IMPACT OF SUPERVISION ON THE MANAGEMENT OF SECONDARY SCHOOLS IN NORTH-EAST GEO-POLITICAL ZONE, NIGERIA

BY

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PhD/EDUC/21801/2012-2013

A DISSERTATION SUBMITTED TO SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DOCTOR OF PHILOSOPHY IN EDUCATIONAL ADMINISTRATION AND PLANNING,

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM

JANUARY, 2018

DECLARATION

I, Abraham MAKOSO with registration number PhD/EDUC/21801/2012-2013hereby declare that this thesis titled "Impact of Supervision on the Management of Secondary Schools in North-East Geo-Political Zone, Nigeria" is a record of my work. It has never been presented anywhere either wholly or partially for the purpose of the award of higher degree. All literature cited in this work have been acknowledged and referenced.

_____ _____

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CERTIFICATION

This thesis titled "Impact of Supervision on the Management of Secondary Schools in North-East Geo-Political Zone, Nigeria" by Abraham MAKOSO with registration number PhD/EDUC/21801/2012-2013 meets the requirement for the award of Doctorate Degree (PhD) in Educational Administration and Planning of the Department of Educational Foundations and Curriculum, Ahmadu Bello University Zaria, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my spiritual father Bro Joshua Iginla and my beloved late father Mr. MakosoGoza; and late mother, Mrs. WishiMakoso who inspired my learning process from cradle to date.

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ABSTRACT

This study focused on the Impact of Supervision on the Management of Secondary Schools in North-East Geo-Political Zone, Nigeria. Ten (10) research questions were raised and ten (10) null hypotheses were postulated to find out the significant difference in the opinions of three categories of respondents. Descriptive survey method was adopted for the investigation. Population of the study was 120 supervisors, 826 principals and 16,160 teachers in the North-East Geo-Political Zone of Nigeria. Sample of 108 supervisors, 162 principals and 810 teachers were obtained through random sampling techniques. The questionnaires on Impact of Supervision on the Management of Secondary Schools in North-East Geo-Political Zone, Nigeria as a basic instrument was vetted by the supervisors and other experts in Education Administration and Planning at Ahmadu Bello University Zaria. It was subjected to pilot study in some schools which were not included in this study. Research questions were answered using mean and standard deviation. To analyze the data collected, Analysis of Variance (ANOVA) was used to test the hypotheses formulated at 0.05 significant level. All ten (10) null hypotheses were rejected which means there were significant differences in the opinions of the respondents on impact of supervision on the management of secondary schools in North-East Geo-Political Zone, Nigeria. The major findings of the study indicated that, medical service, accommodation, funding, communication, recreational facilities were available but not adequate in schools in the North-east zone. Recommendations such as the need to improve fund allocation to schools for proper maintenance of teaching and learning facilities and teacher training programme resuscitated were made. Finally, suggestions were also made for further study into the area of supervision, for the purpose of generalization and comparison, in other geo-political zones in Nigeria.

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OPERATIONAL DEFINITION OF TERMS

The following terms were operationally defined for the purpose of this study.

Supervision: This is the observation of teaching and learning processes by an experienced officer to ensure quality teaching and learning.

Management: This is the way people control and organize situation that happen in their work place.

Supervisor: This refers to a person with the official task of overseeing the work of staff, and other group of persons such as Ministry officials, Zonal directors.

Staff Development Programmes: It is the provision made by the ministry of education or school management to improve the quality of teachers' job delivery and students' performances.

Staffing: This means recruitment, selection, development, training and compensation of staff.

Communication: It is the exchange of ideas between one or two person (s) in schools.

Funding: This refers to financial provision for the development of schools.

Maintenance of Discipline: It is the act of maintaining an established standard of behavior in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Complexities of educational systems and their institutions in developing countries particularly in sub-Saharan Africa tend to be characterized by such phenomena as population explosion, diversity in admissions programme, operational goals and procedures; inadequacy of funds and material resources to maintain available programmes of quality control such as school supervision.School supervision is critical to quality management in Schools because it focuses on improving school, staff and students' performance by asking: what are the schools or individual teacher's strengths and weakness and how can the latter be improved? The results of good supervision should change the behaviour of all involved for the better.

In order to bring about improvement in the supervision of the secondary schools, attention should be paid to all factors that have been contributing to irregular supervision in secondary schools. Due to inadequate funds and poor funding, there was a breakdown in management of amenities, particularly facilities for teaching and learning, according to Peretomode (2001).The gradual decline in performance of students in external examination, students unrest, leadership inefficiency, whose roots can easily be traced to instability of staff and students welfare services. Ogun (2007) affirmed that the main problem in secondary schools is non-understanding of students, staff and parents' expectations and needs. This is due to the fact that most people experience difficulties in adapting to new situations and conditions, especially students' new school environment.

There is need for proper supervision to be put in place. Therefore, staff and students' welfare service need to be provided to assist students and staff in dealing with problems that might confront them in the school. It is aimed at providing confidential and effective advice to staff and students to adjust to new situations. The following bodies such as community, Non-Governmental Organization, philanthropies and parents have roles to play in the supervision of schools, including organizing services for student such as health services, transportation services, maintaining discipline and facilities in improving the quality of education. This can be done through working closely with supervisors, sponsoring, training to update knowledge and skills to effectively and efficiently perform their duties. Parents and private individuals play vital rolesin supervision which include: supply and provision of classroom accommodation space and other resources. For students to be in school, it requires a supportive and nurturing environment. Students should report any damage done by other students to the school authority. They should also learn to resolve conflict peacefully. If proper supervision is put in place by the authority, teaching and learning may be perfected.

One of the factors hindering staff and students' welfare service provision in secondary schools in north-east zone is inadequate funding in all countries of the world. Education attracts considerable attention because of its position as a social service with direct economic significance. Perhaps this calls for United Nations Educational, Scientific and Cultural Organization (UNESCO) pronouncement that 26% of every nation's budget should be allocated to education. Nigerian government has not been able to yield to this recommendation by UNESCO because 17% of her budget allocation to education sector is inadequate. Financing education in most developing countries is very

difficult. Frequent crises in some parts of developing countries coupled with population explosion where government needs to provide material, affect the funding of education.

Misplaced priority coupled with selfish interest make the government and some principals of schools to mismanage and misappropriate funds meant to provide better service in schools. This resulted in many schools facing the problem of poor service which had consequently affected the attainment of the goal of education.

Since teaching and learning is a continuous process, it can only be meaningful and successful under healthy and determined minds of the learner, teachers and school authority and effective supervision.

According to Ogunu (2002), in the early 1960s and 70s most secondary schools were properly supervised, welfare service like feeding, hostel accommodation, laboratories, recreational centers, medical service, financial aids and adequate classrooms were all put in place. This was simple because the populations of students were relatively manageable, schools could not complain of inadequate supervision since they were few in numbers. But the steady increase in students' enrolment and number of schools supervision can no doubt be cumbersome. Schools in north-east zone have been understaffed, underfunded and have communication problems for quite sometimes. Apart from underfunding, other problems like maintenance of teaching and learning facilities such as laboratories, medical services and adequate classrooms have not been successfully resolved by subsequent governments. These problems could be linked to some factors such as corruption, mismanagement and misappropriation of funds meant for the education sector.

Universal principles governing the purpose of school supervision, according to Udoh and Akpa (2001), are the improvement of students growth and hence the improvement of schools and society. The immediate purpose of instructional supervision is to develop favourable settings for teaching and learning. In Nigeria, an important study on problems of school supervision and inspection is by Ogunu (2007). A survey of 150 school supervisors from 15 states revealed that inadequate numbers of supervisors, lack of transportation, inadequate funds for school supervision, lack of incentives and motivation, non-implementation of supervisors' reports are factors significantly affecting schools supervision in Nigeria.

According to Ogunu (2007), despite the nation- wide spread of inspectorate units, reactions from the stakeholders in the nation's education (parents, teachers, local communities) tend to indicate that the schools are not regularly and properly supervised or inspected and that the quality of instruction in the schools has progressively declined as evidenced by the poor performance of students in public examination. According to Udoh and Akpa (2001), supervision is the process aimed at improving classroom instruction. The present dimension of supervisory work deals with the supervisor working with teachers by trying to understand their personalities; teaching styles, objectives and encourage the teachers to develop self- understanding in teaching and learning process in secondary schools. Thus supervision in a school system implies the process of ensuring that policies, principles, rules regulations and methods prescribed for purposes of achieving the objectives for education are effectively carried out.

1.2 Statement of the Problem

Supervision is critical to quality management in schools. It focuses on improving schools, staff and students' performance in schools. Therefore, supervision is unavoidable for effective and efficient management of secondary schools in north-east zone and the country at large. The government and the secondary schools management as a matter of fact provide supervision in order to realize the aim of education. It was revealed by Udoh and Akpa (2001) that universal principle governing the purpose of the school supervision is the improvement of student growth and the improvement of schools and society. Due to inadequate funds and increase in students population in schools, enrolment and retention, staff and students welfare services, decision making process, staff development programmes, staffing, communication, funding maintenance of discipline, maintenance of teaching and learning facilities, teaching and learning were not properly supervised. In the same vein were increase in students' population and weak staff strength. The state government could no longer cope with the allocation of funds to meet up with the facilities. Some teachers have become ''cheater'', the standard of teaching and learning is gravely poor. The school leaving certificate, diplomas and degree have lost their credibility, general deteriorating standard of morality and academic performance as decried by stakeholders (Ukeje, 1999).This scenario has cast ominous clouds on the future of Nigerian nation and its education.

As supported by Peretomode (2001), supervision of schools declined so much so that problems resulting to resistance to change at supervisors' level mainly because of the attitude balance in the schools supervision. Inherent in this type of relationship are lack of awareness of role definition, poor leadership skills status, intellectual honesty,

communication skills empathy and other human and personality dynamics. These human relation tools which should equip the supervisor to maintain the needed attitude balance in his working relationship with the school as change agent are grossly lacking. The problem with increase in number of schools inadequate funding, maintenance of discipline, maintenance of teaching and learning facilities had been of great concern as they affect all aspects of school supervision from budgetary to logistic. The conditions had also contributed immensely to students' untold hardships, emotional distress, frustration, persistent conflicts and unrest. Based on the argument above, the researcher found it necessary to investigate the impact of supervision in the management of secondary schools in north-east zone as to ascertain the perception of supervisors, principals and teachers on supervision.

The study, therefore, focused on the following areas:-find out the impact of supervision on enrolment and retention in secondary schools in north-east geo-political zone,examine the impact of supervision on staff and student welfare services in secondary schools in north-east geo-political zone. Ascertain the impact of supervision on staff development programmes in the secondary schools in north-east geo-political zone, determine the impact of supervision on communication in secondary schools in north-east geo-political,examines the impact of supervision on funding in secondary schools in north-east geo-political zone. Find out the impact of supervision on maintenance of teaching and learning facilities in secondary schools in north-east geo-political zone. Assess the impact of supervision on teaching and learning in secondary schools in north-east geo-political. Therefore, the researcher intends to develop a viable tool for the topic:

impact of supervision on the management of secondary schools in north-east geo-political zone of Nigeria.

1.3 Objectives of the Study

The main aim of the study is to investigate the impact of supervision in the management of secondary schools in north-east geo-political zone of Nigeria.Specifically, the study was designed to achieve the following objectives:

1) Find out the impact of supervision on enrolment and retention in secondary schools in North-East Geo-Political Zone, Nigeria.
2) Examine the impact of supervision on staff and students welfare services in secondary schools in North-East Geo-Political Zone, Nigeria.
3) To assess the impact of supervision on decision making process in secondary schools in North-East Geo-Political Zone, Nigeria.
4) Ascertain the impact of supervision on staff development programmes in secondary schools in North-East Geo-Political Zone, Nigeria.
5) Find out the impact of supervision on staffing in secondary schools in North-East Geo-Political Zone, Nigeria.
6) Determine the impact of supervision on communication in secondary schools in North-East Geo-Political Zone, Nigeria.
7) Examine the impact of supervision on funding in secondary schools in North-East Geo-Political Zone, Nigeria.
8) Assess the impact of supervision on maintenance of discipline in secondary schools in North-East Geo-Political Zone, Nigeria.

9) Find out the impact of supervision on maintenance of teaching and learning facilities in secondary schools in North-East Geo-Political Zone, Nigeria.

10) Assess the impact of supervision on teaching and learning in secondary schools in North-East Geo-Political Zone, Nigeria.

1.4 Research Questions

The following research questions were raised to guide the study:

1. Does supervision make significant impact on enrolment and retention in North-East Geo-Political Zone?
2. Does supervision make significant impact on staff and students welfare service in secondary schools in North-East Geo-Political Zone?
3. In what waysdoes supervision impact on decision making process in secondary schools in North-East Geo-Political Zone?
4. Does supervision make any impact on staff development programmes in secondary schools in North-East Geo-Political Zone?
5. In what ways does supervision impact on staffing in secondary schools in North-East Geo-Political Zone?
6. Does supervision make any impact on communication in secondary schools in North-East Geo-Political Zone?
7. In what waysdoes supervision impact on funding of secondary schools in North-East Geo-Political Zone?
8. Does supervision make any impact on maintenance of discipline in secondary schools in North-East Geo-Political Zone?

9. In what waysdoes supervision impact on maintenance of teaching and learning facilities in secondary schools in North-East Geo-Political Zone?

10. Does supervision make any impact on teaching and learning in secondary schools in North-East Geo-Political Zone?

1.5 Research Hypotheses (H_o)

The following null hypotheses were postulated.

H_{01}. There is no significant difference in the opinions of supervisors, principals and teachers on the Impact of Supervision on the Management of Secondary Schools in North-East Geo-Political Zone, Nigeriaon enrolment and retention in secondary schools in north-east geo-political zone.

H_{02}. There is no significant difference in the opinions of supervisors, principals and teachers on Impact of Supervision on the Management of Secondary Schools in North-East Geo-Political Zone, Nigeriaon staff and students welfare in secondary schools in north-east geo-political zone.

H_{03}. There is no significant difference in the opinions of supervisors, principals and teachers on Impact of Supervision on the Management of Secondary Schools in North-East Geo-Political Zone, Nigeriaon decision making process in secondary schools in north-east geo-political zone.

H_{04}. There is no significant difference in the opinions of supervisors, principals and teachers on Impact of Supervision on the Management of Secondary Schools in North-East Geo-Political Zone, Nigeriaon staff development in secondary schools in north-east geo-political zone.

H_{05}. There is no significant difference in the opinions of supervisors, principals and teachers on Impact of Supervision on the Management of Secondary Schools in North-East Geo-Political Zone, Nigeriaon staffing in secondary schools in north-east geo-political zone.

H_{06}. There is no significant difference in the opinions of supervisors, principals and teachers on Impact of Supervision on the Management of Secondary Schools in North-East Geo-Political Zone, Nigeriaon communication in secondary schools in north-east geo-political zone.

H_{07}. There is no significant difference in the opinions of supervisors, principals and teachers on Impact of Supervision on the Management of Secondary Schools in North-East Geo-Political Zone, Nigeriaon funding in secondary schools in north-east geo-political zone.

H_{08}. There is no significant difference in the opinions of supervisors, principals and teachers on Impact of Supervision on the Management of Secondary Schools in North-East Geo-Political Zone, Nigeriaon maintenance of discipline in secondary schools in north-east geo-political zone.

H_{09}. There is no significant difference in the opinions of supervisors, principals and teacherson Impact of Supervision on the Management of Secondary Schools in North-East Geo-Political Zone, Nigeriaon maintenance of teaching and learning facilities in secondary schools innorth-east geo-political zone.

H_{010}. There is no significant difference in the opinions of supervisor,principals and teachers on Impact of Supervision on the Management of Secondary Schools in

North-East Geo-Political Zone, Nigeriaon teaching and learning in secondary schools in north-east geo-political zone.

1.6 Basic Assumptions

For the purpose of this study, the researcher assumes that:

1. Enrolment and retention in secondary schools are not properly supervised by the State government in North-East Geo-Political Zone.
2. Staff and student's welfare services are not properly supervised by the State government in North-East Geo-Political Zone.
3. Decision making process in secondary schools is not properly supervised by the state government in north-east geo-political zone.
4. Staff development programmes in secondary schools are not properly assess and supervised by the State Government in North-East Geo-Political Zone.
5. Staffing in secondary schools is not properly supervised by the State Government in North-East Geo-Political Zone.
6. Provision of communication facilities and communication processes in secondary school are not properly supervised by the State Government in North-East Geo-Political Zone.
7. Funding of secondary schools is not properly supervised in North-East Geo-Political Zone.
8. Maintenance of discipline in secondary schools is not properly supervised by State Government in North-East Geo-Political Zone.
9. Maintenance of teaching and learning facilities in secondary schools is not properly supervised by the State Government in North-East Geo-Political Zone.

