COMPARATIVE ANALYSIS OF SCHOOL-BASED SUPERVISION OF TEACHING AND LEARNING IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN KANO METROPOLIS.

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DECLARATION

I declare that this research work was conducted, written and compiled by me. I also declare that to the best of my knowledge, this work has never been presented wholly or partially for the award of any degree or for publication elsewhere.

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2008 | 09

CERTIFICATION

This thesis report titled Comparative Analysis of School- Based Supervision of teaching and learning in public and private secondary schools in Kano Metropolis meets the regulations governing the award of the degree of Masters Degree of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to the loving memory of my late sister MARYAM IDRIS ALIYU (Ori) of H.S.M.B. Kano, whose sad event occurred on the 31st May 2011. (May her gentle soul rest in perfect peace) Ameen

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ABSTRACT

Students have the right to be taught by competent teachers who have clear understanding of how students imbibe instructions, and such teachers apart from being given appropriate resources in terms of instructional aids to carry out the assignment, must also be effectively supervised to ensure quality and efficiency of the educational institutions. This study examined the impact of school-based supervision of teaching and learning in public and private secondary schools in Kano metropolis as perceived by the principals and teachers. Five null hypotheses were advanced and tested statistically. The questionnaire used was validated and administered on 336 teachers and 24 principals in public and private secondary schools in the area.

The analysis of data includes Frequency and percentage distribution and one way analysis of variance. The investigations revealed that there is significant difference between the impacts of school-based supervision in public and private secondary schools, and that principals of public schools are more concerned with mere administrative services rather than ensuring the actual improvement of teaching and learning in their schools. On that basis, it was suggested that more efforts should be given to school supervision by public school principals as it takes precedence over more managerial aspects of the principalship as a means of bridging the achievement disparity between their students and that of private secondary schools. Based on the findings of the study appropriate recommendations were advanced.

OPERATIONAL DEFINITION OF TERMS

School-based Supervision: - Traditionally is called internal supervision. This is the supervision carried out or conducted by authorities within the school.

Teaching and Learning: - This refers to the process through which individuals are made to acquire and inculcate those skills, abilities, attitudes and values for social, economical and political contribution to achieve national goals.

Public Secondary Schools: - This refers to government-owned post primary schools. These types of schools are solely ran and controlled by government as a social service and not for profit making.

Private Secondary Schools: - This refers to post primary schools owned and ran by an individual, group or community as business enterprise that charge fees for the educational services they rendered with sole aim of making profit.

Principal: - The head of a Secondary School.

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ABBREVIATIONS

F.M.E. – Federal Ministry of Education.

M.O.E. – Ministry of Education.

K.S.S.S.S.M.B. – Kano State Senior Secondary Schools Management Board

N.E.R.D.C. – Nigerian Educational Research and Development Council

K.E.R.D. – Kano Educational Resource Department

K.R.D.D. – Kano Research and Documentation Directorate

N.P.E – National Policy on Education

NECO – National Examination Council

S.S.C.E. – Senior Secondary Certificate Examination

N.C.E. – National Certificate of Education

S.C.R. – Schools Census Report

N.T.I. – National Teachers Institute

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

Schools are established to provide educational services to the people. Formal education in schools is aimed at achieving national objectives. Over the years, experience has shown that governments of developing nations, like Nigeria can not shoulder the responsibility of educating their citizens alone. This led to the conclusion that it should be a collective responsibility of both the governments and the private individuals. Thus, secondary schools are established by individuals, missions, communities, corporate bodies and governments (Akanbi, 1996:15). All these schools are expected to operate on the same School curricular and admit children that have completed their primary education. They are also expected to provide the necessary teaching and learning facilities, employ qualified teachers and administer the schools according to the laid down procedures of the Ministry of Education. The National Policy on Education (2004:22) emphasizes that "Government welcomes the participation of voluntary agencies, communities and private individuals in the establishment and management of secondary schools. State governments shall prescribe conditions to be met by the communities and others wishing to establish secondary schools".

In Nigeria today, there is an outcry about the falling quality of secondary education as indicated by declining quality and wastage in the system, high drop-out and failure rates, rampant examination malpractice, poor reading and writing skills among students at all

levels of secondary education especially at public schools. Many attributes the declining quality in the system with challenges of rapid expansion of schools, unprecedented explosion in enrolment figures, general shortages of teaching and learning facilities and a gradual but steady decline in teacher quality and quantity. Olaofe (2005:1) observed that "the exodus of competent personnel from the teaching profession, largely due to its unattractiveness in terms of prestige, allowances and salaries, coupled with the issues of death and retirement has significantly affected the delivery of quality teaching and learning in secondary schools". Secondary education in Nigeria "Could be said to be occupying a strategic position in the national education system. This is in consideration of its consumer and producer status, i.e. consuming the products of the primary schools and producing candidates for higher education" (Yabo, 2006).

The declining instructional performance of teachers, characterized by negligence of duty and poor application of instructional techniques in public secondary schools had compelled many parents and guardians to send their children and wards to private secondary schools. Which in spite of the presumed falling quality of secondary education in Nigeria, are seen by many as 'miracle centers' and a far better alternative to public schools. Those concerned with educational development in our institutions of learning claim that students from government-owned secondary schools are not as academically good as those from private or voluntary agency schools. In private schools, the process of teaching and learning is effectively monitored and well supervised by the principals or proprietors as compared with those in public secondary schools. This is particularly true as students who register therein and sat for public examination are guaranteed success more than those from public secondary schools" (Afemikhe, 2007). Indeed, Nigeria is

currently witnessing a rapid upsurge of private primary and secondary schools in her towns and cities. In Kano Metropolis for instance, "from only one private secondary school which was established in 1951 and by 2009 the number of private secondary schools had grown to over one hundred and eighty two (182)" (MOE, Kano). Olayemi (2001: 11) observed that "the depreciation that has endangered public schools is undoubtedly the major cause that led to the emergence and proliferation of private schools".

The establishment of State Secondary Schools Management Boards (SSMB) in all the States of the Federation is aimed at finding ways that could lead to the improvement in the welfare of teachers and the provision of necessary materials and structures for conducive teaching and learning in public secondary schools. In Kano State for example "well close to three billion naira was expended by the State government on capital projects in its secondary schools between 2003 and 2007" (KRDD). These efforts and many others, culminated in to the renovation of many secondary schools and the establishment of some new ones, supply of teaching and learning facilities, recruitment of more teachers and the introduction of Teachers Salary Scale (TSS) in the State. Infact, it can now be justifiably stated that public secondary schools teachers in Kano State earn higher wages and salaries as compared to most of their counterparts in private secondary schools. In addition, public secondary schools in the State had a more standard school plants requirement for being effective teaching and learning environment than most private secondary schools, whose main goal is to derive maximum profits from the business of education.

Notwithstanding, the afore-mentioned advantages that public secondary schools have over the private secondary schools, it is surprisingly amazing to note that, the State has continued to witness persistent achievement disparity between students of private secondary schools and their counterparts in public secondary schools as measured by WAEC and NECO. For example, the SSCE results released by NECO between 2007 and 2009 of public and private secondary schools in Kano State could be seen in table 1.1 below;

Table 1.1: SSCE Results of Public and Private Secondary Schools in Kano State between 2007 and 2009.

	PUBLIC SEC. SCH.			PRIVATE SEC. SCH.		
YEAR	CANDIDATE SAT	5 CREDIT & ABOVE INCLUDING ENGLISH AND MATHS	TOTAL OF 5 CREDITS & ABOVE	CANDIDATE SAT	5 CREDIT & ABOVE INCLUDING ENGLISH AND MATHS	TOTAL OF 5 CREDITS & ABOVE
2007	31,443	4,557 14.49%	9,427 29.98%	7,035	2,786 39.60%	4,041 57.44%
2008	40,150	19,542 48.67%	29,998 74.71%	9,632	7,154 74.27%	8,371 86.90%
2009	41,856	494 1.18%	2,953 7.05%	9,065	1,353 14.92%	2,806 30.95%

Source: NECO Head office.

Table 1.1 shows that, only 22% of 113,449 candidates from public secondary schools that Sat for NECO's SSCE between 2007 and 2009 secured the University Entry Requirements of 5 credits, including Mathematics and English Language. While on the other hand, 47% of 25732 candidates that sat for the same examination within the same

period from Private secondary schools were able to secure the University Entry Requirement. Infact, the level of public confidence on government owned secondary schools in effective teaching and learning is very low. Gbadamosi (2005) observed that "Yet the search for quality has made many parents abandon the renovated public secondary schools for even the worst of the private secondary schools". Maduewesi (2005) in Afemikhe (2007) see quality in education as "multi-faceted and encompassing, how learning is organized and managed, content of learning, level of learning, outcomes of learning and the totality of the environment in which education takes place". Thus, education quality is a "conglomeration of input, process and outcome factors" (UNESCO, 2002).

It is important to mention that, while the provision and rehabilitation of schools' facilities assist in the delivery of quality teaching and learning, some intervention is needed to plan and utilize such facilities effectively in the teaching and learning process. Teachers constitute the single most important group of stakeholders in determining good quality education. What they know and can do, can make a great difference and what they do not know and can not do or fail to do, can be an irreparable loss to the children (Ukeje, 1991). In support of the above statement, Marks Stoops and King Stoops (1979) agree that, "to help solve the problems interfering with school programmes, experience administrators and researchers have identified school supervision as an important ingredient in school and educational administration". Mgbodile (1986) defined school supervision as a service to help teachers improve instruction, a process of giving and receiving help to improve performance and to solve problems that occur between teachers and students or activities aimed at influencing the quality of teaching and learning.

Unfortunately, the Inspectorates Services both at the State and the Federal levels have not lived up to expectations. Due to this similar unfortunate situation as observed by De-Grauwe (2007) an increasing number of countries, have from the early 1990s onwards, attempted to reform school supervision, not as the result of a radical political change, but because of recognition of its ineffectiveness. This reform laid greater emphasis on schools' self-evaluation through school-based supervision.

1.2 Statement of the problem

The quality of secondary education in Nigeria is continually declining despite all the investments. This leads to the production of low output in terms of academic achievement of the students at the final SSCE, especially in public schools. Infact, the level of public confidence on the government-owned secondary schools is very low as a result of persistent achievement disparity between their students and that of private schools. This dismal performance by government owned secondary schools have compelled many parents and guardians to send their children and wards to even the worst of these private secondary schools at the expense of all the newly renovated government secondary schools. Education stakeholders have blamed the quality assurance agents (Schools Supervisors) for this unpleasant situation. The complaints are that, schools are not regularly supervised and that the quality of supervision is below expectation, as the external school supervision service is faced with genuine strategic challenges. The results of these inadequacies are that the quality of instruction has progressively been declining in public schools, as evidenced by poor performance of students in external examinations. This is evident as only 22% of 113,449 students that sat for NECO's SSCE between 2007

and 2009 secured the University Entry Requirements as against 47% of only 25732 students from private schools in State."

The dismal performance by students of government secondary schools in Kano State, indicates the poor Instructional performance of their teachers which could perhaps be as a result of ineffective school-based supervision by the principals which could complement or replace external supervision. It is important to note that, failure to supervise could lead to decline in teachers' commitment, morale and productivity, and the quality of students' academic performance. The absence of effective and efficient school-based supervision may lead to many problems in the school system. Some of these problems could include irregular attendance to classes by students and teachers, poor application of Instructional techniques, wastage of human and materials resources and general indispline in the schools.

1.3 Objectives of the Study

The study is designed to investigate the following issues;-

1. To assess the supervisory role performance of principals in public and private secondary schools in Kano metropolis.
2. To examine the principles of school-based supervision in public and private secondary schools in Kano Metropolis
3. To identify and evaluate the techniques of school-based supervision in public and private secondary schools in Kano metropolis.
4. To examine the Qualities of School-based Supervision in public and private secondary schools in Kano metropolis.

5. To assess the Impact of school–based supervision on teaching and learning in public and private secondary schools in Kano metropolis.

1.4 Research Questions

The following research questions were drawn to guide the study:-

1. To what level do principals in public and private secondary schools perform their expected supervisory roles in Kano Metropolis?
2. To what level do School-based supervisors in public and private secondary schools use supervisory principles in Kano Metropolis?
3. To what level do School-based supervisors in public and private secondary schools use supervisory techniques in Kano Metropolis?
4. To what level do School-based supervisors exhibits Supervisory Qualities in public and private secondary schools in Kano Metropolis?
5. To what level do school-based Supervision Impact on teaching and learning in public and private secondary schools in Kano Metropolis?

1.5 Research Hypotheses

The following hypotheses were formulated for the study:-

1. Ho- There is no significant difference in the opinions of principals and teachers on their assessment of supervisory role performance by principals in public and private secondary schools.

2. Ho- There is no significant difference in the opinions of stakeholders on the assessment of the application of supervisory principles by principals in public and private secondary schools.
3. Ho- There is no significant difference in the opinions of stakeholders on the assessment of the application of Supervisory techniques by Principals in public and private secondary schools
4. Ho- There is no significant difference in the opinions of stakeholders on the assessment of the exhibition of supervisory qualities by Principals in public and private secondary schools.
5. There is no significant difference in the opinions of stakeholders in public and private secondary schools on their assessment of the impact of School-based Supervision on teaching and learning in secondary schools.

1.6 Basic Assumptions

The study is based on the following assumptions;-

1. That, principals in both public and private secondary schools in Kano Metropolis are academically competent to manage the schools.
2. That, teachers in both public and private secondary schools in Kano Metropolis may be conversant with the roles expected of them to do to enhance effective Learning by the students, but may resolve not to do it at all or do it haphazardly.
3. That, school-based supervision enhances teachers' effectiveness in teaching and learning and keeps them a brazed on the objectives of the school.

4. That, student's academic performances and quality of learning depend upon effective and efficient teacher's job performance.
5. That, the poor instructional performance of teachers characterized by negligence of duty and poor application of instructional techniques in the teaching and learning process can be traced to lack of regular school supervision.

1.7 Significance of the Study

The National Policy on Education (2004) emphasizes the need for thorough supervision of instruction and other educational services to ensure quality control at all levels of education as an instrument of educational development. Unfortunately, the external school supervision services are faced with genuine strategic challenges. Their complex mandate by far outweighs their scarce resources. The findings of the study will provide useful information to the State's policy makers and school administrators on the impact and influence of school-based supervision on teaching and learning, and as such, will help them to make policies on the mode of supervision that will be more emphasized in the secondary schools setting in Kano State.

The findings of the study will be useful to the school administrators and supervisors, since they will become properly acquainted with the techniques, qualities and principles of school-based supervision and how they can employ it to enhance effective teaching and learning at secondary schools in Kano metropolis.

Teachers will also benefit from the findings of the study, since school-based supervision is designed to stimulate growth and help them to help themselves on their job performance. They will be sensitized on the skillful application of instructional

materials, teaching methods, techniques of classrooms management, strategies of effective evaluation and see beyond their present performance.

The students will also benefit from the study, since supervision of school personnel and instruction is geared towards the improvement of the amount and quality of learning by the students. Moreover, the findings from the study will provide useful information to educational administrators on why private secondary schools' teachers' job performance and commitment to professional duty is seen higher than that of public secondary schools' teachers, thereby attracting more and more patronage by the parents and guardians of the students than public secondary schools. Finally, both teachers and students will find this study as a source of secondary literature in the research of related topics.

1.8 Scope of the Study

Although there are so many factors that could promote effective teaching and learning in secondary schools, such as the acquisition and availability of appropriate facilities, class-size, community, or parents supports, teachers' professional qualifications, etc. This study focuses mainly on the impact of school-based supervision on teaching and learning process in government-owned secondary schools and moderate (not prestigious) private secondary schools in Kano Metropolis.

Kano metropolis has three (3) Education zones which include; Dala Education zone, Municipal Education zone and Nassarawa Education zone. These Educational zones comprised six (6) Local Government Areas that form the ancient city of Kano, which is also the seat of Government. These local government areas include; Dala Local

Government Area, Gwale Local Government Area, Municipal Local Government Area, Tarauni Local Government Area, Fagge Local Government Area and Nassarawa Local Government Area. The population of the young learners and thereby of secondary schools is on the increase over the years. The researcher decides to use this area of Kano State, because it has the highest number of both public and private secondary schools in the state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction:

Numerous literature have been produced by eminent scholars, educationists, educational administrators and supervisors on school supervision and the role it plays in the management of educational organizations and institutions. Supervision of school personnel and their activities is essentially regarded as a very important means of controlling the quality of education. With changing times, the functions, Influence as well as the mode of approaches to school supervision are changing to cope with new demands of the contemporary educational system, specific of course to the need of individual countries.

2.1: Theoretical Framework

School supervision exists nearly everywhere. Its origin dates back to the birth of public education, when young nations used education to forge a common language and culture. School supervision is a key tool that ensures all education staff respects the same rules and regulations, and follow a similar programme. De – Grauwe (2007) posited that **"The first public inspection services were introduced in France at the end of 18th century by Napoleon's regime. Other Europeans countries followed suit in the 19th century as well as those countries who gained their independence during the last half of the century and who continued working with the same school supervision service set up by the colonial authority"**. Therefore, the origin of the school supervision services can in general be dated back to the creation of the public education system. Theoretically,

school supervision has two basic functions which directly impinge on school functioning. First school supervision helps "maintain system levels norms". This is important as secondary education is one of the critical units of the larger system. While each school may have its own uniqueness and individuality, together they have to follow certain common pattern of organization and functioning. Secondly school supervision "promotes change and development " of every aspect of school life (De-Grauwe, 2008).

Klerlinger (1972) defined theory "as set of interrelated construct (concepts), definitions and propositions that present a systematic view of phenomenon by specifying relations among variables with the purpose of explaining and predicting phenomenon". This definition suggests three things. First, theory is logically comprised of concepts, assumptions and generalizations. Secondly, the major function is to describe, explain and predict behaviour. Thirdly, theory is heuristic, that is, it stimulates and guides further knowledge.

Consequently, modern school supervision is based on a number of theories derived from the social and behavioral science. For example, Douglass (1960) theory of human behavior in organizations tells, the supervisor that his supervisory strategy depends on his knowledge and perceptions of his subordinates. Where as, Getzel and Guba (1975) are of the opinion that supervisors should take into account, the interactions between the needs of the individual worker and that of the organizations in trying to provide leadership for the group. In addition, the general system theory by Van Bartalenffy (1968) emphases the interrelatedness and interdependence of the various units within any given organization of which the functions of one affects the other. It stresses the need for the supervisor to

bear in mind that the application of a given supervisory behaviour affects various other aspect of life in school.

Moreover, theory has been found to be very useful in the study and practice of educational administration and supervision. It is Infact considered to be the main important framework which provides the administrator or supervisor with a guide for action. It helps to understand and explain reality as well as predict the workers (teachers) behaviours. Perhaps, the most recent theory in administration which is gaining ground in practice of educational supervision is the contingency theory by Frederick Fielder (1967). This was popularized by William Redding (1970) who pointed out the need for supervisors to be aware of various situational and environmental factors that could help them make decision that affect their subordinates.

This theory forms the philosophical foundation of this study that, school as an organization, is a conglomeration of different interest and needs and that the role of supervision is to ensure that, all contingent's needs and interest are well articulated and coordinated so that the goals and objectives of the educational system can effectively and efficiently be achieved with specific emphasis to the study area. It will deliberately shape, manipulate and create a physical, social and psychological climate or environment available for effective teaching and learning process.

2.1.1: Concept of School Supervision

School personnel remain one of the most significant resources in the school. Supervision of school personnel and their activities in the teaching and learning process is central to the attainment of the goals and objectives of the school. The National Policy

on Education (NPE, 2004: 60) highlighted in precise term, the objectives of educational supervision which is to ensure "uniform standard and quality control of instructional activities in schools, through regular and continuous supervision".

