

**IMPACT OF PRINCIPALS' SUPERVISION AND
TEACHERS' CLASSROOM MANAGEMENT ON THE
ACADEMIC PERFORMANCE OF SECONDARY
SCHOOL STUDENTS IN SAGAMU, OGUN STATE**

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CERTIFICATION

This is to certify that this research project titled: *“IMPACT OF PRINCIPALS' SUPERVISION AND TEACHERS' CLASSROOM MANAGEMENT ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN SAGAMU, OGUN STATE”* was carried out by ODUFALA ABOSEDE IYANUOLUWA with matriculation number 18012222016 in the Department of Political Science and Social Studies.

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DEDICATION

This research project is dedicated to Almighty God, the source of my inspiration, my guidance and protector, for His infinite mercies and seeing me through this academic endeavor and my adorable parents MR. & MRS. ODUFALA for her standby, may God reward you richly.

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ABSTRACT

The study was carried out to investigate impact of principals' supervision and teachers' classroom management on the academic performance of secondary school students in Sagamu, Ogun State. The research design used was descriptive/survey. The sample for the study was one hundred and fifty (150) teachers. The instrument used in this study was researcher designed (IPSATCMOAPS). 4-point Likert structured questionnaire with options: strongly agree, agree, disagree and strongly disagree. The data obtained was analyzed with the use of descriptive statistics in form of simple percentages and frequency counts while Chi-square statistical analysis (X^2) was used to analyze the data and test their search hypotheses at 0.05 level of significance. The findings showed that lack of cooperation between principal and teachers, lack of funds, lack of maintenance culture, use of obsolete materials and in-availability of necessary materials to assist principals on supervisory role, combination of other responsibilities with school instruction and supervision will affect the academic performance of students. It was recommended among other things that supervisors (principals) should be encouraged and motivated by the stakeholders, Government and Non-governmental organizations to enable them supervise teachers so as to improve academic performance of students. Also, much training, pre-service and in-service training should be given to supervisors. This would help to solve the problem of inadequacy of pre-service and in-service training. Finally, the school administrators should find out the best leadership styles by involving all educational stakeholders in the school in order to apply the most effectively leadership style in the management of the institution so as to improve the academic performance of students.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Education is the biggest instrument for academic progress, social mobilization, political survival and effective national development of any country, it constitutes the largest enterprise in Nigeria. The Government has been continuously encouraging the secondary education in Nigeria by adopting a social demand approach towards subsidizing the senior secondary certificate examination (SSCE) fee. This is in line with the position of Archibongs (2013) that quality education does not just occur miraculously but can be achieved through continuous efforts to improve the system by the stakeholders in the education enterprise.

Igwe (2001) states that to supervise means to guide, assist, direct, oversee, or to make sure that anticipated principles are met. Thus, supervision in a school implies the process of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out.

Supervision therefore, involves the use of expert knowledge and experiences to oversee evaluate and coordinate the process of improving teaching and learning activities in schools. Furthermore, supervision could be seen as an interaction involving some kind of established relationship between and among people, such that people influence others. To some extent, this form of interactions is deeply challenged by a predetermined programme of instruction. Supervision of instruction is mandated by the Local Government to assist teachers in providing high-quality instruction to public school students. The process of supervising a teacher in an instructional setting often involves direct assistance to improve the strategies of classroom practice through observation and evaluation of teacher performance (Glickman, 2001). This procedure is

currently practiced in local school areas through checklists and narratives forms that evaluate teachers in a face-to-face setting.

Effective supervision is seen as one key factor of improving the quality and efficiency of basic education, the quality of educational management and the quality of educational attainment. Positive factors affecting the quality of teachers have a role in improving the quality of teaching and curriculum implementation by controlling unwanted absenteeism, negligence in lesson preparation and laxity in marking of books and feedback. They further assert that an effective supervisor should be a little more informed of modern methods of administration and those of teaching. It is the supervisor who is responsible for quality (Beardwell & Claydon, 2007); hence, if school principals played their role, there would be no need for quality debates.

It is more so taking into consideration that Grauwe (2007) identified challenges confronting external supervision, particularly in developing countries and Africa, to include, among other things inadequate funds and vehicles for travel, poor supervision techniques, too many schools per officer, and time constraints. There is also conflict between their advisory and control roles yielding little towards the academic performance of students and productivity due to poor human relations.

Wanzare (2003) concluded that, school supervision done by principals is merely to ensure strict adherence to rules and regulations, and allegiance to principles. Not all, but also, there is hardly any follow-up, even by the internal supervisor on the inspector's behalf, hence the need to re-think internal supervision as a tool for the attainment of quality education.

The prime aim of any principal is to institute change, not to maintain the status quo, so as to improve performance for quality education. Many of these proposed changes originated from

middle or upper-level management, and then passed downwards for implementation (Beardwell & Claydon, 2007). Some of these changes may impose new standards; these will require new skills, inconvenient, it may change administrative structures and personnel roles, or this may put pressure on the status quo. As a link between the management and employees, the principal or head of every educational institution is responsible for seeing that changes are successfully introduced into the school (Musungu, 2007; Samoei, 2009)

Secondary school students academic performance is considered a vital indicator of good schooling, so the poor performance of students at the secondary level of education has not only led to public outcry, but also educationists have been increasingly occupied in their attempt to identify factors that influence students academic performance especially in secondary schools. For example, Anamuah-Mensah (2010), an educationist attributed the phenomenon to lack of effective principal's supervision and monitoring at school, lack of motivation for teachers and an inadequate number of qualified teachers to fill empty classrooms. Also, (2005) attributed the cause of poor academic performance in secondary schools to a combination of factors relating to the school environment, teachers, students and parents. In the same vein, Diaz (2003) found factors such as intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure and anxiety as contributing factors to the academic performance of students in secondary school.

The importance of instructional supervisory role performance of secondary school principals in today's educational system cannot be overemphasized. There has been a consensus view that a lot of differences exist between the schools of the past and those of the present in Nigeria. In a way, this has been attributed to the explosion of students' population in schools and the level of commitment of the teachers.

Consequently, the present school system is unable to cope with the increasing welfare responsibilities of both staff (teachers) and students. Management expects employees to be motivated towards increased production. The same is also applicable to the school system. Principals are expected to motivate the teachers under them for the effective achievement of educational goals and objectives. Today, moral decadence and other social vices have become very prevalent in the school system. All these shortcomings have been blamed on the school principals. Parents expect the school to provide solutions to these problems as the school is considered to be an agent of change within Nigerian society, and of course all over the world.

The only way therefore to achieve this change is through principals' supervisory role performance and well-motivated teachers. Thus, it was on this instance that the study tends to examine the impact of principals' supervisory roles and teachers' classroom management on students' academic performance in secondary schools in Sagamu, Ogun State.

1.2 Statement of the Problem

School supervision services exist in nearly all secondary schools; they have played key roles in the development of the education system, by supporting their improvement. However, in many secondary schools, these services are under increasingly heavy critique, because of their failure to have positive impacts on quality teaching and learning in schools and most especially the academic performance of students. This can be attributed to inadequate resources and a series of poor management and planning decisions. It seems that principals and teachers actually do assist improvements in the quality of performance of the students by systematically monitoring the teaching and learning processes in various schools, by guiding instructors to achieve higher

standards of teaching, and by evaluating objectively the teaching-learning processes, principals and teachers help in maintaining as well as upgrading performance standards.

Many schools have attempted to reform their supervisory system. These reforms are also inspired by the need to improve educational quality and by the recent trend towards more schools autonomy. Really, the ability of any school to be able to use its greater freedom efficiently and effectively will depend to a large extent on support services on which it can rely. Principals may be needed to guide schools in their decision-making process.

Many studies have not been undertaken to assess the impact of principals' supervisory roles and teachers' classroom management on the academic performance of secondary school students. It is against this background that the researcher seeks to find out more on the impact of principals' supervisory roles and teachers' classroom management on students academic performance in secondary schools.

1.3 Objectives of the Study

In view of the crucial role played by principals supervisory and teacher's classroom control/management towards students academic performance in secondary schools, this work is therefore aimed at providing an understanding environment on impact of principals' supervision and teachers' classroom management roles on students' academic performance in secondary schools in Sagamu, Ogun State, Nigeria.

Specifically, this study is set to achieve the following objectives:

- i. To identify the impact that principals supervisory roles has on secondary school students' academic performance.

- ii. To find out if poor principals' supervisory role will affect teachers performance toward the academic performance of secondary school students.
- iii. To investigate whether inadequate resources to assist principals on supervisory roles will affect the academic performance of secondary school students.
- iv. To examine if poor management decisions made by principals on supervision will affect the academic performance of secondary school students.

1.4 Research Questions

- i. To what extent does principal supervision influence academic performance of secondary school students?
- ii. To what extent would teacher classroom management influence the academic performance of students in secondary school?
- iii. To what extent will poor principal supervisory role affect teachers' performance toward the academic performance of students in secondary school?
- iv. To what extent will the availability of resources to the school affect principal supervision and teacher classroom management on the academic performance of the students?

1.5 Scope of the Study

The major focus of this research is on the impact of principals' supervision and teachers' classroom management roles on students' academic performance in secondary schools. The study was limited to some selected secondary schools principals and teachers in Sagamu, Ogun State.

1.6 Significance of the Study

The impact of principals' supervision and teachers' classroom management roles would significantly played key roles in the development and attainment of high academic performance of secondary school students generally. Therefore, supervisory services and classroom management should be encouraged nearly in all secondary schools in Nigeria; subsequently, principals and teachers have played key roles in the development of the education system in Nigeria by promoting the quality of schools and supporting their improvement in terms of students and teachers performance.

It is hoped that the findings of the study would help school administrators, teachers to reflect upon various factors that enhance principals' supervisory roles toward the positive and negative academic performance of secondary school students. In so doing, they could investigate the possibility of introducing various means on how principals' supervision and teachers' will help to achieve the objective of education and most especially the academic performance of students in secondary schools.

These findings would also help the stakeholders and government through the Ministry of Education to provide more funds for schools through the school management for the procurement of resources that will help in making good management decisions and also to improve the performance of teachers and students in secondary schools.