10. Teaching and learning in secondary schools are not properly supervised by the State Government in North-East Geo-Political Zone.

1.7 Significance of the Study

The study will be of considerable value to school supervisors, academic practitioners, educational managers, educational administrators, educational planners, inspectorate divisions and stakeholders in the following ways:

The findings of this study will be useful to North-East Ministries of Education and all stakeholders in the States for the enhancement of school supervision.

The study will encourage the North–East government to provide measures that will enhance school supervision by providing them with relevant information and importance of adequate school supervision for educational growth and development. In the area of educational planning, the findings will assist the educational planners to assess the roles supervisorsand resources could play in the achievement of educational objectives in Secondary Schools in North-East Geo-Political Zone. The findings will also help the principals to realize the value of decision making and staff development in their various institutions. The result of the study will enlighten the Federal and State Ministries of Education officials on the impact of communication and adequate funding of secondary schools on teaching and learning. The study will reveal which school is well disciplined and equipped with human and materials resources for teaching and learning, hence the finding will be of great value to parents in knowing which schools they would send their children. The study will be of great value to teachers and students in

understanding which aspect of teaching and learning facilities are making much impact on teaching and learning in their schools and therefore need to be maintained.

The findings of the research will contribute to the search for solution to the problems of poor academic performance of students in the various Secondary schools inNorth-East Geo-Political Zone. The findings of the study would be of great value and useful to other researchers and serve as a valuable contribution to literature presentation in educational administration and planning in North-East Geo-Political Zone. The study will also be useful to Non-Governmental Organization, agencies and other educational parastatal in North-East and the country at large, by providing them with insights and relevant literature on school supervision and its implications for the country's educational growth and development.

1.8 Scope of the Study

The study covered the school supervisors**,** principals and teachers of secondary schools in North-East Geo-Political Zone, irrespective of their sex, ages and marital status. It covered assessment of opinions of supervisors, principals and teachers on supervision in the management of secondary schools on enrolment and retention, staff and students' welfare services, decision making, staff developmentprogrammes, staffing, communication, funding, maintenance of discipline, maintenance of teaching and learning facilities and teaching and learning.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter provides a review of related literature relevant to the study under the following subheadings:-

2.2 Conceptual Framework

2.3 Theoretical Framework

2.4 School Supervision

2.4.1 Rational for School Supervision

2.4.2 Functions of Supervision

2.4.3 Techniques of Supervision of Instructions

2.4.4 Difference betweenSupervision and School Inspection

2.4.5 Types of Supervision/Inspection

2.4.6 Basic Principles for Effective Supervision

2.4.7 Problems of School Supervision

2.4.8 Models of Supervision

2.4.9 The Role of the Principal in Supervision

2.4.10 Effective Supervision of Schools

2.4.11 Features of School Supervisions

2.5 Impact of Supervision on Enrolment and Retention in Secondary Schools in North-East Geo-Political Zone

2.5 Impact of Supervision on Staff and Students' Welfare Services in Secondary Schools in North-East Geo-Political Zone

2.7 Impact of Supervision on Decision Making Process, in Secondary Schools in North-East Geo-Political Zone.

2.8 Impact of Supervision on Staff Development Programmes in Secondary Schools in North-East Geo-Political Zone

2.9 Impact of Supervision on Staffing in Secondary Schools in North-East Geo-Political Zone

2.10 Impact of Supervision on Communication in Secondary Schools in North-East Geo-Political Zone

2.11 Impact of Supervision on Funding of Secondary Schools in North-East Geo-Political Zone

2.12 Impact of Supervision on Maintenance of Discipline in Secondary Schools in North-East Geo-Political Zone

2.13 Impact of Supervision on Maintenance of Teaching and Learning Facilities in Secondary Schools in North-East Geo-Political Zone.

2.14 Impact of Supervision on Teaching and Learning in Secondary Schools in North-East Geo-Political Zone

2.15 Empirical Studies

2.16 Summary of Review of Literature

2.2 **Conceptual Framework**

The term supervision is derived from word “Super video” meaning to oversee (Adepoju, 1998). It is an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and group.

Adepoju (1998) also defines school supervision as the process of bringing about improvement in instruction by working with people who are working with pupils. It has also been described as a process of stimulating growth and a means of helping teachers to achieve excellence in teaching.

According to Owoeye (2002), supervision is "that part of school administration which has particular pertinence for the appropriateness of instructional expectations (products) of educational programmes". By this definition, supervision can be viewed as the management of personnel to carry out purposes of administration.

Ajayi (2000) opined that supervision is a helping relationship whereby the supervisor guides and assists the teachers to meet targets. Supervision in school therefore is a vital process and combination of activities which is concerned with the teaching and improvement of the teaching in the school framework.

To ascertain the impact of supervision on the management of secondary schools in North-East geo-political zone, supervision of instruction is one of the broad tasks of educational administration. It is concerned mainly with those activities which are intended to maintain and promote the effectiveness of teaching and learning by working directly with teachers. Enns (2014) stated that just as good teaching facilitates good learning, so does good supervision facilitates good teaching. The National Policy on Education (2004) is very clear on instructional supervision. It states that the success of any system of education is dependent on inspection and supervision and that adequate supervision of instruction is necessary so that the nation's aspirations and those of individual are met. Udoh and Akpa (2001) stressed that the falling standard of education was rampant and there were contributory factors. Such factors are: lack of teaching

facilities, poor attitude of students to their studies and the lack of effective supervision of instruction. Although lack of teachers and teaching facilities are factors that could hinder good performance by students, if what is available is properly supervised, it will certainly go a long way in raising the standard of education in the schools.

According to Udoh and Akpa (2010), instructional supervision has no doubt assumed a degree of importance in the educational system of Nigeria. Its importance and the need to carry it out effectively in all the schools have arisen out of the fact that standard of teaching and learning is poor. The aim of instructional supervision is, therefore, to improve teaching and learning through the help of supervisors. This is done by working with teachers who are the vehicles through which instructional supervision is effected. The roles of the supervisors and teachers are very crucial in instructional supervision and in modern supervision, the supervisor is supposed to be a colleague to the teacher, helping him to teach better rather than directing him as was the case in the past.

In the educational system at present, there are no sufficient supervisors to carry out efficient, systematic instructional supervision of the schools. The schools themselves, through the over-viewing eye of the Ministry of Education, Zonal Offices, and Principals should organize their own internal subject supervision to supplement the effort of the supervisors. It is important to point out that it is through the concerted efforts of the ministry of education and the school personnel that instructional supervision is well organized in the schools. This will surely go a long way in curbing the poor teaching and learning process in our educational system in the north-east geo-political zone and the country at large.

2.3 Theoretical Framework

Theoretical frameworkadopted for this study is the Administrative Theory of Henri Fayol 1930,inNwasike and Onu (2002) and Peretomode (2003). Administrative theory describes efforts to define the universal functions that managers perform and principles that constitute government practice. Fayol proposed that all managers perform five management functions: plan, organize, command, coordinate and control.

Fayol described the practice of management as something distinct from accounting, finance, production, distribution and other typical business functions. He attempted to systematize the practice of management to provide guidance and direction to other managers. Part of his thinking was expressed in fourteen principles or guidelines for effective management: division of labour, authority, discipline, unity of command, unity of direction, subordination of individual to the common goals, remuneration, esprit de-corps. These principles are also referred to as classical principles of management. According to Pretomode (2003),the functions of management can be described as: **Planning**: the activity that attempt to study or forecast the future and assist in decision-making process and in the direction of the organization. **Organizing:** means establishing the organization structure of authority, responsibility, tasks and building up both human material resources of the organization. **Commanding**: means direction of subordinates and making the staff work. **Coordinating**: refers to all efforts needed to unite, harmonize and correlate all activities of the organization in order to achieve a common goal. **Controlling**: means ensuring that everything is done in accordance with established rules and expressed command. It is perhaps most notable that this system of classification is still used today as the foundation for several introductory books in management.

Division of work: means that jobs should be broken down into small parts and individuals are to work on only a limited number of parts according to specialization. Specialization of labour results in increase productivity and permits large scale production at minimum cost. As regards parity of authority and responsibility, Fayol defined authority as the right to give orders and the power to exact obedience. Authority and responsibility are the two sides of the management coin. Authority should be clearly delineated so that the responsibilities of each worker are known and their relationships to other workers clear. Each worker should be given sufficient authority to carry out assigned job responsibilities. Discipline, objective rules, regulations, policies and procedures must be obeyed by each member of the organization. There must be penalties for disobedience or indiscipline.

Unity of command: Fayol believed that an employee should receive order/instructions from and in return be accountable to only one person.

Unity of direction: each group of activities with the same goals should be managed under one head and one plan. All members of an organization must work together to accomplish common objectives.

Subordination of individual interest to the common goal: This principle states that the overall objectives that the organization seeks to achieve over the objective of employees should not prevail over those of the organization.

Remuneration: This should be fair and as far as possible afford satisfaction to both personnel and organization's remuneration should be routinized as that unreasonable over

payment are avoided. The compensation of all workers for service rendered should be based on a systematic attempt to reward good performance.

Centralization:There must be good balance between centralization and decentralization of authority and power. Extreme centralization must be avoided.

Scalar chain: Scalar denotes steps. The hierarchy from top to bottom defining the line of command and all communication flow must be practiced.

Order: This principles states that materials and people should be in right place at the right time in order to avoid disorder, chaos or confusion.

Equity:It refers to justice and kindness. The use of established rules must be tempered by sense of kindness and justice.

Stability of personnel: Employees and managers must have job security in terms of income and employment. This is to ensure stable group and long-term committed employees.

Initiative: Creative thinking and the capacity to take initiative should be encouraged at all levels of the organization within the limit of each worker's delegated authority and defined jobs.

Es sprit de corps: Fayol defined es sprit de corps in terms of harmony, belongingness and unity of efforts among workers because union is strength.

Fayol made a number of important contributions to the evolution of management through some of these contributions which include:

1. application of concepts of management, a separate body of knowledge, to all forms of group activity.
2. developing the first comprehensive set of principles that could apply to any endeavour.
3. giving impetus to the concept of teaching the skills of management e.g. the development of management curriculum in colleges and universities.
4. Classical principles that can serve as guidelines for managerial decision-making.

In applying the administrative theory of Fayol to this study, the impact of supervision on the management of secondary schools in North-East Geo-Political Zone, it is clear that Fayolasserted that administration meant ``to govern, or to manage a public or private enterprise'', including all of its operations. Thus his approach was a general management, rather than a shop management, financial management, or other specific functions of the firm, but oriented toward guiding the enterprise toward the attainment of its objectives. Although some have made a distinction between administration and management, Fayol made it clear that these terms could be used interchangeably.

Fayolseparated and define the duties of the manager. He noted these duties included foresight (planning and anticipating); recruiting, organizing, and directing the workforce; coordination; and establishing good relations between departments as well as parties in the external environment.If supervisors of secondary schools in North-East Geo-political zone perform their duties as managers, as spelt out in Fayol's theory, supervision will have a positive impact on the management of secondary schools in the area.

2.4 School Supervision

Supervision is used in the olden days in various cultures by our fore-fathers. It is used as a channel of achieving the desires end of an activity. For instance, even in our domestic chores, a mother will instruct her daughter to cook a particular menu and the mother stays with her to watch, direct and oversee the girl cook the meal to the desired taste. School supervision is to direct, encourage, guide and watch or oversee teachers in their classroom activities with the students so that the students can learn and perform well at the end of that particular activity. School supervision is a way of advising, guarding, restricting, encouraging, stimulating, improving and overseeing the schools' cooperation in order for the supervisor to be successful in his tasks of supervision. Ogunu (1998.125) defines school supervision as:

> *The art of overseeing the activities of teachers and other educational workers in a school system to ensure that they conform with generally accepted principles and practice of education and stipulated policies and guidelines of education authority which controls the education and providing professional guidance to them (school personnel) to improve the conditions of which affect the learning and growth of student and teachers.*

Levine and Eubanks (1989) defined school supervision as dealing more with academics which essentially focuses on technical guidance, problem solving, building and maintaining the morals of teachers in their professional career to improve teaching. In the same manner Ijaiya (1991) opined that supervision involves observing, assessing and guiding the teaching behaviour of teachers through the development of certain activities which are capable of improving teaching skills by a more competent person. He

is of the view that supervision is essentially meant for the training of teachers so that they can perform their duties effectively.

Supervision involves the responsibility of two personalities: an experienced person and a less experience person. What the experienced person does is to lead the less experienced person in what he does through professional advice, guidance, directives and follow up so that the less experienced person can achieve the purpose of his activity. Put in the same way,Uyanga (1995), Udoh and Akpa (2001) are of the opinion that supervision in school involves the use of expert knowledge or skills of the supervisor to guide, encourage, direct and monitor the activities of teachers in school on a continual basis. The above authors are of the view that supervision involves the use of expert knowledge to oversee, evaluate and coordinate the process of teaching and learning activities in schools. Supervision of teachers' activities is a sort of training for the teacher on the job. This is because teachers are guided by the supervisors so that they perform their work effectively. As the student is seen as the centre of education, supervision is centered on teachers to help them to lead students to excellent performance through learning experiences given by the teachers.

According to Ijaiya (1991), supervision is concerned with the development of teachers to enable them achieve the goals of education through the students. School supervision in Nigeria and in north-east geo-political zone in particular is characterized with diverse problems. For instance, the Situation Policy Analysis (SAPA) in 1993 carried out a nationwide survey of schools' supervision. Also United Nations International Children Education Fund, (UNICEF) carried out a research in defunct Gongola State and later in Adamawa/Taraba States which showed that supervisors didnot

visit schools due to lack of enough transport facilities. Mubi and Tahir (1994) shared a similar view. The study further explained that there was also the problem of uncooperative attitude of teachers during supervision. There was theproblem of role conflict due to job specification, which was caused by the decentralization of decision making by superior officers in the ministry of education. When supervision is seen as a tool for controlling the process of teaching and learning in the classroom situation, it is necessary that if high standards are to be maintained in our post primary institutions and if students are to receive good instruction, the following processes in supervision should be catered for by the authorities. Staffing is very crucial to supervision of instruction in schools.

According to Enns (2011), one of the most effective means of maintaining and improving instructional programme is to obtain good teachers in the first place, to orient them effectively to place them appropriately and to help them maintain their professional excellence. In Nigeria, it is unfortunate that the lack of teachers have not been taken care of for example, lack of regular payment of salaries makes many of the teachers to be un-devoted to their work. If supervision of instruction is to be effective more attractive conditions of service and in-service training courses need to be organized regularly for teachers. It is here that the service of zonal inspectorates could be used so as to minimize cost by using local resources persons. The federal and the State governments should endeavour to provide the basic teaching materials and facilities to enable the teachers to do their work without unnecessary handicap. It is not unusual to find that there are no chairs, lockers, laboratory equipment, and chalk for the teachers and students in our schools. Furthermore, for supervision of instruction is to be successful in Nigeria, the

teachers need to be motivated and stimulated. If properly motivated, they will put in more than what they would have done. They could be encouraged by real appreciation on good work which they have done, by their superior officers. They should be recognized by supervisors as professional colleagues. Teachers as well have to keep professionally abreast or else they will lose their currency and effectiveness. There is the role of helping teachers to maintain their professional knowledge and competence which the supervisor should give. According to Uyanga (1995) and Ede (1997), the Nigerian government controls the quality and standard of its education system through school supervision which is well planned and directed towards proper management of human and materials resources by the supervisors who are overseeing the activities of teachers that transmit knowledge, skills and learning experiences to students.