The concept of School Supervision has been defined by various scholars and educationists a like. Each writer tries to define school supervision from his own perspective. However, these differences in the definitions do not mean that school supervision has no central focus. Supervision is highly indispensable in every organization, if efficiency and good quality are required.

Supervision according to Alu, Eya, Oda, Eda and Ugwu (1997) is the process of over seeing the performance of task assigned to an individual or a group of people with the aim of directing and controlling its execution to a successful out come. In education, school supervision, "**is one of the indispensable functions for the effective operation of a good school system. Among other concern, is supporting and assisting teachers to improve instruction through a change in their behaviour. It also serves as a quality control system of the educational enterprise at what ever level" Nkom (2006) in Mahmoud (2006).** School supervision according to the Goods Dictionary of Education (1945) refers to "all effort of designated school officials toward providing leadership to the teachers and other educational workers in the improvement of instruction". It involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching and the evaluation of instruction.

The above definition could be interpreted as guiding, directing, advising and correcting teachers. The school administrators should encourage and provide some motivational

strategies in terms of reward and punishment to inculcate a more prudent professionalism in the teachers and should design series of programmes which shall improve teachers' skills. Such programmes include induction courses, seminars, workshops, guided practice etc, which will improve the working abilities of the teachers in the area of methodology, use of instructional materials, teachers' personality and roles in and outside the school fence.

Basically, supervision is an aspect of school management directed towards both maintaining and improving the teaching and learning process of the school. Okeke (1985) defined School Supervision as "the aspect of educational management which has to do with providing assistance in the development of better teaching and learning situation". **Accordingly, Akubue (1996) in Ogbonna (2003) posited that in education, school supervision "Is that phase of school administration which sees to the improvement of instruction. It is a service rendered to teachers, which is directed towards controlling the quality of his class instruction and these include activities aimed at influencing the quality of teachers in the teaching and learning process".** In the same vein, Ukeje (1992: 85) defined supervision as **''an element of the administrative process concerned with effort of the administrator to guide the day to day operation of the organization by stimulating, directing and co-coordinating the workers and their efforts, cultivating good personal relations that all move collectively towards a more efficient performance of all the function that lead to goal achievement''.** This definition seems to reflect the current changes in school supervision which emphasized good human relations and democratic values. "Other schools of thoughts see supervision as a way of persuading people to desist from applying wrong procedures in carrying out

certain functions on their jobs and at the same time try to emphasize the importance of human relation in an organization" (Ogunsaju, 1983).

Furthermore, Ndu and Ocho (1997:125) states that "supervision could be regarded as a process of directing, guiding, helping, advising, stimulating and persuading growth in individual in order to improve the quality and quantity of his work". Supervision in schools therefore, could be viewed as that aspect of administration that cover all those activities that primarily and directly concerned with studying and improving the conditions which surrounds that learning growth and development of teachers and all people involved in the process of education. That is why Nwaogu (1980:7) called it "the process of bringing about improvement of instruction by working with people who are working with students. This process involves using expert knowledge and experience to evaluate and cooperatively improve the condition and method of doing things connected with the teaching and learning process in schools. The primary objective of school supervision is to enhance the quality of teaching and learning in school, the learner is the focus of attention in the process of supervision. The supervisor ensures that teachers teach in such a way that students can understand; acquire those abilities, skills and the attitudes stated in the objectives of instruction. This follows the reason why, schools supervision is variously described as a service to help teachers improve instruction, "a process of giving and receiving help to improve performance and resolve the problems that occur between teachers and students," (Ezeocha 1990; Mgbodile; 1986 and Ogunsaju 1983).

Similarly, the Department of Elementary School Principal of the National Education Association in U.S.A in Nwaogu (1980) states that supervision is four point programmes which include;

1. The appraisal of specific learning situations to ascertain the needs of children and the efficiency of instruction.
2. Technical services to teachers in the form of instruction and assistance in pupils diagnosis and measurement.
3. Research for the purpose of curriculum construction and revision and for the improvement of materials, techniques, and method of instruction.
4. Professional leadership of and cooperation with teachers through individual and group conferences, through stimulation to further professional study through co-operative development of some programmes of in-service education.

In general therefore, supervision in school is aimed at developing the teachers who will in turn develop the students.

2.2: Principles of School Supervision

Principles of school supervision, are statements of fundamental truth that serve as guides to activities which are designed by designated officials to improve instruction and consequently to facilitate the teaching and learning process at all levels of the school enterprise. These guiding principles which govern the operation of school supervision, according to Peretomode (1995:193 - 195) include the following:-

1. School supervision is directed toward both maintaining and improving the teaching and learning process of the school.

2. School supervision is based on philosophy and science. This implies that school supervision has to be sensitive to the ultimate aims and values, to policies with special reference to their adequacy in education, and should be permeated with the experimental attitude and engage constantly in re-evaluation of aims and values, of policies, of materials, and methods.
3. School supervision is based upon the democratic philosophy. This entails that:

- Respect for personality and individual differences between personalities, and seeking to provide opportunities for the best expression of such unique personality.
- Basing school supervision upon the assumption that teachers are capable of growth and accepting idiosyncrasies, reluctance to cooperate, and antagonism as human characteristics, just as it accepts reasonableness, cooperation, and energetic activity.
- Providing full opportunity for the cooperative formulation of policies and plans.
- Stimulating initiative, self-reliance and individual responsibility on the part of all persons in the discharge of their duties.
- Cooperatively, determining functional grouping of the staff, with flexible re-grouping as necessary and inviting specialist when advisable.

4. School supervision employs scientific methods and attitudes, and utilizes and adapt to specific situation, scientific findings concerning the learner, the learning process, the nature and development of personality.

5. School supervision, either by scientific method or through orderly thought processes will constantly derive and use data and conclusions which are more objective, more precise, more sufficient, more expertly secured, and more systematically organized than are the data and conclusions of uncontrolled opinion.
6. School supervision should be creative and not prescriptive, this implies that:

- It will determine procedures in the light of the needs of each supervisory, teaching and learning situation.
- It will provide opportunity for the exercise of originality and the development of unique contributions.
- It will deliberately shape and manipulate, and create a physical, social, and psychological climate or environment available to the teaching and learning process.

7. School supervision will judge by the results, it secures.
8. School supervision enlist the cooperation of all staff members in serving their own needs and those of the situation; will provide ample, natural opportunities for growth by all concern in the correction and prevention of teaching and learning difficulties, and growth in the assumption of new responsibilities.
9. School supervision is flexible. This principle, demands that supervision of instruction should be flexible and adaptive, and adopt an eclectic rather than adhering to a single technique in the supervision.
10. School supervision strives to enhance the job satisfaction of teachers and also improve their morale.

11. The school supervisor's role is that of supporting, assisting, and sharing, rather than directing.
12. School supervision proceeds by means of an orderly, cooperatively planned and executed series of activities.

In addition, Peretomde (2001) opined that "school supervision should strive to enhance the job satisfaction of teachers and the needs of teaching and learning situation". Furthermore, Keregero and Mthupha (1997) in Dlamini (2007) observed that, "supervisors should motivate staff, recognize the success of teachers and provide reinforcement. Thus, supervisors should understand the principles of motivation and use them accordingly".

2.2.1: Purpose of School Supervision

The major concern of school supervision is the enhancement of the quality of teaching and learning in schools. Harris (1963) perceived the purpose of school supervision as **"what school personnel does with adults and things for the purpose of maintaining or changing the operations of the school in order to directly influence the attainment of the major instructional goals of the school". School supervision has its impact on the learner through other people and things".**

Adaeze (2004) in Adelere (2008) posited that the purposes of school supervision are as follows:-

1. Promotion and development of favorable setting for effective teaching and learning and eventually the improvement of the society.

2. School supervision assists in having a comprehensive view of the activities and problems of the school and asses the extent to which, it is fulfilling its basic obligation. Specifically to improve the overall effect and raise the academic standard of the school.
3. School supervision also helps teachers to learn what their problems are, either individual or group problems.

In his own perception of the purpose of school supervision directed towards personnel area, Olagboye (2004) viewed the purpose of school supervision in educational practice as:

1. School supervision improves the quality of teaching and learning for the benefit of both the learners and the teachers.
2. School supervision ensures that every teacher in the school is effectively performing the assigned duties to him or her.
3. School supervision assists teachers in developing needed teaching competences.
4. School supervision helps teachers to have a clear understanding of the goals and objectives of the school and roles as well as the effort expected of them in attaining the objectives of the school.
5. School supervision assists in boosting teachers' effectiveness in class room management.

Furthermore, according to Inspectors' and Supervisors' of Education in Nigeria Manual (NTI, 2010: 3) the purpose of school supervision will include:-

(a) Deciding the nature and content of the curriculum

(b) Selecting the school organizational patterns and materials that will enhance educational growth.

(c) Improvement of teacher effectiveness.

(d) Ensuring that teachers are performing their duties as scheduled.

(e) Improvement of the incompetent teachers.

(f) Providing a guide for staff development.

(g) Determining the effectiveness of the teachers' classroom management.

(h) Determining the 'tone' of the school.

(i) Determining special abilities possessed by teachers and deciding who to be transferred, retained, promoted or disengaged.

According to Garba (2006) it is through effective school supervision that both teachers and supervisors would improve classroom instruction, because teachers are made more alive toward their responsibilities. This would enhance their competency and make them more accountable. In the same vein, Onuoha (1986) in Mahmoud (2006) rightly pointed out that, the objectives of school supervision is "the improvement of educational opportunities, developing the teachers' potentialities to facilitate teaching and learning". In addition, Goshe (2006) posit that **"School Supervision has numerous significance; it assists the school in showing its strength and weakness for improvement. The teacher on the other hand, improves himself academically and professionally and develops his potentials. In the same vein, Students learning needs are identified and the available resources are tailored towards their satisfaction".**

In view of the above, the purpose of educational supervision is the monitoring of the performance of school staff, noting the merits and demerits and using befitting and

amicable techniques to ameliorate the flaws, while still improving on the merits there by increasing the standard of teaching and learning in the school and help in achieving educational goals. Generally, the education sector has to be galvanized towards the achievement of the societal goals.

2.2.2: Relevance of Supervision on Teaching and Learning in Nigerian Secondary Schools

Effective supervision of teaching and learning is very essential in schools in the realization of educational objectives. It is a way of preventing and correcting wrong-doings. There has been rapid increased in the growth of students enrolment in schools, the curriculum has been diversified and teachers are faced with a lot of work both of imparting knowledge, inculcating attitude, social values and the development of essential skills. Nwaogu (1980:9) observes that, **"there is noticeable increase in the growth of instructional media, such as films, tape recorders, radios, television, computers and other Media equipment and materials. Therefore, supervision plays the vital role of deciding the nature and content of the curriculum and the evaluation of the entire educational process".** He feels that effective supervision of programme is needed in every school and at all levels of educational institutions to coordinate all teaching and learning efforts. To him a careful curriculum plan embracing the entire school experience from entry to graduation is now imperative in Nigerian schools. Walker and Kitchen (2004) in Dlamini (2007) observed that "teachers are leaving the teaching profession and this was related to job dissatisfaction and lack of support from supervisors".

The National Policy on Education (N.P.E, 2004) specifically prescribes supervision of instruction as one of the processes for achieving qualitative education. There is the need for internal (school-based) and external supervision in Nigerian secondary schools for the improvement of the school administration, so that quality will be achieved. According to Nwaogu (1980) there is urgent need for improved supervision of instruction in Nigeria, that is that, which will develop and evaluate the educational programmes in our changing society. Akubue (2003:37 - 38) stresses the need for supervision of instruction on the following ground that:

1. All teachers are not as dynamic as knowledgeable, skillful and professionally dedicated.
2. The preserved programme of the teachers does not turn out as finished products. Full mastery of techniques of instruction is not gained at colleges, but also with experience.
3. Teachers develop their capabilities at different rates of speed; some are ready for classroom work, while others take some years to develop the potentials. Supervision therefore, discovers and develops the potentialities in the teachers to bring about improvement in their performance.

Furthermore, Hakimi (2007) observes that "**the need to have an effective system of supervision in our schools is necessitated by the fact that a typical teacher education programme in our faculties and colleges of education can not provide the pre-service teachers with all that they need to know when teaching nor can they give a full mastery of techniques of instruction".** In addition to the introduction of new subjects in the programme of our educational institutions and the recruitment of non-

education graduates to teach in schools, this trend in our educational system indicates the need for supervisory programme which will provide adequate professional leadership. Accordingly, Koko (1998) in Dlamini (2007) remarked that, "effective supervision is measured by the ability to effectively prepare and train staff on the job". Staff development should be the concern of supervisors, to keep teachers abreast with the latest technologies.

Nwaogu (1980) is of the opinion that school supervision helps teachers in planning and presenting instruction, evaluating themselves and resolving problems involving affiliation, curriculum and classroom management. Actually supervision is very much needed in Nigerian Secondary Schools, because of the increase in the number of secondary schools. Ajayi in Ndu and Ocho (1997) had observed that this increase has not been matched by the corresponding increase in teachers' supply both in terms of quality and quantity. According to Olagboye (2004) 'the problem of teachers' quantity and quality appears to be more pronounced in the secondary schools as revealed by a nationwide study conducted by the Nigerian Educational Research and Development Council". N.E.R.D.C (1997) found that: -

- The majority of teachers in the country's Secondary Schools are N.C.E holders.
- As many as 12.14% of teachers teaching English language were not qualified to teach the subject at any level of secondary schools.
- As many as 20.65% of the teachers teaching Mathematics were not qualified to teach the subject etc.

To further confirm the above study, recent events in Kano State confirmed that; -

- As many as, 53.14% of the professional teachers, teaching in the State public Secondary Schools are N.C.E holders.
- As many as, 23.7% of the public teaching workforce in the State are non-professionals teachers (K.S.S.S.S.M.B, 2009).
- While as many as 23.3% of the teachers in private schools at all levels are non–professional teachers (SCR, 2009 –10).

Olagboye (2004) remarked that, "there is no gain saying the fact that, poor quality teachers need supervision, so as to improve their performance on the job and even older or experienced teachers need supervision in order to keep them abreast of the new knowledge in their displine". Finally, supervision in school can make the whole lot of difference to the day to day running of the Secondary Schools, in deciding the nature and content of curriculum as well as learning materials needed to evaluate teaching and the entire education process.

2.3: Approaches to School Supervision

In this work, approaches to school supervision would be discussed in the following point of view:-

i. School supervision viewed through methodology.

ii. School supervision viewed through status or the office of the Supervisor

I. Supervision Viewed Through Methodology

Olagboye (2004) and De-Grauwe (2006) viewed supervision as a method with two dimensions. These are traditional and modern methods of supervision. Traditional or classical inspection is the oldest and more rigid method of supervision in which

objectives are more concentrated in finding reasons for either, opening, closing or retaining a school. It focuses on monitoring and evaluating performance of the teachers or the school, relative to the set standard. The result of this method of supervision (inspection) is thus a normative statement about how well the school or the individual is doing. School Inspection has been criticized for its inadequacy to assist classroom teachers to improve their job performance. West –Burnham (1994) sees School Inspection as an external imposition which is prone to rejection by teachers. This is more so "when inspectors behave like tin-gods" (Ijaiya, 1991). School inspection is particularly criticized for its limitations as a post-mortem examination of certain school activities, searchers for lapses and wastages rather than preventing them and the seek rectification which is often more costly to the student, government, teachers and parents (West-Burnham, 1994).

Modern supervision or human relation supervision on the other hand, is referred to as the supervision in which the supervisor forms courteous collaborative relationship with the supervisee. It focuses on improving performance so as to produce or accelerate development. It seeks to answer the questions; what are the schools' or individual teacher's strength and weaknesses and how can it be improved. This is the case where the supervisor guides, directs, corrects politely, stimulates and improves the teachers for greater effectiveness on their job performance thus the results of this supervision are changes in behaviour of personnel. The two concepts seem similar in that, they both aim at:

1) Improving academic performance in schools.

2) Ensuring the achievement of the academic goals of the school through structured activities.

However, the two are different at some important areas as shown in the table below: -

Table 2.1: Difference between Inspection and Supervision

	Traditional/Classical (Inspection)	Modern (Supervision)
1.	Formal	Less-formal
2.	Focuses on the monitoring of performance	Focuses on maintaining and improving performance.
3.	Aims at changing all factors affecting the behavior of the teacher.	Aims at changing the instructional practice, method and techniques affecting teaching/learning.
4.	Facilitates and reinforce teaching /learning activities	Explores, encourages and supports teaching /learning activities.
5.	Less-frequent.	Frequent.
6.	Usually carried out by external agent.	Usually carried out by internal agent (the head teacher or designated authority).
7.	Usually planned a head.	Some times no planned.

Source: NTI Kaduna; Inspectors and Supervisors Manual 2010.

From the above Table, it is clear that modern supervision emphasizes the improvement of teaching and learning processes for the supervisor, the teacher as well as the pupils. According to Adaeze (2004) in Adelere (2008) "modern supervision is a positive democratic action aimed at the improvement of classroom instruction through the continual growth of all concerned, the child, the teacher and the supervision". She believes that modern supervision should be informal, co-operative, participatory, comprehensive and dynamic. The supervisor is seen as an integral part of the school, and

the supervision involves a two – way communication system, which encourages interaction and participation.

ii. Supervision Viewed Through the Status or Office of the Supervisor

Uyanga (1995), Wiles (1996), Ogbonna (2003), Adaeze (2004) in Adelere (2008), Olagboye (2004) and De-Grauwe (2006) identified two major types of supervision in schools as External School Supervision and Internal school supervision. Adaeze (2004) and Olagboye (2004) tag these forms of Supervision as Extra-Mural (External) Supervision and Intra-Mural (School-Based) Supervision. According to them external (Extra Mural) Supervision is the responsibility of the Ministry of Education (Federal, State, Zonal or Local Education Authorities). Supervisors in this area are resource persons, Subject Specialists, Curriculum Consultants, designated officers or Zonal Education Officers or Consultants who have been requested to render expert services or assistance by the board of education.

Nwaogu (1980:14) opines that "Improvement in any activity, especially teaching and learning is based on periodic criticism clarification, verification and justification of the existing activities" He asserts that "external School Supervision should be done periodically for the improvement of teaching and learning process". In the same vein, Goshe (2006) remarked that, the prominence given to school supervision perhaps might not be unconnected with the saying that the success of any system of education apart from the provision of adequate resources hinges on adequate supervision on the utilization of these resources. Olagboye (2004) and Adaeze (2004) shared a common view on extra mural supervision. They believed that supervisors are mainly after the personnel activities, which include, stimulating, motivating, correcting and rating of

teachers and teaching activities in the schools as a means of improving teaching and learning to serve the purpose of the learners.

Ndu and Ocho (1997:213) stated that "external School Supervisors from the Ministry of Education (MOE), Secondary Schools Management Board (SEMB), Local Education Office, (L.G.E.A), visit Schools periodically to watch teachers in their classrooms and serve as middle men between the school and the ministry for the purpose of improving teaching and learning.

Furthermore, Uyanga (1995:82) asserted that external Supervisory roles include;-

1. Classroom visitation (Scheduled and Unscheduled).
2. Organizing teachers' conferences, Seminars and workshops to update teachers' knowledge and make for change ideas and techniques.
3. Undertaking demonstration lessons.
4. Organizing extra-lesson and coaching for staff that needed assistance.
5. Indulging in occasional inspection and evaluation of progress made.

