students' Academic Performance in senior secondary schools in Ondo State, Nigeria. The study revealed that class visitations by principals influence the performance of teachers which promote students' academic performance in secondary schools. Also, the finding concurred with the findings of Dangara (2015) on Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State with reference to Senior Secondary Certificate Examination (SSCE). The study show that regular instructional supervision using robust supervision strategies like classroom visitation/inspection by school administrators have significant correlation with teachers' performance and academic achievement of students in Secondary Schools. This finding also concurred with the findings of Sule, Ameh and Egbai (2015) which shows that there was a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness.

The findings of the study revealed that principals' supervisory practice of record checking such as checking of teachers' lesson note, scheme of work and lesson attendance register enhance the teachers' role performance in Junior Secondary Schools in Kaduna State. It also revealed that principals' supervisory practice of checking Log books, duty report book and time book promote the performance of teachers. This finding was in line with the finding of research conducted by Sule, Ameh and Egbai (2015) on the relationship between

instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State. The study showed that there was a significant positive relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness. In line with this finding is the study of Dangara (2015) which shows that regular instructional supervision using robust supervision strategies like 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. Also, research study by Alimi and Akinfolarin (2012) on Impact of Selected Mode of Instructional Supervision Activities on Students' Academic Performance in senior secondary schools in Ondo State, Nigeria. The study revealed that regular checking of students' notes and checking of teachers' punctuality and attendance help to improve the performance of teachers and students in secondary schools.

The findings of the study also revealed that principals' supervision of instruction such as checking students' assignment, class-works and perusal of students' examination questions enhance teachers' continuous assessment of the students in Junior Secondary Schools in Kaduna State. It also revealed that principals' supervisory practice of checking students' examination papers, result sheets and note books help to improves teachers' performance. This finding was in line with the finding of research conducted by Alimi and Akinfolarin (2012) on Impact of Selected Mode of Instructional Supervision Activities on Students' Academic Performance in senior secondary schools in Ondo State, Nigeria. The study revealed that there were significant impact of moderation of examination questions and marking scheme by principals on students' academic performance as well as teachers' role performance. Also, the findings was in line with the findings of Dangara (2015) on Impact of

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Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State with reference to Senior Secondary Certificate Examination (SSCE). The study show that regular instructional supervision using robust supervision strategies like checking of students' notebooks have significant correlation with teachers' performance and academic achievement of students in Secondary Schools.

Also, the study revealed that principals' supervisory practice of instructional materials provision such as textbooks, charts, pictures and slides enhance the teachers' role performance in Junior Secondary Schools in Kaduna State. It also revealed that adequate provision of teaching materials such as chalk/ whiteboard marker, flannel board and projector as directed by principals help teachers to teach more effectively. This finding was in line with the finding of research conducted by Olawoye (2009) on Perceived Influence of Supervision of Instruction on Teachers' Classroom Performance in Ijebu-North Education Zone, Ogun State, Nigeria. The study revealed that the use of instructional materials suggested by instructional supervisors influences to a great extent teachers' classroom performance.

In addition, the study revealed that principals' supervisory practice of evaluating instructional methods such as dramatization method, guided discovery methods and field trip method improve the teachers' role performance in Junior Secondary Schools in Kaduna State. It also revealed that supervisory practice of principals on questioning method, stimulation method and inquiry method allows students' participation in lesson and improves teachers' performance. This finding was in line with the finding of research conducted by Ikegbusi and Eziamaka (2016) on the Impact of Supervision of Instruction on Teacher Effectiveness in Secondary Schools in Enugu State, Nigeria. The study shows that both internal and external

supervision of instructional methods have positive effect on teacher effectiveness in secondary schools.

Finally, the study revealed principals' supervision of interactive session such as briefing organized after classroom visit enhance the teachers' role performance in Junior Secondary Schools in Kaduna State. It also revealed that conference organized by principals introduce teachers to new techniques and give teachers more information about subject matter which makes teaching easier and improve their performance. This finding was in line with the finding of research conducted by Olawoye (2009) on Perceived Influence of Supervision of Instruction on Teachers' Classroom Performance in Ijebu-North Education Zone, Ogun State, Nigeria. The study revealed that the interaction between teachers and instructional supervisors influences to a great extent teachers' classroom performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

The study assessed "Principals' Supervisory Practice on Teachers' Role Performance in Junior Secondary Schools in Kaduna State". This chapter therefore, presents the summary, conclusions and recommendations of the study. It also presents suggestions for further studies in related areas to the present study.