According to Dare (2009), in 1842 the missionaries were supervising their own schools using the administrative supervision methods. This was a situation where the catechists were also teachers and their laymen in the churches served as supervisors or inspectors. It was after appointment of red metal saunter as majestics, inspector of schools in West African countries in 1882 that government started to demonstrate interest and commitment to educational standards and inspection. What further demonstrated the commitment of government of the day was the appointment of Henry Car as an indigenous inspector of schools for Lagos colonies in 1889. In the first quarter of the twentieth century, inspectorate division got remarkable boost with the appointment of director of education and their zonal inspectors of schools in order to improve the effectiveness and the efficiency of inspectorate service which was influenced by the prevailing scientific management approach to supervision. The revitalization of the

education by the McPherson Constitution gave rise to the establishment of Western region inspectorate service which was able to expand its scope of education standards in that regime. Again, the establishment of Federal Inspectorate service in 1973 independent of the Federal Ministry of Education also made significant impactson the form of instruction in schools. Supervision faced the greatest challenges with takeover of educational institutions in Nigeria by federal government in 1975. Since then, government became the accuser and the judge in its own case. These challenges were compounded by government expansion of schools and school enrolment increased without corresponding increase in educational facilities all over the country. As a result of these inadequacies, supervision of instruction became weak and ineffective and gradually declined to the present state of ineffectiveness.

According to Ukeje (1999) school supervision is a kind of established relationship between the supervisors and teachers to help students achieve the goals of education. Teachers are advised and guided by supervisors to carry out instruction in a systemized and sequential way to enable the students to learn effectively and perform better. Harvey (2010) as conceptualized supervision of school as a "systematic approach of formatively evaluating the teachers in the skill areas related to his job duties" to enhance growth and maximized the potentials of teachers. This will make them independent and competent in promoting knowledge and skills among the students. Udo and Akpa (2001) are of the view that school supervision is a necessary management tool which continually examines the goals of education.

Supervisors should make frequent visit to schools especially the rural schools to know what is happening there. They should ensure that fear is not created in teachers or

use supervision as a threat, or punishment to teachers. Landers and Myers (2011) also emphasize the need for school supervision in our numerous schools to conduct themselves properly in order to achieve the target or standard set by government in achieving educational goals in the country. Hence, supervision creates the spirit of interaction in schools to assist teachers to use teaching methods that are relevant to each subject area for minimum utility of experts' knowledge in various subjects' specialists. This counts a lot for better teaching and performance. Gokey (2010) relates supervision with recent perspectives on site base management and school facilities. These can provide easy accesses to the various schools and conducive atmosphere for both teaching and learning environment to improve students' academic performance in schools.

2.4.1 Rationale for School Supervision

School Supervision is always directed towards improving and maintaining the quality of instructional delivery as well as motivating the staff in performing their duties efficiently. Dare (2009) reveals the following as rational for school supervision and inspection in Nigeria:

(1) to improve teaching and learning activities in schools;

(2) to assist teachers to develop the required teaching skills;

(3) to equip teachers with the skills of curriculum development;

(4) to evaluate the conditions of teaching and learning in the school;

(5) to ensure and sustain the link between the school and the ministry of education;

(6) to evaluate and approve schools for external examinations such as West Africa Examination Council Senior School Certificate Examination (WAECSSCE) and

National Examination Council Senior School Certificate Examination (NECOSSCE);

(7) to carry out investigation either in respect of a petition for school upgrading;

(8) to ensure that schools use the curriculum developed by the ministry of education and

(9) to assess the adequacy of staff and facilities in the schools.

This shows that instructional supervision is very significant in the attainment of educational goals in secondary schools.Olagboye (2004) enumerated the purposes of school supervision such as:-

(a) improving the quality of teaching and learning for the benefit of both the learner and the teacher.

(b) ensuring that every teacher in the school is effectively performing his/her duties.

(c) assisting teachers in developing needed teaching competencies.

(d) assessing teacher's effectiveness in classroom management.

(e) helping teachers to solve the professional problems they may encounter in their work.

(f) helping teachers in identifying their strengths and weakness with a view to providing relevant in-service training.

(g) helping new teachers to have a clear understanding of the objectives, role and relationship of their positions as well as the direction of their effort in schools.

(h) identifying those teachers who should be promoted, retained, redeployed or disengaged.

2.4.2 Functions of School Supervision

The aims that supervision is designed to achieve is to bring about improvement and purposeful consultation of teaching and learning activities in the school system.

(i) **Development of Goals**:The development of goals of teaching and learning is expected to be the joint efforts of both the teacher and the supervisor. This joint effort is because of the dynamic nature of our society, teaching and learning activities should be dynamic. Dare (2009) asserted that goal development is a continuous process which requires constant assessment, evaluation, modification and changing goals of teaching and learning process.

(ii) **Development of Programme**:The development of curriculum and co-curricular activities in the school system is part of the responsibilities of the teacher and the supervisor. The types of programme developed for instruction or for teaching and learning in the classroom, as well as in the school system as a whole are determined by the input of the teacher and the supervisor. Musaazi (1982) opined that supervisors have the responsibility for improving the standards and quality of education in schools. The supervisor provides professional support for teacher to make input in the development of programme for the school system.

(iii) **Control and Coordination:** The school as a system consists of several inter-related and inter-dependent parts all working in harmony towards the achievement of the school goals. It is the function of the school supervisor to effectively coordinate the activities of the various components or parts of the school system towards the achievement of the school goals. In the process, he

establishes effective communication system which promotes better understanding among various units of the school (Dare, 2009). This will promote efficiency and peaceful co-existence of the various units and goal achievement in the school will be total. The school supervisor should locate and organize educational resources and making them available to teachers (Udoh&Akpa,2004). Thus, the school supervisor is designed to achieve, coordinate and control of various units in the school among other things.

(iv) **Motivation**:The school supervisor should provide motivation for teachers and other members of staff in the school in order to create a conducive atmosphere for working hard. Motivation energizes the workers to put up their best towards the achievement of the school objectives. Part of this motivation is to create a conducive working condition for teachers. Musaazi (1982) revealed that if instruction in schools is to be improved the supervisor must take the lead in providing a pleasant, stimulating and wholesome environment in which teachers will want to work and feel secure. The supervisor should also ensure that teachers have opportunities to share ideas and to work together effectively as a team in order to achieve the goals of the school. He should broaden the base of his supervisory leadership for utilizing the full potential of teachers for effective teaching and learning.

(v) **Problem Solving:** Sometimes teaching and learning process offer difficult situation for both the teacher and the learner. Dare (2009) opined that problems may be related to input into the educational system, anticipated learning outcome, curricular and extra-curricular programmes and the actual

learning in some cases. Most of these problems may require the assistance of the supervisor.

(vi) **Professional Development:** The Supervisors and the teachers are trained on the needs, problems and aspirations of the learner and the society. The society is becoming more complex day-in-day out both in technology and in orientation. Teachers are to meet the needs of the society through the type of education they transmit to students. Hence, teachers are expected to change as the needs and aspirations of the society are change. Udoh and Akpa (2004) asserted that teachers are the custodians of education in the society, and as a result must also change and reflect these changes in our schools, goal development, learning engagements and learning environment of educational organization. Peretomode (2004) revealed that the supervisor's activities are intended to improve the teachers' training and growth in their job. As teachers learn, grow and improve, students will also learn and grow. The overall growth of students is the ultimate goal of the total education process.

(vii) **Evaluation of Learning Outcomes:** According to Udoh andAkpa (2004),"supervision is a consciously planned programme for the improvement and consolidation of instruction. Evaluation is a necessary function of supervision. Through evaluation, improvement and progress can be achieved". They went further to indicate that evaluation should be a continuous process and the supervisor's role is to work with others to assess the appropriateness and work of educational aims and evaluation of learning and teaching procedure. Evaluation could be on teachers' instructional abilities, and school

programmes' effectiveness. The objectives of such evaluation are to bring instructional activities, curriculum content and students' learning much more in appropriate place with a set plan for improved student learning. The supervisor's role in evaluation is to monitor and give assistance in the area of teaching and help in programme design, its implementation and effective instructional planning.

2.4.3 **Features of School Supervision**

The features of school supervision include:-

(i) paying attention on the improvement of teaching and learning.

(ii) being based on human relation principles rather than the traditional master versus servant attitude.

(iii) its association with a lot of discussion and exchange of ideas to find out which method works better.

(iv) lasting few days rather than few hours.

(v) working as a colleague rather than fault finder and reporter.

(vi) regularity, scheduled and well planned.

(vii) helps in boosting the morale of teacher and students in doing what they do well and correcting what they do not do well.

Table 2.1 presents enrolment figure in secondary schools in Nigeria from 1960 – 2000.

Table 2.2.1 Enrolment figure in secondary schools in Nigeria from 1960-2000.

Educational level	1960 enrolment	%	1964 enrolment	%	1971 enrolment	%	1973 enrolment	%	1980	%	1990	%	2000	%
Secondary Schools	5,037	0.16	7,702	0.25	15,390	0.4	22,585	0.42	117,086	0.87	19.9m	19.9	20m	20%

Source:

Adesina1981/https://www.googlr.com.ng/search?.q=15+and25.retrievedApril 23, 2015.

2.4.4 Techniques of Supervision of Instructions.

The concern of any supervisor should be to develop and maintain teachers' competence and be ready to offer effective educational service to the teachers and students. The use of appropriate techniques is therefore necessary for the improvement of teaching and learning. Techniques can be described as ways of doing things or methods of performing or manipulating certain activities so as to achieve the desired goals. Nwaogwu (2001), Ogunsaju (2000) andPeretomode (2001) have put across some modern supervisory techniques which may be used by supervisors. These include:-

(i) Classroom visitation and observation.

(ii) Workshop techniques

(iii) Micro teaching

(iv) Aided practice

(v) Coaching

(vi) Demonstration

(vii) Teacher visitation

(viii) Listening to Audio-recordings

(ix) Research Techniques

The above can be briefly explained as follows:

(i) **Classroom Visitation:** Classroom visitation is the visit by the supervisor or inspector to the classroom to watch teachers and students. The purpose of such visit is to aid the teachers to be more effective. It is also an avenue to study the nature and quality of students' learning and the means by which the teacher guides and directs students' learning process. It is a way in which the inspector assesses the curriculum in action and provides opportunity to understand the status of curriculum and experiences which the students are having. During classroom visitation, the inspector/supervisor should take cognizance of the position of the teacher before his students and his planning and lesson preparation for the teacher's personality. It is also a process by which the supervisor visits the teacher through systematic observation and analysis of his way of handling the teaching-learning process.

(ii) **Workshop Technique:**This technique offers a group of people working together to be able to identify problems and proffers solutions to them during discussions and conference under the supervision of professionals. Nwaogwu (2001) noted that conference with teachers can be divided into two types:

1. all school teachers' conference with the supervisors.
2. individual teacher conference with the supervisor.

The all schoolteachers' conference is more or less a staff meeting in the school during which exchange of ideas take place. The individual teacher conference with the supervisor also provides a forum for exchange of ideas; suggestions and professional

discussion. The focus of such a cooperative study may be on such problems as classroom discipline, mental health, teaching-learning situation, use of community resources in the learning programme, among others. The two workshop techniques therefore provide a way for teachers and supervisors to participate and brainstorm on the method of improving teaching and learning conditions.

(iii) **Micro-Teaching Technique:** This technique provide an opportunity for supervisor and teachers to identify, define, try out, analyze and retry certain teaching skills using audio-visual teaching. It is one of the latest technological approaches to school supervision and inspection. It gives the teacher an opportunity to see himself in action and to be able to evaluate his own performance of the exercise with the supervisor or inspector, through the use of audio and visual teaching aids.

(iv) **Aided Practice:** In the guided or aided practice technique, the supervisor engages individuals or group of people in manipulative activities, because the technique is best employed in skill acquisition with emphasis on doing rather than talking.

(v) **Coaching:** Coaching is a supervisory technique in which the supervisor specially teaches or instructs the supervisee in the skills required for performing his work. Although on-the-job coaching is one of the most effective supervisory methods, in managing personnel (Stoner and Wankel, 2008), it is sparingly used in educational supervision mainly because of professional pride on the part of the supervised.

(vi) **Demonstration:** This involves exhibition in which the supervisor provides practical application to assist the viewers to learn and understand a pre-arranged

series of events concepts, principles, skills or process. In order to be effective, demonstrations need to be well planned, realistic and focused.

(vii) **Teachers' Inter-Visitation:**Teachers' inter-visitation involves one teacher visiting and observing a colleague in the process of teaching in another class in the same school. Inter-visitation could also involve a number of selected teachers from one school visiting a similar number of selected teachers in another school for the purpose of observing their teaching methods. The two sets of teachers must be teaching the same subjects at same level of education, preferably the same classes. This technique always allows for cross-fertilization of teaching ideas and skills, such that less competent or less experienced teacher could learn from more experienced colleagues, especially in the area of methodology, classroom management and effective instructional resources planning and utilization. It can also lead to fostering of professional cooperation among the participating teachers and schools.

(viii) **Listening to the Audio-Recording:** This technique presents ideas to one or more persons in assisting them to develop understanding of skills. Adegboye (2004) revealed that audio-recordings are capable of stimulating group discussions and consequently modifying teacher behaviour towards better teacher effectiveness.

(ix) **Research Technique:** The use of inquiry or research may be used in dealing with observation of facts in teaching and learning condition. This method is more suitable for a supervisor who stays for relatively a long or fairly permanent period with teachers. It requires careful analysis and delineation of problem and objective approach in gathering facts in order to find solution. Through research,

the supervisor can solve educational problems which may add to his own professional knowledge and growth as well as of those teachers he works with (Ezeodu, 2009). The Principal, as a supervisor, should help teachers to recognize such problems and differentiate the ones that can be solved through reading and discussion and those that can be solved only through research methods.

2.4.5 Differences between supervision and school inspection

Olagboye (2004) revealed that both supervision and inspection have the ultimate aim of quality control in education and of improving teaching and learning situation of both teachers and students in our schools. However, they only cliff on one way or the other particularly in their modes of operation.

School supervision involves an in-house helping relationship in which the supervisor constantly and continuously guides and assists the teacher to meet set targets, while school inspection involves a cooperative relationship whereby the school inspector comes into the school from outside to check and ensure that set targets are being met by both teachers and in-house supervisors. Inspection entails a detail examination of performance of both the teachers and the school supervisors in the school setting and the quality of education in relation to its aims and objectives. Udoh and Akpa (2004) explained that early inspections were geared towards inspecting school facilities, classroom, teaching, how the teachers taught and how capable they were in following the prescribed methods of teaching. Inspectors were also concerned with the attendance of students and their performance in stipulated examinations. Thus, the early concept of inspection could be

said to be that of accountability, judgmental on the performance of the teachers rather than suggesting or encouraging methods of improving teaching and learning.

The school inspectors pay periodic visits to schools to carry out inspection during the course of which they supervise the work of the teacher as well as the work of the school supervisors. School supervision can therefore be seen as inherent in school inspection. On the compromise, it could be noted that over the years, the concept of inspection has in effect been replaced by that of supervision. Even if the term "inspection" still exists, in practice the activity is more in the category of supervision (Musaazi, 1982).Musaazi (1982) reiterated that Modern trends on inspection are towards more democratic principles where the inspector is considered a friend and a helper for improving teaching and learning. He is also to be seen supporting, assisting and sharing rather than directing the teachers, thus the modern mode is like supervision.

2.4.6 Types of Supervision and Inspection

(i) **Routine visits.**According to Ojelabi (2008) this is a short visit made to school in which no formal reports are written but brief comments are made. The aim depends on such inspection on why such supervision/inspection is made. It may be checked on punctuality of teachers or how the school setting is done. One of the aims of such supervisory visits is to look into what is happening, the work being done, the human relationships or the appropriate use of the building and school equipment.

(ii). Investigation visits to school administration. This is to investigate an aspect of administration organization in the school, for example,special problems of discipline, investigation of an allegation of fraud.

(iii) **Follow-up-visits**.This is a follow-up of previous visits. The supervisor investigates whether the suggestions, corrections and recommendations he or she made during the previous visit have been carried out by affected schools. He or she also ascertains whether or not those corrections and suggestions are helping in achieving the school objectives.

(iv) **Sampling and Survey Visits**.This is for particular aspect of education over a number of schools, for example, teaching of mathematics, head teachers duties.

(v) **Visits for approval for opening of schools.**Such visits are paid to new schools to find out whether they satisfy the condition necessary to obtain approval for opening.

(vi) **Full Inspection**.Onasanya (2014) revealed that an inspection which consist of a team of inspectors or supervisors visiting a school for several days. Usually a week or longer enquiring into every aspect of school programmes and examining its buildings and surroundings is referred to as full inspection or supervision, such visits are usually followed by a comprehensive report, copies of which are made available to schools. The frequency of the inspection of a school depends on a number of factors. Such as the numbers of schools in the area, the availability of inspectorate staff, the needs of the school.

(vii) **Special Visits**.This is an inspection of one or a limited number of aspects of attending area in a school, for example, teaching of English Language.