Accordingly, Akubue (2003:9) also highlighted the roles of external School Supervision as follows;-

6. Check the personal neatness of teachers
7. Check teachers lesson notes.
8. Check classroom teaching and control.
9. Check the school attendance by staffs and students.
10. Check the school supervision by the principals.
11. Employ the right personnel.
12. Organizing activities for staff growth.

13. Determining text books to be selected for the schools.
14. Co-coordinating reports founds in journals, periodical's publications from the Ministry, books and Newspapers.

From the foregoing, the essence of external School Supervision is therefore to ensure that the quality of learning and development of every child in the school is assured through effective and efficient teaching by the school. The second trend of school supervision is Internal (School-based) Supervision, which at the Secondary Schools level is undertaken by the principal as the least and those delegated by him to do so on his behalf. It is the supervision which is being carried out or conducted on daily bases by the Principal, Vice Principals, Senior Masters, Heads of Department and other recognized school supervisors. As these people, are vested with the responsibilities of coordinating, monitoring and directing some activities within their areas of jurisdiction. They are however, accountable to the school administrator who is equally their leader. According to Adaeze (2004) in Adelere (2008) "Intramural or school-based supervision is an inbuilt school supervision whereby principal, qualified resource teachers, Subject Heads and Head of departments in each school supervise the teaching of respective subjects within the school". Olagboye (2004) views school-based supervision to mean “activities of those in position of authority within the school to see to the betterment and improvement of instructional activities, which would make educational goals and objectives to effectively and efficiently be realized”.

According to Akubue (2003:13) the School Head as an Internal Supervisor is expected to play the following four (4) major roles:-

1. As a coordinator, coordinates all programmes and activities of his supervisory agents, makes report of all materials in the school and act as a link between programmes and the people.
2. As a consultant, serves as a consulting specialist in curriculum and instruction and teacher' development; render services to individual teacher and groups gives necessary information and suggestions to teachers and demonstrates practically in the school setting.
3. As a group leader works together with the teachers continuously for the improvement of the school in all domains.
4. As an evaluator, gives assistance to the teachers in evaluating all activities, instruction and curriculum. Help his supervisory agents and teachers to find answers to curriculum and instructional problems. Evaluate teacher's performance and contributions to school programmes. Looks at the success of the school curriculum, determined when there should be changes in the school, check whether the school tests are valid and reliable and finally check teacher's professional growth.

2.4: Justification and the need for School-based Supervision in Secondary Schools in Nigeria

A lot of arguments and controversies in relation to the degree of effectiveness, influence or impact of school-based and external supervision on the improvement of teaching and learning process. Campbell (1987) and Adesina (1990) opined that external supervision is more effective in promoting teachers' instructional activities and job

performance. According to them teachers tend to show more regard and respect to external school supervisors than they show to their school principals and colleagues, who perform the duty of school-based supervision. On the other hand, Ozigi (1987) and Ukeje (1986) states that "school-based supervision is more conversant with the needs and problems of the teachers and as such will influence teachers' job performance in teaching and learning situation better than external school supervision".

Ideally, external school supervision through supporting teachers, controlling schools' functioning and allowing for regular exchange between schools can be a powerful tool for quality improvement in teaching and learning process. This is rarely the case in Africa. Researches on external school supervision in Africa, De-Grauwe 2001; Diarra et al. 1997; Garfoth 2004; Gumbi and Dlamini 1997; Lugaz et al. 2006; Solaux 1997 in De-Grauwe (2008), confirmed lack of satisfaction among teachers, school administrators and supervisors with the impact of external school supervision on the classroom. Systematically where teachers are asked to compare the impact of external supervision on their performance with that of their colleagues or the principal, external supervisors score far less. According to him this lack of impact is the result of a complex series of factors which can be organized around three key issues. Firstly, there is a profound conflict between the mandate of the service and its resources. The mandate is very demanding; to exercise control over and offer support to all schools and teachers. While at the same time inform the schools of Ministry's Policies and bringing schools realities to the attention of decision-makers. More so, the expansion in the number of schools and teachers has not been accompanied by an equal expansion in the number of supervisors, the evident results being that each supervisor has so many schools under his or her charge, that they

simply can not visit more than once or twice in three years. Secondly, precisely because external school supervisors have many tasks and many schools, but are expected to cover all the schools. The number of schools supervised may play a part in their performance evaluation process; they tend to spend little time in each school. Thus, their visits lead almost unavoidably to superficial reports which have little credibility in the eyes of the teachers and school authorities. Thirdly, the lack of impact is directly related to the lack of attention given to the fellow-up supervision. In consideration of these issues and challenges, an increasing number of countries have attempted to reform school supervision, not as the result of a radical political change, but because of recognition of its ineffectiveness.

Researches at the end of the 1990s in four (4) southern African systems (Botswana, Namibia, Tanzania, (mainland) and Zimbabwe), indicated that an external school supervisor was on an average responsible for over one hundreds and fifty (150) teachers (De-Grauwe, 2001). The situation in West Africa a few years later was similar (Lugaz et al. 2006) in De-Grauwe (2008). Furthermore, external school supervisors can seldom spend much time on school visits, because of their many administrative tasks. In Botswana, Namibia and Zimbabwe on an average supervisors spend between 1/5 and 1/3 of their time on school visits (De-Grauwe, 2001). In West Africa, the situation is almost very similar (Lugaz et al. 2006). In Mali for example, before the recent reform, only six (6) out of group of seventeen (17) school supervisors could spend more than 30% of their time on school supervision, (Diarra et al. 1997) in De – Grauwe (2008).

In Nigeria, a study conducted by Ogunu (2001) in Edo State revealed that only Fifteen (15) external school supervisors in the State are to visit One Thousand and Eight (1008)

primary schools and One Hundreds and Forty Five (145) secondary schools. At the same time weak professional profile of the external school supervisors is also a matter of concern, this is because only Six (6) out of the Fifteen (15) supervisors had degree in Education and none had specialized training in Educational Supervision and Inspection. Thus, even the schools which get these rare visits are seldom selected on the basis of their need for support or supervision but for practical or administrative reasons. The result is that more remote schools tend to get less supervision. To make matters worse for external supervision is the issue of 'personal Integrity' of external supervisors associated with our societal peculiarities occasioned by corruption in all facets of the society. Incidentally, the Inspectors (supervisors) are part of the society where bribery is seen as both illegal and immoral; but it is offered and taken, (Nwaokolo 1998 in Ijaiya and Fasasi 2008). The tendency is for the Inspectors to be influenced by the social practices in the society. According to Ijaiya and Fasasi (2008) "poor funding could lead to Inspectors (supervisors), taking of 'brown envelop' (Cash) or gift from the principals". This could have a serious implication for decision making by the school Inspectors. According to them, a school can be unfairly treated for not offering a brown envelop or over praised because of its largesse.

The development in Kano State confirmed that, only Fifty six (56) external school supervisors from Kano Educational Resource Department (KERD). The schools' supervision Department of the State's Ministry of Education (MOE) are to visit Seven Hundreds and Eighty (780) public secondary schools and render assistance and support to more than Eight Thousand, Six Hundred and Thirty One (8631) teachers, under the State Secondary Schools Management Board and also over-see the activities of more than

Three Thousand, Seven Hundred and Ninety Nine (3799) teachers from over Two Hundred (200) private secondary schools in the State. By implication therefore, on the average an External School Supervisor in Kano State is responsible for well over Two Hundred (200) teachers in both public and private secondary schools. This puts a responsibility of more than Seventeen (17) schools on individual supervisor (K.E.R.D. 2009).

Although, all the Fifty six (56) External School Supervisors had degree in education, none of them had any further post graduate specialized training in Educational Supervision and Inspection. The resultant consequence of this ineffective service is that quality of teaching and learning has progressively being declining as evidenced by poor students` performance in all most all public examinations. It is important to note that, private schools as seen by many as miracle centers, do not rely on external school supervision to develop and positively enhance teaching and learning in their domains. But rather fully rely on school-based supervision in the process of supporting, motivating, encouraging, correcting and influencing effective teaching and learning to efficiently satisfy their clients. Ukeje (1995:26) observed that "the key to successful implementation and management of any educational programme lies in the hands of its teachers, as such effective teachers will build an effective and efficiently managed programme; ineffective teachers will build an equally ineffective system". According to Ijaiya (2001) most children come to school with the hope and enthusiasm to learn, but somewhere along the process, many fail even though teachers are teaching. Neither the parents, nor the pupils expect the failures. Failure therefore, suggests that there is dissonance between what the teachers teach and need of the learners.

2.5: Nature and Organization of School-Based Supervision in Secondary Schools in Nigeria

Supervision of teaching and learning activities at the school level is a key factor in ensuring the good functioning of the education in the school. Infact, School-based Inspection has always been an integral feature of education programme in all countries. The trend in school-based supervision is that, schools are increasingly made to start a process of self-evaluation in teaching and learning to ensure total quality delivery. For instance, through the preparation of school improvement plan (De-Grauwe, 2005). The emphasis on School Self – evaluation "accompanies the higher level of school autonomy which characterizes education policies in many countries," (De-Grauwe, 2008:9). School-based Supervision in quality management of teaching and learning should be put in place as preventive measure against failure and wastages. Efforts are made to identify learners' needs, problems militating against effective Teaching and Learning are identified and underlying causes addressed. Cole (1996) See "School-based Supervision as an approach that is based on a positive attitude to quality delivery at every level of the school organization". He notes that "when workers form part of the total quality production process, quality assurance became participative and collaborative".

Effective management of teaching and learning through School-based Supervision "Works to ensure that every aspect of the school organization and every employee is focused all the time in meeting and then exceeding customers' requirement" (West – Burnham, 1994). Schools therefore, evaluate the professional development needs of the staff and prepare professional development sessions, relying on internal and external resource person (De-Grauwe, 2001). This is where the Principal, Vice Principals, Senior

Masters, Head of Departments and other qualified resource persons within the school supervise the teaching of subjects in their respective disciplines. The Philosophy behind School-Based Supervision is to develop the culture of continuous improvement through employees' collaborative efforts for the satisfaction of customers (students', parents', teachers' and communities') needs. Each teacher will be a client to the next teacher by ensuring that he or she passes on to the next class at least, near perfect pupils both in academic performance and behaviour. School-Based Supervision will therefore be a continuously inbuilt school-wide culture of progressive programme involving all staff, students and parents in the effort to produce well balanced, high quality pupils from year to year and all weak points along the line will be collectively identified and dealt with before any damage is done. According to Afemikhe (2007) preventive control is the most germane to quality assurance.

Three important issues from school-Based Supervision stand out as relevant to quality assurance in teaching and learning process. These according to Ijaiya (2001) include, Emphasis on prevention of wastages, involvement of Students, Teachers, Head Teachers, Supervisors and Parents in the quality process and securing the right attitude and commitment of all concerned to quality teaching and learning so that quality delivery becomes the concern of all sundry. Ndu (1990) in Adaeze (2006) observed that, "the increasing demand on the school for accountability makes it imperative that the school makes concerted effort to satisfy its external obligations, to maintain proper educational standards and improve the level of public confidence in the education system". The idea of School-Based Supervision for quality assurance in teaching and learning is however not totally strange in Nigerian Secondary Schools. Most private Secondary Schools have

demonstrated Sensitivity for quality assurance in what goes on in their schools; through motivating and persuading their teachers for higher and effective performance, teaching extra lessons, parental involvement etc. (Ijaiya in Nwagwu, Ehiametalor, Ogunu, and Nwadiani, 2001).

In carrying out the role of a Supervisor, the Principal should be visible in all corners and crannies of the school and not to hide away in office all day long. According to the National Teacher Institute, (NTI) Inspectors and supervisors Manual (2010:3) the Principal should; -

1. Visit teachers in their classes regularly and discuss his observation with them.
2. Help both new and experienced teachers with planning their schemes of work, records and lesson, and counsel them regularly.
3. Have authority and use it with the teachers to set school level objectives, and to determine the school's activities to achieve those objectives.
4. Collect teachers' lesson plans regularly and comment on them.
5. Should be accessible to both teachers and students, and listen to their concerns and interact informally with them.
6. Should trust their teachers and delegate authority to them.
7. Should check regularly on the safety and welfare of teachers and students and take care of problems as they arise.

In general, it is the principal's responsibity to guide and direct teachers in the process of implementing the curriculum and ensures that facilities for teaching and learning are in order and effectively utilized (Achunine, 1998: 15). It is very rare, if not impossible for success to come to a school especially when principal does not care to cross-check what

the subordinates are doing. Cole (1996) in Ijaiya (2001) confirmed that 85% of failures in production is traceable to management and this is because management often becomes complacent with failure assuming that current performance is the best possible.

2.6: Supervisory Techniques used in School-based Supervision in Secondary Schools in Nigeria

The word technique reflects to the method or way of doing things or carrying out certain functions. Nwaogu (1980), Ukeje (1992) and Hakimi (2007) observed that Supervision in Schools is carried out through:

i. Classroom visitation.
ii. Teacher conferences.
iii. Co-operative investigation of educational problem (research technique).
iv. Demonstration.
v. Seminars.
vi. Micro-teaching.
vii. Inter-school visitation.
viii. Guided practice.

Akpa (1987), Ndu and Ocho (1997) stated that techniques of supervision are modes (models) or ways of improving teachers' performance and quality delivery in schools. These models include; -

A. The "skill training" Model: - It is a diagnostic and prescriptive approach to supervision. Supervisors in this model begin by determining along with the teacher those elements of teaching that lead to effective teaching and learning.

B. The “Counseling Model”:- This is where the supervisor interacts with the teacher outside the classroom. This model is concerned about the teacher’s self awareness. It is based on the assumption that;

I. Teaching is an expression of the self.

II. Psychological changes bring about changes in teaching behaviour.

III. If one can build a sense of personal security and confidence, this will have positive results in the classroom.

IV. The solution to teaching problems lies with the teacher, and supervision can help improve a teachers self concept.

C. The “clinical classroom model”:- Through a careful systematic procedure, clinical supervision tries to take account of teacher’s behaviour and feelings in a supportive, analytic and non-evaluative context. Cogan (1973) presents a cycle of clinical supervision in eight phases as follows;

1. Establishing the teacher – supervision clinical relationship;
2. Planning the lesson with the teacher,
3. Planning the strategy of observation,
4. Observation of instruction by colleting the “performance data” and “effect data”,
5. Analyzing the teaching – learning process,
6. Planning the strategy of the conference,
7. The conference,
8. Review planning.

D. The “Group Model”:- This is an important strategy that requires skills in group process. This model is useful for two goals; to promote a learning experience and

to accomplish a particular task. “In the group setting, the participants explore their own assumptions, become aware of the variety of approaches to an issue, explore alternative points of view and learn to respect others, while affirming their own individuality. In short, the supervisor invites teachers to learn through communication with them” (Ezeocha, 1990).

E. The Demonstration Model: - Which involves the supervisor helping teachers to know and learn about new events in teaching and learning activities (Ndu and Ocho 1997).

However, Shulman (1993) opined that in considering any Model “it is necessary to consider the organizational milieu and the position of the professional supervisee visa viz staff and upper level management”. The supervisor can not escape the tension that may arise from his/her accountability to the organization, the staff and ultimately to the clients. No simple, pure model of supervision is likely to be effective in every setting of the organization. Infact, the work and standard of school personnel and their activities depend on the quality of the principal and the supervision given in the improvement of teachers’ job performance. This will lead to improvement in teaching and learning, which will equally lead to the achievement of National goals of Education. Alu and Eya (2001:145) observed that a lot of things are required from the supervisor. Some of these things are as follows:-

1. The supervisor should be able to give the teachers freedom of participation in supervisory process.
2. The ability of the supervisor to provide the resources necessary for the teachers to see the need for change.

3. The ability of the supervisor to stimulate teachers in to action.
4. How current the supervisor is to innovations in educational theories and practice.
5. The supervisor, having the characteristics of human relation which also motive teachers for higher performance.
6. Supervisor's ability to make teachers see the need of self-improvement, which gives teachers freedom to raise questions, explores new projects, try out new techniques and new materials.

Ndu and Ocho (1997: 200) state that "the supervisors of school programme should posses certain desirable qualities which will stand him or her in good stead in the discharge of the onerous responsibilities. Such qualities include;

I. Respectability.
II. Creativity and inspiration.
III. Leadership.
IV. Resourcefulness.
V. Intelligence and knowledgebility".

However, for effective supervision to take place, it must be based on sound principles which serve as a guide to positive actions aimed at improving teaching and learning. These include the principles of cooperation, flexibility and democracy. That is why Glickman and Gordons (2005:99) states that "When supervisors listen to the teacher, clarify what the teacher says, encourage the teacher to speak more of their concern and reflect by verifying the teacher's perception- - - , the teacher is in control". In addition, it is important to remember that effective School-Based supervision necessitates knowledge of Adult education and the various types of supervisory approaches that can be used,

when working with teachers directly so as to positively impact on students indirectly. Selecting the most effective intervention will always be critical to effective school-based supervision. With specific attention paid to collaborative and non- directive supervisory behaviours.

2.7: Influence of School-Based Supervision on Teaching and Learning in Secondary Schools

The worth of any school management is based on its ability to produce quality products and satisfy clients and other stakeholders in the school system. Its task therefore includes identifying and solving any problem that militates against quality delivery. Such problem solving approach should be directed at taking preventive measures, "wastage prevention is therefore the basis of school-based supervision" (West-Burnham, 1994). Nwankwo and John (1982:74) remarked that "the main task of school-based supervision is to create a conductive atmosphere for the teachers to be able to achieve desired changes in the learners in consciences with the particular needs of the environment". Nwaogu (1980:9) in supporting this view opined that "School-Based Supervision plays a vital role in deciding the nature and content of curriculum in selecting the schools' organizational pattern and learning materials to facilitate teaching and in evaluating the entire educational process". Adesina (1981:27) in recognition of Nwaogu's views observed that "weakness noticed in teachers can be up graded through organized seminars, workshops and in-service education". Owyam (1979) and Nwankwo (1982) also opined that school-based supervision help to bring to the awareness of teachers in various resources that can

help improve teaching and learning. Ogunsaju (1983:14) identified the influence of school-based supervision on teaching and learning in the following ways; -

1. It helps teachers to see more clearly the real aim of education and the special role of the school in working toward this end.
2. It helps in fostering harmonious staff relation and stimulates the professional in-service growth of teachers.
3. It makes teachers to perform the duties for which they are schedule.

In an attempt to provide quality teaching and learning through school-based supervision, there are pertinent questions to be raised such as; who should ensure quality? Who should be accountable? And with what consequences? Afemikhe (2007) posited that teaching is the hub of all educational processes; therefore teachers must be accountable to students, parents and the communities that have a stake in what goes on in schools. According to Ijaiya (2001) the issue of educational accountability has not been addressed in Nigeria for obvious reasons especially at public schools. In United States of America for instance, principals are "dismiss or re-assign" due to low students' achievement (Reevers, 2001: 21). In Nigeria such principals "Stay put". Lack of public demand for accountability from the principals and teachers is a strong factor for declining quality and performance in the system. Neither promotion nor transfer is linked to students' achievements in public secondary school (Ijaiya, 2001).

However, in private secondary schools 'job retention and promotion' is directly link to students' achievements. This is because as private commercial investment, the parents of these students who paid and register therein would demand for accountability from the proprietor on teaching and learning in the school. While the proprietor would equally

demand for accountability from the principal and the teachers, because he/she would not like to loose investment, through low level of public confidence and patronage on the school.

2.8: Leadership in Secondary School Supervision

The development of the conditions for educational effectiveness and efficiency in schools depends on leadership, (Mackenzie 1990 in Adaeze 2006). School-Based Supervision at secondary school level is a leadership function of the principal. Fran Seth (1952) and Unruh and Turner (1970) describe educational leadership as the most significant of all the supervisory components. Leadership plays an important role in the school by providing opportunities for those in the school system to achieve their goals and objectives.