5.2   Summary

This research study was set to assess the principals' supervisory practice on teachers' role performance in Junior Secondary Schools in Kaduna State. Six (6) objectives were raised to guide the study which are to examine the impact of principals' classroom visitation on teachers' role performance in Junior Secondary Schools in Kaduna State; assess the impact of principals' supervisory practice of record checking on teachers' role performance in Junior Secondary Schools in Kaduna State; examine the impact of Principals' supervision of instruction on teachers' continuous assessment of the students in Junior Secondary Schools in Kaduna State; assess the impact of Principals' supervisory practice of instructional materials provision on teachers' role performance in Junior Secondary Schools in Kaduna State; assess the impact of Principals' supervisory practice of evaluating instructional methods on teachers' role performance in Junior Secondary Schools in Kaduna State; and examine the impact of principals' supervision of interactive session on teachers' role performance in Junior Secondary Schools in Kaduna State.

The study was made up of five chapters, each chapter dealt with different components of the research study. Chapter one is 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 a review of related literature to the study and it consisted of conceptual framework, theoretical framework and empirical studies. Chapter three discussed research methodology which include research design used, population of the study, sample and sampling techniques, instrumentation, validity of the instrument, reliability of the instrument, and procedure for data collection and methods of data analysis. Also, chapter four analysed the data collected for the study, testing of hypotheses, summary of major findings and discussions of findings. Finally, chapter five gives a summary, conclusions and recommendations based on the findings of the study.

In addition, 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 six (6) null hypotheses formulated at the 0.05 significance level in order to establish the significant differences between the opinions of the respondents. All the six (6) null hypotheses formulated were retained. The findings of the study revealed that principals' classroom visitation ensures attendance of teachers which enhances their role performance in Junior Secondary Schools in Kaduna State. The findings also revealed that principals' supervisory practice of record checking such as checking of teachers' lesson note, scheme of work and lesson attendance register enhance the teachers' role performance in Junior Secondary Schools in Kaduna State.

5.3   Conclusions

Based on the findings of the research study, it was concluded that principals' classroom visitation assists teachers with tips in classroom management and ensures attendance of teachers which enhances their role performance in Junior Secondary Schools in

Kaduna State. The findings of the study concluded that principals' supervisory practice of record checking such as checking of teachers' lesson note/ plan, scheme of work, C.A record sheet and lesson attendance register enhance the teachers' role performance in Junior Secondary Schools in Kaduna State.

Also, the findings of the study concluded that principals' supervision of instruction such as checking students' assignment, class-works and perusal of students' examination questions enhance teachers' continuous assessment of the students in Junior Secondary Schools in Kaduna State. Furthermore, the study concluded that principals' supervisory practice of instructional materials provision such as textbooks, charts, pictures and slides enhance the teachers' role performance in Junior Secondary Schools in Kaduna State.

In addition, the study concluded that principals' supervisory practice of evaluating instructional methods such as dramatization method, guided discovery methods and field trip method improve the teachers' role performance in Junior Secondary Schools in Kaduna State. Finally, the study concluded that principals' supervision of interactive session such as briefing organized after classroom visit enhance the teachers' role performance in Junior Secondary Schools in Kaduna State.

5.4 Recommendations

In line with the findings and conclusions of the study, the following recommendations were made.

1. School principal should enhance the practice of classroom observation as instructional supervisory tool for the realization of their mandates of improving the performance of teachers. This can be done by taking notes of the classroom observation and recording

exactly the activities of both the students and the teacher and make suggestions for further improvement.

2. Workshops and seminars be organized by Kaduna State Ministry of Education, in collaboration with school principals, from time to time to cater for the professional assistance needed by teachers on school records keeping and management. Also the state Ministry of Education should always finance adequately these workshops and seminars, since teachers believe these solve their professional problems.

3. Government through the Ministry of Education should regularly organize workshops and seminars training programmes for principals as well as teachers on the techniques and methods of evaluating students' performance for quality output

4. The principals as instructional supervisors should always give useful suggestions as regards the best instructional materials needed by teachers since teachers see that this works more than self-discovered instructional materials. Also, the state government through Ministry of Education should always make provisions of suggested instructional materials by instructional supervisors to teachers to aid class instruction.