(viii) **Subject Inspection/Supervision.**This type of inspection/supervision is conducted under two circumstances. The first is if a school failed in certain subjects during the inspection for recognition and the school applies to ministry of education for

re-inspection of the failed subjects during the earlier inspection. The second isif a school wishes to register its final year students for external examinations in certain subjects which were not inspected during the inspection for recognition. Application for such inspection is usually granted and the inspection takes place before registration for such examination. If the school that applies passes the inspection, it is allowed to register students for the subjects.

2.4.7 Basic Principles for Effective Supervision

According to Onasanya (2014) the following basic principles should be noted:

(i) **Healthy atmosphere**.The environment should be made free of tension and emotional stress. The atmosphere should be given incentives for work to be carried out effectively and efficiently without any rancour.

(ii) **Staff orientation**.The quality and quantity of the work must be specified in clear terms. Staff should be made to understand clearly what they are expected to do. The new staff must be given the necessary orientation. They should have a schedule for them to know where to get information and materials that would help them perform the work satisfactorily.

(iii) **Guidance and staff training**.Staff should be offered necessary guidance. They should be guided on how to carry out the assignment. Standard should be set by the supervisor while information should be given ruling out the possibility of rumours. Information should be for everybody and specific to individuals assignment to a particular task. Techniques of how to do it must be given at all times. The school must always arrange and participate in staff training.

(iv) **Immediate recognition of good work**.Good work should be recognized. This implies that the acknowledgment of any good work done must be immediate and made public to others which will then serve as examples to others. This can be done through merit, recommendation for promotion and performances.

(v) **Constructive criticism**.Poor work done should be constructively criticized. Advice and admonition should be given to the affected staff. It needs to be stated here that such criticism should be made private and with mind free of bias.

(vi) **Opportunity for improvement.**Staff should be given opportunity to improve their worth and aspire for higher achievements. They should therefore be allowed to use their initiatives in performing their jobs. It will give them the motivation to work harder.

(vii) **Motivation and encouragement**.Staff should be motivated and encouraged to work to increase their productivity. They should be encouraged to improve their ability to achieve organizational goal.

2.4.8 Problems of School Supervision

Onasaya (2014) revealed that there are various factors militating against successful inspection and supervision in Nigeria secondary schools. These are:

(1) Government's contribution to the problems of supervision in terms of:

(a) Poor remuneration of teachers,

(b) Insufficient staffing/shortage of inspectors,

(c) Lack of materials and resources,

(d) Lack of facilities for the inspectors of education to work with e.g. vehicles,

(e) Bad roads,

(f) Lack of evaluation system,

(g) Poor funding,

(h) Political instability,

(i) Constant change in educational policies and

(j) Politicization of appointment of supervisors.

(2) Teachers'contribution to the problems of supervision in the areas of:

(i). Unprofessional attitudes to work,

(ii). Lack of interest,

(ii) Lack of basic knowledge or formal training and

(iii) Numerous unqualified teachers.

(3) Community and society's poor perception of the general public in terms of:

(i) Poor perception of the general public on teaching as profession.

(ii) Poor status given to the teachers and

(iii) Lack of proper interest.

2.4.9 Models of Supervision

According to Akpa and Abama (2014) there are several approaches to supervision. There is no one best model or best way to help teachers. Consideration of specific teacher needs and of specific supervisory goals should serve as a guide to selecting a model of supervision. It is therefore advantageous in the opinion of Landers

and Myers (2011) to develop a broad repertoire of supervisory strategies and skills, just as classroom teachers seek to individual instruction, the application of supervisory models should be that which best suits a particular teacher's teaching problem. The five most commonly used are briefly discussed here:-

(1) The skill training model

This is a diagnostic and prescriptive approach to supervision. In the application of this model, the supervisor begins by determining along with his teachers those elements of teaching behaviour that lead to effective teaching. Teacher's skills could as well be developed by attending conferences, seminars, workshops as well as in-service/on-the-job training. These are ways to perfect the teacher in the discharge of his duties.

(2) Counseling model

In this model, the supervisor deals with the teacher outside the classroom. The supervisor draws note from the teacher's classroom behaviour, but concerned about the teacher's self-awareness. The model is based on the assumptions that:

(a) teaching is an expression of the self;

(b) psychological changes bring about changes in teaching behaviour;

(c) if one can build a sense of personal security and confidence, it will have positive results in the classroom and

(d) the solution to teaching problem lies with the teacher and supervision can help to improve a teacher's self concept.

(3) Clinical supervision

This model tries systematically to take account of teacher behaviour and feelings in supportive, analytic and non-evaluative context. Cogan (1978) presents a cycle of clinical supervision as shown below.

Phase I:

Establishing the teacher-supervisor relationship: The first phase of clinical supervision is the period in which the supervisor

(a) establishes the clinical relationship between himself and the teacher,

(b) help the teacher to achieve some general understanding about clinical supervision and a perspective on its sequence and

(c) begins to induct the teacher into his new role and functions in supervision.

The first phase operations are generally well advanced before the supervisor enters the teacher's classroom to observe his teaching.

Phase II:

Planning with the teachers:The teacher and supervisor together plan a lesson. This is a general instructional process oriented by objectives of fairly limited scope and designed to be accomplished in a span of time varying from part of a class period to a school day or two. The plans commonly include specification of outcomes, anticipated problems of instruction materials and strategies of teaching process of learning, and provisions for feedback and evaluation.

Phase III

Planning the strategy of observation: The supervisor plans the objectives of the processes of the physical and technical arrangements for the observations and collection of data. His functions in the observation are clearly specified. The teacher joins in planning the observation and takes a role in the planning as he becomes more familiar with the process of clinical supervision.

Phase IV:

Observing instruction: The supervisor observes the instruction in person and utilizes other techniques for recording classroom events. It is important to collect both performance data.

Phase V:

Analyzing the teaching-learning process: Following the observations, the teacher and the supervisor analyze the event of the class.They perform this task individually. Later, they may do so together. Decisions about these procedures are made with careful regard for the teacher's development of competencies in clinical supervision and his needs at the moment.

Phase VI:

Planning the strategy of the conference: In theearly stages of working with a teacher, the supervisor alone generally develops the plan, the alternatives and strategies of working with the teacher. Later on this can be a joint exercise involving supervisor and teacher as part of the conference itself.

Phase VII

The conference: The supervisor provides feedback to the teacher on his performance and effect of the selected behavioural patterns (the focus on the performance), on the teacher's actions and behaviour not on the person of the teacher. It is important here to use behaviour description and avoid the tendency to interpret behaviour for the teacher. We all read in to behaviour or own a perception of what we think is the purpose behind the behaviour. This we must not do if we wish to be effective as supervisors. By providing accurate objectives data based on previous decision and agreements between teachers and supervisor, the teacher is in a position to make appropriate judgments regarding needed changes in his own performances.

Phase VIII:

Renewed Plan: At an appropriate state in the conference, the teacher and supervisor may wish to decide on the kinds of changes to be sought in the teachers' classroom behaviour. At this point, the cyclical nature of the supervisory process asserts itself and the teacher and supervisor stop the analysis and discussion of the previous lesson to begin planning the next lesson and the change the teacher will attempt to make in his instruction. The resumption of planning also marks the resumption of the sequences of the cycle.

4. Group model:

This is an increasingly import strategy that requires skills in group processes. This model is useful for two goals.

(a) To promote a learning experience.

(b) To accomplish a particular task.

In the group setting, the participants will explore their own assumptions, become aware of the variety of approaches to issues, explore alternative points of view and learn to respect others while affirming their individuality. The supervisor invites teacher to learn through communication with others.

5. Intra-mural model:

A recent innovation in the supervisory practice is the intra-mural model. Under this dispensation a teacher supervises his colleagues in a cooperative and supportive manner. This should be particularly helpful in Nigeria where the numbers of qualified teachers and supervisors are grossly inadequate. The few qualified teachers could therefore champion the course of improving the effectiveness of their colleagues.

2.4.10 The Role of the Principals in Supervision

According to Peretomode (2004),the history and purpose of supervision showed among others that the exercise has methodologically shifted from the traditional inspection and its inadequacies to the modern complex supervision that is collegial, systematic, discursive, democratic and informed by research and analysis to prescribing procedures that seek improvement. The complexity of this exercise certainly suggests active participation of a number of school personnel in which the principal must take leading role. The roles of other heads of departments as members of school's supervisory team are also discussed below. The principalship has emerged as one of the most important leadership positions. In fact, the dictionary definition presents him as "the highest in order of importance, who takes leading role in a pantomime, the chief personnel authority, the most important leader. Thus, the principal is both an

administrator and supervisor. However, studies have shown that most principals demonstrate lopsided concern for the former to the virtual neglect of the later. Campbell (1977) opined that "the instructional leadership role should receive more stress than his management functions". This is particularly important in Nigeria where the performance of the designated supervisors is sub-optimal. Despite the increasing school enrolment, representing about 20% of the country's population, there is no corresponding growth in planning, administration and control of education in Nigeria. There is also a decline in the resources necessary for teaching and learning. Consequently, this has resulted in poor teaching, ineffective learning and the corresponding low standard of performance by learners as well as the poor holding power of the system as a whole.

The prevailing situation requires an intensification of supervisory activities to be championed by the principals. This becomes most crucial in view of the fact that the dearth of qualified instructional supervisors has created an unreasonably wide span of control as evident in the number of schools under a supervisor's jurisdiction. Instead of the average of twenty five teachers to a supervisor prescribed by Okobiata (2009), supervisors oversee schools. It is indeed a worrisome situation particularly that there are several ill-trained and unqualified people among the teaching force. This therefore calls for determined role of the school head who set the stage for instructional improvement activities. Akpaand Abama(2014) asserted that the strategic ways in which the principal's supervisory practices can be enhanced include:

1. the planning and the mechanics of textbook adoption, purchase of audio-visual aids reference books and other instructional materials that can contribute to teachingand learning improvement;

2. the orientation and induction of new teachers and provision of special assistance to the beginning and needy teachers;
3. the actual classroom visitation and holding of conference with teachers on the formulation and achievement of aims, objectives, procedures and lesson evaluation; and
4. the real demonstrations in teaching. Ukeje, Okorie and Nwagbara (2010) noted that, a principal assuming teaching duty alongside his administrative task will enhance his prestige as really being an instructional leader of the school. This is particularly important because his participation will contribute to a greater understanding of both teachers and learners. Furthermore, Nagley and Evans (1980:25) cautioned.

> *"Principals should consider seriously the suggestion that they regularly participate in actual instruction. The technical adviser who plays on the ball team is likely to be more effective leader than the one who manages from the bench."*

5. Organizing workshops, seminars and conference internally for the teachers or encouraging them to attend same elsewhere to improve on what they already know and to keep abreast with methodological and content development.
6. Encouraging teachers to appreciate and practice intra-mural supervision is considered very important to teacher improvement through cooperation and collegial or self-supervision, given dearth of qualified, experienced and seasoned supervision and the encumbrances to effective practice or the new existing few; and

7. According to Nagle & Evans (1980) developing and adhering to the school's functional time table for teacher-student interpretation in curriculum and co-curricular activities.

The foregoing simple affirms the unanimity of literature on the fact that the principal has an over-whelming impact on learning outcomes in the school. He has to provide the leadership in this respect to improve the diminishing schools image and responding to the needs of the society. It has earlier been pointed out that the principal performs several functions to sustain the internal efficiency of school and improving the educational system as a whole. Therefore, the task of school administration particularly supervision is shared with the vice-principal and head of departments, without necessarily having any form of allowance for the much they do in providing academic leadership.

2.4.11 Effective Supervision of Schools

This is based on identifying certain areas that if well supervised, would help improve quality of secondary education in Nigeria. Afolabi and Loto (2008) took into cognizance the following areas:-

(1) **The nature of lesson plan**

The lesson plan shows the level of preparedness and efforts the teacher made in gathering information for the lesson. If the lesson plan is poorly prepared it indicates teacher's lack of commitment through his teaching. The school head must examine the following items in the lesson plan:

a. the clarity and appropriateness of the learner behavioural objectives;
b. the relevance and adequacy of the lesson notes;
c. selection of the appropriate teaching areas; and
d. appropriate evaluation techniques to determine the extents of achieving the objectives or goals effectively.

(2) **Lesson Presentation**

Teaching is said to be effective if the objectives are achieved. The principal, during internal supervision, should pay attention to the following areas:

a. introduction of the lesson and the ability of the teacher to carry the students along during the lesson;
b. the teacher's voice, how audible he/she is, clarity of expression and appropriate use of language and effective use of instructional materials;
c. teacher's knowledge about the subject matter and
d. good use of classroom management techniques to enable the participation of students.

(3) **Reference materials**

The use of appropriate reference material such as textbooks, scheme of work and syllabus cannot be overlooked. The principal must look into the following:

a. the duration of the topic,
b. logical use of reference materials,
c. sequence of presentation and
d. make use of current materials.

(4) **The relationship between teachers and students**

Cordial relationship between teachers and students can enhance effective learning and achievement of educational goals/objectives. The principal must seek for positive concern and acceptable disposition between teachers and students to enable them relate well in every aspect.

(5) **Classroom management**

Good classroom management facilitates teaching and learning process. The principal or other appointed school personnel must be conversant with the following:

a. ability to discipline and control students,
b. reward or reinforce good performance or conduct,
c. identify cases and causes of students' misbehavior,
d. create a conducive classroom atmosphere,
e. classroom arrangement and
f. the physical condition of the classroom.

(6) **Personality of the teacher**

Personality of the teacher includes the traits he or she possesses: emotional status, intelligence, physique, leadership skills and communication skills. On the other hand, Ogunsanya (2013) said that the term supervision is derived from the word "super video" meaning to oversee, which is an interaction between persons for the improvement of activities, he defined supervision as the process of stimulating growth and means of assisting teachers to achieve a perfect teaching skills. Supervision involves the use of expert knowledge and experiences to improve, to oversee, evaluate and coordinate the

process of improving teaching and learning activities in schools. Supervision of education however, could be regarded as a concept with emphasis on the improvement of instruction. The supervisor may be regarded as an adviser whose experience is such that it is believed could offer positive assistance to an average teacher.

2.5 Impact of Supervision on Enrolment and Retention in schools

Supervision is the art of overseeing the activities of teachers and other educational workers in the school system to ensure that they conform to generally accepted principles and practice of education. This is based on the stipulated policies and guidelines of education authority which controls the system of education and providing professional guidance to school personnel to improve the condition which affect the learning and growth of students and teachers. Therefore supervision has great impact on enrolment and retention rate of students.

According to Adesina (1981) secondary education has recorded, since 1960, a modest growth. In 1960, there were 883 of these institutions in Nigeria with 135,364 students. By 1964 these numbers had increased to 1,327,567 and 205,002 respectively. The slump between 1964 and 1971 shows a decrease in the number of schools. This was partly due to the outright closure of substandard institutions and partly due to the effect of the civil war during which certain secondary level institutions were used for military purposes. This did not have adverse effects on secondary enrolments and the closure meant consolidating and increased enrolments for unaffected institutions. The situation improved in 1973 when both institutions and enrolments once again increased in numbers. In percentage terms, the number of schools increased by about seventy percent

between 1960 and 1973 while the corresponding figure for enrolment was ninety percent by 1980. There were about 2,300 secondary schools in Nigeria with estimated students' population of 1,555,100, in 1990. The population figure rose to 19.9 million and to 20 million as seen on Table 2.2.1. Furthermore, technical education at the post primary and secondary levels were not only mere expensive but also carried along with that some inferior connotations. Besides, these institutions were mainly government owned; extremely few in number and with rigidly controlled environments. Thus in 1960 there were only 29 of such schools with 5,037 students. By 1973, the figures were 84 and 22,588 respectively.

On the aspect of enrolment and retention in school systems according to Robin (2005), the first needs of students are the physiological needs which are known as biological needs. They include students' needs for food, shelter, good health and exercise. Therefore to satisfy these needs, school management should give allowances e.g. pocket money regularly and promptly where applicable, provision of good accommodation, health services and recreation facilities to students to enhance performance.

The safety needs are regarded as need for security, protection, safety, comfort and peace. The school authority should design a good learning atmosphere that is accident-free to enable students do their best. The school authority should provide stability of students and in addition dialogue should be encouraged while threats of suspension should be avoided. The school authority should involve students in decision making as well as delegation of authority in the committee system. These are some of the various ways of fulfilling belongingness needs by the school authority.