Cole (1997: 46) described leadership "as a dynamic process at work in a group, whereby one individual over a particular period of time and a particular organizational context, influence the other group members to commit themselves freely to the achievement of group tasks or goals." Similarly, Knezevich (1975), Musaazi (1982) and Robert (1992) see leadership as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organizational objectives. Purkey and Smith in Good and Brophy (1986) cited by Adaeze (2006) conclude that "Leadership of the principal is necessary to initiate and maintain school improvement". School principals traditionally have to perform several tasks to improve teaching and learning conditions within the classrooms, link school with the communities, raise resources for the school, motivate staff to perform better and increase the effectiveness

and quality of the school (Udoh and Akpa 1999). It can be deduced from these discussion that, the leadership roles of the school principal are in the realm of implementing the policies of the Ministry of Education. Principals are expected to provide the needed stimulus to direct the resources of their organizations toward expected goals and standard. Principals as managers of their schools are doers and that their performances can be measured in term of two concepts; efficiency and effectiveness. Efficiency means "doing things right" and Effectiveness means "doing the right things."

Jones (1990) in Adeaze (2006) identified some leadership skills which together at least increase the likelihood that principal will be more effective. To him effective leader is one who can; -

1. Exert Initiative; that is, the principal can make opportunities for interaction among the staff or between selected groups of the staff to occur.

2. Demonstrate cooperativeness; the effective administrator shows that the needs of the group are paramount.

3. Develop communication skills; effective principals spend up to 60% of their time working with people on a face to face basis. Therefore, the principal must be a skilled communicator, able to communicate ideas and issues clearly and logically.

4. Demonstrate empathy; the human relations studies have emphasized the need for people to meet their own personal goals. The effective administrator is able to exhibit his empathy with the feelings, personal trials and family problems of the staff.

5. Develop creative responses; people like to be around people, who can identify the problem and offer creative solutions to solve it. Leadership is enhanced by the ability to conceive unique solution to old issues.

Furthermore, according to Akilaiya (2003:100 - 103) school principal is effective, when the following roles are carefully executed;

1. Chief executive; the coordinator of the activities of the school, to see that the school's objectives are achieved.

2. Policy maker; design the goals and objectives, formulates policies and transmits such policies to subordinates in the school.

3. As expert; performs the functions of an expert, principal is a teacher of teachers.

4. External group representative; be the spokesperson of the school.

5. Controller of internal relations; controls the activities of members of the school.

6. Purveyor of reward and punishment; controls reward and punishment in the school.

- Mediator and arbitrator; mobilize forces either infavour of or against.
- Exemplary; lays example for others to follow.
- Symbol; reflects the philosophy of the school, tackles responsibilities in the school and carries the activities of the weak personnel. Principal serves as a father in the school.

As a leader in the organization, the principal has certain prescribed authority, status and position that others in the group do not have. It is more important to use these sources of power to promote a conducive work climate. Wiles and Lovell (1975: 77) emphasized that "It is true that such authority contributes to the leadership/power of the supervisor. But it is also true that if authority is used to threaten, cut people down, inhibit and belittle staff members, it can reduce the effectiveness of the supervisor". This is because leadership success is partly a function of the esteem the group members hold for the supervisor, without which he/she can never achieve full potentials as leader.

However, Nwaogu (1980) notes that "in order for the principal to achieve maximum results he or she has to work with and through other members". This is because supervisory programme in secondary schools is so wide that the principal can not perform these roles alone. Achunine (1998) notes that, "some of the functions of the Principal could be delegated to the Vice Principals, Senior Masters, Head of Departments and other Staff". Delegation implies the transfer of part of somebody's authority to subordinates for the purpose of assisting in carrying out certain responsibilities. Afolayan (1982) pointed out that teachers should be involved in school activities to give them a sense of belonging. This tends to boost their morale and increase their effectiveness. Delegation of authority also helps to;

1. Reduce mental work load and fatigue
2. Gives the head time for other job
3. Train and develop subordinate for greater responsibility
4. Improve and cement belongingness.

The role of these leaders including the Head of Departments is to facilitate the implementation of the various learning programmes aimed at improving the learning situation in schools. Nevertheless, the principal as the head and accounting officer takes responsibility for any failure or success and so has to supervise every delegated responsibility.

2.8.1: Relationship between Supervisors and Teachers for the Improvement of Teaching and Learning in Secondary Schools

At the centre of the educational improvement debate in schools is the nature of the relationship which together links the teacher, the learner, the learning process, educational aims and objectives (Macbeth and Mortimore 2001 and Lodewiks 2002 in Macnab 2004). All the linkages among these four components affect the nature of what is learnt and how it is learnt. Each linkage has the potential to interact with others. Thus, the need for good human relation in school supervision can not be over - emphasized. In teaching and learning process, the supervisor ought to create good rapport with the supervisee. Alu and Eya (2001:136) opined that "supervisors are expected to be humane, fatherly and knowledgeable to inform the supervisee of their mission, their expectation and to tell them that they are only helpers not as dictators of terms or arrogant claimers of knowledge". Both their postures, gestures and corrections should be educative encouraging and promoting further knowledge in the skill of human knowledge.

Experienced school supervisors as observed by Nwaogu (1980) and Ezeocha (1985) should be able to win respect by working with their teachers in staff relationship as opposed to authoritative line relationship. To them after school supervision, the

supervisor should organize brief meeting or conference with the supervisee to tell them the extent of their performance and areas of lapses that need improvement. Interpersonal qualities of supervisors were thus, found to have a major influence in supervision effectiveness. Dlamini (1988), Spector (1996) and Roberts (2006) in Dlamini (2007) opined that effective supervisors should be reliable, resourceful, honest, patient, flexible, approachable, dependable and innovative and should possess ability to communicate. In addition, Mahmoud (2006) citing Unruh and Turner (1970) are of the opinion that effective school supervisors should be objective, fair and firm, open and democratic, cooperative, a good listener and keen observer, creative, imaginative and resourceful, be able to stimulate and encourage innovative abilities among teachers and also be able to serve as a mentor and a pace setter. Roberts (2006) in Dlamini (2007) recommended that personal characteristics should be used as one the basis for selecting cooperating teachers, who also perform supervisory work. Other qualities that call for closer co-operation and promote good human relation in school-based supervision are the qualities of imagination and sensitivity, a high degree of interest in the job, a sense of self-confidence in the supervision and perseverance, even in the face of adversity. On the other hand, lack of self-confidence leads to self-defeatism and diminishes the supervisor's personality before his or her colleagues. This implies that supervision of teaching and learning in schools calls for periods of jokes, humour in order to generate cheerful mood and enthusiasm on the job. This is vital because good human relations grow out; flourish more in a situation of warmth and informality.

According to Nwaogu (1980:131) school supervisors should be appreciable and accessible to the staff and develop good human relation. This will make teachers feel

relaxed and willing to open up and work effectively and efficiently. The teacher should be allowed to express his views and should not be cowed in to accepting the supervisor's views. Aiyepeku (1987: 17) observed that "during the discussion the teacher should be allowed to make his own points". The supervisor's objective should be to enlighten and convince the teacher and not to hand-out orders and dogmas. From the foregoing discussion, it is clear that human relation in school supervision demands a lot from the supervisors. It demands skills in the art of supervision which manifest inform of love, tolerance, patience displine, humour, perseverance and mastery of the displine to be supervised. Furthermore, according to Ogunsaju (1983) a supervisor must be particular with what makes his staffs (both academic and non-academic) behave as they do. His perception of human nature influences to a large extent his choice of rewards and punishment as well as his supervisory style.

2.8.2: Communication and Effective School-Based Supervision

Communication is important in any organization. It facilitates the development of good conditions for teaching and learning in education, without it the aims and goals of schooling can not be achieved, because thoughts and expectations can not be shared. Thus, educational supervision can not be possible without proper communication.

Communication has been defined by Osasona (2000) as the transfer of ideas or knowledge in ways that enable the recipient to understand, react to and act upon the information received. Similarly, Marrihue (1960) described communication as a mutual exchange of thoughts, facts, opinions or emotions. Communication performs three basic important functions. These include; satisfying an individual's need for others, social and

psychological growth and the development of human relatedness. Effective communication according to Harrison (1968) is the epitome of good supervision. Thus, the success of Principals as School-Based Supervisors depends to a large extent on their ability to effectively communicate to all the people for whom they are responsible.

Adair (1988) and Ukeje (1992) note that communication is important for a number of reasons. Some of them include; -

I. During times of change within an organization, the benefits of change can only be achieved only when there is an adequate communication system for explaining to workers the reasons for the change and their expected roles.

II. Adequate communication result in greater productivity because employees direct their work more effectively and cooperate more with their leaders.

III. Through communication the morale of workers is improved as they know what their future prospects in the organization are.

From the foregoing, it can be stated that communication is an indispensable part of supervisory process. However, the receiver of the message must understand the message sent by the communicator before communication can be said to have taken place. That is why Bello (2005:45) opines that "for the smooth running of the School Organization, the school management should organize communication network via which upward, downward and horizontal flow of information should be allowed". As such, the management should as a matter of necessity devise a means through which barriers to effective communication could be removed. A number of factors affect the

communication process; these are called barriers to effective communication. They include mechanical, semantic or psychological factors. Any of these could make communication meaningless or confusing. Therefore, the supervisor's responsibility is to minimize such barriers in order to have effective communication. Ezeocha (1985) notes that, "downward vertical communication is never enough in any organization". There should be a feedback mechanism and forum for expression of opinion by all categories of people within the organization, so as to enhance a smooth working relationship. This would positively affect school-based supervision in teaching and learning process.

Indeed, there can not be effective school-based supervision without good and effective communication. Thus principals should understand that their supervisory roles could lead to suspicion and disenchantment if there is inadequate flow of information. The principals as school-based supervisors must ensure effective communication through the use of clear language in both written and oral communication. Misunderstanding of words, language or signs could cause confusion and mistrust (Ogunsanju, 1983). Principals should also make use of feedback system adequately and listen very well to ideas or messages before taking any action. It is also necessary for principals to take cognizance of various people's interest in the school before communicating, so as to minimize arguments. Principals as school-based supervisors must develop a conducive atmosphere that allows for free flow of ideas, messages and feedings. According to poster (1977) the main aims of communication in educational supervision are:-

I. To bring social cohesion to school organization.

II. To enable decision within the school to be reached on a basis of sound information and not prejudice, misconception or self interest.

III. To encourage reasoned and constructive criticism where necessary.

Thus, effective communication among and between principals, teachers, students and other school's staffs is indispensable in school-based supervision, in order to promote cooperation, respect, discipline and high morale which are necessary elements in the attainment of the school's goals and objectives.

2.9: Problems of School-Based Supervision in Secondary Schools in Nigeria

There are a lot of challenges associated with school-based supervision in secondary schools. These challenges can be fetched from what Alhas (2005) and Ochuu (2003) call problems of internal supervision. Among these are as follows:-

Misconception of the roles that principal and his supervisory agents are supposed to play. It is so often confusing that principals, teachers, parents and students often have different perception of this role and its subsequent effect on teaching and learning. It therefore creates conflict and may undermine the principal's ability to exert his supervisory authority.

Problems related to the improvement of instruction in school, especially in the urban centers, such as classes being over crowded and large class arms, as the number by far out stripe the facilities. In addition, teachers low morale, due to the delay in the payment of their salaries and allowances. The principal as an internal supervisor therefore needs a lot of skills and knowledge to ameliorate the problems and make school supervision effective.

Problem of school organization, this hinders school progress and supply of necessary equipments and facilities, such as school buildings, library, laboratories, etc. In addition,

there are also bureaucratic bottlenecks that often delay response to school's problems by the relevant authority.

Health and counseling problems in the schools, the inability of some teachers to keep proper record of their students, the presence of slow learners, backward and the gifted children in the same classrooms. All these create problems for the principal and his supervisory agents such that they require a lot of training to overcome these challenges, especially when both the government and the parent reject "class demotion".

The problems associated with school-based supervision point to the fact that for effective supervision, principals and their supervisory agents in Kano State should have adequate and effective training in educational administration and should have adequate knowledge about techniques of supervision and be skillful in sensing and solving day to day problems of the school.

2.10: Empirical Studies Related to the Study

In this section, a review of previous studies was carried out to enable the researcher ascertain trends, agreements and or disagreements, thereby establishing ground for comparison of the findings of the present study with the previous works.

In Nigeria, many works have been carried out on School supervision in secondary schools. For example, Omenyi (1998) observing the poor performance of students at examination in the secondary schools in Enugu State, carried a study on quality supervision, an antidote to declining teacher effectiveness. The primary purpose of the study was to find out how quality supervision influence teacher effectiveness. The study was a survey design and the population consisted of the principals and teachers of

secondary schools, Inspectors and Supervisors in Enugu Education Zone, made up of 6 Local Govt. Areas. The sampling consisted of 4 schools which were randomly selected from each Local Govt. Area and a total of 146 subjects were selected for the study. Questionnaire was the instrument used for data collection. The data were informed of paired observation on the various variables. Chi – square (X) test of significance of the categorical variables was used in the analysis. The study revealed that one of the factors contributing to poor performance of students in examination was teacher effectiveness and the study argued that the used of quality supervision of teachers solve the problem of declining teacher effectiveness. The responses of principals, teachers, inspectors and supervisors from Enugu education zone suggested that:-

1. Not just any person could be used as a supervisor.
2. Quality supervision does not depend upon the sex of the supervisor.
3. Female are more serious minded supervisors.
4. Frequent supervision visits are necessary to ensure quality teaching and learning. The conclusion of the study was that quality supervision would enhance teacher effectiveness.

Ochuu (2003) observed the dismal performance of secondary school students of Kaduna State in external examinations conducted a study on the assessment of supervisory role performance of secondary schools principals in Kaduna State. The primary concern of the study was to asses the expected supervisory roles of the secondary schools principals and the differences among the opinion of Teachers, Principals and Ministry of Education Officials with respect to these role performance of principals in instructional activities. The population for the study comprised 6,566 being a

combination of 6,160 teachers, 191 principals and 215 MOE officials. A random sampling technique was use to select 4 zones from the 12 educational zones in the state, a self developed instrument was used. Frequency and percentage and one way analysis of variance (ANOVA) statistics was used.

The analysis of the study showed that there is difference in the assessment and perception among teachers, principals and MOE officials as many viewed the principals as administrative leaders of the secondary schools not as instructional supervisors in the State.

Musa (2008) also observed the dismal performance of secondary schools students at external examination, after huge sums resources have been expanded on them, Carried out a study on Pattern of secondary school supervision and its impact on education quality control in Kumbotso Local Govt. Area of Kano State. The primary purpose of the study was to examine the different type of secondary school supervision and their special impact on clinical supervision on the education quality control of secondary schools in the area. The population of the study comprised all the principals, Vice principals and teachers from the 35 secondary schools located in the area. A stratified random sampling was employed to select 175 subjects. A self modified likert type of scaling method was utilized. Analysis of variance (ANOVA) and chi – square statistics were use to observed the level of significance.

The final analysis showed that clinical supervision has the highest agreed percentage, while group supervision has the second highest agreed percentage, which is also the comprehensive type of supervision that examine every aspect of teaching and learning.

Adelere (2008) observed the declining teacher effectiveness, carried a study on impact of supervision on teachers' task performance in selected secondary schools in Kaduna Metropolis. The primary concern of the study was to examine the mode of supervision in secondary schools by the Ministry of Education in Kaduna Metropolis. The study was a descriptive survey design and the population comprised all the male and female teachers, vice principals and principals of the 150 secondary schools in Kaduna Metropolis, through a combination of cluster and stratified random sampling that produced 10% of the population as representative. A self designed Questionnaire was used. Frequency and percentage was used to observe the level of significance.

The analysis showed the indispensability of supervision on effective teacher task performance by both Ministry Officials and School Managers. This is because according to the study teachers' task performance is effectively enhanced with regular effective supervision.

Summary

This chapter is on the review of relevant literature with regard to impact of school-based supervision by principals on teaching and learning in public and private secondary schools. The chapter avails related works on school supervision in general and school-based supervision in particular from a philosophical perspective anchored to the works of prominent educationists, all in an attempt find out those supervisory factors behind the recent achievement disparity between the public and private secondary schools in the final SSCE. Related concepts such as; Theory of School Supervision, Meaning of School Supervision, Principles of school supervision, Purpose of School Supervision and

Relevance of School Supervision on the improvement of teaching and learning process in secondary schools. Other concepts reviewed include; Approaches to School Supervision, Justification and the need for School-Based Supervision in secondary schools, Nature and Organization of School-Based Supervision, Techniques of School-Based Supervision as well as Influence of School-Based Supervision on the improvement of effective and efficient teaching and learning in public and private secondary schools.

Furthermore, a case was made for the need of good Human Relations in school-based supervision and a need for effective Communication system to make the supervision goal orientated and participatory. Finally, problems militating against effective school-based supervision were also brought to the front banner.

Uniqueness of the Study

It flows from all the afore-mentioned studies that school supervision is indispensable, if efficiency and effectiveness of the Education System is required which will lead to National goal achievement. However, none of the study has attempted to compare the impact of school-based supervision on teaching and learning in public and private secondary schools, with particular emphasis on identifying those supervisory factors that make teaching and learning more effective in private secondary schools than public secondary schools, thereby attracting more public confidence and trust than the government – owned secondary schools.

CHAPTER THREE

METHODOLOGY

3.0: Introduction

This chapter presents the methods and procedure the researcher employed in conducting the study under the following headings; Design of the study, Population of the study, Sample and Sampling Techniques, Instrumentation, Validity and Reliability of the Instrument, Pilot Study, Administration of the instrument and Method of Data Analysis.

3.1: Research Design

The Study is a descriptive survey research. Survey research design according to Nworgu (1991), Akuezuilo (1993), Agber (2003) and Yabo (2007) is concerned with finding, describing and interpreting an existing phenomenon, condition or relationship between or among people or Items by collecting and analyzing data from only a few people or items considered to be representative of the entire group. This research design is found to be appropriate because the study is on a small group considered to be representative of the entire population.

3.2: Population of the Study

The population for the study comprised of Three Thousand, Six Hundred and Twenty Four (3624) teachers, One Hundred and Seventy One (171) principals from the public secondary schools, Three Thousand, Seven Hundred and Ninety Nine (3799) teachers and One Hundred and Eighty Two (182) principals in the private secondary schools in Kano Metropolis. The total population for the study is therefore, Seven Thousand, Seven

Hundred and Seventy Six (7776), being a combination of Seven Thousand, Four Hundred and Twenty Three (7423) teachers and Three Hundred and Fifty Three (353) Principals in both Public and Private secondary schools in the area.

3.3: Sample and Sampling Techniques

Due to the large number of people involved in the study and the fact that more than one population is involved. A combination of sampling techniques was used to produce the sample size that reflects the different variables involved in the study. There are three (3) Educational zones in Kano Metropolis with a total population of Seven Thousand, Seven Hundred and Seventy Six (7776), the Sample size is therefore, Three Hundred and Sixty Five (365) at 95.0% level of confidence and 0.05 Degree of Accuracy. This is in line with Research Advisors (2006) table for determining Sample size.

In view of the fact that, the study covers Two (2) types of secondary schools concurrently (Public and Private) and the need to ensure uniformity and balance, the Sample size was shared in to two. Thus, the Sample size of 365 will be 182.5 which were approximated to 183 for each of the two sets of the secondary schools. Furthermore, there are a total of Three Hundred and Fifty Three (353) secondary schools in Kano Metropolis being a combination of One Hundred and Seventy One (171) public secondary schools and One Hundred and Eighty Two (182) private secondary schools. The study used purposive sampling technique to select Four (4) secondary schools each from the public and the private spares in each of the 3 education zone. This gives a total of Twenty four (24) secondary schools in Kano Metropolis.