5. The principals should from time to time demonstrate to teachers on how to apply discovery methods, questioning methods and field trip methods in their teaching.

6. Teachers, through the help of principals, should be encouraged to take a tape recording of their teaching during the supervision process for the purpose of play-back and analyze it. This will go a long way to improve on their performance.

5.5   Suggestions for Further Studies

In line with the findings, conclusions and recommendations of the study, the following suggestions were made for further studies.

1. There is need to replicate the same kind (topic) of the research in other states in Nigeria or any other parts of the world, as a basis for comparison of the findings so that a unique report can be made on the assessment of principals' internal supervision of instruction on teachers' role performance in Junior Secondary Schools in Nigeria.

2. Research should be conducted on the "Head-Teachers' Supervision of Instruction on Teachers' Role Performance in Primary Schools in Kaduna State". Primary education is the education pupils received before secondary education. A research on this area will reveals whether the Head-Teacher' supervision of instruction on teachers' role performance in Primary Kaduna State are similar with that of principals in Junior Secondary Schools.

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APPENDIX
QUESTIONNAIRE ON THE ASSESSMENT OF PRINCIPALS' SUPERVISORY PRACTICE ON TEACHERS' ROLE PERFORMANCE IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

Department of Educational Foundations and Curriculum,
Faculty of Education,
Ahmadu Bello University,
Zaria.
10th May, 2019.

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' Supervisory Practice on Teachers' Role Performance in Junior Secondary Schools in Kaduna State, Nigeria".** I wish to request your kind assistance to fill in this questionnaire as honestly as possible.

Your response and co-operation will certainly assist in completion of this research work. 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,
Maryam Ado Da'u

PART A: Bio-Data of the Respondent

Instruction: Please tick ($\sqrt{}$) or write in the appropriate column where applicable.

1. **Status:** (a) Teacher (   )   (b) Principal (   )   (c) School Supervisor

2. **Highest Academic Qualification:** (a) M.Ed (   )   (b) B.Ed, B.Sc (   )

   (c) NCE (   )   (d) HND (   )

3. **Years of Working Experience:** (a) 1-5 years (   )   (b) 6 -10 years (   )

(c) 11 – 15 years (   ) (d) 16 -20 years (   )   (e) 20 years and above (   )

PART B

Please tick (√) in the appropriate column that best suits your assessment using the following:

Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

Section A: Perceived Impact of Principals' Classroom Visitation on Teachers' Role Performance in Junior Secondary Schools in Kaduna State.

S/N	Item Statement	Responses				
		SA	A	U	D	SD
1	Principal's regular classroom supervision ensures attendance of teachers which enhances their performance.					
2	Supervision of lessons by the principal assists teachers with tips in classroom management.					
3	Principals' classroom visitation identifies the areas of teachers' weaknesses and promotes their performance.					
4	Principals' supervision of teachers' lessons in the classes improves their performance.					
5	Supervision of lessons by principals ensures teachers perform their duties as scheduled.					
6	Supervision of lessons by the principals motivates teachers to improve their performance.					
7	Principals' supervision of lessons assists teachers to be more effective in teaching process.					
8	Classroom visitation by principals guides and stimulates teachers to improve their performance.					
9	Classroom visitation helps to determine the classroom situation and improve on teachers' performance.					
10	Classroom visitation by principals establishes rapport with teachers which enhances their competency.					

Section B: Perceived Impact of Principals' Supervisory Practice of Record Checking on Teachers' Role Performance in Junior Secondary Schools in Kaduna State.

S/N	Item Statement	Responses				
		SA	A	U	D	SD
11	Principals' regular checking of teachers' lesson note improve their performance in classroom instruction.					
12	Principals' supervisory practice of checking schemes of work enhances the performance of teachers.					
13	Principals' supervisory practice of checking C.A record sheet promotes competency of teachers.					
14	Principals' supervision of teachers' lesson plans improve competency of teachers.					
15	Principals' supervisory practice of checking duty report book does promote the performance of teachers.					
16	Regular checking of lesson attendance register by principals enhances the performance of teachers.					
17	Principals' supervisory practice of checking time book does not improve the performance of teachers.					
18	Principals do guide teachers in the planning of scheme of work and this affect their performance.					
19	Principals' supervisory practice of checking Log books do improves the performance of teachers.					
20	Principals' supervisory practice of checking movement book does improve the performance of teachers.					