The self esteem needs is characterized by self recognition, prestige, confidence and leadership potentials. The school authority should encourage this by offering students the opportunity to study hard, attend classes regularly. Self fulfillment or self actualization is the potential to challenge situation, intellectual curiosity and ambition for power and authority. Therefore, to satisfy these needs, the school authority should always consult these senior students before decisions are taken and given.

In view of the indispensable role of supervision in the achievement of management in education, good supervision is imperative in order to motivate the direction of educational goals. Supervision is required in our secondary schools in order to attract and retain intelligent students in the school for excellent performance at external examinations. Similarly, supervisions are required in order to provide student incentive such as recreational facilities, free medical service, regular and prompt payment of pocket money and accommodation. All these services and incentives need proper supervision by the state and federal governments as good management strategies will retain students in the schools.

2.6 Impact of Supervision on Staff and Students' Welfare services in schools

These are services provided by school management to help students support, develop and focus on their academic work and personal needs. These services assist students to improve and enhance their academic and social life. They services are provided confidentially through effective advice that would help them, resolve some conflict through practical exercise. This will help assists in improving their capability aptitude and values. The services are the basic facilities or amenity which will give students the necessary love, care, guidance and counsel and also assist students resolve

their problems. They include guidance and counseling, clubs and societies, games, healthcare services, library services, students' assessment, orientation and academic advice.

According to Jaiyeoba (2004) supervision impacts positively in promoting smooth, effective, efficient learning and harmonious relationship that school management is expected to provide. Students' academic and welfare service are expensive, therefore governmental and non-governmental organizations and schools should make adequate provision for funds for these services. Staff should be motivated and encouraged to work in order to increase their productivity. They should be encouraged to improve their ability to achieve organizational goals. If teachers perform excellently well in the classroom, no doubt educational objective would be achieved. It is only through internal and external supervision that this can be achieved, for majority of human beings tend to work harder and better under supervision than otherwise. Material benefits, advice and incentives must be supplied to add more impetus to the performance of classteacher by supervisors.

2.7 Impact of Supervision on Decision Making process in schools

According to Adesina (1981) planning is a process of preparing a set of decision for action in the future, directed towards the achievement of goals. Planning according to Dare (2009) is a process of determining in advance, what is to be done, including classification of goals, establishment of policies, mapping out programmes, campaigns and fixing day-to-day schedules. From the above definitions, it revealed that the major interests of planning or educational planning are preparing of alternative decisions that could help policy makers and implementers to make rationale choice and effect steps at enhancing educational and national development.

Policies according to Peretomode (2004) are regarded as general planning statements, which guide or channel thinking and action in decision making. Policy ensures that decision made will be consistent and contributed to objectives. Policies predict issues and tie them with plans. Policy is a guiding principles or course of action considered being expedient and advantageous. Policy is a statement of the objectives that guides the action of a substantial portion of the organization. It specifies and sets a limit to a course of action. A policy is the foundation on which planning and implementation of decisions are laid.

2.8 Impact of Supervision on Staffing in Schools

Eden (1982) defined staffing as recruitment, selection, development, training and compensation. Adesina (1981) also revealed that generally, recruitment relates to those activities in personnel administration commonly associated with the attraction of quality and quantity of staff needed for the system. Recruitment process is the starting point for the appointment of staff. At this stage, the school system must have clarified its intention as to the quality and quantity of the staff it wants. It must have an idea of the salary range it proposes to offer and other conditions of services. Generally, recruitment is done from three principal sources.

(1) Through application source-online and off lines,

(2) Through the mass media, and

(3) Through external and internal contact.

The activities involved in the selection process include a clear definition of the behaviour characteristics to be appraised; the compilation of necessary information on applicants, analysis of data and appropriate information on applicants. Others are short

listing, nomination of the person to be appointed, approval of appointment and structuring the letter of appointment, behaviour characteristics such as academic preparation, experience and related qualification needed for the position. For example, for teaching staff, the mental ability, physical characteristics, professional qualification, personal attributes, cultural background and interest in the school activities and students. However, supervision can play a greater role in the selection process and also on compensation of staff. Generally, the economic worth of the individual is dependent on a number of other factors. For example, the nature of the demand and supply of the skills in the job market and in the school system, the compensation structure consists of salaries, wages, collateral, benefits, non-salary or non-wages benefits and non-economic benefits. The objectives of the compensation policy can be general or specific. For example, the desire to attract, retain and motivate personnel can be considered a general objective in any compensation policy.

According to Adesina (1981), between 1962 and 1976, five top commissions tackled the problems of working conditions for the teaching service in Nigeria. These were Morgan 1963,Adesina 1964,Asabia 1965,Adebo 1970 and Udoji 1975 Commissions. From each of these commissions, the Nigerian teachers emerged better than before.

Between 1955 and 1964 teachers' salaries were revised upward. The principal was directly responsible for the welfare of all members of his staff. He assigned specific duties to each, supervises them while discharging their duties, improves and evaluates all staff members. The supervisor gives inspiration and assistance by advising, motivating, instructing and guiding all members of staff, particularly the new inexperience young workers with regard to the old and experienced ones. It is his responsibility to give and

develop opportunities to enable teachers to participate in the policy making process, in the planning of programmes and implementing agreed decisions within the school. When such a condition prevails, the supervisor is able to develop a healthy relationship between himself and members of staff who could learn to live and work together for the achievement of the aims and objectives of the school in serving the larger society.

2.9 Impact of Supervision on Staff Development Programmes in Schools

According to Ukeje (1999),"no nation can rise above the quality of its education, just as no education system can rise above the quality of its teachers as the standard of teachers invariably affects the performance of students". Udeozor (2005) revealed that staff development is a sure way of helping the staff to satisfy their needs for recognition, personal and professional growth. According to Musaazi (1989),"staff development is a provision made by education authority to improve the quality and performance of teacher's initial employment to retirement". It is a means to an end, the end being the improvement of the quality of students learning experiences and supervision is the solution.

According to Ogunsaju (2014),"staff development has the tendency of impacting positively on the learners through the activities of other people whose primary responsibility relates to teaching and learning." Staff development programme should assist teachers to develop skills in modern visual aids, techniques of teaching, knowledge of subject matter, team work and develop understanding in teachers to function effectively in the society. Ojelabi (2008) asserts that some of the means of encouraging staff growth and development may take the form of seminars, workshops, demonstration,

teaching programmes, professional writing. Visit to other schools to observe teaching methods and aids, staff meetings, post graduate work, participating in the evaluation of school progress and programmes are other means. Staff development programme must be relevant and based on staff experience, training, and nature of students, population and curriculum.

In the light of this, supervision becomes imperative. Supervisors are needed to organize orientation and induction for newly employed teachers. There are many things a newly employed teacher needs to know, the community around the school, the school itself, the students, fellow teachers, teaching materials, teaching methods and work procedure generally. Udeozor (2005) believes that orientation helps newly employed teachers to settle down fast and may help to avoid mistakes and embarrassing situations. Supervision is also required to help old and experience teachers to develop further teaching skills, to correct deficiencies to make staff members to keep abreast with current trends in their skills to meet their requirements of new reforms. United Nations International children Education Fund (UNICEF) (1993) reports on education system analysis shows that a significant proportion of secondary school teachers have never been exposed to any form of workshop or training since appointed. Among the few who have attended workshops, only about 19.4% were organized by state, 16.9% by federal, followed by in-house school based workshop 18.4%. An appreciable proportion of 43.8% had benefited from workshop organized by development partners, UNICEF, (United Nations Education Scientific and Cultural Organization (UNESCO) and World Bank. Hence this calls for proper supervision by schools and government.

2.10 Impact of Supervision on Communication in schools

According to Ogunsaju (2014),communication is very important in any organization. Communication is an attempt by individuals involve to share their feelings, purpose and knowledge and to understand the feelings, purpose and knowledge of others. It is the means of learning and growth and therefore it is a fundamental element of supervision, leadership role and administrative functions. This is because most of our actions and reactions in the school are communicative acts, in whole or in parts. Without communication, the goals of school cannot be achieved because thoughts and expectations cannot be shared and as such it will be difficult for an individual or an administration to influence a group or for a group to control its members. Communication has been defined by Ogunsaju (2014) as a mutual exchange of thought, facts, opinion or emotions. He revealed that it performs three important functions. These are satisfying an individual's need for others, social and psychological growth and the development of human relatedness. Aquinas (2005) also defined communication as exchange of facts, ideas, opinions or emotion by two or more persons. Abagun and Maina (2008) were of the opinion that "communication is the exchange of information, news and ideas with somebody or group of people". Peretomode (1991) pointed out that communication is "the transfer of information, feelings or message from a source (sender) to a receiver. He further revealed that communication does not take place unless the receiver correctly interprets the information being transmitted. Thus, communication in school system is successful to the extent to which the "sender" of a message and receiver have a very similar comprehension of the content of the message. (Peretomode, 2001 pp.27) put the importance of communication in an organization as:-

> *Communication is the ingredient which makes organization possible. It is the vehicle through which the basic management/administrative functions are carried out. Managers and administrators direct through communication, they coordinated through communication, the staff plan and control through communication. Hardly an action is taken in any organization without communication leading to it.*

Musaazi (1982) revealed that communication permeates every process of school life; this is because students, teachers and administrators earn their living in the school by communicating. The goal of the school became known, useful and implementable when they are communicated. Communication is therefore a major task an administrator must establish in the school. This is because good communication is an epitome of good supervision and instruction. Thus the success of every organization depends to a large extend on their ability to communicate to all the people for whom they are responsible. The following should be taken into consideration on the impact of supervision on communication.

(i) **Communication process in the school system**

Communication process is a two-way channel because it involves a sender and receiver. Peretomode (2001) basically communication involves a sender, a message and a receiver. However the basic elements in the process are more than just the three elements mentioned. These are the sender, encoding the message, the medium, the receiver, feedback and noise. The process can briefly be described as follows: There is an individual or group (sender) who has an idea to transmit to another individual or group. In order to do so the sender transform the idea or message into a meaningful form (encoding) and sends it by written or verbal means (medium). The message is received by the receiver and the receiver and decoder (translates) it into a form

meaningful to him or the group. The receiver acknowledges receipt of the message and reacts (or does nothing about it) or responds (feedback). The intended message can be distorted (noise) at any stage in the process.

(ii) **Types of Communication in the school system.**

The types of communication available for use in the school system are:-

a. Oral communication
b. Written communication
c. The use of symbol
d. The use of electronic devices.

i. **Oral communication**

Dare (2009) asserts that the commonest method of communication is by words of mouth. It shows spontaneous adjustment to receiver's responses and it is sometimes accompanied by unconscious non-verbal message which can be regarded as body language. Every human being communicates verbally to another person, except those who are verbally handicapped such as deaf and dumb. Oral communication is speedy and allows interchange of words. It also gives the speaker opportunities to be in direct contact with the listener and make himself understood.

ii. Written communication

This is a process of transferring one's intention on paper as messages. It is a means of transmitting contents of the words written. In schools, this can take many forms including letters, memoranda, telegrams, reports, circulars, news, letters, proceedings, manuals, notes and other publications. Aquinas (2005) revealed that it is necessary for

the writer to be considerate in his choice of words in order to avoid unnecessary distortion or pity. Aquinas stated the merits of written communication as in the following:-

a. It provides permanent record for future use in case of disputes;
b. It serves as evidence;
c. It reduces chance of distortion of information; and
d. It is reliable when transmitting lengthy information.

According to Aquinas, it has some demerits such as:-

a. It is not certain whether the receiver has understood the messages or not.
b. It is generally expensive and time consuming.
c. It leads to excessive formality and rigidity in personal relations.

iii. Use of Symbols

According to Dare (2009) the use of symbols and actions can also be used as means of communication. It agrees with the old adage which says that "action speaks louder than word". Symbols can be used to send message through facial expression, body movement, use of hand, diagrams, symbols, signs, posters and other means of non-verbal communication. It is also suggested that public administration should realize that their facial expression or actions can have either positive or negative effects on the people with whom they communicate.

iv. Use of electronic devices in communication

Technological advancement has led to the invention of several electronic devices for communication among people. These include: radio, television, handsets phones, internet and computers sets. In the school setting, these forms of electronic devices should be made available for effective communication with the staff and between schools and community.

v. Direction of communication flow in schools system

According to Peretomode (2004) and Aquinas (2005) there are vertical, downward, upward, horizontal and diagonal. Below are brief descriptions of each of these communication systems

a. Vertical communication includes both downward and upward flow of information through the chain of command. It is a two way communication process.

vi. Downward communication

According to Peretomode (2004) this is the type of information that flows from the superior office or higher levels of the hierarchy to the subordinates at the lower levels in an organization. Common forms of downward communications are job instructions, policy statements, manual, procedure and school or educational publications. He suggested five basic purposes served by downward communication.

i. To provide specific task directive or job instructions;

ii. To provide information about the rational of job;

iii. To provide information about organizational policies, procedure and practice;

iv. To provide subordinates with performance feedback; and

v. To provide information of an ideological nature to assist in the inculcation of goals.

vi. Upward Communication

This communication flows from the subordinates at the lower level of the organization to the superiors at the top level of the organizational hierarchy. It is a source of feedback to the principal at the top in form of grievances, suggestions, request, progress reports, explanations and response communication.

vii. Horizontal Communication

According to Aquinas (2005) it is known as lateral or cross-wisecommunications. This is the type of information that flows laterally within workers in an organization. It takes place between employees on the same level; between peers within the same work group. Horizontal communication facilitates organizational coordination, problem solving and cooperation among peers.

viii. Diagonal Communication

Aquinas (2005) revealed that this refers to all transmission of information that crops the organizational chain of command. It is the type of information that cuts across line and staff. It is believed that it is the least used channel of communication in school system.

Barriers to communication in school system.

According to Aquinas (2005) the following constitute barriers to communication in the school system.

a. Badly expressed messages:When people talk too fast or organize that idea poorly, they may omit certain essential details and the communication will be ineffective.
b. Faulty organization:In a large scale organization, when chain of command is too long or span of control is too big, communication will be poor.
c. Effectiveness of communication: largely depends on the nature of the organizational structure prevailing.

Steps to overcome communication Barriers in schools

According to Peretomode (2004) school administrators and those occupying positions of responsibilities who from time to time initiate communication towards attainment of the school goals can prevent communication barriers if proper care is taken. The following points are taken into consideration, as he suggested.

(i) Use clear and concise words. Robbins and Coulter (2007) asserted that because language can be a barrier, senders should choose words and structure their messages in ways that will make those messages clear and understandable to the receivers.

(ii) Select proper channels to convey messages. School administrators should use appropriate channel for messages and situations.

(iii) Encourage feedbacks.

(iv) Use multiple channels of communication which are expected to work effectively with those you want to communicate.

(v) Use face to face communication where it is possible.

2.11 **Impact of Supervision on Funding of schools**

The National policy on education (2004) expresses education as an expensive social service which requires adequate financial provision from all tiers of government for successful implementation of the educational programme. Education is not free; therefore it has become abundantly clear that the government source alone cannot meet the country's educational needs. In Nigeria, both government and individuals have been financing education.

According to Dare (2009) the federal government of Nigeria is committed to the course of providing education to all the citizens of the country because of its socio-economic, political and technological benefit. In order to realize the above benefits in full, the federal government of Nigeria is committed financially, morally and administratively to the possibility of making education accessible to all and sundry. Dare revealed that in recent time, global economic meltdown and the fall in the value of Nigerian currency has affected the cost of education at all levels. In addition to this, the federal government felt that the participation of non-governmental organization, industries, philanthropies and well-meaning Nigerians will also go a long way in complementing governments' effort. Hence supervision will improve the funding and will make the funding effective in achieving its goals. Dare (2009) revealed that education is being financed in Nigeria through the following sources:

(i) Government allocation and subventions,

(ii) Payment of tuition fees,

(iii) Donations and endowment fund,

(iv) Aids in grant,

(v) Bank loan,

(vi) Revenue yielding projects,

(vii) Community participation, and

(viii) Education Trust Fund.

i. Government Allocations and Subventions

Most educational institutions in Nigeria are owned and financed by the government. It is therefore the responsibility of the government to finance these institutions through financial allocations and subventions. This allocation is done either on annual or quarterly basis as the case may be. Government subventions and allocations can either be lump sum or per-capital basic. It is described as lump sum when the government decides to bear the cost of some items incurred by educational institutions. These are in the aspect of payment of arrears of teaching and non-teaching staff salaries, allowances and purchase of other education services. Sometimes government may decide to provide allocations that are related to the number of students in the school. This takes place, when the federal government decides to take full responsibility for funding education through the state or local government.

ii. Payment of tuition fees

In Nigeria and other parts of the world, students at the various levels may be requested to pay token fees for the teaching they received. In addition to this, they may also be asked to pay for examination materials, the use of library and laboratory facilities and department levy.

iii. Donation and endowment funds

Donation and endowment funds are another source of funding education in Nigeria. This can be made possible by the government, communities, organizations and individuals who are willing to contribute financially and in kind to the upliftment of education in their states or nation. In the past, many donations were received from foreign organizations like the United Nations Education Scientific and Cultural Organization (UNESCO), (United States Agency for International Developments) (USAIDS), the Ford Foundation, the German Academic Exchange Service, Canadian International and Development Association. Donations and endowment funds have been introduced to assist educational institutions especially secondary and tertiary institutions in the execution of development plans.

iv. Aids and grant

These are special financial assistance given either internally or externally to uplift educational programmes in a given country. Before independence in Nigeria, the colonial administrators granted aids to schools based on certain criteria such as excellent performance in external examination, strict adherence to prescribed curriculum content and other considerations.