Table 3.1: Showing the distribution of the Sample size among the 3 Education Zones in Kano Metropolis

Zones	Public Sec. Schs.	Private Sec. Schs.	Sample Public Teachers	Sample Private Teachers	Sample Public Principals	Sample Private Principals
Dala	4	4	56	56	4	4
Municipal	4	4	56	56	4	4
Nassarawa	4	4	56	56	4	4
Total	12	12	168	168	12	12

Table 3.2: **Distribution of Secondary Schools in Kano Metropolis**

Zones	Public Sec. Schs.	Private Sec. Schs.	Total
Dala	49	35	84
Municipal	64	38	102
Nassarawa	58	109	167
Total	171	182	353

Source: KSSSMB and Department of Private Institutions 2009

Table 3.3: Distribution of Teachers and Principals in public and private secondary Schools in Kano Metropolis

Zones	Public Sec. Schs. Teachers	Private Sec. Schs. Teachers	Public Sec. Schs. Principals	Private Sec. Schs. Principals	Total
Dala	1447	841	49	35	2,372
Municipal	799	658	64	38	1,559
Nasarawa	1378	2300	58	109	3,845
Total	3,624	3,799	171	182	7776

Source: KSSSMB and Department of Private Institution 2009

In all the cases, the study employed random sampling technique to select Fourteen (14) teachers and the principal from each selected secondary schools in the 3 Educational Zones.

3.4: Instrumentation

The Instrument for Data collection is a self-developed Questionnaire named School-Based Supervision Assessment instrument to be administered on Teachers and Principals. The Questionnaire is made up section A to F. Section A of the Questionnaire explores the background information of the respondent such as; Type of the school, sex of the respondent, and Status of the respondent. Section B to F of the instrument contains the main items designed to assess the impact of School-Based supervision on teaching and learning which were generated from the problems at hand.

Section B contains items on the expected supervisory Role Performance of the secondary schools' principals. Section C contains items on the Principles of School-Based Supervision. Section D contains the Supervisory Techniques used in School-Based Supervision. Section E contains items on Qualities exhibited by School-Based Supervisors. Section F dwells on the relative impact of school-based supervision on teaching and learning.. In all, section B to F of the instrument contain Fifty (50) items structured on a Four (4) point Likert – type Scale of measurement as modified by Nworgu (1991). The scale ranges from; Very High Extent, High Extent, Low Extent, Very Low Extent.

3.4.1: Validity of the Instrument

Validity is that quality of data gathering instrument or procedure that enables it to measure what it is supposed to measure (Abbas, 2009). The Instrument was given to specialists in Educational Administration and Planning for face and criterion validation. The experts scrutinized the instrument in terms of Items relevance, items clarity and the extent to which it covers the Impact of School-Based Supervision on teaching and learning in public and private secondary schools. Based on the experts' scrutiny, criticisms, and suggestions, amendments were made on the instrument before the final copy was produced.

3.4.2: Reliability of the Instrument

This is the degree of consistency that the instrument demonstrates (Abbas, 2009). To ensure the reliability of the instrument, Pearson product movement correlation coefficient

was used during the pilot study. This yielded a reliability coefficient of 0.89 at significance level of 0.05; the instrument is therefore reliable for use. This is in line with Akuezuilo (1993) statement that a correlation that is closed to one is reliable.

3.5: Pilot Study

A pilot study was conducted on Four (4) public and Four (4) private secondary schools' principals, Eight (8) public secondary school teachers and Eight (8) private secondary school teachers. This represents 10% of the sampled population within the study area. The instrument was administred on the sampled population two times at an interval of two weeks to determine its reliability.

The 0.05 level of significance was used to test the level of significance of the calculated alpha.

3.6: Administration of the Instrument

The instrument was administered on both teachers and principals in public and private secondary schools in the area of the study by the researcher himself and research assistants using the direct delivery system (DDS).

3.7: Methods of Data Analysis

Information collected through the questionnaire was analyzed using the Statistical package for the social sciences (SPSS) which yielded the frequency and percentages of the scores. While, the five (5) hypotheses were analyzed to identify the mean differences using one way Analysis of variance test.

CHAPTER FOUR

4.0 PRESENTATION AND ANALYSIS OF DATA

4.1: **Introduction**

This chapter dealt with the presentation and analysis of the data obtained on impact of School-based Supervision on teaching and learning in Public and Private secondary schools in Kano Metropolis. A Closed ended four point questionnaire modeled according to likert scale as modified by Nworgu (1991) was used with alternatives (Very High Extent, High Extent, Low Extent and Very Low Extent).

The responses as presented in this chapter were then classified in to two categories. The Very High Extent and High Extent were classified as High Extent, while the Low Extent and Very Low Extent were classified as Low Extent. A questionnaire consisting items relevant to the research work, was administered to the respondents. The respondents are basically the Principals and Teachers of the 24 sampled secondary schools from public and private spare in Kano Metropolis. A total of 384 copies of the questionnaire were distributed to the respondents. Out of this number 360 were returned and used for this study.

Responses obtained were analyzed in two sections. In section one, the frequency distribution of the responses is presented in tables to give general description of the data and in section two, one way Analysis of Variance (ANOVA) was employed to the five hypotheses. The 0.05 level of significance is set for this study.

4.2 .1: Respondents' responses on principal's supervisory role performance in Secondary schools in Kano metropolis

This section obtained the responses of principals and teachers on their perceptions on the level of principals' supervisory role performance in public and private secondary schools in Kano Metropolis.

The section dealt with items 1 – 10 on the questionnaire. Item 1 was an attempt to solicit the opinions of principals and teachers on the extent at which principals in public and private secondary schools in Kano Metropolis participate in curriculum design and programme implementation in the schools. While item 2 was an attempt to find out the opinions of the respondents on the extent at which the principals of public and private secondary schools participate in planning class schedules in the schools. Item 3, try to obtain the opinions of the respondents on the intensity at which the principals of public and private secondary schools in Kano Metropolis check classroom attendance of teachers. Item 4, attempt to find out from the opinions of the teachers and principals on the extent at which the principals of public and private secondary schools know teachers' classroom instructional problems and work with the teachers in solving the problems.

Item 5, tried to obtain the respondents' opinions on the extent at which the principals of public and private secondary schools in Kano Metropolis organize activities to procure human and material resources for programme implementation. Item 6, attempt to find the respondents' opinions on the level at which the principals of public and private secondary schools in Kano Metropolis supervise the maintenance of school ground and plants. Item 7 and 8 solicit the opinions of the respondents on the extent at which principals of public and private secondary schools appropriately allocate staff teaching and administrative

responsibilities and organize orientation programme for teachers. Item 9 attempt to find out from the respondents' opinions the intensity at which principals of public and private secondary schools organize informal social activities (e.g. debates, Quiz and inter – house sports) to developed right attitudes in students and evaluate school progress. While item 10, solicit respondents' opinions on the extent at which the principals of public and private secondary schools evaluate teacher's performance by checking student's records.

Details of the principals' and Teachers' responses are presented in table 4.1.

Table 4: 1: Opinions of Principals and Teachers on the Supervisory Role Performance Of Principals In Secondary Schools in Kano Metropolis

Responses

S/N	ITEMS STATEMENT	Respondents	PUBLIC SCHOOLS					PRIVATE SCHOOLS				
			HIGH EXTENT		LOW EXTENT		Total	HIGH EXTENT		LOW EXTENT		Total
			freq	%	freq.	%		freq	%	freq.	%	
1	Participate in curriculum design and programme implementation	Principals	10	83.3	2	16.7	**12**	11	91.7	1	8.3	12
		Teachers	52	31.0	116	69	168	133	79.1	35	20.9	168
2	Participate in planning class Schedules	Principals	5	41.7	7	58.3	12	12	100	0	0.00	12
		Teachers	137	81.5	31	18.5	168	159	94.6	9	5.4	168
3	Check classroom attendance of teachers	Principals	8	66.7	4	33.3	12	12	100	0	0	12
		Teachers	75	44.6	93	55.4	168	163	97.0	5	3.0	168
4	Know teachers instructional problems and work with teachers in solving the problems	Principals	6	50.0	6	50.0	12	10	83.3	2	16.7	12
		Teachers	71	42.3	97	57.7	162	129	76.8	39	23.2	168
5	Organize activities to procure human and material resources for progarmme implementation	Principals	10	83.3	2	16.7	12	11	91.7	1	8.3	12
		Teachers	100	59.5	68	40.5	168	114	67.8	54	32.2	168
6	Actively supervise the maintenance of school ground and plants	Principals	10	83.3	2	16.7	12	11	91.7	1	8.3	12
		Teachers	106	63.1	62	36.9	168	148	88.1	20	11.9	168
7	Allocate staff teaching and administrative responsibilities appropriately	Principals	7	58.3	5	41.7	12	11	91.7	1	83	12
		Teachers	131	78.0	37	22.0	168	136	81.4	32	19.6	168
8	Organize orientation programme for teachers	Principals	1	8.3	11	91.7	12	7	58.4	5	41.6	12
		Teachers	1oo	59.5	68	40.5	168	75	44.7	93	55.3	168
9	Organize informal social activities (e.g.)debate, quiz and inter house sports) to developed right attitudes in students and evaluate school progress	Principals	8	66.7	4	33.3	12	11	91.7	1	8.3	12
		Teachers	109	64.9	59	35.1	168	119	70.8	49	29.2	168
10	Evaluate teachers performance by checking students record	Principals	6	50	6	50	12	12	100	0	0	12
		Teachers	72	42.8	96	57.2	168	152	90.5	16	9.5	168
	TOTAL	Principals	71	59.2	49	40.8		108	90	12	10	
		Teachers	953	56.7	727	43.3	180	1328	79	352	21	180

Table 4.1: above is the frequency distribution of responses by Principals and Teachers on the level of Principals' supervisory role performance in public and private secondary schools in Kano Metropolis. Results from the responses by the two groups of respondents indicate the following; on item 1, majority of the respondents from public secondary schools indicate low level of principal's participation in curriculum design and programme implementation in secondary schools as represented by (65.6%) of the responses that indicate negative answer. On the other hand, majority of the responses of the respondents from private secondary schools responded in affirmative term on the item represented by (80%). This could explain the reason why some teachers in public secondary schools teach students without giving adequate recourse to the curriculum or made selective implementation of the curriculum. On item 2, majority of the responses from the secondary schools indicate affirmative response as represented by (78.9%) of the responses from public secondary schools and (95%) from private secondary schools. This shows that, principals in secondary schools regularly participate in planning class schedules.

On item 3, majority of the responses from the respondents in public secondary schools are in negative term on the item as represented by (53.9%) of the respondents that indicate low extent in performance. While, majority of the responses from private secondary schools give affirmative answers as represented by (97.2%) of the respondents. This clearly indicates that principals in public secondary schools do not care to regularly check classroom attendance of their teachers. On item 4, majority of the respondents from public secondary schools responded in negative term to the item as represented by (57.2%) that indicates low level of performance. While on the other hand, majority of the

responses from private secondary schools responded in affirmative term as indicated by (77.2%) of the respondents that indicate high level of performance. This result clearly indicates that teachers in public secondary schools are left by their principals to cater for their classroom instructional problems, which often demoralized the teachers and affects their effective performance in teaching and learning process. On item 5, (61.1%) of the respondents from public schools and (69.4%) of the respondents from private schools give affirmative answers. This result indicates that principals of secondary schools in Kano Metropolis regularly organize activities to procure human and material resources for programme implementation. However, this result from the public secondary schools contradicts the reality that in some of the schools, students could stay for long period without teacher in some subjects like mathematics, chemistry, physics, computer studies, English language etc

On item 6 majority of the respondents from the secondary schools answer in affirmative term that principals actively supervise the maintenance of school plant and ground as represented by (64.4%) of respondents from public secondary schools and (88.3%) of the respondents from private schools. However, this result contradicts what one sees of the unhealthy environment in most the public secondary schools occasioned by dirty environment and dilapidated structures, in spite of the fact that students pay their school fees regularly. On item 7, majority of the respondents opinion from the secondary schools are in the affirmative as evidence by (76.7%) from public secondary schools and (81.7%) from private schools, that principals at a higher extent appropriately allocate staff teaching and administrative responsibilities in the schools. On item 8, majority of the responses from public secondary schools responded in affirmative term, as indicated

by (56.1%) of respondents that indicated high performance, while (54.4%) of the responses from private secondary schools indicate low level of performance. This result however, contradicts what one sees of poor orientation programme in public secondary schools as even the newly recruited teachers are sent to classes without any formal orientation from the principals. The result therefore indicated that on this item most respondents from public schools do not give honest answers, perhaps out of fear of molestation.

On item 9, majority of the responses from the secondary schools responded to the item in affirmative term as represented by (65%) of the respondents from public secondary schools and (72.2%) of respondents from the private secondary schools that indicate high extent in performance. This result indicates that informal social activities are taken more seriously by private schools than public schools. This could explain the reason why students from private schools perform better in communication and manipulative skills, than their counterparts in public secondary schools. On item 10, majority of the responses from public secondary schools indicate negative response as indicated by (56.1%) of the respondents. While, majority of responses from private secondary schools indicate affirmative answers to the item as represented by (91.1%) of the respondents. This result clearly indicates how teachers in public secondary schools work for many years without proper evaluation of performance from their principals.

The results generally indicated that Principals in private are more committed to school supervision than their counterparts in public secondary schools as represented by79.8%. Thus, since principal's supervisory performance is a service aimed at helping teachers to developed better instructional techniques and also ensures that every teacher performs the

assigned responsibilities as expected. Teachers in public secondary schools in Kano Metropolis are not getting this service from their principals to the desired level. This affects their morale and quality of work. Consequently, one finds students and teachers in public secondary schools coming to school late and many teachers not doing the right things they are suppose to do. This result confirmed the results of the earlier observations by Ochuu (2003) and Myeni (2000) that "Failure to effectively supervise could lead to decline in teachers' commitment, morale and productivity and consequently the quality of students' academic performance". They observed that lack of effective school - based supervision has often prompted teachers to just send notes to classroom for copying without any reason of absenteeism. Furthermore, the result also perhaps indicates one of the reasons that made even the non – professional teachers in private secondary schools to perform better than some of the professional teachers in public secondary schools.

4.2.2: Respondents' responses on the application of supervisory principles in Secondary school in Kano metropolis

This section indicated the responses of principals and teachers in public and private secondary schools in Kano Metropolis on the extent at which the principles of school-based supervision is being applied in secondary schools with the view of developing the teachers' effectiveness and efficiency in teaching and learning process. The Section deals with items 11 – 20 on the questionnaire. Item 11, was an attempt to find out from the opinions of the respondents on the extent at which the principle of colleagueship is being used in secondary schools in Kano metropolis. Item 12, was an attempt to find out from the opinions of the principals and teachers on the level at which the principle of

cooperation is being used to enhance smooth operation of the secondary schools in Kano metropolis. Item 13, attempt to solicit the opinions of the respondents on the extent at which the principle of flexibility is being used by the principals of secondary schools in Kano metropolis to enhance teacher effectiveness and competency in instructional delivery.

Item 14, was an attempt to obtain the opinions of the principals and teachers on the level at which democracy is being used to create better working environment in secondary schools in Kano metropolis. Item 15, was an effort to obtain the perception of the respondents on the extent at which motivation is being used by the principals in secondary schools in Kano metropolis to enhance effective teachers' job performance and satisfaction in the teaching and learning process. Item 16, attempt to solicit the opinions of the principals and teachers on the level at which the principle of objectivity in school supervision is being used to give proper guidance and direction in teaching and learning process in secondary schools in Kano Metropolis. Item 17, attempt to find out from the opinions of the respondents, the extent at which principals' supervision is systematic and orderly to enhance teachers' competences and capabilities in the teaching and learning process in secondary schools in Kano metropolis. Item 18, was an attempt to find out from the opinions of the principals and teachers on the extent at which school-based supervision encourage creativity and innovation in teaching and learning process in secondary schools in Kano Metropolis.

Item 19, attempt to obtain the opinions of the respondents on the level at which school-based supervision encourage effective teaching and learning through the principle of support and sharing among school's staffs in secondary schools in Kano metropolis. Item

20, attempt to obtain the opinions of the principals and teachers on the extent to which school-based supervision is being firm and fair to all school staffs with a view of making school activities more effective and efficient in secondary schools in Kano metropolis.

Details of the Principals' and Teachers' responses are presented in Table 4.2.

Table 4:2: Opinions of Principals and Teachers on the used of Supervisory Principles In Secondary Schools In Kano Metropolis

Responses

S/N	ITEMS STATEMENT	Respondents	PUBLIC SCHOOLS					PRIVATE SCHOOLS				
			HIGH EXTENT		LOW EXTENT		Total	HIGH EXTENT		LOW EXTENT		Total
			Freq.	%	Freq.	%		Freq.	%	Freq.	%	
11	Colleagueship	Principals	11	91.7	1	8.3	12	10	83.3	2	16.7	12
		Teachers	68	40.5	100	59.5	168	157	93.5	11	6.5	168
12	Cooperation	Principals	5	41.7	7	58.3	12	9	75	3	25	12
		Teachers	91	54.2	77	45.8	168	143	85.1	25	14.9	168
13	Flexibility	Principals	10	83.3	2	16.7	12	8	66.7	4	33.3	12
		Teachers	134	79.8	34	20.2	168	133	79.2	35	20.8	168
14	Democracy	Principals	10	83.3	2	16.7	12	7	58.3	5	41.7	12
		Teachers	134	79.8	34	20.2	168	130	77.4	38	22.6	168
15	Motivation	Principals	10	83.3	2	16.7	12	7	58.4	5	41.6	12
		Teachers	131	78	37	22	168	118	70.2	50	29.8	168
16	Objectivity	Principals	11	91.7	1	83.3	12	10	8.3	2	16.7	12
		Teachers	134	79.8	34	20.2	168	145	86.3	23	13.7	168
17	Systematic and orderly	Principals	2	16.7	10	83.3	12	10	83.3	2	16.7	12
		Teachers	100	59.5	68	40.5	168	143	85.1	25	14.9	168
18	Creativity and innovation	Principals	9	75	3	25	12	8	66.7	4	33.3	12
		Teachers	100	59.5	68	40.5	168	141	83.9	27	16.1	168
19	Support and sharing	Principals	10	83.3	2	16.7	12	10	83.3	2	16.7	12
		Teachers	134	79.8	34	20.2	168	148	88.1	20	11.9	168
20	Firm and fairness	Principals	10	83.3	2	16.7	12	9	75	3	25	12
		Teachers	103	61.3	65	38.7	168	142	84.5	26	15.5	168
	TOTAL	Principals	88	73.3	32	26.7		88	73.3	32	26.7	
		Teachers	1129	67.2	551	32.8	180	1400	83.3	280	16.7	180

From the table above, the result is as follows; in the response to item 11, majority of the responses from public secondary schools responded in negative term. This is represented by (56.1%) of the respondents that indicate low level of performance. While, majority of the respondents from private secondary schools, responded to the item in affirmative term, as represented by (92.8%). This result indicated that private secondary schools utilizes colleagueship more in the process of enhancing effective and efficient teacher performance in teaching and learning process. On item 12, majority of the respondents from the secondary schools, give affirmative response to the item. This is indicated by (53.3%) from public secondary schools and (84.4%) of the respondents from private secondary schools. This result indicated that principals and teachers in secondary schools cooperate with one another in running the activities of the schools, though in varying levels. On item 13, majority of the respondents from the secondary schools give affirmative answer as represented by (80%) of the respondents from public secondary schools and (78.3%) from private schools. This result generally indicated that school supervision and administration in secondary schools in Kano metropolis is flexible.