Finally, it is hoped that this research would encourage the secondary school students to be more prepared to meet the challenges in the academic world with a view to achieving the high academic standard in their respective institutions.

1.7 Operational Definition of Terms

Impact: implies the force of impression of one thing over another.

Principal: is the most senior person in an organization e.g. secondary school.

Supervision: means the action or process of watching and directing what someone does or how something is done.

Role: means an expected behavior associated with a particular position or status in a group or organization.

Student: is a learner or someone who attends an educational institution

Academic performance: is the outcome of education, the extent to which students, teachers or institutions have achieved their educational goal.

Secondary school: is the school that is intermediate in level between elementary school and colleges and that usually offers general, technical, and vocational or college preparation curricular.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter reviews related literature to the study. Emphasis was on theoretical framework, conceptual background, empirical review and appraisal of literature.

2.1 Theoretical Framework

2.1.1 The Stimulus - Response Theory of Pavlov, Thorndike and Skinner

Skinner B. F (1957) considered free will an illusion and human action dependent on consequences of previous actions. If the consequences are bad, there is a high chance the action will not be repeated; if the consequences are good, the probability of the action being repeated becomes stronger. Skinner called this the principle of reinforcement.

To strengthen behavior, Skinner used operant conditioning, and he considered the rate of response to be the most effective measure of response strength. To study operant conditioning, he invented the operant conditioning chamber, also known as the Skinner Box. Using these tools, Skinner produced his most influential experimental work, which appeared in their book *Schedules of Reinforcement*.

According to Pavlov, Classical conditioning occurs when a conditioned stimulus (CS) is paired with an unconditioned stimulus (US). Usually, the conditioned stimulus is a neutral stimulus (e.g., the sound of a tuning fork), the unconditioned stimulus is biologically potent (e.g., the taste of food) and the unconditioned response (UR) to the unconditioned stimulus is an unlearned reflex response (e.g., salivation).

The stimulus-response theory split into classical and operant conditioning theories of Ivan Pavlov, Edward Thorndike and B. F Skinner, which has it that all responses are subject to stimulus within the environment, supports the age, gender and students' attitude towards academic performance. Generally, students have a strong aversion for high academic performance, so to be

able to develop their interest for better achievement. Supervisor has to pair what they (students) like by praising every effort they make in striving for excellent performance in a conducive learning environment with proper classroom management strategies.

Thorndike (1874-1949), was one of the earliest American educational psychologist and the first that systematically carried out experiments to study how non- reflexive behaviors can be modified from experience. Thorndike (1932) research focused on instrumental learning, which means that learning is developed from the organism doing something. At first, Thorndike emphasized the importance of dissatisfaction stemming from failure as equal to the reward of satisfaction with success, though, in his experiments and trials on humans, he came to conclude that reward is a much more effective motivator than punishment. He also emphasized that the satisfaction must come immediately after the success, or the lesson would not sink in. Thorndike opposed the idea that learning should reflect nature, which was the main thought of developmental scientists at that time. He instead thought that schooling should improve upon nature. Unlike many other psychologist of his time, Thorndike took a statistical approach to education in his later years by collecting qualitative information intended to help teachers and educators deal with practical educational problems.

Thorndike's theory was an association theory, as many were in that time. He believed that the association between stimulus and response was solidified by a reward or confirmation. In his operant conditioning of stimulus-response theory, he considered the strengthening of the connection between stimuli and responses as being responsible for the formation of habits. He performed some experiments to demonstrate how this happens and used an apparatus called puzzle or problem box where he placed hungry animals such as rats, cats and tested them to create a stronger stimulus-response connection from them. The educational implication of Thorndike

operant conditioning theory as it relates to study is that the teacher should ensure that once an appropriate response is made, it is important to reward it. Continuously rewarding the correct response ensures the establishment and strengthening of the stimulus response connection or bond.

2.1.2 Hull Clark S - R Theory

Hull Clark (1943), an American psychologist covered different areas in his studies, which include hypnosis, concept formation, test measurement, learning and motivation. He focused mainly on habit strength, drive reduction and intervention variables. Hull's theory was essentially a stimulus-response, in which he mainly sought to break this connection into a number of intervening variables that are responsible. He identified some positive factors that enable an individual to respond and some negative factors that hinder the response. The positive factors include the habit strength and drive while the negative factors include fatigue and conditioned inhibition. He further contends that the difference between the positive and negative factors determines the possibility, speed and intensity of the response.

Hull advocated for drive reduction theory of reinforcement when he classified reinforcement into primary and secondary reinforcement. The theory states that "strong stimulation of any sort is aversive to an organism and any reduction in this stimulus acts as reinforcement for immediately preceding behavior. The educational implication of Hull's theory as it relates to this topic is that it provides much value to school system. The school authorities can base the planning of their curriculum, syllabuses, scheme of work and the notes of lesson on means of drive reduction. It also reduces negative stimulation for students and made for positive reinforce building. From the above discourse, it is pertinent to state that since attitude, motivation, interest, self-concept and involvement can change according to circumstances and incentives and since they can act in both

directions, the attitude of students towards science and commercial can change positively or negatively thereby affecting performance. It is also imperative that this study be carried out since it is assumed that little literature on attitude exists with reference to behavior change and achievement in science and commercial.

2.1.3 Cognitive Constructivist Theory

Bransford J. D., et al (2000), cognitivist teaching methods aim to assist students in assimilating new information to existing knowledge and enabling them to make to the appropriate modifications to their existing intellectual framework to accommodate that information. They viewed that because knowledge is actively active discovery. The role of the teacher is not to drill knowledge into students through consistent repetition or to goad them into learning through carefully employed rewards and punishments, rather the role of the teacher is to facilitate discovery by providing the necessary resources and by guiding learners as they attempt to assimilate new knowledge to old and to modify the old to accommodate the new. Teachers must thus take into account the knowledge that the learner currently possesses when deciding how to construct the curriculum and to present sequence and structure new material.

The work of other cognitive theorists helps here. For example; research suggest that learners from a very young age make sense of the world, actively creating meaning while reading text, interacting with the environment, or talking with others. Even if students are quietly watching a teacher speak, they can be actively engaged in a process of comprehension, or minds on work as many teachers describe it. It is now known that young children are competent, active agents of their own conceptual development. Furthermore, the learning style model highlights that students in a classroom could have different learning styles- visual, auditory and kinesthetic. A visual

learner learns best by viewing information in the form, chart, diagrams, presentation, e t c. an auditory learner prefer to listen to the content in order to better understand it since they have strong language skills. Kinesthetic or tactile learners learn by touching or moving.

Most learners possess a dominant or preferred learning style. However, some learners have a mixed and evenly balanced blend of the three styles. The fact that learners may have a preferred style of learning imposes challenges on teachers to plan and structure their instructions so as to reach out to every child in the classroom. It is possible that a student whose preferred learning style is Kinesthetic is bored in a classroom where teaching caters to only auditory learners.

2.2 Conceptual Review

2.2.1 Concept of Supervision

Supervision is viewed as a co-operative venture in which secondary school principals and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to students improved learning and success (Hoy & Forsyth, 1986; Sullivan & Glanz, 2000; Sergiovanni & Starratt, 2002). The priority of all countries, especially the developing ones, is to improve the quality of schools and the achievement of students (De Grauwe, 2001) since learning outcomes depend largely on the quality of education being offered. Barro, (2006) further notes that higher quality education fosters economic growth and development. But quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to education delivery (Lockheed & Verspoor, 1991).

Decision-making about education is basically a top-down process. Education policies that directly affect teachers, such as those related to supervision of instruction, are formulated at the top and handed down to principals and teachers for implementation (Baffour-Awuah, 2011). When new policies about supervision arise and funds are available, state supervision personnel are given

in-service training at the state level for onward transmission to principals and classroom teachers for implementation.

Supervisors' uses the outcomes of training programs and the principals' appraisal guides (including supervision of instruction) formulated at the top to assess the performance of principals. Principals are also responsible for the managerial affairs at the school level, yet they are accountable to the state educational directorate. Even though, as part of the 1997 Educational Reforms, educational management has been decentralized to the state level, teachers (including principals) are not involved in making decisions which directly affect the conduct of their instructional practices (Ministry Of Education, 2006)

Decentralization is mainly concerned about budgeting and the disbursement of funds (financial management). Decision-making and implementation in the Nigerian Education Service (NES) are guided by bureaucratic processes, and are rarely seen to be influenced by political or cultural values. Politically, the state and local directorates of education are accountable to the State Ministers and Local Chief Executives respectively (Min.Of Edu., 2006).

Okendu (2012), Supervision occupies a unique place in the entire education system and it becomes absolutely expedient to give it prominent attention. In a contemporary Nigeria, supervision is regarded as the process of enhancing the professional growth of the teachers, the curriculum and improving the techniques of teaching in the classroom through democratic interactions between the teachers and the principals.

Archibong (2010) competence and efficiency of the educational system while an unsupervised instruction may mar the standard of education, it is therefore suggested that principals as catalysts should facilitate the implementation of the various sets of instructional activities geared towards an effective, viable, vibrant and qualitative educational system that will

improve the teaching-learning situation in the input - process - output framework without which the educational endeavors may be an exercise in futility.

Akinfolarin & Alimi (2012) admitted that in Nigeria, secondary schools, irrespective of their location and ownership are expected to function in compliance with the achievement of the national education objectives, and consequently aspire to brilliant performance in the final examination. As such, students' performance greatly depends on the quality of education they have gained in schools.

Fehintola (2014) for many years, educators, administrators, researchers have debated over which variables influence student's academic performance. A growing body of evidence suggests that schools can make a great difference in terms of students' academic performance and a substantial portion of that difference is attributable to the impact of principals' supervision and teachers' classroom management, thus there should be a link between principals'-teachers' behavioral traits, principals'-teachers' competence, principals'-teachers' productivity and students' academic performances.