This kind gesture is still prevalent in helping nations to improve their educational institutions. For instance in 1982, Nigerian government gave financial aids of ten million naira (N10,000,000.00) to the government of Ghana and Liberia to improve their educational programmes. It must be mentioned that when aids are given they are not payable.

v. **Bank Loans**

Educational institutions like any other organizations can obtain loan from financial institutions to execute educational programmes. The problem associated with such loan is that some educational programmes are not profit oriented. In view of this, lending agencies are often reluctant or unwilling to provide to educational institutions for fear of not being able to pay back. However, loans are usually granted by commercial banks where there is a guarantee that such loan will be paid in case of default.

(vi) Revenue yielding projects

Most institutions now establish and use the proceeds to execute educational programmes. Revenue yielding projects may include establishing of bookshops, farms, catering services, consultancy service, allocation of land for temporary market structure, transport service.

(vii) Community efforts

Members of a particular community may be sensitized to the course of education. In a situation like this, members of the community may decide to come together to tender financial assistance or assist in any other way. Members of the community through direct labour could build more classrooms, renovate existing structures and even gather money to sink borehole, purchase of school bus, text books for the library and laboratory equipment.

(viii) Education Trust Fund (ETF).

This is a modern innovation to financing educational institutions in Nigeria. It is a prance where by all working adults in a country are made to pay certain percentage of that income as VAT. In addition, the value added tax (vat) which individuals pay on any

community purchased is also another source of income to financing education programmes in Nigeria. In concision, education is capital intensive which requires the financial contribution of all other stakeholders in the education sector. This is because government alone cannot afford to bear educational expenses at all levels and supervision can impact positively in the financing of education in secondary schools.

2.12 Impact of Supervision on Maintenance of Discipline in Schools

According to Adesina (1981), in the recent past, there have been increases in public attention to the problem of discipline in the country in general and in the tendency to link the problem of student unrest in schools with the problem of discipline. Early in 1977 the issue reached a critical point when the military government in the country concluded that military personnel should be posted to schools in order to maintain discipline in these institutions. Then in July 1977, the National Policy Development Centre Think Tank organized a conference workshop on discipline in schools as part of its own study on national discipline. Although the planning of the workshop was fundamentally done by the national policy development centre, it was the federal ministry of education that invited the participants and bore the responsibility for their welfare. The participants at the national conference on discipline and motivation in schools were 249 school administrators drawn from secondary schools, teacher training colleges and federal schools of arts and science. The importance of the conference was manifested in the fact that the Head of State himself not only attended its opening session, but also expressed his personal concern over the declining state of affairs in schools with special reference to cases of indiscipline. It was his opinion that the current lowering of educational standards had its roots in the massive expansion of the educational system

which created school management problems. This in turn allowed both students and some teachers to pervert the aim of education, examinations and public morality. He said inter alia:

> *Not a day passes without some media report of examination leakages, students' unrest, cases of discipline and drug abuse and other issues reflecting the unsatisfactory state of our institutions. This has now become an all pervading national issue I would go as far as calling it a national emergency and I would wish that those of you gathered here today treat this with all the seriousness it deserves. You as heads of institutions are the people more directly connected with this problem and it is proper that you as the experts should first and foremost be given the opportunity to address your minds collectively to this serious situation. I am perfectly aware that it is a problem, the solution to which does not lie in your own hand alone.*

In his own contribution, the chairman of the conference, Professor BabsFafunwa made the following remarks:

> *We all agree that our society is passing through a very difficult time and the incidence of indiscipline permeates our entire social, economic and political life as a nation. The mostguilty segments of our community are the educated and the half-educated elements. Specifically this group is represented by parents, teachers, professors, lecturer, principals, the press, ministry of education officials, other civil servants, lawyers, doctors, employers of labour, labour unions, professional organizations, businessmen and women, police, the armed-forces and finally the students.*

So grave was the concern expressed about discipline that the theme continued to recall in public speeches, seminars, and conferences on the 6th of February, 1978, addressing Nigeria traditional rulers at Kaduna, the head of stated further emphasized that school pupils should not be the only one to be blame for present indiscipline in Nigeria society.

(i) **What is Discipline:**

According to Adesina (1981) with special reference to the school system however, we often refer to discipline when students are taught to respect the school authorities, to observe the school laws and regulations and to maintain an established standard of behaviour. Consequently, lack of discipline relates to misbehavior in any of these areas. Very often when students go out for debates, concerts and games, the principals charge them to maintain discipline or to be of good behaviour. Discipline therefore can be defined as readiness or ability to respect authority and observe conventional or established law of the society or of any other organization. It implies self-control, restraint, respect for self and respect for others.

ii. The Purpose of Discipline

In order to understand fully the purpose of discipline, it may be appropriate to connect discipline with the cognate word "disciples", a word which is familiar with the gospel narratives. In ancient times, it was common to find teachers having their disciples or learners. The Greek philosophers, the Jews Rabbis and the founder of the Christian faith all had disciples or learners which generally can be taken to be followers who believed in certain established doctrines. Thus, from this analogy, it can be argued that the purpose of discipline is to create a community of people who would freely and willingly learn the norms, principles and ways of life of that community. In the process, individuals may find themselves subduing or expressing some of their natural inclinations, not because they are afraid of punishment or because they desire specific rewards but because of their sense of commitment to followership and the ideals of the community. In the school context, the purpose of discipline would appear to produce a

breed of well cultivated boys and girls who will develop not only respect for themselves and the society at large, but also respect for school authorities and school regulations. This could be achieved through proper and effective supervision of schools.

iii. Causes of Indiscipline

Adesina (1981) revealed that the principals' conference of July, 1977, identified certain factors that contribute to the breakdown of indiscipline in schools, viz:-

a. School Management

The school management contribute to the breakdown of indiscipline in the following:

(i) Lack of facilities and equipment,

(ii) Lack of motivated qualified staff,

(iii) Lack of encouragement to teachers and

(iv) Lack of sufficient moral and religious instructions.

b. School Administration

i. Failure on the part of the principal to promote cordial working relationship with the staff,

ii. Lack of proper communication among principal, staff and students and

iii. Firmness, integrity and fairness on the part of the principal.

c. Staff

i. Insubordination of staff to the principal.

ii. Lack of sincerity and devotion to duty.

iii. Moral laxity of teachers.

iv. Incompetent staff.

v. Undue familiarity of some teachers with the students.

d. Students

i. Poor attitudes to learning.

ii. Poor home training.

iii. Unrealistic expectation.

iv. Immoral behaviour.

v. Abuse of sensitivity and flogging

e. Society/parents

i. Apathy

ii. Materialism

iii. Corruption

iv. Interference of influential parent's with school administration.

v. Failure of parents to provide the necessary school requirements.

vi. Disciplinary Methods:

Adesina (1981) asserted that the issue of increasing lack of discipline raised the question of how best disciplinary cases were to be tackled. Discipline was enforced by stern repression, particularly, based on force or the use of one type of corporal punishment or the other. At this stage, the school master did not regard himself as fully equipped for the day's work unless he had in hand a cane, sometimes tucked into his hose. Other groups of disciplinarians set a standard of behaviour for themselves and expect their students to emulate them. The other group believe that the freedom of the people is to be positive and not negative. To them, negative discipline is powerless. They

would wish to see a form of discipline which students set up themselves, when they receive full opportunity and encouragement.

vii. Discipline and the Teacher

Few people would doubt that the teacher has a significant role to play in ensuring the discipline of children. There is also the belief that students tend to listen more seriously to teachers than they do to their parents. Parents are sometimes accustomed to threatening their children by saying that they would be reported to their teachers. Apparently, therefore, there exists a traditional authority on the part of the teacher that enables him to produce greater disciplinary effects. These are endless debates regarding whether the task of discipline rests with the school or the home or not. Teachers argue that since the pupils spend most of their time at home, the primary responsibility for discipline is the home. Parents have counted this by saying that teachers are in *loco parentis* inside and outside the school system and that much of the discipline that they themselves received came partly from the school system that produced them. The ideal teacher must create a good impression of himself; he must develop interest in his children inside and outside the school premises. He must be a good model for his students.He must be willing to give service without hope of praise and recognition. As Palmer has noted in his book- The Ideal Teacher:

> *"A teacher does not live for himself, but for his pupil and for the truth which he imparts. His aim is to be a colourless medium through which that truth may shine on opening minds. How can he be this if he is continually interposing himself and saying, instead of looking at the truth, my children, look at me and see how skillfully I do work. I thought I taught you admirably to-day, I hope you thought so too?"*

Adesina (1981) reiterated that in looking at the future of discipline in school, it must be recognized that the problem can most effectively be tackled if all concerned with the educational system accept the responsibility for maintaining discipline. All those who are concerned directly or indirectly with the education of the child should share the responsibility of inculcating discipline on him. Effective and efficient supervision of schools will definitely curb the menace of indiscipline in our schools.

2.13 Impact of Supervision on Maintenance of Teaching and Learning Facilities in schools

Tahir (2006) defined learning facilities as materials that aid the teacher to clearly impart knowledge, skills and experience to his learners and also aid the learner to vividly have a clear vision and understanding of the teacher. He also views teaching facilities as materials that can help the teacher to accomplish his task of teaching. Effective teaching and learning has a close relationship with facilities available to the teacher and how they are maintained. These materials include audio-visual materials, chalk, paper, textbooks, globes and chalkboard. Teaching and learning facilities are classified into six broad groups. These are:

1. **Audio-Aid:**which includes audio-tape/cassette recorders, radio sets, record players and records.
2. **Visual Aid:**which relate to television, video set, and tapes, slide and computers.
3. **Graphics:** They are charts, posters, pictures/photographic, cartoons, graphs, maps.

4. **Printed Materials:** They include textbooks, supplementary readers, references books, fiction books, newspapers, journals, magazines.
5. **Display materials**, chalkboards, flannel board, magnetic boards and
6. **Real Things:** They are living things like man, goats, and non living things like cars, bicycles.

All of these need to be provided for and maintained if school would operate at its maximum capacity for the convenience of the teacher and students. Beynon (2007) states that teaching facilities increase learning effectiveness, concretize learners' experience and make learning real and imaginative. It helps to individualize instructions. It also helps to motivate learners in getting their attention and enhance better understanding and mastering of events and concepts. These facilities need to be purchased and supplied. Also,some of the facilities need to be serviced, overhauled or replaced with new ones. The school materials are purchased by the ministry of education for the schools. It becomes imperative to note that supervision is required to keep them in good working condition. However, problems usually arise because of the cost of maintenance which is as high as procuring new ones. The role of learning facilities is indispensable. Governmentsneed to make adequate provision of funds for these materials. Studies and reports show that these teaching and learning facilities are in short supply in secondary schools. It is noted that states and federal government have started providing computers to secondary schools. If this commitment to providing computers is sustained, the aim of incorporating computer education into our secondary school programmes will be achieved and maintained.

Ogbodo (2004) viewed educational facilities as "school plant, educational facilities are things of education". These include school building classrooms, assembly halls, laboratories and workshops, libraries, teaching aids and devices such as modern magnetic tapes, firms and transparencies. Educational facilities are the materials things that facilitate teaching and learning process in school. Again, educational facilities are those things in education which enable a skillful teacher to achieve a level of instructional effectiveness that far exceed what it is possible when they are not provided. Whatever materials help to facilitate teaching and learning rightly fall under the term school plant or educational facilities.

Educational facilities therefore are directly related to the school curriculum. Mgbodibe (1986) describes the school plant as the space interpretation of the school curriculum. The programmes of the school are expressed as it were through the school site, the buildings, play ground, the arrangement and design of the buildings etc. A well designed functional school building with a wide array of teaching aids therefore provides effective delivery of the school curriculum and is positively related to academic achievement (Ezewu,1983, Bloom 1975& McCabe 1975). Thus, Olagboye (2004) identifies some of the facilities as:

1. **Land:**which include site/land housing all the building/structures of any educational enterprise including school farm land and sports and games field,
2. **Building:** which has to do withclassroom block, library building, office blocks, laboratories, workshops, hostel/dormitory, dining hall, lecture theaters,
3. **Furniture and fittings**: Classroom furniture, office furniture, hostel/dormitory furniture,

4. **Equipment:** These include laboratory and workshop equipment, agricultural science tools and implements, office equipment, e.g. typewriters, computers, and photocopiers,
5. **Machinery:** These are workshop machine and tools,
6. **Vehicles:** Cars and buses belonging to school and
7. **Electrical infrastructure:** These are overhead electrical conductor, lines materials, generating sets, air conditions and fans.

8. Supply of infrastructures:

Educational Sector Analysis (2009), contended that the availability and adequacy of infrastructure is a contributory factor in determining the conduciveness of our secondary schools. According to Ukeje (1991) Nigeria has about 18,238 secondary schools with about 98,077 classrooms. The physical state of infrastructure in the secondary schools is very poor with floors full of holes and ceiling broken. The overall assessment shows that the fabrics are in a poor state of repairs. Windows have shattered at best but these doors are not often locked, so they lack security. Many of the schools lack the essential infrastructure like classrooms, offices, laboratories, workshops, hostels, assembly halls, furniture, equipment and machinery to enable them function as safe, efficient and effective schools. Few of the schools have parameter fences which expose them to intruders and vandalism. In some cases, the furniture are stolen and the classrooms are used as toilets. The scenario calls for proper supervision. Supervision is needed to guide the proper maintenance of the teaching and learning facilities in secondary schools.

2.14 Impact of Supervision on Teaching and Learning in schools

Educational system is a system of production by imparting knowledge and skill on students' in the educational institutions through teaching and learning process. The school is an educational institution and could therefore be viewed as a factory which requires and make use of human and material resources to facilitate teaching and learning activities (Udoh&Akpa 2004). Thus, school plant includes controlled environment which facilitates the teaching and learning process, while at the same time protecting the physical well-being of the occupants. To meet the physical needs of the children, a safe structure, adequate sanitary facilities, a balanced visual environment and appropriate thermal environment and sufficient shelter space for work and play should be provided.

i. The role of the Teacher in teaching and learning.

Shehu (2008) asserted that the teacher is one of the major human resources in the education sector; whose role is very crucial to every educational process. The federal government emphasized in the National Policy on Education (2004) that since no education system can rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development. Section 8, paragraph 71 of the policy outline the purpose of teacher education as, to:

a. produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system,
b. encourage further the spirit of enquiry and creativity in teachers,
c. help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals,

d. provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations and
e. enhance teacher's commitment to teaching profession.

Ukeje (1991) revealed that teachers are the foundation of quality in the schools. It is their quality, efficiency and effectiveness that the future of education depends. It is the teacher, who, according to him, in the final analysis, translates principles, policies and ideas into action.

Vignarajoh, Su-laun and Abu-kar (2008) argued that a teacher's performance toward his or her teaching assumes an important influence on the quality of an educational programme and eventually on the competence of graduates. Unfortunately, many findings have revealed a lot of problems regarding adequate supply of teachers which had a negative effect on teaching and learning in secondary schools. Williams (2004) revealed that quality of product of school system is largely tied to the calibre of teachers imparting and enhancing learning. He went further to state that there is high relationship between teacher's quality, effective methodology and learning outcomes. This means that where the teacher's quality is low, the output will also be low.

Shehu (2008) stated that one of the major problems confronting the attainment of qualitative secondary school education in Nigeria, despite the provisions made in the National Policy on Education is that of inadequate qualified teachers. According to her, this problem originated in 1976 when the Universal Primary Education (UPE) programmes was launched. Since that year, there has been a mass enrolment of children into primary schools which equally yield a high demand for secondary education. This

suggested that more teachers were needed and because they were not available, many unqualified teachers were employed to teach in secondary schools.