On item 14, the result from the opinions indicates affirmative answer in the majority which is represented by (80%) from public secondary schools and (76.1%) from private secondary schools. This clearly indicated that secondary school supervision is democratic. On item 15, majority of the responses are on the affirmative term as indicated by (78.3%) of the respondents from public secondary schools and (69.4%) from private secondary schools. The result generally show that the principle of motivation in being applied on high extent in secondary schools in Kano metropolis. However, it was noted during the course of this work that most of the respondents lay greater emphasis on the

financial gain with out recourse to the availability proper instructional materials and sound counseling that will make teaching and learning a pleasurable experience especially respondents from private schools. On item 16, majority of the responses are also in the affirmative, represented by (80.6%) from public schools and (86.1%) of the respondents from private secondary schools. This result indicated that school-based supervision in secondary schools is objective. On item 17, all responses are in the majority as represented by (56.7%) of the respondents from public secondary schools and (85%) from private schools. This result confirmed that school-based supervision in secondary schools is systematic and orderly.

On item 18, majority of responses are in affirmative as indicated by (60.6%) of the respondents from public secondary schools and (82.8%) from private schools. The result show that creativity and innovation that may lead to school's goal achievement is more encourage in private secondary schools in Kano metropolis. On item 19, the responses are in the majority as evident by (80%) of the respondents from public secondary schools and (87.8%) from private schools. The result therefore, indicated that school's activities and responsibilities are mutually supported and shared among staffs with view to support and groom the inexperience teachers. On item 20, majority of the responses are in affirmative as indicated by (62.8%) of the responses from public secondary schools and (83.9%) of the responses from private secondary schools. The result generally indicates that school-based supervision in secondary schools in Kano metropolis is firm and fair to all.

It can be inferred from the above result that there is significant disparities between public and private secondary schools in the level at which the principles of school-based

supervision is being applied with private schools having the higher application represented by 82.7%. Major areas of differences includes, the principle of colleagueship where older experience teacher assist, support and groom new and inexperience teachers in colleague relationship as opposed authoritative line of relationship. In addition to principles systematic and orderliness, creativity and innovation, support and sharing and firm and fairness are at higher level in the private secondary schools than public secondary schools. However, the result confirmed the earlier assertion that public secondary schools in Kano metropolis have an edge on flexibility, democracy and motivation.

4.2.3: Respondents' responses on the application of supervisory techniques in Secondary schools in Kano metropolis

This section presents the responses of the Principals and Teachers on their perceptions on the application of supervisory techniques in secondary schools in Kano metropolis. The section dealt with items 21 – 30 on the questionnaire. Item 21, was an attempt to obtain the opinions of the respondents on whether school-based supervisors regularly used classroom visitation and observation as a means of improving teaching and learning in secondary schools. Item 22, attempt to find out whether, Teacher conferences are regularly being used to improve the instructional activities in secondary schools in Kano metropolis. Item 23, was an attempt to find out the extent at which the principals used demonstration lessons in schools to solve instructional problems arising from teaching and learning process. Item 24, attempt to find out the extent at which the principals check teachers' lesson plan, lesson notes, scheme of work and record of work to ensure

adherence to professional ethics by the teachers in secondary schools in Kano metropolis. Item 25, attempt to obtain the opinions of the respondents on the level at which micro – teaching is being used in the secondary schools to develop effective teaching behaviour and confidence in teachers in Kano metropolis.

Item 26, Solicit the perceptions of the respondents on the level at which principals uses counseling technique to improve teachers' performance in the teaching and learning process in secondary schools in Kano metropolis. Item 27, was an attempt to find out the extent at which principals used team-teaching to improve effective teaching and learning in secondary schools in Kano metropolis. Item 28, was an attempt to find out from the opinions of the respondents the extent at which Educational seminars and workshops are being used to develop teachers' capacity in the teaching and learning process in secondary schools in Kano metropolis. Item 29, attempt to solicit the opinions of the principals and teachers on the level at which school-based supervision by principals uses Information bulleting to keep teachers a brazed with new developments in the teaching and learning process. Item 30, was an attempt to find out the extent at which school-based supervision by principals stimulate teachers in to research and investigation with view of improving their capacity in solving new challenges in the teaching and learning process in secondary schools in Kano metropolis.

Details of the Principals' and Teachers' responses are presented in table 4. 3.

Table 4:3: Opinions of Principals and Teachers On the application of Supervisory Techniques In Secondary Schools In Kano Metropolis

Responses

S/N	ITEMS STATEMENT	Respondents	PUBLIC SCHOOLS					PRIVATE SCHOOLS				
			HIGH EXTENT		LOW EXTENT		Total	HIGH EXTENT		LOW EXTENT		Total
			freq	%	freq	%		freq	%	freq	%	
21	Classroom visitation and observation	Principals	5	41.7	7	58.3	12	9	75	3	25	12
		Teachers	90	53.6	78	46.4	168	158	94.1	10	5.9	168
22	Teacher conferences	Principals	5	41.7	7	58.3	12	7	58.3	5	41.7	12
		Teachers	100	59.5	68	40.5	168	134	79.8	34	20.2	168
23	Demonstration	Principals	6	50	6	50	12	8	66.7	4	33.3	12
		Teachers	73	43.5	95	56.5	168	108	64.3	60	35.7	168
24	Checking of lesson plan, scheme of work and record of work	Principals	7	58.3	5	41.7	12	12	100	0	0	12
		Teachers	90	53.6	78	46.4	168	162	96.4	6	3.6	168
25	Micro-teaching	Principals	8	66.7	4	33.3	12	6	50	6	50	12
		Teachers	100	59.5	68	40.5	168	114	67.9	54	32.1	168
26	Counseling	Principals	8	66.7	4	33.3	12	7	58.3	5	41.7	12
		Teachers	134	79.8	34	20.2	168	137	81.5	31	18.5	168
27	Team-teaching	Principals	4	33.3	8	66.7	12	6	50	6	50	12
		Teachers	90	53.6	78	46.4	168	94	56	74	44	168
28	Educational seminars and workshops	Principals	5	41.7	7	58.3	12	2	16.7	10	83.3	12
		Teachers	65	38.7	103	61.3	168	54	32.1	114	67.9	168
29	Information bulleting	Principals	4	33.3	8	66.7	12	7	58.3	5	41.7	12
		Teachers	75	44.6	93	55.4	168	100	59.5	68	40.5	168
30	Research and investigation	Principals	5	41.7	7	58.3	12	4	33.3	8	66.7	12
		Teachers	106	63.1	62	36.9	168	71	42.3	97	57.7	168
	TOTAL	Principals	57	47.5	63	52.5		68	56.7	52	43.3	
		Teachers	923	54.9	757	45.1	180	1132	67.4	548	32.6	180

From the above table, the result indicated the following; on item 21, majority of the responses are in affirmative term, as represented by (52.8%) of the responses from public secondary schools and (92.8%) of the responses from private secondary schools. This result indicates that even though all the responses from the two sets of secondary schools are in the affirmative. It is clear from the result that intensity in the utilization of this technique of supervision is more with private secondary schools. On item 22, majority of the responses are in affirmative term as represented by (58.3%) from public secondary schools and (78.3%) from private secondary schools. This result also confirmed that teacher conferences are to a higher extent being used to improve school's instructional activities in secondary schools in Kano metropolis. However, the intensity is more in private secondary schools as indicated by this result.

On item 23, majority of the responses from public secondary schools are in negative term, represented by (56.1%) the responses. While, majority of the responses from private secondary schools, responded to this item in affirmative term as represented by (64.4%). The result therefore, indicated that Principals and older experience teachers demonstrate openly to other teachers with the view of improving their capacity more in private secondary schools than in public secondary schools. On item 24, majority of the responses from the secondary schools responded in the affirmative term. This is indicated by (53.9%) of responses from public secondary schools and (96.7%) of responses from private secondary schools. The result indicated that proper lesson planning and record keeping of teachers' instructional activities are more supervised by principals of private secondary schools than their counterparts in public secondary schools. On item 25, majority of the responses from the secondary schools are in affirmative term, as

represented by (60%) from public secondary schools and (66.7%) from private secondary schools. This result indicated that micro-teaching is being used in secondary schools regularly to install confidence and improves capacity in teachers. However, this technique is also at high level in private secondary schools than in public secondary schools.

On item 26, majority of the responses are in the affirmatives as indicated by (78.9%) from public secondary schools and (80%) from private secondary schools. This result shows that principals regularly counsel teachers on how to improve performance and achieve the desired results. On item 27, majority of the responses indicate affirmative response. This is represented by (52.2%) of responses from public secondary schools and (55.6%) from private secondary schools that indicate high level in performance. This indicates that team-teaching is to a High Extent being utilize in the secondary schools to improve effective teachers' performance and competency by the principals of secondary schools in Kano metropolis.

On item 28, majority of the respondents from the secondary schools responded to the item in negative term. This is represented by (61.1%) from public and (68.9%) from private secondary schools respectively. This result indicates that teachers in secondary schools in Kano metropolis are left for many years with out any form of formal post graduation training as in organize seminars and workshops out side their school fence, this is more glaring in private secondary schools. On item 29, the responses from public secondary schools are in negative term. This is indicated by (56.1%) of the respondents that indicate low level in performance. While, on the other hand, majority of the responses from the private secondary schools, are in affirmative term. This is evident by

(59.4%) of the respondents that indicated higher level in performance. The result therefore, shows that Information bulleting is highly used in private secondary schools' supervision. On item 30, majority of the responses from public secondary schools are in affirmative term as indicated by (61.7%) of the responses. While on the other hand, majority of respondents from private secondary schools responded in negative term to the item. This is indicated by (58.3%) that indicate low level in performance.

The results generally show the level at which the techniques of school-based supervision are being applied in secondary school setting in Kano metropolis with the private schools having 66.7%. This explains the reason for the differences on the teachers' job performances. Furthermore, the results from item 28 and 30 reveals how teachers in secondary schools are left for many years without any form of human development training. This more evident in private secondary schools, were teachers are left without any form of human development training out their school fence.

4.2.4: Respondents' responses on the level at which principals exhibit Supervisory Qualities in secondary schools in Kano metropolis

This section obtained the responses of principals and teachers on their perceptions on the level at which the principals exhibits supervisory qualities in secondary schools in Kano metropolis. The section deals with item 31 – 40 on the questionnaire. Item 31, attempt to find out the extent at which Principals of secondary schools in Kano metropolis display resourcefulness in knowledge. Item 32, was an attempt to find out the level at which Principals in secondary schools in Kano metropolis exhibits discipline in school supervision. Item 33, tried to obtain the opinions of the respondents on the extent

at which Principals display human interrelatedness in secondary schools in Kano metropolis. Item 34, attempt to find out the level at which Principals of secondary schools in Kano metropolis respect the teachers under them. Item 35, was an attempt to solicit the opinions of the respondents on the extent at which Principals in secondary schools display leadership. Item 36, try to find out the level at which Principals in secondary schools in Kano metropolis display cooperation to teachers in improving teaching and learning in the schools.

Item 37, attempt to find out the perceptions of the respondents on the extent at which Principals in secondary schools in Kano metropolis demonstrate high interest on the teaching job. Item 38, was an attempt to find out from the opinions of the respondents the extent at which the Principals in secondary schools in Kano metropolis are accessible to all the staffs under their supervision. Item 39, attempt to find out the extent at which the Principals in secondary schools in Kano metropolis display perseverance in schools' supervision. Item 40, tried to find out the opinions of the respondents on the level at which Principals in secondary schools display tolerance in school supervision.

Details of the Principals' and Teachers' responses are presented in table 4. 4.

Table 4:4: Opinions of Principals and Teachers on the Exhibition Supervisory Qualities in Secondary Schools in Kano Metropolis

Responses

S/N	ITEMS STATEMENT	Respondents	PUBLIC SCHOOLS					PRIVATE SCHOOLS				
			HIGH EXTENT		LOW EXTENT		Total	HIGH EXTENT		LOW EXTENT		Total
			freq	%	freq	%		freq	%	freq	%	
31	Resourcefulness	Principals	7	58.3	5	41.7	12	9	75	3	25	12
		Teachers	112	66.7	56	33.3	168	146	86.9	22	13.1	168
32	Discipline	Principals	7	58.3	5	41.7	12	11	91.7	1	8.3	12
		Teachers	128	76.2	40	23.8	168	144	85.7	24	14.3	168
33	Human relations	Principals	11	91.7	1	8.3	12	10	83.3	2	16.7	12
		Teachers	120	71.4	48	28.6	168	149	88.7	19	11.3	168
34	Respectability	Principals	10	83.3	2	16.7	12	11	91.7	1	8.3	12
		Teachers	106	63.1	62	36.9	168	147	87.5	21	12.5	168
35	Leadership	Principals	4	33.3	8	66.7	12	10	83.3	2	16.7	112
		Teachers	40	23.8	128	76.2	168	155	92.3	13	7.7	168
36	Cooperativeness	Principals	11	91.7	1	8.3	12	8	66.7	4	33.3	12
		Teachers	98	58.3	70	41.7	168	156	92.9	12	7.1	168
37	Demonstrate high interest on the Job	Principals	9	75	3	25	12	9	75	3	25	12
		Teachers	100	59.5	68	40.5	168	144	85.7	24	14.3	168
38	Accessibility	Principals	9	75	3	25	12	11	91.7	1	8.3	12
		Teachers	137	81.5	31	18.5	168	154	91.7	14	8.3	168
39	Perseverance	Principals	9	75	3	25	12	10	83.3	2	16.7	12
		Teachers	98	58.3	70	41.7	168	161	95.8	7	4.2	168
40	Tolerance	Principals	11	91.7	1	8.3	12	10	83.3	2	16.7	12
		Teachers	137	81.5	31	18.5	168	152	90.5	16	9.5	168
	TOTAL	Principals	88	73.3	32	26.7		99	82.5	21	17.5	
		Teachers	1076	64	604	36	180	1508	89.8	172	10.2	180

From the above table, the following results were obtained. On item 31, majority of the responses the secondary schools are in the affirmative term with varying intensity as indicated by (66.1%) of the responses from public secondary schools and (86. 1%) of the responses from private secondary schools. On item 32, which is the exhibition of discipline in school supervision and administration, majority of the responses are in affirmative term, represented by (75%) from public secondary schools and (86.1%) from private secondary schools. On item 33, majority of the respondents gave affirmative answer as indicated by (72.8%) of the responses from public secondary schools and (88.3%) of the responses from private secondary schools. On item 34, affirmative answer is the majority as indicated by (64.4%) of responses from public secondary schools and (87.8%) of responses from private secondary schools.

On item 35, majority of the responses from public secondary schools are in negative term, represented by (75.6%) of the respondents. While on the other hand, majority of the responses from private secondary schools are in affirmative term, as represented by (91.7%) of the respondents that indicate high performance. On item 36, (60.6%) of responses from public secondary schools and (91.1%) of responses from private secondary schools are in affirmative term. On item 37, majority of the responses are in affirmative term as represented by (60.6%) of responses from public secondary schools and (85%) of responses from private secondary schools. On item 38, the affirmative responses are the majority as indicated by (81.1%) of responses from public secondary schools and (91.7%) of the responses from private secondary schools. On item 39, (59.4%) of responses from public secondary schools and (95%) of the responses from private secondary schools give affirmative answers. On item 40, (82.2%) of responses,

from public secondary schools and (90%) of responses, from private secondary schools, responded with high extent which is the affirmative answer in this study.

The results above indicated that there is a significant difference in the exhibition supervisory qualities between principals of public and private secondary schools in Kano metropolis with private schools' principals having 89.3%. Private secondary schools have an edge on item 31 – 39, while public secondary schools have an edge on item 40 of the questionnaire. However, this result is not inconformity with the observation of the researcher in most of the public secondary schools visited that lack of high interest on the teaching job and poor leadership by the Principals are some of the factors militating against effective teaching and learning in public secondary schools. This evident as virtually all the principal officers such as the principals themselves, vice principals (administration and academic), senior master (administration and academic) and examination officer who are normally the most experience teachers in the secondary schools are relieved from teaching schedules unnecessary in to administrative work only, despite the incessant shortages of teachers in most of the secondary schools.

4.2.5: Respondents' responses on the impact of principal's Supervision on the teaching and learning process in Secondary Schools in Kano Metropolis

This section deals with the responses of Principals' and Teachers' from public and private secondary schools in Kano metropolis on their perceptions on the relative impact of school-based supervision in secondary schools.

The section dealt with item 41 – 50 on the questionnaire. Item 41 was an attempt to solicit the opinions of the respondents on the extent at which Principals in secondary

schools make teachers to use appropriate instructional materials in the delivery of lessons in Kano metropolis. Item 42, dwells on the opinions of the principals and teachers on the level at which the Principals of secondary schools in Kano metropolis make teachers to be equipped of what is required of them in the teaching and learning process. Item 43 obtained the perceptions of the respondents on the extent at which Principals of secondary schools in Kano metropolis encourage teachers to explore, raise questions and try out new teaching techniques. Item 44, was an attempt to find out the level at which Principals of secondary schools uses their vast experience to improve teachers skills in classroom management. Item 45, attempt to find out the extent at which Principals of secondary schools in Kano metropolis make teachers to develop constant use of evaluation techniques such as; test, assignment and examination in the teaching and learning process.

Item 46, tried to find out the level at which Principals of secondary schools in Kano metropolis induce seriousness in daily record keeping of all instructional activities on the part of teachers. Item 47, dwell on the extent at which Principals of secondary schools check truancy and lateness of teachers to duty. Item 48, attempt to solicit the opinions of the respondents on level at which the Principals of secondary schools in Kano metropolis exposes indolent teachers and make them committed to their jobs. Item 49, tried to find out the extent at which principals of secondary schools in Kano metropolis stimulate and motivate both teachers and students in teaching and learning process. Item 50, was an attempt to find out from the responses of the respondents the level at which Principals of secondary schools in Kano metropolis make the school to achieve its goals and objectives. Details of the Principals' and Teachers' responses are presented in table 4.5.