De Grauwe (2001) posits that national authorities rely strongly on the school supervision system to monitor both the quality of schools and key measures of its success, such as student achievement. Many researchers believe that supervision of instruction has the potential to improve classroom management and practices, and can contribute to greater students' success in academics through the professional growth and improvement of teachers (Blasé & Blasé, 2004). To achieve the objectives of supervision, supervisors of instruction generally advise, assist and support teachers (Hoy & Forsyth, 1986) The cases of classroom management by teachers in secondary schools have never at any other time posed so much threat on educational system than now. The quality of education depends on the principals as reflects in the assessment of teachers' classroom

management effectiveness in their duties. Over times, students' academic performance in both internal and external examinations had been used to determine excellence in principals and teachers.

Ajao, (2001) Teachers have been shown to have an important influence on students' academic achievement and they also play crucial role in educational attainment because the teachers is ultimately responsible for translating policy into action and principles based on practice during interaction with the students. Both teaching and learning depends on the teacher: no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his study as a teachers.

Against this background, educational management is the process of providing leadership within an educational system in the way of coordinating activities and making decisions that would lead to the attainment of the school's objectives, which are effective teaching and learning. In order to accomplish this task; the school manager must co-ordinate the activities of the divergent groups in order to achieve the objectives. He needs to be well equipped with the necessary skills and knowledge to perform his duties. Thus, management involves a manager making use of resources both human and material to achieve the goals of the organization while effective management involves ensuring efficiency and effectiveness in the use of the available human and physical resources together with the ability to combat any objectives. Managing is a process of managing people to direct their efforts towards the achievement of some particular goals.

Mussazi, (1990) Effective classroom management therefore, depends upon the right type of management, which enables teachers to co-ordinate and directs their activities so as to procure and manage available materials, financial and human resources for achieving set goal for the growth and development of the individual students and the system itself. In Nigeria, management

in an organization is the relationship between an individual and a group sharing common interests, goals, behavioral patterns of students and other supporting staff of the school in a number of ways which require certain management skills, involving the act of planning, organizing, controlling, coordinating, commanding disciplining and reviewing the students in the school.

Okendu, (2012) Instructional process and supervision help a lot in improving academic performance of students. This is because supervision of instruction aims at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved and well-articulated.

NOUN (2004) Conceptualizes School administration as a social process concerned with identifying, maintaining, stimulating, controlling and unifying formally or informally organized human and material energies within an interpreted system. School administration is specifically concerned with students, teachers, rules and regulations and policies that govern the school system. School administration is a difficult task involving sensitive and challenging functions relating to the supervision of students, school personnel, instructional programmes, school plants and statutory records. In the school system, supervision is as antique as the teaching profession and has undergone series of evolution since the colonial era. It is directed towards sustaining and ameliorating the teaching-learning process in the educational system because education plays an essential role in the growth and development of any nation socially, politically, and economically (NOUN, 2006).

Alimi and Akinfolarin, (2012) Admitted that in Nigeria, secondary schools, irrespective of their location and ownership are expected to function in compliance with the achievement of the

national education objectives, and consequently aspire to brilliant performance in the final examination. As -such, students' performance greatly depends on the quality of instruction and education they have gained in school. Every educational system at every level depends heavily on teachers for the execution of its programs. In this regard,

Nakpodia (2006) asserts that, instructional supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers' weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations.

2.2.2 Types of Supervision

a. Autocratic or Authoritarian Supervision: The principal wields absolute power and wants complete obedience from the teachers. He/she wants everything to be done strictly according to his instructions and never likes any intervention from the teachers. This type of supervision is resorted to tackling indisciplined teachers.

b. Laissez-faire or Free-Rein Supervision: This is also known as independent supervision. Under this type of supervision, maximum freedom is allowed to the subordinates (teachers). The supervisor (principal) never interferes in the work of the subordinates (teachers). In other words, full freedom is given to teachers to do their jobs. Teachers are encouraged to solve their problems themselves.

c. Democratic Supervision: The supervisor (principal) acts according to the mutual consent and discussion or in other words, he consults subordinates (teachers) in the process of decision making. This is also known as participative or consultative supervision. Subordinates (teachers)

are encouraged to give suggestions, take initiative and exercise free judgment. This results in job satisfaction and improved morale of teachers.

d. Bureaucratic Supervision: Under this type, certain working rules and regulations are laid down by the supervisor (principal) and all the subordinates (teachers) are required to follow these rules and regulations very strictly. Serious note of the violation of these rules and regulations is taken by the supervisor (principal). This brings about stability and uniformity in the educational system. But in actual practice, it has been observed that there are delays and inefficiency in work due to bureaucratic supervision.

2.2.3 Purpose of Supervision

a. Develop knowledge and Skill:

- . To receive feedback and reflect on the content and process of your work from more than one perspective
- . To develop skills through the exchange of information, observation and practical experience
- . To review and discuss individual client issues
- . To learn from others experiences, approaches, theories, models and techniques

b. Maintain Quality Standards and Ethics:

- . To promote the welfare of your students
- . To fulfill the requirement for certification and accreditation

c. Support:

- . To enjoy professional and personal support

2.2.4 Challenges Encounter in Supervision

Ogunu (2005) posits that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching. When principals give more time to correspondence with the Ministry of Education and its parastatals, community affairs, parents and a host of other visitors and in the process neglect their primary duty of overseeing instructions in the schools, we cannot expect good performance from students. A respondent in Rous-Gordon (2004) study indicated that she would have liked her supervisor's opinions on how to deal with certain children's behavior, but she (the supervisor) did not have time. Other participants in the same study reported that their supervisors were not seen in their classrooms enough. Rous-Gordon (2004) study of public primary schools in the USA and Kentucky is a study conducted in a developed country, but she did not mention whether the principals (supervisors) had multiple duties/responsibilities.

The main purpose of principals' supervision is to work collaboratively with classroom teachers and provide them with the necessary assistance, guidance, and support to improve instructions. Some support systems in education delivery, as well as principal's characteristics and practices and the context within which principals work pose challenges to the smooth performance of their duties. Researchers have suggested that supervisors (principals) should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices (Glickman, Gordon & Ross- Gordon, 2004; Holland, 2004).

Holland (2004) believes that principals must offer evidence that they have the necessary knowledge and skills to make important decisions about instruction. They should have credentials in the form of degrees and diplomas as a form of evidence. But, Holland (2004) acknowledges that credentials alone do not inspire trust. It is a common belief that academic qualifications and long

term working experience provide people with knowledge and skills to be able to perform satisfactorily in an establishment. In most African countries, the minimum teaching qualification is a Teachers Certificate. However, most developing countries are now phasing out those qualifications and replacing them with degrees and diplomas (De Grauwe, 2001). It is expected that principals should have higher qualifications than their teachers, or at worst, at par with them so that they will be able to provide them with the necessary guidance and support. A higher qualification like Bachelor of Educational Psychology or Diploma in Education is sufficient for persons in supervisory positions.

De Grauwe (2001) found in four African countries that both qualifications and experience seemed important in the selection of principals. He indicated, however, that apart from Tanzania, the situation in the other countries has now improved, and principals have strong educational background and qualifications which are higher than the teachers they supervise. In Botswana, for instance, teachers were by then trained up to Diploma level.

This finding is corroborated by Pansiri (2008), where he also observed that diploma and degree qualifications were new programmes for primary school teachers which were introduced in the mid-1980s in Botswana. He found that most teachers were trained at the certificate levels: Primary Teachers Certificate (PTC), Primary High Teaching Certificate (PHTC), Primary Lower Teaching Certificate (PLTC), or Elementary Teaching Certificate (ETC). In Ghana, most primary school teachers (including head teachers) hold Teachers Certificate, a post-middle or post-secondary. Initial (basic) Teacher Training Colleges in Ghana have recently been upgraded to Diploma Awarding Institutions. In most African countries, principals are promoted on the basis of seniority and experience (De Grauwe, 2001), and by virtue of their position as heads, they automatically become the instructional supervisors at the school level.

It would be proper for principals to possess higher qualifications and longer years of teaching experience than the classroom teachers they supervise. Such principals would have sufficient knowledge and experience in both content and pedagogy to be able to confidently assist, guide and support their teachers. However, there are situations where new graduate teachers work under the supervision of experienced head teachers with lower qualifications. The issue of concern is when a young degree holder from university is posted to a school to work under the supervision of a relatively older and experienced supervisor with lower qualifications. The former may not have the opportunity to try his/her new ideas if the supervisor uses a directive approach. In such situations, the supervisor may want to suggest to or direct the teacher as to what he/she should do and how it should be done. Innovation in instructional practices will be stifled, and the *status quo* in both instructional strategies and supervisory practices will be the norm. If academic qualifications should take precedence over experience, then one would have thought that new degree and diploma holder teachers should be made to take over from their principals who have lower qualifications but served for a longer number of years in teaching. But De Grauwe (2001) argues that appointing younger teachers fresh from the universities and providing them with specific training for these positions may also not solve the problem, because they may lack classroom management experience.

Another issue of concern is whether principals are given enough training to function properly in their practice. Carron and De Grauwe (1997) expressed little doubt that principals and teachers need regular training, but they seldom receive it. They believe that whatever pattern of recruitment and promotion procedures, principals and teachers should be provided with pre-service or in-service training. They noted that throughout the history of supervision, training of principals has been considered important. International Conference on Education (1937) attributed that

individuals appointed to supervisory positions be placed on a period of probation or by following a special course organized by post-graduate institutions. They acknowledged, however, that pre-service or in-service training programmes are still few and far between. Apart from the training principals will receive, there is an urgent need for support instruments and materials to support practice. Data bases are needed to prepare and monitor the supervisory work (Carron & De Grauwe, 1997). Access to the internet, bulletins and journals is another source of support to principals and teachers.

Supervision guides and manuals may serve as reminders to principals about how certain practices and behavior should be followed, and provide a uniform platform for principals to operate, thereby reassuring teachers of the personal biases which individual principal may introduce. They can guide both principals and teachers to avoid relying solely on their own individual experiences or orientation. There can be no effective supervision of instruction without instructional materials. Experience has shown that most schools lack even the basic materials and equipment for teaching such as textbooks, chalkboard, and decent classroom for students. Apart from such cases of nothing to supervise, there are others where the problems are lack of facilities and materials for the teachers to use. External educators (inspectors) for example, often do not have transport facilities and writing materials to carry out their inspectoral duties (Ogunu, 2005).