Abdulkareem, Bing, Jusoff, Awang and Yunus (2011) expressed that continuous learning and development among teachers is a necessity and requirement for every individual teachers who stop learning after their pre-service training. Their ability to synthesize content with pedagogy and technology to effectively generate current pedagogical-technological content knowledge will be limited. Their creativity would fade and teaching would become dull and boring. In addition Shulmen (1987) opined that "teachers also need to develop strategic knowledge to confront troublesome, ambiguous teaching situations and build wisdom of practice". This shows that acquisition of both content and pedagogical knowledge by the teacher should not stop at pre-service training, but they should continue to be having in-service training. Oloko-Oba (2008) expressed the role of the teacher in learning when he stated "it is the teacher who translates the curriculum into practice". He interacts with the subject matter and the learner. It is the interaction between the "teacher", "the subject matter" and the "learners" that brings about learning. She cited the works of other scholars such as Newson and Lata (1994) which supported her claim that major dimension of teacher's knowledge relevant to classroom teaching include subject matter, content knowledge and pedagogical-content-knowledge. This is because research in science education indicates that teachers who posses subject matter expertise and ability to present the subject matter to their students engage in those class activities that facilitate students learning, such as free ranging class discussion of content. Teaching and learning which involves interaction between teacher

and student requires great deal of supervision to enhance optimal performance of the students.

2.15 Empirical Studies

Some research findings including those by Ebiringa (1987) and Ezewu (1987) appear to buttress the investigator's experience on teachers' negative perception of school supervision and instructional supervision. Teachers seem not tounderstandon whose shoulders rest the problem of supervision.

Uhana (2007) in a study of 300 teachers in Benue State found out that 87% of the teachers perception fell below standard of what was contained in the National Policy on Education. Majority of the participants (over 80%) agreed with the fact that the objectives of instructional supervision were targeted at ensuring that teachers kept accurate and up-to-date records. Issues that received low perception rating were very crucial to achievement of these objectives, for example, evaluation and improvement of school work (13%), among others. These findings sharply contrast with those perceptions of instructional supervision which tallied with the stated objectives of school supervision. Akpa (2002) further contends that these results confirm the opinion and views of an earlier research by Okeke (1987) who found out the lack of consensus on the functions of supervision due to teachers' ignorance of its objectives and functions. He also attributed this reason to lack of adequate enlightenment of teachers by various governments' organs for improvement of the educational system.

Ofili (2001) confirmed this position when he found out that adequate workshops, conference and seminars on instructional supervision were not organized for serving school teachers owing to the poor state of the nation's economy. For example, only 17.6% of the teachers saw the objectives of school supervision as the improvement of teaching curriculum and total educational programme, and almost all the teachers (93.3%) believed that supervision was aimed at evaluation of instructional approaches and methods used by teachers.

Udeji, Ebuara and Edet (2009) conducted a study on management and administration of Nigeria Educational system: "problems, challenges and the way forward". The study was carried out in the southern zone of Nigeria, covering three tertiary educational institutions- one conventional university, one college of education, and one polytechnic. Expost factor research design was used for the study. Three research hypotheses were formulated which are:

(i). there is no significant influence of leadership status on management and administration of Nigerian education,

(ii). the level of management and administration of Nigerian education system does not significantly depend on funding and

(iii). the management and administration of Nigerian education system is not significantly of high standard. The population for the study consisted of 1389 academic and non-academic staff from the three tertiary institutions with the use of stratified random sampling, 250 staff were drawn as sample self

developedquestionnaire instruments was used to collect data. The finding of the study revealed that:

1. The level of management of education system is significantly dependent on funding.
2. There is significant influence of management and administration of Nigeria education on the standard of education.
3. Leadership status in managing education system is significantly of a very low status.

Afianmangbon (2007) carried out a study on clinical supervision and teacher effectiveness in the management of secondary schools in Abia and Imo States. In the study, he emphasized the need to supervise the instructional process. It was stressed that most of the schools activities and the schools programmes required supervision.Supervision aims at identifying areas of work that need to be improved upon that is, supervisory management focuses primarily on the management of people. Though every supervisor is responsible for the management of numerous resources, however, the most important and all inclusive aspect of supervision is the proper utilization and management of the people. He views the supervision of instruction as important for a number of reasons. These are: supervisee, learn during the supervision, since the supervisor is more knowledgeable. He corrects and advices the supervisee. This is done through friendly interaction. Interaction by researcher with some members of the society showed that there was dissatisfaction among the stakeholders in education with performance of the secondary schools in Abia and Imo states. This lack of performance is attributed to inadequate supervision of schools.

The purpose of the study was to determine the perception of supervisors regarding supervision and teacher effectiveness in secondary schools in Abia and Imo states. The following research question was postulated to guide the study.

Do supervisors perceive supervision as achieving teacher effectiveness in secondary schools in Abia and Imo states?

Hypothesis: To further guide the study the following null hypothesis was postulated and tested at 0.05 level of significant difference between the responses of external and internal supervisors regarding teacher effectiveness.

Methodology: The study was a descriptive survey carried out expost-facto. The population of the study was sixth hundred and fifty two (652) supervisors, external and internal drawn from secondary schools. Three hundred and sixty five (365) were from Imo and two hundred and eighty seven (287) were from Abia. The entire population was used as sample. The instrument for data collection was research designed questionnaire titled, Teacher Effectiveness Assessment Questionnaire (TEAQ). It was structured in line with likert five point scale and it was validated by expert in the departments of education administration and planning and measurement and evaluation. The reliability of the instrument was established through the test-retest method using Pearson Product Moment Correlation Statistics and reliability coefficient of 0.85 and 0.73 was obtained. The instrument was administered by the researcher and 15 assistants. The data collected were analyzed using frequencies and percentages for the research questions and chi-square for the hypothesis.

Finally, the study data revealed that clinical supervision techniques enhances teacher effectiveness.

Conclusion/Recommendation: Based on the finding a conclusion of the study was drawn stating that supervisors of secondary schools in Abia and Imo states should pay attention to the utilization of clinical supervision technique since it has been shown to enhance teacher effectiveness.

Another study was carried out by Adiele (1987) which investigated the effect of the application of Cogan clinical supervision technique on teacher effectiveness and students performance in integrated science in secondary schools in Nsukka Education zone. He found that Cogan's techniques of supervision induced a higher positive correlation between teachers' effectiveness and students' performance than other techniques. He also established that a high positive correlation existed between teachers' effectiveness and students, performance in each treatment group, though a systematic increase in correlation between these variables was found using Cogan's clinical supervision technique only. Based on his findings, the modified form of Cogan's clinical supervision is better than pure form of Cogan's clinical supervision.

The result of his finding showed that secondary schools teachers perform better when supervised with modified Cogan's clinical supervisory approach and that the students perform better when taught by teachers supervised with the modified approach.He concluded that secondary schools teacher perform better when under clinical supervision and students also perform better when taught by teachers been supervised.

2.16 **Summary of Review of Related Literature**

TheTheoretical Frameworkadopted for this study is based on that of Fayol(1930)as inNwasike and Onu (2002) and Peretomode (2003). Administrative theory describes efforts to define the universal functions that managers perform and principles that constitute government practice. Fayol proposed that all managers perform five management functions, plan, organize, command, coordinate and control. The theory described the practice of management as something distinct from accounting, finance, production, distribution and other typical business functions. The theory attempted to systematize the practice of management to provide guidance and direction to other managers. Part of Fayol's concern was expressed in fourteen principles or guidelines for effective management. These are:

Division of labour, authority, discipline, unity of command, unity of direction, subordination of individual to the common goals, remuneration, es spirit de-corps. These principles are also referred to as classical principles of management. School supervision featured opinions of various authors on their perception of the concept of school supervision which affects learning positively and it is focused on assisting teachers in the process of teaching and learning in schools.

On opinions of supervisors and teachers on school supervision, it was stated that the standard by which the success or failure of the supervisor or inspector was based depended on the pattern of behaviour which the teachers with whom the supervisor of education interacted expected from him. It was also depended on the action or reaction which the supervisor himself expects from the teachers. The opinions of teachers and supervisors of education were that of tin-gods. They were omniscient and sacrosanct,

distant authoritarian cousins in the family of educators, who come to school to harass, bully and terrorize teachers instead of being teacher's friends, advisers, guide, professional colleagues and consultants.

The review of related literature for the study has expressed several researches on the role of teaching and learning facilities, teachers as human resources and funds. Most of the scholars have expressed the importance of resources in appropriate quantity and quality towards the achievement of educational goals. There is no controversy among scholars, researchers, educational planners and administrators about the fact that enrolment and retention, staff and students welfare, decision making, staff development, staffing, communication, funding, maintenance of discipline, maintenance of teaching and learning facilities, teaching and learning are essential ingredient in the effort to realize effective teaching-learning outcomes. Hinum (1999) pointed out that the quality of facilities has impact not only on the educational outcome but on the well-being and behavioural pattern of students and the teachers. The level of available and the problems created by the inadequacies of the resources in some secondary schools in the country have been exposed through several researches already conducted. Many studies recommended adequate supply of these resources, for education system to play its role in national development. Some empirical studies related to the topic were reviewed and most of them highlighted the impact of supervision on them and effect of their inadequacies were expressed.

The uniqueness of the studies is the fact that other previous studies were carried out on factors affecting school supervision. For example, Uhana (2007) Ofili (2007) and Akpa (2002) wrote were on factors and objective of infrastructural supervision.

Therespondents used by these studies were teachers whereas this study used supervisors, principalsand teachers and concentrated on impact of supervision on the management of secondary schools. The impact of the management was found to be on enrolment and retention, staff and students welfare services, decision making, staff developmentprogrammes, staffing, communication, funding, maintenance of discipline, maintenance of teaching and learning facilities and teaching and learning in the north-east geo-political zone.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the processes of the research in the study. This is discussed under the following sub-headings- Research Design, Population of the Study, Sample and Sampling Techniques, Instrumentation, Validation of Instruments, Pilot Study, and Reliability of the Instrument, Administration of Instrument, Method of Data Collection and Procedure forData Analysis.

3.2 Research Design

The research design for this study is a descriptive survey research design. According to Akuezilo and Agu (2002), descriptive research design is appropriate for adoption when a researcher intends to describe condition that already exists and intends to determine reasons for their prevalence. According to Olaofe (2010),research design is the plan, mode or the conceptual structure of the research and the type of approach adopted in the study. Kothari (2009) also revealed that decision regarding where, what, when, how much, by what means concerning a research study constitutes a research design. Research design therefore is the plan, structure and strategy of the research.

Hence the survey research design that was used for this study was descriptive survey method which deals with contemporary issues and about factual information. This type of survey research investigated a target population of 17,106. Contributing further, Sambo (2005) asserted that descriptive survey research is appropriate when the total population cannot be accessed, in such instances, information is gathered on a

representative sample from which inferences are made on the whole population. Since the problem being investigated focuses on the opinions of supervisors, principals and teachers in the management of secondary schools in North-East Geo-Political Zone, the method was most appropriate for conducting the research work, because the variables to be covered and the respondents were cut across secondary schools in different parts of North-East Geo-Political Zone and had one or more characteristics in common.

3.3 Population of the Study

The population of the study was 120 supervisors, 826 principals/vice principals and 16,160 teachers in secondary schools distributed in north-east geo-political zone. Table 3.1 shows the number of states in the zone, teachers, supervisors, principals and vice principals.

3.4 Sample and Sampling Techniques

The researcher adopted random sampling methods to select the required sample from the target population. North-east geo-political zone has six states. The researcher randomly selected nine schools each from each of the States of the geo-political zone given a total of 54 secondary schools used in the study. This has fair representation of the entire population. This is in line with the recommendation made by Maichibi(2002) that 5% or more of total population can be used as a sample for a study.

After writing on a piece of paper names of each school according to senatorial zones. The names of schools, number of supervisors, principals/vice principals and teachers, number of schools and actual number of schools and schools sampled, number of teachers, principals/vice principals and supervisors sampled are reflected on table 3.1.

3.5 Research Instrument

The research instrument for this study is a researcher developed questionnaire titled,"Impact of Supervision in the Management of Secondary School Questionnaire"(I.S.M.S.S.Q). The items in the questionnaire were obtained from the review of related literature.

The questionnaire consists of 100 items on impact of supervision on the management of secondary schools in the North-East Geo-Political Zone of Nigeria. The questionnaire is structured on a closed-ended format based on a Likert-type five point scale ranging from Strongly Agree, Agree, Undecided, Disagree, to Strongly Disagree, graded as 5,4,3,2,1 respectively.

3.5.1 Validity of the Research Instrument

To determine the content and face validity of the instrument, the researcher gave out copies of the questionnaire constructed to experts in the field of educational administration, research and statistics. After some corrections and adjustments, the opinions and agreement of the experts on the validity of the Likert- type five- point scale of questionnaire allowed itsused in this study. See AppendixA for a sample of the questionnaire.

3.5.2 Pilot Study

To further validate the instrument, a pilot study was conducted in Adamawa and Taraba States to determine the validity, reliability of the instrument. Thirty supervisors, 30 principals and 30 teachers of secondary schools were used to ascertain the validity and reliability of the instruments. Ninety copies of the questionnaire were administered to

separate group of respondents. Out of the 90 copies administered 86 copies were duly completed and returned. They were thereafter subjected to reliability test using the Statistical Package for Social Science (SPSS 16) Computer Package. From the returned completed questionnaires, it could be deduced that all were responded to. This showed that the language of the instrument was simple. The questions did not bring stressed to the respondents as only a tick against the column of their choice was required. The items were analyzed, one after the other, so as to ascertain the instrument's level of reliability. The formula W-X was used assuming 1 as the reliability coefficient score.

W stands for weighted score;

$\overline{X}$ stands for mean, and the scale was valued in the following order:

Strongly Agreed	=	5
Agreed	=	4
Undecided	=	3
Disagreed	=	2
Strongly Disagreed	=	1
Thus Critical mean ($\overline{X}$):	=	$\frac{5+4+3+2+1}{5} = 3.0$

The coefficient of each item, using the formula stated above justified its rejection or acceptance. The coefficient of 86 items, representing 96% of 100 items statement was approximated to 1.

3.5.3 Reliability of the Instrument

To determine the reliability coefficient level of the instrument split-half method was used. With the use of SPSS Package, the consistency of the items was estimated. The calculated level of consistency was 0.9282. From the foregoing, it was realized that the significance of the reliability co-efficient was positive, since it can be approximated to 1. Hence, it can be concluded that the instrument was not only suitable, but reliable and valid for use as an instrument for data collection in this study.

3.6 Administration of the Instrument

The questionnaire was administered by the researcher with the assistance of research assistants from each of the states. The research assistants were trained before they were sent to the field to administer the questionnaire. The sample groups were the supervisors in the Ministry of Education and Zonal Offices, principals/vice principals of secondary schools as well as teachers of secondary schools in North-East Geo-Political Zone.

3.7 Procedure for Data Collection

The questionnaire on supervisors, principals and teachers opinions on supervision in the management of secondary schools in North-East Geo-Political Zone was collected by the research assistants and was delivered to the researcher personally.

3.8 Methods of Data Analysis

The data on opinions of supervisors, principals and teachers in the management of secondary schools in north-east geo-political zone was analyzed using percentage, Analysis of Variance (ANOVA) on opinions of supervisors, principals and teachers on

supervision in the management of secondary schools in North-East Geo-Political Zone.The research hypotheses were tested using the statistics of Analysis of Variance (ANOVA) at 0.05 level of significance.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction.

This chapter concentrates on the presentation and analysisof the data collected from the respondents on the impact of supervision in the management of secondary schools in North-East Geo-Political Zone of Nigeria. The analysis of the research data was done in two phases: the analysis of the demographic variablesto answer research questions, andthe analysis of the research hypotheses.

4.1.2 The Analysis of the Demographic Variables

The demographic variables were analyzed using simple percentages, using responses of 162principals/vice principals, 108 supervisors and 810 teachers.

The research questions were answered using the mean and standard deviation. The analysis of the research items was based on the critical mean obtained from the scale. Rating of the options, Strongly Agreed (SA)=5.00, Agree (A)=4.00, Undecided (U)=3.00, Disagreed (D)=2.00, Strongly Disagreed (SD)=1.00

$$\text{Thus: Critical mean } (\overline{X}) = \frac{5+4+3+2+1}{5} = 3.00$$

Table 4.1 presents analysis of demographic variables.