Table 4:5: Opinions Of Principals and Teachers on the Impact of School-based Supervision on Teaching and Learning In Secondary Schools In Kano Metropolis

Responses

S/N	ITEMS STATEMENT	Respondents	PUBLIC SCHOOLS					PRIVATE SCHOOLS				
			HIGH EXTENT		LOW EXTENT			HIGH EXTENT		LOW EXTENT		
			freq	%	freq	%	Total	freq	%	freq	%	Total
41	Make teachers to use appropriate instructional materials in the delivery of lesson	Principals	8	66.7	4	33.3	12	11	91.7	1	8.1	12
		Teachers	98	58.3	70	41.7	168	159	94.6	9	5.4	168
42	Make teachers to be equipped of what is required of them in teaching and learning process	Principals	9	75	3	25	12	10	83.3	2	16.7	12
		Teachers	98	58.3	70	41.7	168	158	94.1	10	5.9	168
43	Make teachers to explore raise questions and try out new teaching techniques.	Principals	7	58.3	5	41.7	12	10	83.3	2	16.7	12
		Teachers	134	79.8	34	20.2	168	146	86.9	22	13.1	168
44	Improve teachers skills in classroom management	Principals	6	50	6	50	12	9	75	3	25	12
		Teachers	72	42.9	96	57.1	168	146	86.9	22	13.1	168
45	Make teachers to develop constant use of evaluation techniques; such as test, assignment and examination.	Principals	8	66.7	4	33.3	12	10	83.3	2	16.7	12
		Teachers	97	57.7	71	42.3	168	158	94.1	10	5.9	168
46	Induce seriousness in daily records keeping on the parts of teachers	Principals	9	75	3	25	12	12	100	0	0	12
		Teachers	165	98.2	3	1.8	168	162	96.4	6	3.6	168
47	Check truancy and lateness of teachers to duty	Principals	7	58.3	5	41.7	12	11	91.7	1	8.3	12
		Teachers	122	72.6	46	27.4	168	162	96.4	6	3.6	168
48	Exposes indolent teachers and make them committed to their job	Principals	6	50	6	50	12	11	91.7	1	8.3	12
		Teachers	102	60.7	66	39.3	168	154	91.7	14	8.3	168
49	Stimulate and motivate both teachers and students in teaching and learning	Principals	9	75	3	25	12	9	75	3	25	12
		Teachers	71	42.3	97	57.7	168	158	94.1	10	5.9	168
50	Make the school to achieve its goals and objectives	Principals	9	75	3	25	12	11	91.7	1	8.3	12
		Teachers	112	66.7	56	33.3	168	157	93.5	11	6.5	168
	TOTAL	**Principals**	78	65	42	35		104	86.7	16	13.3	
		Teachers	1071	63.8	609	36.2	180	1560	92.9	120	7.1	180

From the table above, the following results were obtained. On item 41, majority of the respondents from the secondary schools, responded in affirmative term. This is indicated by (58.9%) from public secondary schools and (94.4%) from private secondary schools that indicated high level of performance. This result indicated clearly that, principals in private secondary schools insist on high level utilization of appropriate instructional materials in the delivery of lessons. While on the other hand, principals in public secondary schools are often primarily concern with, the teachers to be on their duty post. On item 42, (59.4%) of the responses from public secondary schools and (93.3%) of the responses from private secondary schools indicated high extent. On item 43, the responses are (78.3%) from public secondary schools and (86.7%) from private secondary schools that give affirmative answers.

On item 44, majority of the responses from public secondary schools are in negative term. This is represented by (56.7%) that indicated low level in performance. While on the other hand, majority of responses from private secondary schools indicated high level of performance, as represented by (86.1%). This result clearly explains how principals in private secondary schools, uses school-based supervision to effectively improve teachers' skills in classroom management. On item 45, the affirmative responses are (58.3%) from public secondary schools and (93.3%) from private secondary schools. On item 46, the affirmative responses are (96.7%) from public secondary schools and (96.7%) from private secondary schools. On item 47, the affirmative answers are (71.7%) from public secondary schools and (96.1%) from private secondary schools.

On item 48, (60%) of the responses from public secondary schools and (91.7%) from private secondary schools are in affirmative term. On item 49, majority of the responses

from public secondary schools are in negative term. This is represented by (55.6%) of the respondents that indicate low level in performance. While majority of the respondents from private secondary schools, responded in affirmative term to the item. This is represented by (92.8%) of responses that indicate high extent in performance. This result show the level at which the principals in private secondary schools encourage effective performance by stimulating and motivating both the teachers and students in the teaching and learning process, more than their counterparts in public secondary schools. On item 50, responses from the secondary schools indicates (67.2%) from public secondary schools and (93.3%) from private secondary schools responded in affirmative term.

The results from the table above indicated the level at which principals in private secondary schools uses school-based supervision to positively impact on the teaching and learning process in their schools represented by 92.4%. Thus, it can be stated that school-based supervision is the significant factor that makes teaching and learning in private schools more effective and efficient than public schools. Furthermore, one could infer from the results that principals in public secondary schools are not performing their supervisory role performance as expected. Thus, teachers in public secondary schools are not getting the desired assistance and supervision from their principals. Consequently, if teachers' activities are not frequently checked to determined performance and areas that require improvement, students would not get the best out of the teachers. "It is very difficult, if not impossible for success to come to a school when principal does not care to frequently cross check what subordinates are doing in the teaching and learning process" Achunine (1998).

4.7: Testing of the Hypotheses

Ho1: There is no significant difference in the opinions of Principals and Teachers On their assessment of supervisory role performance by Principals in public and private Secondary schools.

The One way Analysis of variance was used to determine whether there is significant difference in the perception of principals and teachers on the supervisory role performance by principals in public and private secondary schools. The result of the test among the two groups of secondary schools is presented in table 4.6 below;

Table 4.6: Summary of One way Analysis of variance test of difference among Principals and Teachers in Public and Private secondary schools

Source	Sum of squares	DF	Mean squares	F	Sig.
Between Groups	1872.336	1	1872.336	156.795	.000
Within Groups	4274.994	358	11.941		
Total	6147.331	359			

F (1; 1872.34) = 156.8, p = .000, P < 0.05.

Result of running One way Anova on the performance of supervisory roles by Principals in public and private secondary schools, revealed that a statistically significance mean difference existed F(1; 1872.34) = 156.8, p = .000, P < 0.05. From the result of this analysis the calculated value of F at 359 degree of freedom was 156.795. The probability of F was .000 and this is below the 0.05 level of significance set for the study. In view of this finding, the Ho1, which states that there is no significant difference in the opinions of Principals and Teachers on the supervisory role performance between Principals in public and private secondary schools in Kano metropolis, is rejected.

Ho2 – There is no significant difference in the opinions of Principals and Teachers on the assessment on the application of supervisory principles by principals in Public and Private secondary schools.

One way Analysis of variance was used to determine whether, there is significant difference in the opinions of principals and teachers on the level of application of supervisory principles between public and private secondary schools in Kano metropolis. The result of the test is presented in table 4.7 below,

Table 4.7: Summary of One way Analysis of variance test of difference between public and private secondary Schools on the application of supervisory principles in school-based supervision

Source	Sum of squares	DF	Mean of squares	F	sig.
Between Groups	1596.011	1	1596.011	87.560	.000
Within Groups	6525.489	358	18.228		
Total	8121.500	359			

F (1; 1596.01) = 87.6, P = .000, P < 0.05.

From the result of the One way Anova between public and private secondary schools on the application of supervisory principles, revealed that a statistically significant mean difference existed F (1; 1596.01) = 87.6, P = .000, P < 0.05. Thus, the calculated value of F at 359 degree of freedom was 87.56. The probability of F was .000 and this is below the 0.05 level of significance set for this study. In view of this finding, the Ho2 which states that, there is no significant difference in opinions of Principals and Teachers on the extent of application of supervisory principles in Public and Private secondary schools in Kano metropolis is rejected.

Ho3 – There is no significant difference in the opinions of Principals and Teachers on the assessment on the application of Supervisory Techniques by principals in Public and Private secondary schools.

The One way Analysis of variance was used to find out whether there is significant difference in the opinion of Principals and Teachers on extent of application of supervisory techniques public and private secondary schools. The result of the test among the two secondary schools is presented in table 4.8.

Table 4.8: Summary of One way Analysis of variance test of difference among Principals and teachers on supervisory techniques in public and private secondary schools

Source	Sum of sequares	DF	Mean square	F	Sig.
Between Groups	326.803	1	326.803	27.688	.000
Within Groups	4225.528	358	11.803		
Total	4552.331	359			

F (1; 326.803) = 27.688, P = .000, P < 0.05.

From the table above, the result of running the one way Anova revealed that a statistically significant mean difference existed F (1; 326.803) = 27.688, P = .000, P < 0.05. Thus, the calculated value of F at 359 degree of freedom was 27.688. The probability of F was .000 and this is below the 0.05 level of significance set for this study. In view of this finding, the Ho3 which states that there is no significant difference among the opinions of Principals and Teachers on the application of supervisory techniques in public and private secondary schools is rejected.

Ho4 – There is no significant difference in the opinions of Principals and Teachers on the assessment of the exhibition of Supervisory Qualities by Principals in Public and Private secondary schools

One way Analysis of variance was also used on this hypothesis to determine whether, there is significant difference in the opinion of Principals and Teachers on the exhibition of supervisory qualities by the Principals in public and private secondary schools in Kano metropolis. The result of the test among the two secondary schools is presented in table 4. 9 below;

Table 4.9: Summary of One way Analysis of variance test of difference on supervisory qualities between Principals and Teachers in Public and Private secondary schools

urceSo	Sum of Squares	DF	Mean of Squares	F	Sig.
Between Groups	2992.900	1	2992.900	222.914	.000
Within Groups	4806.600	358	13.426		
Total	7799.500	359			

F (1; 2992.9) = 222.9, P = .000, P < 0.05.

From the table above, the result of running the one way Anova revealed that a statistically significant mean difference existed F (1; 2992.9) = 222.9, P = .000, P < 0.05. Thus, the calculated value of F at 359 degree of freedom was 222.9. The probability of F was .000 and this is below the 0.05 level of significance set for this study. In view of this finding, the Ho4 – which states that there is no significant difference in the opinion of the Principals and Teachers on the exhibition of supervisory qualities between Principals in Public and Private secondary schools in Kano metropolis, is hereby rejected.

Ho5- There is no significant difference in the opinions of Principals and Teachers on their assessment of the impact of school-based supervision on teaching and learning in public and private secondary schools.

To test this hypothesis, the one way Analysis of variance was employed, to determine whether, there is significant mean difference in the perception of the Principals and Teachers on the impact of school-based supervision on teaching and learning in public and private secondary schools. The result of the test is presented in table 4.10 below;

Table 4.10: **Summary of One way Analysis of variance test of difference between Principals and Teachers on impact of school-based supervision by principals on teaching and learning in Public and Private secondary schools**

Source	Sum of Squares	DF	Mean of squares	F	Sig.
Between Groups	5085.025	1	5085.025	367.332	.000
Within Groups	4955.839	358	13.843		
Total	10040.864	359			

F (1; 5085.025) = 367.332, P = .000, P < 0.05.

From the table above, the result of running the one way Anova revealed that a statistically significant mean difference existed F (1; 5085.025) = 367.332, P = .000, P < 0.05. Thus, the calculated value of F at 359 degree of freedom was 367.3. The probability of F was .000 and this is below the 0.05 level of significance set for this study. In view of this finding, the Ho5, which state that, there is no significant difference in the opinion of Principals and Teachers on the impact of school-based supervision on teaching and learning in public and private secondary schools, is hereby rejected.

Summary of the Hypotheses

	Source	Sum of squares	DF	Mean of squares	F	Sig	Remark
Ho1	Between Groups	1872.336	1	1872.336	156.795	.000	
	Within Groups	4274.994	358	11.941			
	Total	6147.331	359				Rejected
Ho2	Between Groups	1596.011	1	1596.011	87.560	.000	
	Within Groups	6525.489	358	18.228			
	Total	8121.500	359				Rejected
Ho3	Between Groups	326.803	1	326.803	27.688	.000	
	Within Groups	4225.528	358	11.803			
	Total	4552.331	359				Rejected
Ho4	Between Groups	2992.900	1	2992.900	222.914	.000	
	Within Groups	4806.600	358	13.426			
	Total	7799.500	359				Rejected
Ho5	Between Groups	5085.025	1	5085.025	367.332	.000	
	Within Groups	4955.839	358	13.843			
	Total	10040.864	359				Rejected

Discussion of the study

The analysis from the study revealed that, the perceived opinions on the supervisory role performance of Principals in Public and Private secondary schools in Kano Metropolis by the principals and teachers of the secondary schools differ. The differences in the opinions revealed that the level of performance of supervisory role by Principals of public secondary schools is lower than the level of performance by Principals in private secondary schools in Kano metropolis, that explain the reason for the negligence to duty on the part of teachers, truancy and indiscipline among students and the general low academic achievements at final SSCE by public secondary schools as revealed by recent NECO results (2007 – 2009).

Secondly, the differences in the opinions of the principals and Teachers revealed that supervisory principles are not effectively being applied to improve teaching and learning in public secondary schools. This explains the poor instructional performance of their teachers and low level of academic achievement of their students, which subsequently leads to low level of public confidence on the government secondary schools. Furthermore, differences among the perceptions of the Principals and Teachers in Public and Private secondary schools on the level of application of supervisory techniques revealed the poor application of these supervisory techniques in public secondary schools which consequently affects the instructional performance of both the teachers and the students.

More so, the differences in the exhibition of supervisory qualities between the Principals of public and private secondary schools clearly explain the low level of teachers' effectiveness and efficiency in public secondary schools. While on the other hand,

explain some of the factors for effective and efficient teacher performance in private secondary schools. In addition, the difference among the opinion of the respondents from these secondary schools, explains the reason for difference in the academic performance and students' achievements between public and private secondary schools. This is in line with the observation by Dipaola and Hoy (2008) that, the quality of teachers' instruction is related to students' achievement.

A MODEL OF SCHOOL-BASED SUPERVISION IN SECONDARY SCHOOLS

School-based supervision in secondary schools, which is the responsibility of the Principals involve many and varied activities. However, these activities can be classified in to three broad areas, namely;

- Instructional leadership and Curriculum Development.
- Supervision of Teachers' and Students' activities.
- Supervision and Maintenance of School Plant / Facilities.

This recommended model of school-based supervision was therefore analyzed in these three categorical patterns. The model (fig 4.1) was based on the concept of clinical supervision which according to Sergiovanni and Starratt (1992) and De – Grauwe (2001) implies a cycle of supervisory activities with the dual objectives of professional development and instructional improvement.

Instructional supervisory activities involve three main areas; Curriculum improvement and implementation, improvement of instruction and Staff development. These are the major tasks of the Principals. In carrying out these tasks, sequential steps have been suggested in line with modern concept of school supervision which emphasizes democratic values and creativity.

Consequently, the first step is for the principals to communicate the responsibilities of all school staffs and students to them. This communication should be in form of workshop or orientation programme which should come up a week or two before the school re- opens. Thereafter, what has been communicated should be monitored and checked to ensure compliance. The school principal may not be able to carry out these responsibilities alone as such, he / she needs to delegates authority to subordinates such

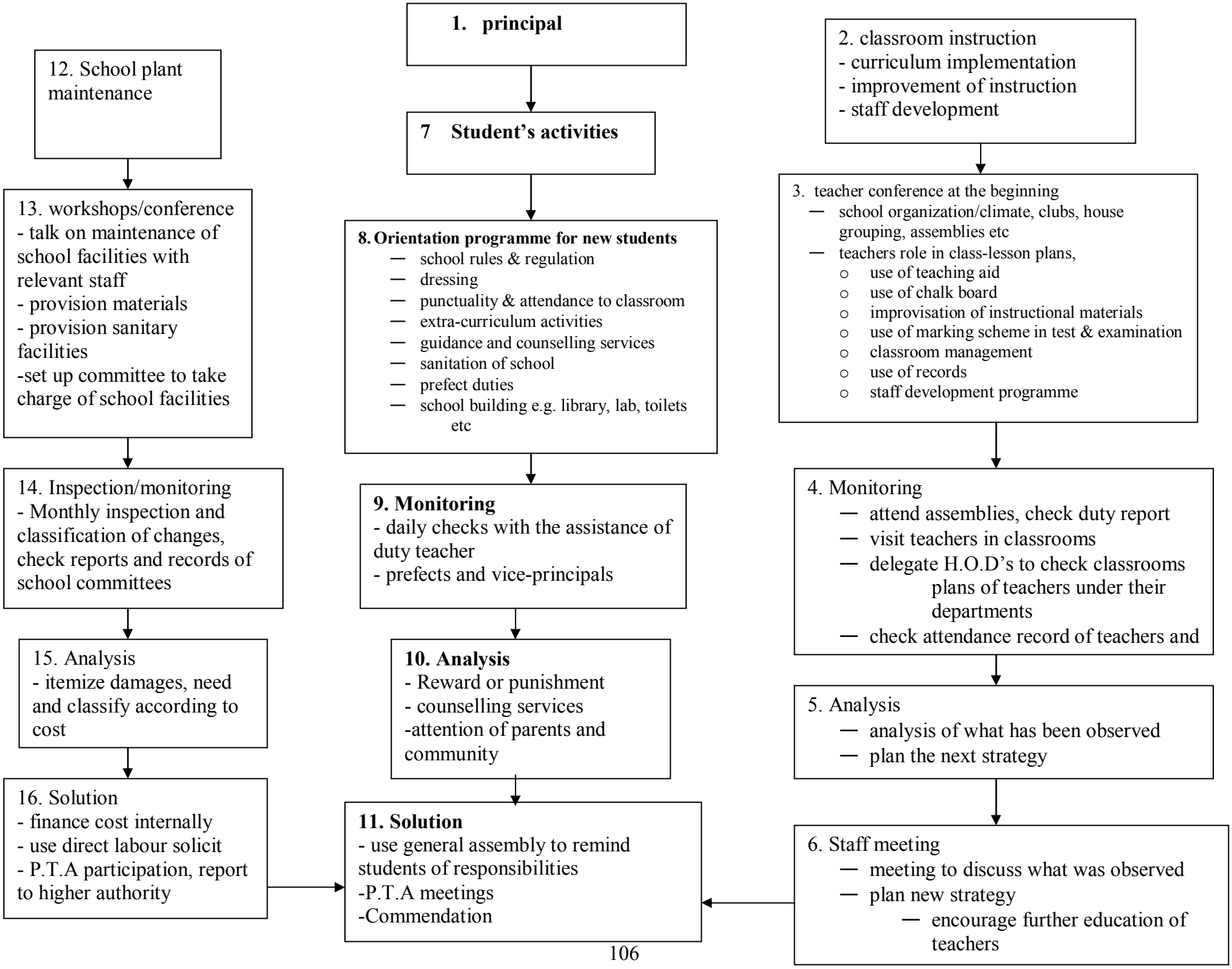
as the vice principals, Senior masters, Heads of Departments, School prefects and all other relevant personnel in the school.

The next step is for the Principal to record and analyze what was observed, so as to be able to plan the next strategy. Subsequently, the principal is to organize an interactive session or staff meeting with the aim of discussing and solving what was observed. In addition to this discussion, demonstration lessons can be organized for teachers to further enhance their teaching effectivenss.

As for students' activities good deeds | misbehavior must be rewarded in a variety of ways. School Principals must ensure the maintenance of school plant and facilities by carrying minor repairs to the damaged facilities. However when the cost of such repairs is beyond the capacity of the school, the P.T.As' assistance can be solicited and principal should promptly report such needs to the higher authorities.

The final step is for the principal to evaluate and collate responses | achievement (feed back) of the different activities of the school. Good performance should be rewarded. However, when the goals are not adequately and effectively met as a result of weakness of either teachers or students, appropriate strategy should planned to remedy the situation. However, emphasis on prevention of wastages should be vain of all supervisory activities of the school principal; this should be incorporated in the initial step of communication, workshop or orientation on the responsibilities of teachers and students.

Fig 4.1 below; A Model of School-Based Supervision in Secondary Schools as module from Sergiovanni and Starratt (1992) and De – Grauwe (2001).