In this era of technological advancement, the literature on current instructional practices and content knowledge abound on the internet databases, bulletins and journals. Blasé and Blasé (2004) found that principals who participated in their study enhanced their teachers' reflective behavior by distributing literature on instructional practices to them. Such materials are relatively inaccessible to supervisors/educators in less-developed countries. Schools in developing countries often do not have access to computers, let alone being connected to the internet. Surfing the internet

and databases for relevant instructional materials and making them available to their teachers is relatively difficult, therefore, for principals in developing countries. Similarly, most schools do not have access to education newsletters, bulletins and journals that cover current issues about supervision and classroom management. The presence of supervision guides and manuals has the potential to improve supervisory roles because they serve as reference materials for practice. The absence of these may pose a challenge to practice.

Another challenge to supervision is a situation where principals, by virtue of their position, are administrators, financial managers and instructional supervisors. Such principal may have relatively little time for supervision of instruction. When a choice is to be made between administrative and pedagogical duties, the latter suffers. De Grauwe (2001) contends that principals may focus their attention on administration rather than pedagogy because they have much power over administrative decisions.

2.2.5 Classroom Management

Ajao, (2001).The cases of classroom management by teachers in secondary schools have never at any other time posed so much threat on educational system than now. The quality of education depends on the principals as reflects in the assessment of teachers' classroom management effectiveness in their duties. Over times, students' academic performance in both internal and external examinations had been used to determine excellence in principals and teaching

Classroom Management can be defined as the process by which teachers create, important and maintain an environment in the classroom that allows students the best opportunity to learn. Quality classroom management/instruction from the classroom teachers is the greatest factor in improving students' achievement.

Teachers are faced with classroom issues such as excessive talking during instruction, getting out of the seat without permission, throwing objects across the classroom, sleeping during classroom instruction and disrespect to the teacher. It is important that teachers find creative ways to deal with the issues as well as provide quality management in the classroom.

Froyen and Iverson (1999) stated that classroom management focuses on three major components: Content Management, Conduct Management and Covenant Management.

a. Content Management- occurs when teachers manage space, materials, equipment, the movement of people and lessons that are part of a curriculum or program of studies. An example of content management is when students are working in groups on an assignment and the teacher monitors the group by circulating around the classroom.

b. Conduct Management- refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom”. An example of conduct management is when one student is making fun and laughing at other students’ work. The teacher responds by reminding students to respect each other and the teacher makes positive comments about the students’ work.

c. Covenant Management- focuses on the classroom group as a social system that has its own features that teachers have to take into account when managing interpersonal relationships in the classroom”. An example of covenant management is when students work in a group and problems may occur amongst the group. The teacher encourages the group to work together to find a solution. The teacher reinforces and commends the group for their effort.

Effective classroom management should be the primary responsibility of the classroom teachers with the students accepting the responsibility for their inappropriate behavior. Effective

classroom management does not consist of just a list of rules and procedures, but the sensitivity and caring attitude of the teacher.

The classroom teacher often comes to mind when discussing classroom management. It is very important to the teacher when he or she feels that they have the support of the school principal. They suggested several ways principals can help support teachers with students who are chronically disruptive.

- i. Continue to involve the parents of chronically misbehaving students- teachers should not be afraid to call them at home and at work when you need to. If teachers need an uncooperative parent to come to school, intercede when there is a problem and use the weight of the school to get them in.
- ii. Encourage teachers to try new approaches- teachers have little to lose when trying unconventional strategies but they often fear administrative nonsupport or disapproval. Teachers should know that principals will support most of their plans that are non-punitive. Principals should ask teachers to share their ideas with them in advance.
- iii. Address teachers' common belief that principals aren't tough enough- early in the school year, let the teachers know that you expect them to deal with most issues regarding discipline; but when they send you a student, teachers should do their best to fix the problem.

2.2.6 Academic Performance/Achievement

Cary, David, Roger & Roseth, (2008) define academic achievement as performance on task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem solving, frequency and quantity of desired outcome, time or rate to solution, time on task, critical thinking, creativity, recall, retention and transfer of tasks.

Academic achievement therefore refers to a successful accomplishment or performance in a particular subject area and is indicated by grades, marks and scores of descriptive commentaries. Academic performance also refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year.

The concept of low academic performance varies in its definition. Diaz (2003) considers low academic performance or academic failure as the situation in which the student does not attain the expected achievement according to his or her abilities, resulting in an altered personality which affects all other aspects of life. Similarly, Diaz (2003) notes that while the current educational system perceives that the student fails if he or she does not pass, more appropriate for determining academic failure is whether the student performs below his or her potential.

Diaz (2003) defines poor academic performance as performance that is adjudged by the examinee/testee and some other significant as falling below an expected standard. The interpretation of this expected or the desired standard is better appreciated by the perpetual cognitive ability of the evaluator of the performance. The evaluator or assessor can therefore give different interpretations depending on some factors.

Asikhia (2010) described poor academic performance as any performance that falls below the desired standard. The criteria of excellence can be from 40 to 100 depending on the subjective yardstick of the evaluator or assessor. For example, 70 percent performance of senior secondary three students in junior secondary English language examination is by all standards, a very good performance. However, a cursory look at the performance of the student examined and the standard of the examination he or she took could reveal that the performance is a very poor one. On the other hand, a junior secondary two students' performance of 37 percent in senior secondary three students Mathematics can be said to be a poor performance when in actual fact the performance is

by all standards a very good one. This shows that the concept of poor academic performance is very relative and this depends on so many intervening variables.

2.2.7 Leadership Practices that can contribute to Secondary Schools Supervisory Success

a. Setting Directions

A critical aspect of leadership is helping a group of students to develop a shared understanding about the educational system, its activities and goals that can undergird a sense of purpose or vision (Hallinger and Heck, 2002) This is supported by the fundamental theoretical explanations for the importance of principals' supervision and teachers' classrooms direction setting practices from the goal based theories of human motivation (Bandura, 1986). According to such a theory, people are motivated by goals which they find personally compelling, as well as challenging but achievable. Having such goals helps students make sense of their work and enables them to find a sense of identity for themselves within the context of their academic.

Directions are set through practices like identifying and articulating a vision, fostering the acceptance of group goals and creating high-performance expectations. This is enhanced by monitoring academic performance, promoting effective communication and collaboration.

b. Developing People

The ability to engage in practices that help develop students depends, in part, on teachers' knowledge of the technical core of schooling that is required to improve the quality of teaching and learning invoked by the term "Instructional leadership" (Boyatzis, Goleman, and Mckee, 2002). Leadership practices that significantly and positively help develop people include offering intellectual stimulation, providing individualized support and providing an appropriate model.

c. Redesigning the Institutions

The changing nature of learning institutions and professional nature of communities calls for change in educational cultures and structures to facilitate the academics of learners to match the changing nature of the school's improvement agenda. Practices like strengthening the school cultures, modifying educational structures and building collaborative processes must be embraced by the school leadership.

d. Management Skills

Running a school today is an enormously demanding job. Principals must be good managers knowledgeable about finance. They should have the ability to communicate and collaborate with learners inside and outside the school. Leadership should be a shared process involving principals, teachers, students, parents and the community. Principals should develop powerful ways of connecting with other teachers and know how to build school system that pushes for change and breakdown institutional barriers to teaching and learning.

2.3 Empirical Review

Adeniji, (2002) Education is a sound investment that is expected to enhance economic growth of individuals and the society. It is a known fact that education is a strong factor of social mobility which implies that education has the ability to influence a person's future economic status in the society. Disappointingly, this all important sector is faced with myriad of problems. Prominent among the problem area that brings to light the poor show of the sector is the abysmal outing of students in SSCE. The woeful performance in WAEC and NECO has been a source of worry to Parents and other stakeholders in the Sector considering the resources parents and government invest in educating the learners without any commensurate performance to match the vast investment. Nasarawa State shares in this predicament of the education sector in spite of the financial involvement of state government in the sector. There is a growing concern of the society

about the realization of secondary education objectives due to doubt that there have been steady decline in teachers' instructional task performance and students' academic performance which depicts non-realization of quality assurance in secondary schools. The performance of students in the SSCE administered by WAEC and NECO, in the recent has indicated a massive failure rate of 72, 74, 74 and 75 percent in 2008, 2009, 2010 and 2011 respectively.

Ugochi, (2011) stated that this trend of failure by students and a sign of poor job performance by teachers is unacceptable to relevant stakeholders of the education sector in Nasarawa State considering the towering investment on education. More worrisome is Ugochi's (2011) finding that out of 102 secondary schools selected across the Federation for evaluation using the quality assurance instrument for Basic and Secondary Education in Nigeria, only 6 schools were rated good, 28 schools fair, 65 schools poor and 3 were rated very poor. The rating evaluation of leadership and management in the schools indicated that none of the schools was outstanding while 13 were rated good, 51 adjudged fair and 37 very poor. In the light of the highlighted problems, the study provided answers to the research questions with a view to proffering pragmatic measures that have remarkable influence on improving the teachers' job performance and academic achievement of secondary school students in Nasarawa State and Nigeria in general.

Obadara (2005) viewed teachers to be highly essential for a successful operation of the educational system and as a key to the educational development. Without teachers with relevant behavioral traits, educational facilities cannot be used to facilitate academic performance of students. Undoubtedly the success and quality of any educational system depend on the quality of teachers input into the system.

Galzels and Guba (1957) developed the theory of the social system through “a hypothesis deductive analysis of Talcott Parsons” suggestion that the structure of an organizations may be analyzed from the part of views of the sub-organization or roles which participate in the functioning of the total organization. A social system is a system which the components are the people. Individual behavior within the social system is shaped by his psychological uniqueness and sociological attitudes. In other words the beginning of an individual is a function of these dimensions-psychological and sociological dimensions. Jenkins and Blackman (1984), calmed the fears of a junior colleague who had approached him for advice and necessary was common sense and the understanding of students’ behavior. Armed with these, he said, the novice principals would be able to acquire their managerial skills, “on the job” in the classroom. In fact, a great deal of assertion has been made concerning the potential and actual management roles of women in managerial positions as compared to that of men. This study therefore, center on the degree of qualifications and professionalism of male and female as administrative managers and in the six administrative tasks of the principals, which affect their management functions. Students are always reported to be involving in drug abuse. There is report of increase in examination malpractice among student and even principals. Some at will and leave at will. Some principals’ indiscipline in the secondary schools cannot check indiscipline among students and teachers because they have their fair share of indiscipline behavior. Principals no longer correct their students effectively as they go after their private businesses.