Section C: Perceived Impact of Principals' Supervision of Instruction on Teachers' Continuous Assessment of the Students in Junior Secondary Schools in Kaduna State.

S/N	Item Statement	Responses				
		SA	A	U	D	SD
21	Principals' supervisory practice of checking students' assignments enhances teachers' performance.					
22	Principals' supervisory practice of checking students' class-works improves teachers' performance.					
23	Evaluation of students by principals helps to identify the areas of teaching difficulties and improve on teachers' performance.					
24	Checking of students' test results by principals force teachers to be more committed to their work.					
25	Principals' supervisory practice of checking students' examination papers improves teachers' performance.					
26	Perusal of Students' examination questions by principals improves the performance of teachers.					
27	Principals' supervisory practice of checking students' report sheets promotes the performance of teachers.					
28	Principals' supervisory practice of checking students' assignment books promotes the competency of teachers.					
29	Principals' supervisory practice of checking students' quiz scores do improve teachers' performance.					
30	Principals' supervisory practice of checking students' note books do promotes the competency of teachers.					

Section D: Perceived Impact of Principals' Supervisory Practice of Instructional Materials Provision on Teachers' Role Performance in Junior Secondary Schools in Kaduna State.

S/N	Item Statement	Responses				
		SA	A	U	D	SD
31	Principals' provision of adequate textbooks improves teachers' classroom instruction.					
32	Supervisory practice of principals on provision of charts enhances teachers' performance.					
33	Supervisory practice of principals on provision of pictures improves the performance of teachers.					
34	Supervisory practice of principals on provision of slides promotes teachers' performance.					
35	Supervisory practice of principals on provision of projectors enhances teachers' performance.					
36	Adequate teaching materials as directed by principals help teachers to teach more effectively.					
37	Supervisory practice of principals on provision of chalks improves teachers' performance.					
38	Supervisory practice of principals on provision of Newspapers do promotes teachers' performance.					
39	Supervisory practice of principals on provision of flannel boards do enhances teachers' performance.					
40	Supervisory practice of principals on provision of radio do enhances teachers' performance.					

Section E: Perceived Impact of Principals' Supervisory Practice of Evaluating Instructional Methods on Teachers' Role Performance in Junior Secondary Schools in Kaduna State.

S/N	Item Statement	Responses				
		SA	A	U	D	SD
41	Supervisory practice of principals on dramatization method improves the competency of principals.					
42	Supervisory practice of principals on problem solving makes the lesson interesting improves teachers' performance.					
43	Principals' supervision of field trip simplifies the work of teachers and improves their performance.					
44	Supervisory practice of principals on discovery method enhances development of intellectual capacity of teachers.					
45	Guidance given by principals on inquiry method of teaching enhances competency of teachers.					
46	Supervisory practice of principals on questioning method allows students' participation in lesson and improves teachers' performance.					
47	Supervisory practice of principals on stimulation method promotes the performance of teachers.					
48	Supervisory practice of principals on play way method do improve the performance of teachers					
49	Supervisory practice of principals on guided discovery do enhances the competency of teachers.					
50	Supervisory practice of principals on discussion method do improve the performance of teachers.					

Section F: Perceived Impact of Principals' Supervision of Conference on Teachers' Role Performance in Junior Secondary Schools in Kaduna State.

S/N	Item Statement	Responses				
		SA	A	U	D	SD
51	Briefing organized by principals after classroom visit help teachers to improve their instructional skills.					
52	Conferences organized by principals give teachers more information about subject matter which makes teaching easier.					
53	Conference organized by principals introduce teachers to new techniques and improve their performance					
54	Principals' supervision of conference enhance teachers' performance.					
55	Supervision of conference by the principals help teachers to solve their instructional problem in the classroom					
56	Principals' supervision of conference stimulates professional growth of teachers.					
57	Principals' supervision of conference enhance cordial relationship with teacher and improve their performance					
58	Principals' supervision of conference keep the teachers inform on how to improve teaching and learning process.					
59	Principals, supervision of conference boost the morale of teachers and improve their performance.					
60	Supervision of conference by principal is a valuable technique of improving teachers' role performance.					