1. principal
2. classroom instruction
- curriculum implementation
- improvement of instruction
- staff development
12. School plant maintenance
7 Student's activities
3. teacher conference at the beginning
— school organization/climate, clubs, house grouping, assemblies etc
— teachers role in class-lesson plans,
o use of teaching aid
o use of chalk board
o improvisation of instructional materials
o use of marking scheme in test & examination
o classroom management
o use of records
o staff development programme
13. workshops/conference
- talk on maintenance of school facilities with relevant staff
- provision materials
- provision sanitary facilities
-set up committee to take charge of school facilities
8. Orientation programme for new students
— school rules & regulation
— dressing
— punctuality & attendance to classroom
— extra-curriculum activities
— guidance and counselling services
— sanitation of school
— prefect duties
— school building e.g. library, lab, toilets etc
4. Monitoring
— attend assemblies, check duty report
— visit teachers in classrooms
— delegate H.O.D's to check classrooms plans of teachers under their departments
— check attendance record of teachers and
14. Inspection/monitoring
- Monthly inspection and classification of changes, check reports and records of school committees
9. Monitoring
- daily checks with the assistance of duty teacher
- prefects and vice-principals
15. Analysis
- itemize damages, need and classify according to cost
10. Analysis
- Reward or punishment
- counselling services
-attention of parents and community
5. Analysis
— analysis of what has been observed
— plan the next strategy
16. Solution
- finance cost internally
- use direct labour solicit
- P.T.A participation, report to higher authority
11. Solution
- use general assembly to remind students of responsibilities
-P.T.A meetings
-Commendation
6. Staff meeting
— meeting to discuss what was observed
— plan new strategy
— encourage further education of teachers

CHAPTER FIVE

5.0 : SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1: Introduction

This chapter focused on the following sections, Summary, Summary of the major findings, Conclusion, Recommendations and suggestions for further studies.

5.2: Summary

The primary purpose of this study was to compare the impact of school-based supervision on the teaching and learning process in public and private secondary schools in Kano metropolis, as a factor of ensuring effective and efficient teaching and learning in secondary schools, with the aim of reducing the disparity in students' achievement performance between the public and private secondary schools. In chapter one, the background to the study was presented, highlighting the difference in the achievement and performance between students in public and private secondary schools as measured by NECO between 2007 and 2009. Five research questions and hypotheses were formulated to proper solutions to the problem at hand.

In chapter Two, relevant literatures with regard to the indispensable functions of school-based supervision for the effective operation of a good school system were reviewed. It unveils related works on school supervision in general and school-based supervision in particular from a philosophical perspective anchored to the works of prominent educationists. Related concepts such as; Theory of School Supervision, Meaning of School Supervision, Purpose and Relevance of School Supervision on the improvement of teaching and learning in secondary schools were reviewed. Other concepts also

reviewed include; Approaches to School Supervision, Justification and the need for School-Based Supervision in Nigeria's secondary schools, Nature and Organization of School-Based Supervision, Techniques of School-Based Supervision as well as Influence of School-Based Supervision on the improvement of effective and efficient teaching and learning process in public and private secondary schools. Furthermore, a case was made for the need of good Human Relations in school-based supervision and a need for effective Communication system to make the supervision goal orientated and participatory. Finally, problems militating against effective school-based supervision were also brought to the front banner.

In chapter Three, descriptive survey design was employed for the study. The sample population for the study was made up of 365 respondents from the 24 sampled Public and Private secondary schools in the area, comprising 24 principals and 336 teachers. Questionnaire was the instrument used in data collection.

In chapter Four, the data obtained from the respondents was analyzed using frequency and percentage distribution, while the five hypotheses were submitted to one way analysis of variance test of difference. Furthermore, a model of School – Based Supervision based on clinical supervision, which according to Sergiovanni and Starratt (1992) and De – Grauwe (2001) implies a cycle of supervisory activities with dual objectives of professional development and instructional improvement was recommended to all secondary schools. In chapter Five, recommendations were made based on the findings and conclusions of the study.

Findings from the study were as follows;

i. There is significant difference in the opinions of the respondents on the level of supervisory role performance between Public and Private secondary schools principals, with the private school's principals having the higher level of performance as indicated by mean difference of 1872.34. Thus, the perceived impacts of Principals' supervisory roles are more felt in private than public secondary schools.

ii. There is significant difference in the opinions of the respondents on the application of supervisory principles between public and private secondary schools with the private secondary schools having higher level of application as indicated by mean difference of 1596.01.Thus, the principles guiding school – based supervision are more utilized and felt in private schools than public secondary schools.

iii. Another finding of the study, indicated that significant difference existed in the perceptions of the respondents on their assessment of application of supervisory techniques between Public and Private secondary schools, with the private secondary schools' principals having the higher level of application as represented by a mean difference of 326.80.

iv. Furthermore, the study also found out that, there is significant difference in the opinions of the principals and teachers on the exhibition of supervisory qualities between principals of public and private secondary schools, with private secondary schools' principals having the higher level of exhibition as indicated by a mean difference of 2992.90.

v. Finally, the study also found out that, there is significant difference in the perceptions of the respondents on their assessment of the impact of school-based supervision on teaching and learning process between Public and Private secondary schools in Kano metropolis, with private schools having the higher level of impact as represented by a mean difference of 5085.03.

5.4: Conclusions

The study investigated the perceptions of Teachers and their Principals regarding the impact of school-based supervision on teaching and learning process in Kano metropolis' public and private secondary schools. Based on the findings from the study, the following conclusions were drawn,

A. That, principals of public secondary schools in Kano metropolis are more concerned with mere administrative services, rather than ensuring the actual improvement of teaching and learning in their schools. This implies that Principals of public secondary schools pay little attention to the improvement of instructional activities through school-based supervision as compared with their counterparts in Private secondary schools, who knew that their continuous existence as an educational organization depend to a large extent on their ability to achieve the goals of their clients.

B. That, the quality of teachers' instruction is related to students' achievement, and that regular and effective School-based supervision enhances quality instructional performance of teachers. The inadequacy in performing this very important function on the part of public secondary schools' principals is major factor for

ineffective teaching by teachers and consequently poor academic achievement of their students in the final S.S.C.E.

C. That, lack of proper public demand for accountability from these public principals and teachers is a strong factor for the declining quality and wastages in the system.

D. That, due to lack of regular and effective school-based supervision in public schools, teaching | learning facilities put under teachers' care may not be properly utilized or maintained. This could create avenue for school property to be damaged, stolen or converted in to personal usage, thereby reducing the number of such facilities available for students' usage.

E. That, the achievement of the goals and objectives of any educational organization depends on the performance of the heads of those educational institutions. This is because principals as school – based supervisors have the mandate to improve, correct – wrong doings and negligence connected with teaching and learning process in the schools. This form of supervision is what makes private schools more effective in the teaching and learning process.

F. That, the supervisory functions of school principals are so complex that require training in school supervision and educational administration to be able to deal with contemporary issues and challenges which could hinder better and effective management of the schools.

5.5: Implications of the study for educational management

Effective school-based supervision in the secondary schools is recognized as essential in improving teachers' instructional performance. It is a way of preventing and correcting wrong- doings in the teaching and learning process. Its ineffective performance in public schools is a major factor for Nigeria's public and private schools student's achievement disparity. The study confirmed the observation of Dipoala and Hoy (2008) that, the quality of teachers' instruction is related to students' achievement. In addition, Ukeje (1995:26) note that, "the key to successful implementation and management of any educational programme lies in the hands of its teachers, as such effective teachers will build an effective and efficiently managed programme; ineffective teachers will build an equally ineffective system". While, effective teachers instructional performance depends on the quality of principals' supervision. The result also agrees with the earlier observation by Myeni (2000) and Ochuu (2003) that failure to effectively supervise could lead to decline in teachers' commitment, morale and productivity, and consequently the quality of students' academic performance.

Principals are also expected to regularly supervise school plant by carrying out minor maintenance work on the school facilities by supervising closely, so that the staff in charge of these facilities do not damage, misused or convert them in to personal use. Lack of proper supervision and maintenance of the school plant | facilities leads to wastages or shortages. Lass (1999) cited by ochuu (2003) affirms that shortages within school system can be over come by efficient preventive maintenance which consists of routine checks and regular servicing of equipment. Furthermore, principals should organize orientation programmes for teachers, involve teachers in decision making and

promote their growth and cater for their welfare. This according to Unruh and Turner (1970) helps to motivate teachers. In addition, Ukeje et al (1992) note that teachers need continuous development so as to improve their competency to handle changes dictated by social, political, technological and economic changes. Principals need to regularly evaluate teachers' performance by checking students' records with a view to help, guide and direct teachers and also stimulate their interest in their work and ensure the attainment of educational objectives.

Furthermore, the evidence that, the principles governing school-based supervision are more utilize in private secondary schools, implies a major reason that make teaching and learning in private schools more effective and efficient than the public schools especially colleagueship where experience teachers in the school help, guide, direct, stimulate and encourage new and inexperience teachers in a colleague relationship. This became more necessitated by the fact that a typical teacher education in our faculties and colleges of education can not provide the pre – service teachers with all they need to know when teaching, nor can they give full – mastery of techniques of instruction. In addition, Principals should encourage creativity and innovations that shall improve effective teaching and learning in the schools.

More so, the evidence that Public secondary schools felt short to Private secondary schools in the application of supervisory techniques implies the need for principals to regularly visit to teachers in their classrooms to observe teaching and learning, conduct demonstration lessons to teachers, check lesson plan, lesson notes, scheme of work and records of work of teachers and also organize teacher conferences with view of developing teachers' effectiveness and thereby improve the learning in the schools.

Ukeje (1992) notes that instructional supervision is generally carried out through classroom visitation, conferences and demonstration to help, guide, and direct teachers and also stimulate their interest in their work.

Furthermore, the evidence that Principals of public secondary schools felt short to their counterparts in private secondary schools in the exhibition of supervisory qualities implies the need for principals to regularly exhibit these qualities with the aim of helping teachers to improve their instructional performances in and out side the school fence, especially on leadership and to demonstrate high interest on the teaching job.

Furthermore, the evidence that the impact of school-based supervision is more with private secondary schools than public secondary schools implies that school-based supervision by principals in public schools is ineffective, thus can not produce the desired impact. Principals need to regularly supervise teachers in the teaching | learning process, use of appropriate instructional materials in the delivery of lessons by adequate provision of these instructional aids to ensure effective teaching and learning. Gerlach et al (1980) cited by Ochuu (2003: 124) note that effective teaching and learning depend to a large extent on the use of appropriate instructional materials. In the same vein, Adewoyin (1991) affirms that the use of appropriate motion pictures objects and events can concretize learner's experience. This makes learning real.

In addition, the finding that public secondary schools principals felt short to their counterparts in private secondary schools in the evaluation of teachers' performances and general school progress, especially in ensuring that proper records of students were kept and organize a wide range of informal activities such as debates, sports, quiz and open days for students and teachers to evaluate school progress. Ukeje et al (1992) indicates

that evaluation of the work of members of an organization helps in taking the required future decision. It provides a means of control to check the fulfillment of assigned tasks.

In general, the findings from the study indicated the indispensability of school – based supervision as observed by Ukeje (1986) and Ozigi (1987) that school – based supervision is more conversant with the needs of the individual teacher and students as such will influence effective teaching and learning more than external supervision. This implies the need for principals of secondary schools to always perform their school supervision using its purposes and goals, its principles, its techniques and its required qualities so as to have its effective impact on the teaching and learning process in the schools. The study found out that, principals of public schools are more concerned with mere administrative services than ensuring the actual improvement of teaching and learning in their schools. Harrison (1968: 227) states that "regardless of this administrative aspect, it is essential to say that the improvement of instruction must in the final analysis takes precedence over more managerial aspect of the principalship". This study also agreed with the observation by Ochuba (2008) that, the goals of education can only be achieved with a well organized school system that would ensure that all aspects of school life are well articulated and effectively co-ordinate. For the education industry to carry out its functions of developing quality human capital, there is need for checks and balances by regular and effective school-based supervision. It is the effective impact of this form of school supervision in private schools that make instructional activities more effective and efficient than public secondary schools, thereby continue to have an edge in students' achievements and performances. Thus, enjoys more public confidence and trust than government secondary schools.

5.6: Recommendations

On the basis of the findings of the study, the following recommendations were made as follows;

1. School-based supervision should be extensively intensified in all secondary schools as preventive measure against failure and wastages. Efforts should be made by the principals to identify learners' needs, problems militating against effective teaching and learning should be identified and the underlying causes addressed. This implies that principals should be visible in all nooks and corners of the schools, not to hide away in his | her office all day long.
2. There should be adequate supervision of human and material resources in secondary schools and Principals should always encourage the professional growth of teachers through various activities that would improve their effectiveness in instructional delivery. This could be possible through organize workshops, seminars and help in facilitating in-service training of teachers in institutions of higher learning. This would make school programmes and activities run more effectively and efficiently.
3. Teachers' academic conferences should always incorporate discussion on teachers' instructional problems and alternatives ways of solving these problems and they should be involved in the decision making process of the schools especially in the area of curriculum design and programme implementation. This would help motivate teachers and develop their competency in school administration and also minimize the challenges face by teachers.

4. Supervisors in the State ministry of education should regularly visit secondary schools to closely monitor Principals' supervisory role performance. This will stimulate the principals to improve upon their supervisory duties.
5. There should always be public demand for accountability from the principals and teachers on what goes on in the schools by all stakeholders. This will make both the principals and the teachers to live up to their responsibilities.

5.7: Suggestions for Further Studies.

i. The study only covered Kano Metropolis and so there is a need to replicate it in other areas and States of Nigeria in order to determine the impact of School-based Supervision by principals in the Public and the Private secondary schools elsewhere.

ii. A study on Factors that affect the Supervisory role performance of Secondary Schools Principals should be carried out in order to provide some suggestions for the improvement of these Supervisory performances.

iii. Research should also be directed towards effects of large students' population on the effective Management of Secondary Schools.

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APPENDIX A

The Sampled Private Secondary Schools in Kano Metropolis

	SCHOOLS	***ADDRESS | LOCATION***
1.	Kings College	Kurna, Fagge Local Govt. Area.
2.	Abbas Maje	Oyo|Nguru Road, Sabon Gari, Fagge L. G. A.
3.	Gateway to Knowledge	Bridgade Qrts. Nassarawa L. G. A.
	Alfijir Science College	Murtala Mohd Way, Nassarawa L. G. A.
4.	First Grade Comprehensive School	Lawan Danbazzau Link, KMC L. G. A.
5.	New Salsa Int. School	Hotoro G.R.A. Tarauni L. G. A.
6.	Dinop Int. School	Hotoro G.R.A. Tarauni L. G. A.
7.	Nasara Academy	Kabuga Qrts. Gwale L. G. A.
8.	Iman College	Sharada Qrt. K M C L. G. A.
9.	Kuntau Science Academy	Dorayi Babba, Gwale L. G. Area.
10.	Assahaba College	Kofar Ruwa, Dala Local Govt. Area.
11.	Queen Amina College	Gwammaja, Dala Local Govt. Area

APPENDIX B

The Sampled Public Secondary Schools in Kano Metropolis

NASSARAWA ZONE

SCHOOLS	ADDRESS|LOCATION
1. Maryam Abacha Girls Sec. Sch.	Katsina Road.
2. Dangana Girls Sec. Sch.	Independence Road.
3. Vice Adamu Boys Sec. Sch.	Fagge, M. M. Way.
4. Maikwatashi Boys Sec. Sch.	Igbo|Hausa Road.

KANO MUNICIPAL ZONE

SCHOOLS	ADDRESS|LOCATION
1. Hassana Sufi Girls Sec. Sch.	Kofar Nassarawa.
2. Govt. Girls Sec. Sch.	Unguwa Uku.
3. Govt. Sec. Sch.	Kundila.
4. Govt. Sec. Sch.	Unguwa Uku.

DALA ZONE

SCHOOLS	ADDRESS|LOCATION
1. Govt. Sec sch.	Kurna.
2. Govt. Girls Sec. Sch.	Bulukiya.
3. Govt. Girls Sec. Sch.	Dorayi Babba.
4. Govt. Sec. Sch.	Dorayi Karama.

Required Sample Size†
from: The Research Advisors

Population Size	Confidence = 95.0% — Degree of Accuracy/Margin of Error				Confidence = 99.0% — Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2500	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
264,000,000	384	784	1537	9603	663	1354	2654	16586

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APPENDIX D

QUESTIONNAIRE FOR PRINCIPALS AND TEACHERS ON

IMPACT OF SCHOOL – BASED SUPERVISION BY PRINCIPALS ON TEACHING AND LEARNING IN PUBLIC AND PRIVATE SECONDARY SCHOOLS

Dear Respondent,

This instrument has being developed to assess impact or otherwise of School-based Supervision on teaching and learning in public and private secondary schools. Thus data to be collected as a result of the administration of this Questionnaire would be used for research purposes only. So as a respondent you are please requested to answer the following Questions by putting a tick ( ) to indicate your choice of the options given against each Question. Note that, the response categories are; Very High Extent, High Extent, Low Extent and Very Low Extent, which correspond to 4, 3, 2 and 1 respectively in the option categories

SECTION A: - BACKGROUND INFORMATION

Type of the school,	Public	☐	Private	☐
Sex of the respondent,	Male	☐	Female	☐
Status of the respondent,	Principal	☐	Teacher	☐

SECTION B

Principal's Supervisory Role Performance. Indicate the extent at which the Principal performs the following expected roles in the school.

	ITEMS	RESPONSES			
		VHE	HE	LE	VLE
		4	3	2	1
1.	Participate in curriculum design and programme implementation.				
2.	Participate in planning class schedules.				
3.	Check classroom attendance of teachers.				
4.	Know teachers' classrooms problems and work with teachers in solving the problems.				
5.	Organize activities to procure human and material resources for programme implementation.				
6.	Actively supervise the maintenance of school ground and plants.				
7.	Allocate staff teaching and administrative responsibilities appropriately.				
8.	Organize orientation programme for teachers.				
9.	Organize informal social activities (e.g. Debates, Quiz, and Inter-house Sports) to developed right attitudes in students and evaluate school progress.				
10.	Evaluate teacher's performance by checking student's records.				

SECTION C

Principles of School-Based Supervision: Indicate the extent at which the following principles of supervision are used in the school.

	ITEMS	RESPONSES			
		V.H.E.	H.E.	L.E.	V.L.E.
1.	Colleagueship				
2.	Cooperation				
3.	Flexibility				
4.	Democracy				
5.	Motivation				
6.	Objectivity				
7.	Systematic and orderly				
8.	Creativity and Innovation				
9.	Support and Sharing				
10.	Fairness				

SECTION D

Techniques of School-Based Supervision: Indicate the extent at which the following techniques of Supervision are used in the School.

	ITEMS	RESPONSES			
		V.H.E.	H.E.	L.E.	V.L.E.
1.	Classroom visitation and observation				
2.	Teacher conferences				
3.	Demonstration.				
4.	Checking of lesson plan, lesson notes scheme of work and record of work				
5.	Micro-Teaching				

6.	Counseling				
7.	Team-Teaching				
8.	Educational seminars, workshops				
9.	Information bulleting				
10.	Research and investigation				

SECTION E

Qualities of School-Based Supervision: Indicate the extent at which the Principal exhibits the following qualities of Supervision in the school.

ITEMS		**RESPONSES**			
		V.H.E.	H.E.	L.E.	V.L.E.
1.	Resourcefulness				
2.	Discipline				
3.	Human relation				
4.	Respectability				
5.	Leadership				
6.	Cooperativeness				
7.	Demonstrate high interest on the teaching job				
8.	Accessibility				
9.	Perseverance				
10.	Tolerance				

SECTION F

Impact of School-Based Supervision on teaching and learning; indicate the extent at which school-based supervision in the school

ITEMS		RESPONSES			
		VHE	HE	LE	VLE
1.	Make teachers to use appropriate instructional materials in the delivery of lessons.				
2.	Make teachers to be equipped of what is required of them in teaching and learning process.				
3.	Make teachers to explore, raise Questions and try out new teaching techniques.				
4.	Improve teacher's skills in classroom management.				
5.	Make teachers to develop constant use of evaluation techniques, such as; test, assignment and examination.				
6	Induce seriousness in daily records keeping on the part of teachers.				
7.	Check truancy and lateness of teachers to duty.				
8.	Exposes indolent teachers and make them committed to their job.				
9.	Stimulate and motivate both teachers and students in teaching and learning process.				
10.	Make the School to achieve its goals and objectives.				

Thank you.