Jenkins and Blackman (1984), also opined that in order to provide discipline, school authorities needs to control the people in the system through rules and regulations. For efficient functioning, school authorities have the power of the long term good of the institution. School official often try to justify their control of students in the ground that they are empowered to act

“in-loco parentis”. Dittiniya (1998) opined that discipline involves self and respect for others. The disciplined person is guided in his behavior, moral and social principles and does what is right and good.

There are various factors that contribute to good students' academic performance and these may include: teacher beliefs in relation to their profession, content and pedagogical knowledge, and assessment skills. On the part of students, peer influence, attitudes towards learning and family background can have a bearing on students' performance (Farooq, 2011; Hijazi & Naqvi, 2006; Jeynes, 2007). In addition, cooperation and collaboration amongst teachers, student-teacher ratio, and unavailability of learning resources can also have an impact on students' performance.

Aturupane, Glewwe & Wisniewski, 2010; Farooq et al. (2011). The manner in which the teacher plans and organizes instruction, to a large extent determines the outcome of students' academic performance. Therefore, pedagogy and assessment skills are important aspects that contribute to students' academic performance. It is thus, the teachers' responsibility to employ diverse teaching styles to enhance students' academic performance since current instruction assessment techniques seem to favor certain learning styles (Damavandi, Mahyuddin, Elias & Daud, 2011). Besides, there has to be a good match between students' learning preferences and instructor's teaching styles which have been demonstrated to have a positive effect on students' performance (Harb & El-Shaarawi, 2006).

A study by Dinama (2010) on teaching in Botswana public schools reveals that teachers' inadequate pedagogical skills result in students' poor academic performance. For example, as they taught teachers chose to focus on religions that they favored even though that was not the expectation of the core curriculum. Furthermore, in the same study, Dinama (2010) observed that Religious Education teachers possessed poor assessment skills in terms of poorly written test

items. For example, he cited incidents where internal monthly, termly tests and external examinations did not correlate. The cause and source of this could be that teachers do not possess adequate assessment skills and this is reflected in the poor final national examinations results. For example, at school level, students would get very high marks in school-based tests and examinations while obtaining low grades in the final national examinations. In addition, inadequate pedagogical knowledge and assessment skills, teachers' lack of collaboration with one another are amongst some of the causes of students' poor academic performance. In addition, a study carried out by Burry Stock (2003) revealed that teachers' assessment practices were inadequate to meet the demands of classroom assessment due to insufficient or lack of training in assessment.

Eboh (1988), in his investigation of the effectiveness of the physical education teachers tends to agree that managers (principals) must be sensitive to the potential effects to all employment decisions on their workers. More specifically, decision must clearly relate to the employer's job performance and not merely to his or her race, gender, age or physical conditions.

The effective school administrative manager (principal) is one who has a responsibility to see that the decision, which are made, contribute to the accomplishment of the overall purpose of the organization. Management is vital to the survival of the school. Men capable of exercising effectiveness in organization are in short supply relative to the tremendous need for them; hence women today have flooded most of the organization up. Management ability, therefore, is a main pillar towards decision-making which community are more in women than men, because female administrative leads are timer in decision. More so, management towards making decision is a valuable commodity and these who pass it command high salaries in the market place for services. Therefore, teachers in the schools at every stage of the management process make choices among

alternatives course of action. The teachers should be able to make technically correct managerial decisions. Edem (1998) has identified in his professional orientation. For many years, educators, administrators or managers, researchers have debated over which variables influence student's academic performance. A growing body of evidence suggests that schools can make a great difference in terms of students' academic performance and a substantial portion of that difference is attributable to teachers, thus there should be a link between teacher behavioral traits, teacher competence, and teacher productivity and students' academic performances.

Fehintola, (2014) the enormity and critical nature of educational challenges in Nigeria is evident in the increasing poor performance of students in national examinations such as WAEC and NECO. In this regard, Akinola, (2010) observed that, out of 1,351,557 candidates who sat for May/June 2010 WAEC in the country, only 337,071 candidates representing 24.94 percent obtained credits in English Language, Mathematics and three other subjects. In addition, Amuche and Fan (2014) reported that candidates who obtained credit passes in five subjects and above including English language and Mathematics during the May/June 2012 NECO examination in 19 states in the north as follows: Yobe 1.5%, Gombe 4.2%, Adamawa 5.26%, Kebbi 7.44%, Bauchi 9.2%, Zamfara 9.5%, Sokoto 10.69%, Katsina 10.74%, Jigawa 13.3%, Borno 13.8%, Kwara 17.6%, Taraba 18.25%, Kano 22.71%, Niger 23.27%, Plateau 25.98%, Nasarawa 29.9%, Benue 37.80%, Kogi 40.18% and Kaduna 44.4%. The apparent low-performances does not satisfy the yearnings and aspiration of Nigeria as rightly observed by Ogunsaju (2004) who asserted that the academic standard in all Nigerian educational institutions has fallen considerably below societal expectations. This dismal performance connotes a problem to Nasarawa State and the country in general because there will be a dislocation in the human capital supply chain at the Secondary level of the education sector. The disruption in the overall manpower supply for the economy

constitutes a grave threat to Nigeria's aspiration to be among the top twenty economies in the World by the year 2020 through vision 2020. The future of every country lies on how it invests in the development, awareness, and productivity of its citizens. This investment is primarily done through education. It is in recognition of the above fact that Governments at all levels in Nigeria commits a lot of resources to ensure the provision of quality education to its citizenry and as well tailored its policies towards ensuring that quality education is made available and accessible to the general population. In spite of the efforts of the Government and relevant stakeholders in repositioning Nigeria education on the world map, the nation's educational system from the mid-1980s have continued to experience some set back in school management and decline in both the teachers performance and students' academic achievement resulting in the present day objectionable colossal failure by Students in the career determining examinations conducted by reputable government agencies like: JAMB, NABTEB, WAEC and NECO (Ayegba, 2009) The study investigated the impact of instructional supervision on the students' academic performance in SSCE in Nasarawa State, Nigeria. Some of the findings were in harmony with the current theoretical state of art in the academic industry while some were at variance with the convectional status quo. The result on regular instructional supervision and its bearing on students' academic was significant and in support of National Policy on Education (2004). The result was also in favor of Ebiringha's (1987) findings which indicated that instructional process and supervision make a difference in secondary school students' performance. The study also revealed that there was a significant impact of class visitations by principals on students' academic performance in senior secondary schools in Nasarawa State. This supports the finding of Harbison and Hanushek (1992), that there was a significant impact of class visitations by principals on students' academic performance in Secondary Schools in United States of America. Ogunsaju (2006) and Osika

(2002) in line with the result of this study suggested that schools principals should focus on planning and preparation, lesson presentation, relationship and teacher's personality with reference to planning and preparation during classroom observation. He reiterated that the principals should be particular about the effectiveness of the teacher's communication, in his voice, choice of words and speech habits, the teachers' knowledge of the subject and his skills in effecting students' participation in the lesson.

Academic performance is mainly related to assessment and it is about a student's success or lack of it in meeting short- or long-term goals in education. How students perform reflect how well they have mastered the content taught (Ballard & Bates, 2008). However, there are various factors that ensure and are considered to be hindering good performance in educational settings. Some of these factors are; language as a medium of instruction, teaching and learning resources, parental involvement, study habits, class size, teachers' pedagogical and assessment skills.

Farooq, Chaudry, Shafiq & Berhan, 2011) observed that since the introduction of the multi-faith curriculum in 1996 in Botswana, students have been performing poorly (Dinama, 2010). Student academic performance is of paramount importance in every academic institution (Regier, 2011) and that is why the students' academic performance in RE remains a top priority for educators in religion. This is because when students achieve good grades, they become competitive in the world of work and may have better employment opportunities. Sentamu (2003) added that, measures of prior educational performance are the most important determinants of student performance. This implies that the higher the previous performance, the likelihood that the students will perform better academically in future. This is true in respect of the Botswana education system because students are automatically promoted after completion of their Standard Seven regardless of the grades they would have achieved and this in turn is reflected in their poor junior secondary

school results (Dinama, 2010). In addition, Reyann, (2011) argues that a grade is a primary indicator in learning and if a learner earns high grades it is concluded that he or she has learnt a lot while low grades indicate learning to a lesser extent.

Dinama, (2010) further observes that, throughout his fieldwork in research about implementation of the multi-faith curriculum, the poor results at national level were a common concern among teachers. This is worrisome because students come with poor results from primary schools due to automatic progression and after final examinations teachers are expected to account for the results, as well as the value they would have added to the results of these students upon entering secondary school classrooms.

2.4 Appraisal of Literature

Ayegba, (2009) opined that inspite of the efforts of the Government and relevant stakeholders in repositioning Nigeria education on the world map, the nation's educational system from the mid-1980s have continued to experience some set back in school management and decline in both the teachers performance and students' academic achievement resulting in the present day objectionable colossal failure by Students in the career determining examinations conducted by reputable government agencies like: JAMB, NABTEB, WAEC and NECO

The importance of principals' assessment of teachers' classroom management effectiveness in secondary schools in Delta state cannot be over emphasized. Principals as a leader of teachers in the school system have the function of interacting with the teachers in other to improve the learning situation for the students through classroom management effectiveness.

Classroom management effectiveness is the process by which school principals attempt to achieve acceptable standards of performance and results. The role of principals is to facilitate the implementation of the various learning programmes aimed at improving learning situation by

assessing of teachers' classroom management. Classroom management is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system. Teachers whether new or old or new on the job need the necessary support in organizing and effective classroom management. Principals as school heads therefore, need to provide this support to teachers, they have to be involved in the students. Good principals should devote themselves to supervise the teaching-learning process in his school. The principals as the supervisor is the one who oversees the activities of teachers and other workers in the school system to ensure that they conform to the generally accepted principles and practices of the systems. In the school system, the responsibility of coordinating these activities normally falls on the principals. The principals are professional leader who holds the key position in the programme of classroom management through the assessment of the teachers'. If the teachers are not well supervised effectiveness in the classroom management will be adversely affect and the assessment purposes may not be well realized. As a result, the principal as the assessor or the supervisor provides professional guidance to teachers in order to improve the conditions which affect learning and growth of the teachers and students. In carrying out his assessing roles, the principals can help the teachers for better task performance in the following areas of classroom management; preparation of lesson plans and lesson notes before going for lesson; good use of instructional methods and teaching aids; keeping maintaining of school records. Teachers have been shown to have an important influence on students' academic achievement and they also play crucial role in educational attainment because the teachers is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). Both teaching and learning depends on

the teacher, no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his study as a teachers.

Consequently, upon the observed deterioration in the academic achievement, attitude in public secondary school one wonders if the high failure rates and the poor quality of the students is not a reflection of the management of the classroom in the schools in other words the ineffectiveness of teachers in classroom interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Nigeria. This study was designed to determine if teachers' classroom management effectiveness significantly had influences on the academic performance of students in public secondary school. Management is said to be group activity rather than an individual activity and its process is that of decision that take away most discretion from the operative level and the duties of the teachers in the classroom are so dedicate and vital, that good care should be exercised in appointing the right caliber of persons as a classroom teachers. This was expressed by Bolaji (1997); management of a classroom should not be for every teacher who has the requisite academic and professional qualifications rather, it should be reserved for those who in addition to the necessary qualification have the essential qualities of good teachers'. Some of these essentials qualities include the personal attributes of the teachers which makes it possible for some to exert and command respect. The teachers has the onus to correct the malpractice in examinations, truancy, indiscipline, poor results and all that are of negative effects in the school. The presence of these ills, therefore, depicts poor administration on the parts of the principal.

Aghenta (2001) identified lack of expertise and experience by some teachers as contributing factors to poor administration. In fact, the teachers are he manager or the head of classroom and the key person in the management of the class in terms of teaching and learning.

Therefore, in analyzing the performance of teachers on certain managerial tasks as assessed by the principal's themselves and the teachers in the classroom, the functional view of the teachers and provision of management for the improvement of the students in the classroom become very important. Supporting these points, Aghenta (2001) described management as a variety of sequential and related activities that are designed and carried out in order to effectively and efficiently achieve goals of teaching and learning in relation to the needs of the society. This achievement could be made through effective planning, organizing, coordinating, supervising, directing, motivating, controlling, budgeting and evaluating programmes as well as undertaking of risks and handling of uncertainty. Against this background, educational management is the process of providing leadership within an educational system in the way of coordinating activities and making decisions that would lead to the attainment of the school's objectives, which are effective teaching and learning. In order to accomplice this task; the school manager must co-ordinate the activities of the divergent groups in order to achieve the objectives. He needs to be well equipped with the necessary skills and knowledge to perform his duties. Thus, management involves a manager making use of resources both human and material to achieve the goals of the organization while effective management involves ensuring efficiency and effectiveness in the use of the available human and physical resources together with the ability to combat any objectives. Managing is a process of managing people to direct their effects towards the achievement of some particular goals.

Mussazi, 1990) Effective classroom management therefore, depends upon the right type of management, which enable teachers to co-ordinate and direct their activities so as to procure and manage available materials, financial and human resources for achieving set goal for the growth and development of the individual students and the system itself.

Okendu (2012) supervision occupies a unique place in the entire education system and it becomes absolutely expedient to give it prominent attention. In a contemporary Nigeria, supervision is regarded as the process of enhancing the professional growth of the teachers, the curriculum and improving the techniques of teaching in the classroom through democratic interactions between the teachers and the supervisors (Principals).

Archibong (2010) competence and efficiency of the educational system while an unsupervised instruction may mar the standard of education, it is therefore suggested that principals as catalysts should facilitate the implementation of the various sets of instructional activities geared towards an effective, viable, vibrant and qualitative educational system that will improve the teaching-learning situation in the input-process-output framework without which the educational endeavors may be an exercise in futility.

Fehintola (2014) for many years, educators, administrators or managers, researchers have debated over which variables influence student's academic performance. A growing body of evidence suggests that schools can make a great difference in terms of students' academic performance and a substantial portion of that difference is attributable to teachers, thus, there should be a link between teacher behavioral traits, teacher competence, and teacher productivity and students' academic performances.

CHAPTER THREE: METHODOLOGY

This chapter deals with the methodology employed in this study. The following areas will be treated research design, study population, sample and sampling techniques, research instrument, validity of research instrument, reliability of research instrument, method of data collection and data analysis.

3.1 Research Design

The research design for this study was descriptive survey.

3.2 Population of the Study

The population of the study consisted all teachers in secondary schools in Sagamu Local Government Area of Ogun State.

3.3 Sample and Sampling Techniques

The sample population comprised of one hundred and fifty (150) teachers from the selected secondary schools in Sagamu Local Government Area of Ogun State.

The portion of the population for the study consisted ten (10) secondary schools in the area covered by the study. The sample size comprised one hundred and fifty (150) teachers from the selected secondary schools in Sagamu Local Government Area of Ogun State. Simple random sampling technique was used to select the secondary schools randomly from the sample area for fair sampling of the research work.

3.4 Research Instrument

The instrument that was used for this study is a researcher designed questionnaire tagged “Impact of Principals' Supervision and Teachers' Classroom Management on the Academic Performance of Students” (IPSATCMOAPS)

It contained two sections, A and B. Section A dealt with demographic data of the respondents, while section B was tailored in line with the variables of interest in the research questions. The questionnaire consisted twenty (20) items and close-ended type designed in line with the research topic following the 4-point Likert scale model of Strongly Agree (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD)

3.5 Validity of Research Instrument

The research instrument was validated by the supervisor to ensure that the instrument satisfy both face and content validity. Based on the comments, criticism, suggestions from the supervisor, correction made before final draft was produced for administration, thereby making it a valid instrument for this research.

3.6 Reliability of Research Instrument

The reliability of the instrument was tested by the researcher to reflect the consistency of instrument (Questionnaire) used in the research work. The questionnaire was subjected to test-retest reliability.

3.7 Method of Data Collection

A letter of introduction was obtained from the Department of Educational Foundations and Instructional Technology for an identification purpose. The questionnaire was administered directly with the help of two research assistants.

3.8 Method of Data Analysis

The data obtained was analyzed with the use of descriptive statistics in form of simple percentages and frequency counts while chi-square method (X^2) was used to test the research hypotheses at 0.05 level of significance.

CHAPTER FOUR: RESULTS ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the result from the analysis of data collected on impact of principals' supervision and teachers' classroom management on the academic performance of secondary school students in Sagamu, Ogun State. The analyses are presented under: demographic characteristics; analysis of research questions and discussion of findings

4.1 Demographic Characteristics of Respondents

Table 4.1: Frequency Distribution of Respondents by Age

Variable	Age	Frequency	Percentage %
I	25-30	28	18.7
II	31-40	32	21.3
III	41-50	54	36
IV	51 and above	36	24
	Total	150	100

Table 4.1 shows that 28 representing 18.7% of the respondents are 25-30years, 32 representing 21.3% fall between 31-40 years while 56 representing 36% of the respondents are 41-50years and finally on the table 36 representing 24% are 51 years and above.

4.2 Frequency Distribution of Respondents by Gender

Variable	Gender	Frequency	Percentage %
I	Male	57	38
II	Female	93	62
	Total	150	100

Table 4.2 shows that most of the respondents are females with 93 representing 62% while 57 representing 38% are male

4.3 Frequency Distribution of Respondents by Religion

Variable	Religion	Frequency	Percentage %
I	Christianity	87	58
II	Islam	63	42
III	Traditionalist	-	-
	Total	150	100

Table 4.3 shows that 87 representing 58% of the respondents are Christians while 63 representing 42% are practicing Islam and finally on the table none of the respondents are practicing Local tradition.

4.4 Frequency Distribution of Respondents by Qualification

Variable	Qualification	Frequency	Percentage %
I	N.C.E	-	-
II	O.N.D	-	-
III	H.N.D	-	-
IV	B.ED/B.Sc.	132	88
V	Masters	18	12
VI	PH.D	-	-
	Total	150	100

Table 4.4 shows that none of the respondents are N.C.E, O.N.D, H.N.D, and PH.D holders, while 132 representing 88% are B.ED/B.Sc. and finally on the table 18 representing 12% are Master Degree holders

4.5 Frequency Distribution of Respondents Number of Years Use in Service

Variable	Service Year	Frequency	Percentage %
I	1-3	8	5.3
II	4-6	16	10.7
III	7-9	24	16
IV	10 and Above	102	68
	Total	150	100

Table 4.5 above revealed that 8 representing 5.3% are 1-3 years, 16 representing 10.7% are 4-6 years while 24 representing 16% are 7-9 years and finally on the table 102 representing 68% are 10 years and above.

4.2 Analysis of Research Questions

Research Question 1: To what extent does principal's supervisory role influence academic performance of secondary school students?

Table 4.6: Showing descriptive analysis on how principal supervision influences academic performance of secondary school students

S/N	ITEMS	SA	A	D	SD
1.	The principal makes quality supervision that benefit and improves the students academically.	80	50	15	5
2.	Principal seeks for our opinion in order to enable him make supervisory decision.	60	50	23	17
3.	Most quality decision made by principal on school supervision will enhance proper achievement of the school objectives.	106	32	11	1
5.	My principal delegate supervisory roles to us and this enable the schools to achieve maximum goals, aims and also improve the academic performance of the students.	116	24	9	1

Table 4.6 shows how principal supervision influences academic performance of secondary school students. The result shows that (80% and 50%) of the respondents in item 1 agreed that principal makes quality supervision that benefit and improves the the students academically; also in item 2 (60% and 50%) of the respondents established that principal seeks for our opinion in order to enable him/her make supervisory decision; furthermore in item 3 (106% and 32%) of the respondents accepted that most quality decision made by principal on school supervision will enhance proper achievement of the school objectives while in item 4 (64% and 40%) of the

respondents are of the opinion that principal experience always help him/her in ensuring that principles, rules, regulations and methods prescribed for purposes of implementation are effectively carried out and finally in item 5 (116% and 24%) of the respondents support the view that principal delegate supervisory roles to us and this enable the schools to achieve maximum goals, aims and also improve the academic performance of the students. The result revealed that delegation of authority, experience, seeking for others opinion by principal enable them to make quality supervisory decision and thereby ensure good performance of students and also enhance proper achievement of the school objectives.

Research Question 2: To what extent would teacher classroom management influence the academic performance of students in secondary school?

Table 4.7 Showing descriptive analysis on the extent would teacher classroom management influence the academic performance of students in secondary school

S/N	ITEMS	SA	A	D	SD
6.	During teaching in the class rooms, polite languages are used with your students.	118	26	6	-
7.	During teaching, you maintain eye contact with your students.	24	108	15	3
8.	You answer phone calls during teaching with the students.	7	3	34	106
9.	You allow students to speak or answer questions uninterruptedly.	74	58	15	3
10.	You entertain question from students after they have been taught.	91	44	11	4

Table 4.7 shows the extent to which teacher classroom management influence the academic performance of students. The result shows that (108% and 26%) of the respondents in item 6 agreed that polite languages are used in the classroom during teaching which will affect performance of students; also in item 7 (108% and 24%) of the respondents established that during teaching you maintain eye contact with your students; furthermore in item 8 (106% and 34%) of the respondents accepted that you do not answer phone calls during teaching with the students while in item 9 (74% and 58%) of the respondents allows students to speak or answer questions uninterruptedly and finally in item 10 (91% and 44%) of the respondents agreed that questions are entertained from students after they have been taught. The result revealed that in considering teacher classroom management and academic performance of students, the above factors are to be well considered.

Research Question 3: To what extent will poor principal's supervisory roles affect teacher's performance toward academic performance of students in secondary school?

Table 4.8 Showing the extent to which poor principal's supervisory role affect teachers' performance toward academic performance of students in secondary school

S/N	ITEMS	SA	A	D	SD
11.	Lack of cooperation between principal and teachers will affect the performance of students.	110	30	10	-
12.	Decision made by principals on supervisory roles at times affect the teachers and thereby lead to poor performance of students.	48	60	15	27

13.	Principal doesn't like involving the teachers on vital related information.	104	26	13	7
14.	Motivation of teachers by principal will enable them perform better.	110	36	2	2
15.	Combination of other responsibilities with school supervision will affect performance of principal and thereby affect the performance of teachers and students.	37	24	36	33

Table 4.8 shows how poor principal supervisory role affect teacher's performance toward academic performance of students. The result shows that (110% and 30%) of the respondents in item 11 agreed that lack of cooperation between principal and teachers will affect performance of students; also in item 12 (60% and 48%) of the respondents established that decision made by principals on supervisory roles at times affect the teachers and thereby lead to poor performance of students; furthermore in item 13 (104% and 26%) of the respondents accepted that principal does not like involving the teachers on vital related information while in item 14 (110% and 36%) of the respondents accepted that motivation of teachers by principal will enable them perform better and finally in item 15 (33% and 36%) of the respondents accepted with the view that combination of other responsibilities with school supervision will affect performance of principal and thereby affect the performance of teachers and students. The result however shows that lack of cooperation between principal and teachers, combination of other responsibilities with school supervision affect the decision made by the principal which in turn affect the performance of teachers and students. However, adequate motivation and involvement of teachers in supervisory

decision making process will ensure proper achievement of the school objectives and also improve the academic performance of students.

Research Question 4: To what extent will available of resources to the school affect principal's supervision and teacher's classroom management on the academic performance of the students?

Table 4.9 Showing descriptive analysis on how available resources to school affect principal's supervision and teacher's classroom management on the academic performance of the students

S/N	ITEMS	SA %	A %	D %	SD %
16.	Lack of fund will affect adequate supervision to be made by principal.	112	27	10	1
17.	Lack of maintenance culture by principal will affect his/her supervisory role.	46	51	34	19
18.	Use of obsolete materials will not reduce the performance and principal supervisory role in school.	14	16	44	76
19.	In-availability of necessary materials will affect principal's supervisory roles in school and teacher classroom management.	78	50	14	8
20.	Provision of necessary materials to assist principal will not enhance the academic performance of students.	12	4	54	80

Table 4.9 shows how available resources to school affect principal supervision and teacher classroom management on the academic performance of the students. The result displays that

(112% and 27%) of the respondents in item 16 agreed with the view that lack of fund will affect adequate supervision to be made by principal and thereby affect the academic performance of students; also in item 17 (46% and 51%) of the respondents supported that lack of maintenance culture by principal will affect his/her supervisory role and also affect the academic performance of students; furthermore in item 18 (76% and 44%) of the respondents buttressed that use of obsolete materials will reduce the performance and principal supervisory role in school while in item 19 (78% and 50%) of the respondents are of the opinion that in-availability of necessary materials will affect principals' supervisory roles in school and thereby reduce the academic performance of students and finally on the table from item 20 (80% and 54%) of the respondents stated that provision of necessary materials to assist principal will enhance the academic performance of students. The result shows that lack of fund, lack of maintenance culture, use of obsolete materials and in-availability of necessary materials to assist principal on supervisory role will affect the academic performance of students. Also, provision of necessary materials to assist principal will enhance the academic performance of students.

4.3 Interpretation of Research Question

Research Question One:

To what extent does principals' supervisory role influence academic performance of students in secondary schools?

Table 4.10: Chi-Square table on what extent does principal supervision influence academic performance of secondary school students

S/N		Table-Value	df	Statistical Tools	Calculated Value	Analysis Result
	Agreed (622)					
	Disagreed (128)	21.0261	12	CHI-	9.4087	Accepted
Total	750			SQUARE		

$$X^2$$

Degree of freedom = 12. Level of Significance = 0.05

From the Chi-square table 4.10, it was revealed that calculated-value (9.4087) < table-value (21.0261) at the level of 0.05 significance.

Research Question Two:

To what extent would teachers' classroom management influence the academic performance of students in secondary school?

Table 4.11: Chi-Square table on what extent would teacher classroom management influence the academic performance of students in secondary school

S/N	Table-Value	df	Statistical Tools	Calculated Value	Analysis Result
Agreed (553)					
Disagreed (197)	21.0261	12	CHI-SQUARE	27.8801	Rejected
Total	750		X^2		

Degree of freedom = 12. Level of Significance= 0.05

From the Chi-square table 4.11, it was exposed that calculated-value (27.8801) > table-value (21.0261) at the level of 0.05 significance.

Research Question Three:

To what extent will poor principal supervisory role affect teacher's performance toward academic performance of students in secondary school?

Table 4.12: Chi-Square table on what extent will poor principal supervisory role affects teacher's performance and academic performance of students in secondary school

S/N	Table-Value	Df	Statistical Tools	Calculated Value	Analysis Result
Agreed (585)					
Disagreed (165)	21.0261	12		15.4782	

Total	750	CHI- SQUARE X ²	Ho is Accepted
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Degree of freedom = 12. Level of Significance.= 0.05

From the Chi-square table 4.12, it was exposed that calculated-value (15.4782) < table-value (21.0261) at the level of 0.05 significance.

Research Question Four:

To what extent will availability of resources to schools affect principal supervision and teacher classroom management on the academic performance of students in secondary school?

Table 4.13: Chi-Square table on what extent will availability of resources to school affects principals' supervision and teachers' classroom management on the academic performance of students in secondary school

S/N	Table-Value	df	Statistical Tools	Calculated Value	Analysis Result
Agreed (410)					
Disagreed (340)	21.0261	12	CHI- SQUARE X ²	24.6650	Ho is Rejected
Total	750				

Degree of freedom = 12. Level of significance = 0.05

From the Chi-square table 4.13, it was exposed that calculated-value (24.6650) > table-value (21.0261) at the level of 0.05 significance.

4.4 Discussion of Findings

This study was carried out to investigate impact of or principals' supervision and teachers' classroom management on the academic performance of students in secondary school in Sagamu, Ogun State. In research question one (1), the respondents agreed that principals' supervision affect the academic performance positively.

Brennen (2008) suggested that an effective supervisor who links interpersonal qualities with technical skills will be successful in improving instructions. He suggests that an effective supervisor should be able to build self-acceptance, moral, trust, and rapport between the two parties. Brennen suggests that the supervisor in an effective supervision process should not delve deeply into the role of a counselor. The focus is always on the teaching act and not matters affecting the classroom teacher that are beyond the confines of the classroom. Objectivity, devoid of personal biases, should be the hallmark if supervision is to be effective, he asserts. It is for this reason that Brennen (2008) posits that effective supervision results when a supervisor clearly sets out the criteria to be used in the evaluative process and ensures that even if the final assessment is not a good one; the teacher will still benefit from the exercise and leave with his/her self-esteem intact. As shown above, all researchers share the belief that supervision is effective if the supervisor possesses and exhibits qualities and characteristics related to knowledge, interpersonal and technical skills. They are silent, however, on the direct causal effect of such qualities on student performance.

While in research question two (2) the respondents divulged that polite languages are used, maintenance of eye contact, phone calls during teaching will ensure proper achievement of the school objectives and also improve the academic performance of students. Leader's knowledge of the technical core of schooling that is required to improve the quality of teaching and learning invoked by the term "Instructional leadership" or leaders emotional intelligence (Goleman, Boyatzis and McKee, 2002). Emotional intelligence displayed for example through a supervisor's personal attention to an employee (students) through the utilization of the students' capacities, increases the learner's enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance (McColl-Kennedy and Anderson, 2002) proposed that

leadership practices significantly and positively help develop people include offering intellectual stimulation providing individualized support and providing an appropriate model.

While in research question three (3) respondents revealed that lack of cooperation between principal and teachers, combination of other responsibilities with school supervision affect the decision made by the principal and thereby affect the performance of and teachers and students. However, motivation and non involvement of teachers in supervisory decision making process will ensure proper achievement of the school objectives and also improve the academic performance of students.

Glickman, Gordon and Ross-Gordon (2004) opined that supervisors (principals) should perform the following roles: provide personal development by providing on-going contact with the individual teacher to observe and assist him/her in classroom instruction; ensure professional development by providing the learning opportunities for faculty provided or supported by the school and school system; and provide group development through the gathering together of teachers to make decisions on mutual instructional concern. Similarly, supervisors should support curriculum development through the revision and modification of content, plans and materials of classroom instruction. More so, Gordon and Ross-Gordon (2004) also posit that supervisors should engage teachers in action research by systematically studying faculty to find out what is happening in the classroom and school with the aim of improving student learning.

Glanz, Shulman and Sullivan (2006) believe that an effective head teacher possesses the following characteristics: he/she is situational aware of details and undercuts in the school; has intellectual stimulation of current theories and practices; is a change agent; and, actively involves teachers in design and implementation of important decisions and policies. They also believe that effective principals provide effective supervision. To them, an effective principal creates a culture

of shared belief and sense of cooperation, monitors and evaluates the effectiveness of school practices, is resourceful and communicates and operates from strong ideas and beliefs about schooling.

Also from research question four (4) respondents exposed that lack of fund, lack of maintenance culture, use of obsolete materials and in-availability of necessary materials will affect principals' supervisory role and teachers' classroom management in school. Also, provision of necessary materials to assist principal will not enhance the academic performance of students in secondary school. This finding confirmed the opinion of (Ogunu, 2005) which stated that there can be no effective supervision without instructional materials. Experience has shown that most schools lack even the basic materials and equipment for teaching such as textbooks, chalkboard, and decent classroom for students. Apart from such cases of nothing to supervise, there are others where the problems are lack of facilities and materials for the supervision use.

In addition, Steiner (2002) opined that, it is not easy to motivate an individual, for the success of any motivational effort depends on the extent to which the motivator meets the needs of the individual employees for whom it is intended. He further stated that motivation is related to leadership, for good leadership set an example, provides guidance, encouragement and these can be the greatest motivation to the system.

Schools with effective leadership (principals) have motivated staff (teachers) and students. Motivation of teachers is highly related to morale. High morale is difficult to attain in the school system, motivation is a prime factor, in achieving it through the headship of the schools.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

An attempt is being made in this chapter to summaries the findings, conclusion and make necessary recommendations.

5.1 Summary

From the research questions generated by the researcher for the study shows that delegation of supervisory roles, experience, seeking for others opinion by principals enable them to make quality supervision and thereby ensure good performance of students and also enhance proper achievement of the school objectives.

Lack of cooperation between principal and teachers, combination of other responsibilities with school supervision affects the decision made by the principal which in turn affect the performance of teachers and students. However, adequate motivation and involvement of teachers in supervisory decision making process will ensure proper achievement of the school objectives and also improve the academic performance of students.

Lack of fund, lack of maintenance culture, use of obsolete materials and in-availability of necessary materials to assist principal on supervisory role will affect the academic performance of students negatively. Also, provision of necessary materials to assist the principal will enhance the academic performance of students.

5.2 Conclusion

The researcher finally concluded after the test of the research questions and interpreted responses that many factors like lack of cooperation between principal and teachers, lack of fund, lack of maintenance culture, use of obsolete materials and in-availability of necessary materials to assist principal on supervisory role, combination of other responsibilities with school supervision will affect the academic performance of students negatively.

The main purpose of supervision is to work collaboratively with teachers and provide them with the necessary assistance, guidance and support to improve instruction. Some support systems in education delivery, as well as principal's characteristics and practices and the context within which principal work pose challenges to the smooth performance of their duties. Thus, it was suggested that principals should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices.

5.3 Recommendations

Based on the findings, the following recommendations were made:

Principals should be encouraged and motivated by the stakeholders, Government and Non-governmental organizations to enable them to supervise teachers so as to improve academic performance of students.

Principals and teachers at the local and national levels should take their responsibilities seriously by engaging on educational activities that could enhance their skills. These include, among others, strategic seminars, workshops, regular visits and exchange programmes pursuit of higher educational qualifications. This will help to increase the effects of supervision and thereby improve the academic performance of students.

Much training, pre-service and in-service training should be given to principals and teachers. This would help to solve the problem of inadequacy of pre-service and in-service training.

The school administrators should find out the best leadership styles by involving all educational stakeholders in the school in order to apply the most effective leadership style in the management of the institution so as to improve the academic performance of students.

There is need to limit the personal characteristics of the principals and teachers situational factors in the management of schools.

The school administrators should involve the teachers, students in decision making, delegation of authority so as to allow for excellent academic achievement and the most acceptable leadership style.

5.4 Suggestions for Further Studies

The scope of the study is limited to Sagamu Local Government in Ogun State as a result of time factor, lack of resources and funds. Therefore, further researches should be extended to other parts of the country so as to widen the scope of this study.

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APPENDIX I
QUESTIONNAIRE
TAI SOLARIN COLLEGE OF EDUCATION, OMU IJEBU
DEPARTMENT OF POLITICAL SCIENCE AND SOCIAL STUDIES, SCHOOL OF
EDUCATION

**QUESTIONNAIRE TAGGED: IMPACT OF PRINCIPALS' SUPERVISION AND
TEACHERS' CLASSROOM MANAGEMENT ON THE ACADEMIC PERFORMANCE
OF STUDENT IN SECONDARY SCHOOLS, SAGAMU LOCAL GOVERNMENT AREA
OF OGUN STATE**

Dear respondents,

I am a student in the above named Department and working on a research topic as stated "impact of principals' supervision and teachers' classroom management on the academic performance of secondary school students in Sagamu local government area of Ogun State "This questionnaire is designed in order to elicit information on the above topic for research work. I therefore solicit your co-operation and honest response, to each item of the questionnaire. Your responses are crucial to the success of the research and shall be treated confidentially. The questionnaire will only be used for academic purpose. Please, give your honest response to the underlisted questions.

Thanks for your anticipated co-operation.

SECTION A

Choose the most appropriate answer by either ticking in the brackets or writing down your answers in the space provided.

1. Name of the school: _____
2. Age: 25-30 () 31-40 () 41-50 () 50 and above ()
3. Gender: male () female ()
4. Religion: Christianity () Islam () Traditionalist ()
5. Qualification: N.C.E () O.N.D () B.ED/B.Sc. () Master Degree () PH.D ()

6. Number of years used in service: 1-3 () 4-6 () 7-9 () 10 and above ()

SECTIONB

Choose the most appropriate answer by ticking any of these variables;

Strongly Agree (SA)

Agree (A)

Strongly Disagree (SD)

Disagree (D)

S/N	Items	SA	A	DD	SD
	TO WHAT EXTENT DOES PRINCIPALS' SUPERVISION INFLUENCE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS				
1.	The principal makes quality supervision that benefits and improves the students academically.				
2.	Principal seeks for our opinion in order to enable him make supervisory decision.				
3.	Most quality decision made by principal on school supervision will enhance proper achievement of the school objectives.				
4.	Experience of our principal always help him/her in ensuring that principles, rules, regulations and methods prescribed for purposes of implementation are effectively carried out.				
5.	My principal delegate supervisory roles to us and this enable the school to achieve maximum goals, aims and also improve the academic performance of the students.				
	TO WHAT EXTENT WOULD TEACHERS' CLASSROOM MANAGEMENT INFLUENCE THE ACADEMIC PERFORMANCE OF STUDENTS IN SECONDARY SCHOOL				
6.	During teaching in classrooms, polite languages are used with your students.				
7.	During teaching, you maintain eye contact with your students.				
8.	You answer phone calls during teaching with the students.				
9.	You allow students to speak or answer questions uninterruptedly.				
10.	You entertain questions from students after they are been taught.				
	TO WHAT EXTENT WILL POOR PRINCIPALS' SUPERVISION ROLE AFFECT TEACHERS' PERFORMANCE TOWARD ACADEMIC PERFORMANCE OF STUDENTS IN SECONDARY SCHOOL				

11.	Lack of co-operation between principal and teachers will affect the performance of students.				
12.	Decision made by principal on supervisory roles at times affects the teachers and thereby lead to poor performance of students.				
13.	Principal doesn't like involving teachers on vital related information.				
14.	The motivation of teachers by principal will enable them perform better.				
15.	Combination of other responsibilities with school supervision will affect performance of principal and thereby affect the performance of teachers and students.				
	TO WHAT EXTENT WILL AVAILABILITY OF RESOURCES TO SCHOOL AFFECT PRINCIPALS' SUPERVISION AND TEACHERS' CLASSROOM MANAGEMENT ON THE ACADEMIC PERFORMANCE OF THE STUDENTS				
16.	Lack of fund will affect adequate supervision made by principal.				
17.	Lack of maintenance culture by principal will affect his/her supervisory role.				
18.	Use of obsolete materials will not reduce the performance and principal supervisory role in school.				
19.	In-availability of necessary materials will affect principal's supervisory roles in school and teacher's classroom management.				
20.	Provision of necessary materials to assist principal will not enhance the academic performance of students.				

APPENDIX II

List of Sample Public Secondary Schools:

S/N	Name of School	Population	Type of School
1.	Makun High School, Sagamu	15	Public/co-educational
2.	Sagamu High School, Sagamu	15	Public/co-educational
3.	Agbele High School, Sagamu	15	Public/co-educational
4.	Muslim High School, Sagamu	15	Public/co-educational
5.	Remo Divisional High School, Sagamu	15	Public/co-educational
6.	Methodist High School, Sagamu	15	Public/co-educational
7.	Batoro High School, Sagamu	15	Public/co-educational
8.	Offin High School, Sagamu	15	Public/co-educational
9.	Remo Secondary School, Sagamu	15	Public/co-educational
10.	Soyindo Community High School, Sagamu	15	Public/co-educational
	Total	150	