Table 4.1 Analysis of Demographic Variables

Respondents	Copies of Questionnaire distributed	No. of Questionnaire returned	No. of Questionnaire missing	Percentage of Questionnaire returned (%)
Supervisors	108	98	10	90.7
Principals	162	162	0	100.00
Teachers	810	802	8	99.01
Total	**1,080**	**1,062**	**18**	**98.33**

Field Survey Report, 2015/16

The items in the Questionnaire were considered satisfactorily and acceptable if the mean of the items was greater than the critical mean, otherwise rejected. In another hand, the mean value of the item is interpreted by comparing it with the value of responded options and is undecided if it is equal to 3.00.

4.2 Answering the Research Questions

4.2.1 Research Question One

Does supervision make any impact on enrolment and retention in secondary schools in North-East Geo-Political Zone?

Table 4.2 presents respondents opinion on the impact of supervision enrolment and retention in secondary schools in North-East Geo-Political Zone.

Table 4.2 Respondents Opinions on the Impact of Supervision on Enrolment and Retention in Secondary Schools in North-East Geo-Political Zone

Item's Number		No. of Respondents	Mean	Standard Deviation	Decision
1	North East Zones has too many Secondary Schools for effective supervision to take place.	1062	4.8785	0.34094	Accept
2	Increase in the number of schools in the zone contributes to ineffective supervision.	1062	4.5386	0.51180	Accept
3	Students attend school regularly because of conducive learning environment.	1060	4.48151	0.41200	Accept
4	Classroom management becomes difficult to supervise due to students population.	1062	4.5028	0.50771	Accept
5	Increase in enrolment affect teaching and learning process.	1062	4.7411	0.45307	Accept
6	The school authority provide students needs for food, shelter, good health and exercise.	1059	4.4476	0.51796	Accept
7	Recreational facilities are provided for students always.	1062	4.7232	0.45805	Accept
8	The school authority provides maximum security, protection, safety, comfort and peace.	1059	4.4391	0.50030	Accept
9	Intellectual curiosity and ambition for power and authority are provided by the management in the schools.	1058	4.7174	0.46291	Accept
10	Teachers, non-teaching staff and students are motivated for optimal performance.	1054	4.8112	0.41964	Accept

Source: Field Survey Report, 2015/16

All the items in research question one listed in Table 4.2 were accepted with mean values of the items ranging from 4.4391 to 4.8785 which fall under strongly agreed and agree responded options. This indicates that the North-East Geo-Political Zone had too many secondary schools. Increase in the number of schools in the zone contributes to ineffective supervision.Even though, students attend school regularly because of conducive learning environment, classroom management becomes difficult due to students' population. The school authority on their part, provide students with recreational facilities, maximum security, protection, safety, comfort and peace. The school authority also provides students' needs for food, shelter, good health and excise. Intellectual curiosity and ambition for power are provided by the management in the schools.

4.2.2 Research Question Two

Does supervision make any impact on staff and students welfare services in secondary schools in north-east geo-political zone?

Table 4.3 highlights respondents views on the impact of supervision on staff and students' welfare services.

Table 4.3 Respondents views on the impact of supervision in the management of secondary schools on staff and students welfare services in secondary schools in north-east geo-political zone.

Item's Number		No. of Respondents	Mean	Standard Deviation	Decision
11	The school authority makes provision for Hostel accommodation.	1061	4.6918	0.48391	Accept
12	The Management provides recreational facilities e.g. gymnasium, swimming pool, football field, volley ball court.	1060	4.6925	0.47975	Accept
13	The school authority makes adequate provision of effective learning through proper motivation.	1061	4.6004	0.49958	Accept
14	There are available of seats to all students in the classrooms.	1060	4.5472	0.50740	Accept
15	Students are provided with water supply all days.	1061	4.5740	0.53327	Accept
16	Students are properly fed throughout the term.	1060	4.6104	0.50688	Accept
17	Security services are available to protect lives and properties.	1060	4.5519	0.51433	Accept
18	Health care services are made available to students at all times.	1058	4.5888	0.51666	Accept
19	The school Bus carries students to and from home to school every day.	1060	3.1906	1.50087	Accept
20	Intelligent and brilliant students are awarded prices every term.	1054	4.7780	0.45296	Accept

Source: Field Survey Report, 2015/16

All the items in table 4.3 were strongly agreed by the respondents with mean rating between 4.5472 and 4.7780. By implication, the respondents perceived that the school authority makes provision for hostel accommodation, recreational facilities such as football, gymnastics, volley ball, seats, water supply, feeding, security services, healthcare services, award of prices to students and make provision of learning through motivation. However, not adequate and provision of learning was not too effective, staff and students were not properly motivated.

4.2.3 Research Question Three

In what way does supervision impact on decision making process in secondary schools in North-East Geo-Political Zone?

Table 4.4 Respondents views on the impact of supervision on decision making process in secondary schools inNorth-East Geo-Political Zone

Item's Number		No. of Respondents	Mean	Standard Deviation	Decision
21	Teachers do participate in decision process making in the management of academic activities in secondary schools.	1058	4.7505	0.44586	Agreed
22	Government supervises the planning of academic activities in the school.	1060	4.6255	0.50335	Agreed
23	There is proper supervision and management of schools by the principal.	1060	4.6283	0.51362	Agreed
24	Principals supervise the implementation of curriculum.	1059	4.5260	0.52718	Agreed
25	Principals buy materials for teachers to aid teaching in their subject areas.	1060	4.6623	0.48887	Agreed
26	Meetings are held regularly in order to take decisions on implementation of curriculum in the school.	1059	4.5515	0.51987	Agreed
27	Supervisors and teachers meet regularly to implement decision on the school curriculum and programmes.	1061	4.6456	0.50912	Agreed
28	Ministry of education officials meet regularly to monitor, supervise and evaluate the implementation of decision on school activities.	1062	4.7599	0.43824	Agreed
29	Staff meeting, briefings are held regularly to take decision on day-to-day running of the school.	1061	4.2795	0.50567	Agreed
30	Principals hold meetings with teachers to take decision on the suspension and general well being of the students.	1062	4.6714	0.47789	Agreed

Source: Field Survey Report, 2015/16

In Table 4.4 above, all the items were rated agreed with mean value between 4.5260 and 4.7599. This revealed that government supervises the planning of the academic activities in the schools. The principals in turn supervise the implementation of curriculum and management of the schools. They also buy materials for teachers to aid teaching in their subject areas. It was also accepted by the respondents that the teachers participate in decision making in the management of academic activities in secondary schools. They meet in order to take decision on implementation of curriculum in the schools and to take decision on day to day running of the schools, however decisions were not consistent and not tie to plan.

4.2.4 Research Question Four

Does supervision impact on staff development programmes in secondary schools in north-east geo-political zone?

Table 4.5 Opinions of the respondents on the impact of supervision on staff development programmes in secondary schools in north-east geo-political zone.

Item's Number		No. of Respondents	Mean	Standard Deviation	Decision
31	Government through the school management provides aids for teachers' professional development.	1061	4.6305	0.50579	Agreed
32	In-service programmes for staff are provided in the school.	1062	4.5235	0.53958	Agreed
33	Demonstration lessons for teachers with deficiency are regularly provided.	1062	4.6318	0.52014	Agreed
34	Experienced teachers assist new inexperience ones.	1062	4.5405	0.56087	Agreed
35	Principles and teacher attend professional meeting regularly.	1061	4.6230	0.54357	Agreed
36	Orientation courses for newly posted teachers are conducted always.	1061	4.7484	0.44912	Agreed
37	Teachers are always kept abreast of new changes in education through the provision of ICT and other relevant facilities.	1060	4.6726	0.50062	Agreed
38	Teachers and supervisors are regularly sponsored to workshops and seminars.	1060	4.6387	0.49417	Agreed
39	Teachers are regularly introduced to modern methods of teaching in schools.	1062	4.5697	0.49915	Agreed
40	Supervisors and teachers are encouraged by ministry of education to write papers.	1061	4.6352	0.49320	Agreed

Source: Field Survey Report, 2015/16

The respondents agreed with all the items in Table 4.5 above with the mean value ranging between 4.5235 and 4.7484. It is therefore perceived by the respondents that government through the school management provides aids for teachers' professional development, in-service programmes for staff, demonstration lessons for teachers with deficiency and the experienced teachers assist new inexperience ones. Orientation courses for newly posted teachers are conducted. Teachers are kept abreast of new changes in education through the provision of ICT and other relevant facilities. They were being sponsored to workshops and seminars. They were introduced to modern methods of teaching in schools and encouraged by the ministry of education to write papers, but not adequate as some teachers were denied in-service programme and orientation courses were not regular and ICTs are not always available in rural schools.

4.2.5 Research Question Five

In what way does supervision impact on staffing in secondary schools in north-east geo-political zone?

Table 4.6 Opinions of the respondents on the impact of supervision on staffing in secondary schools in north-east geo-political zone.

Item's Number		No. of Respondents	Mean	Standard Deviation	Decision
41	The recruitment of teachers means attracting right quantity and quality of personnel to achieve educational goals.	1062	4.7043	0.46878	Agreed
42	Favourable public attitudes towards the teaching profession help recruitment.	1059	4.5241	0.53084	Agreed
43	Teachers were highly regarded in the early years of missionary educational activities but their image began to dwindle when all sorts of people joined the profession due to its rapid expansion.	1061	4.6711	0.50861	Agreed
44	Employing able body through selection seek to fill existing vacancies with qualified personnel who are likely to succeed in the job.	1061	4.7795	0.42381	Agreed
45	The criteria essential to success in teaching are mental ability, personal, physical characteristics, professional qualification, personal attributes, cultural background, social and emotional adjustment.	1062	4.6676	0.47528	Agreed
46	Training makes workers realize better what they have to do to acquire skills required for proficient performance.	1062	4.6384	0.49802	Agreed
47	Pre-service education is usually provided in teacher-training institutions to provide for both professional training and subject specialization.	1061	4.5429	0.52242	Agreed
48	Insufficient provision for training of reasonable teachers to acceptable standard constitutes one of the major sources of the poor quality of education.	1061	4.6158	0.51669	Agreed
49	The lack of proper trained teachers can impact serious constraints both on educational quality and on expansion in the developing countries.	1062	4.6139	0.53149	Agreed
50	Teachers, like any other group of workers, want to be provided with reasonable comfort for their retirement.	1061	4.8530	0.39222	Agreed

Source: Field Survey Report, 2015/16

Table 4.6 above shows that all the items are agreed with, by the respondents. The mean values range from 4.5241 to 4.8530. Therefore, this shows that the opinions of the respondents on the impact of supervision on staffing is that the recruitment of teachers means attracting of right quantity and quality of personnel to achieve educational goals. The respondents also agreed that the criteria essential to succeed in teaching are mental ability, personnel physical characteristics, professional qualification, personal attributes; cultural background, social and emotional adjustment. Training makes workers realize better what they have to do to acquire skills required for proficient performance, recruitment of teachers in right quantity and quality were not adequately carried out.Insufficient provision for training of reasonable number of teachers to acceptable standard constitutes one of the major sources of the poor quality of education and can have impact seriouslyon educational quality and expansion in the developing countries.

4.2.6 Research Question Six

Does supervision make any impact on communication in secondary schools in north-east geo-political zone?

Table 4.7 Opinions of the respondents on impact of supervision on communication in secondary schools in north-east geo-political zone.

Item's Number		No. of Respondents	Mean	Standard Deviation	Decision
51	Principals communicate in and out of the school through modern communication means.	1060	4.6340	0.50491	Agreed
52	The school has ICT such as computers, internet, cybercafé, telex, email, television.	1062	4.7128	0.46092	Agreed
53	There are provision for stationeries for written communication such as letters, circulars.	1060	4.5575	0.51373	Agreed
54	Classroom teaching communication such as power point, public address system are available in the schools.	1061	4.6258	0.51803	Agreed
55	Security communication gadgets are usually provided by the management.	1061	4.5664	0.51631	Agreed
56	Management decision sreached are communicated to staff during meetings and briefings.	1059	4.6856	0.49600	Agreed
57	Daily communication of programmes and activities of the schools such as calendars, timetables, duty rosters are promptly carried out.	1061	4.7399	0.45371	Agreed
58	Management communicates government policies and programmes to the school as when due.	1062	4.6817	0.48388	Agreed
59	Principals encourage staff and students communication to express opinion, feelings on the activities of the school.	1062	4.6667	0.47955	Agreed
60	Supervisors and teachers communicatewith the ministry of education regularly.	1061	4.5344	0.51943	Agreed

Source: Field Survey Report, 2015/16

All the items in Table 4.7 above were agreed by the respondents with mean values between 4.5344 and 4.7399. Based on these results, it is discovered that, principals communicate in and out of the school through modern communication means. Management decisionsreached are communicated to staff during meeting/briefings. Also daily communication of programmes and activities of the schools such as timetables, duty rosters are carried out using notice boards. Staff and students' communicate, express opinion, feelings on the activities of the schools always. Most communication of programmeswere not effectively carried out as most students do not care to visit notice board and some students were not allowed into the schools with handsets.

4.2.7 Research Question Seven

In what waysdoessupervision impact on funding of secondary schools in north-east geo-political zone?

Table 4.8 Opinions of the respondents on impact of supervision on funding of secondary schools in north-east geo-political zone

Item's Number		No. of Respondents	Mean	Standard Deviation	Decision
61	Government at state and federal level provides funds to principals for general and daily administration and management of the schools programmes.	1061	4.6645	0.48423	Agreed
62	Games masters and form masters are provided with funds to discharge their duties effectively.	1060	4.6075	0.51488	Agreed
63	Security men/women are given financial assistance to run their day-to-day activities in the schools.	1057	4.7682	0.43975	Agreed
64	Government provides funds for ministry of education officials to supervise and manage activities of the schools.	1060	4.6660	0.49528	Agreed
65	Funds are provided by government through zonal and area inspectorate officers to supervise, manage and evaluate school programmes.	1060	4.6151	0.50955	Agreed
66	Parents-teachers association provides fund for the administration and management of secondary schools.	1060	4.5613	0.50025	Agreed
67	Principals use school fees for the general management of the schools.	1059	4.6346	0.51036	Agreed
68	Principals adequately tap other sources of funding in managing and administering secondary schools.	1059	4.5609	0.52429	Agreed
69	Funds are made available to vice principals and heads of departments for their daily managerial responsibilities.	1060	4.5755	0.51508	Agreed
70	Principals adopt some cost-saving devices in managing school funds.	1059	4.5930	0.55814	Agreed

Field Survey Report, 2015/16

The respondents perceived that government at state and federal levels provide funds to principals for general and daily administration of the secondary schools programmes. The respondents perceived further that games masters and form masters are provided with funds to discharge their duties. Similarly, Ministry of education officials, security men/women, vice principals and heads of departments are given financial assistance to run their day to day activities in the schools.

It was further perceived by the respondents that Parents Teachers Association also provides funds for the administration and management of secondary schools to complement government's effort. School fees are used by principals for the general management and tap other sources of funding in managing and administering secondary schools in the states. However, funds were not adequate enough to meet all the demands of the schools.

4.2.8 Research Question Eight

Does supervision impact on maintenance of discipline in secondary schools in north-east geo-political zone?

Table 4.9 Opinions of the respondents on the impact of supervision on maintenance of discipline in secondary schools in north-east geo-political zone

Item's Number		No. of Respondents	Mean	Standard Deviation	Decision
71	Problem of student unrest in schools is linked to the problem of discipline.	1061	4.7474	0.46001	Agreed
72	There is a declining state of affairs in schools with special reference to cases of indiscipline.	1060	4.7198	0.45556	Agreed
73	Current lowering of educational standards had its roots in the massive expansion of the education system.	1060	4.6792	0.48093	Agreed
74	Not a day passes without some media report oneither examination leakages, students unrest, cases of indiscipline and drug abuse and or issues reflecting the unsatisfactory state of our institutions.	1060	4.6557	0.49293	Agreed
75	Indiscipline in our society is as a result of un-wanton taste for materialism and all that goes with it.	1061	4.6305	0.49064	Agreed
76	Discipline is the readiness or ability to respect authority and observe conventional or established laws of the society by all students.	1061	4.6909	0.48428	Agreed
77	Discipline appears to produce a breed of well-cultivated boys and girls who will develop respect for themselves and the society at large.	1060	4.7689	0.45617	Agreed
78	School management, school administration, staff, students society/parents, contribute immensely to indiscipline in school.	1060	4.6189	0.68024	Agreed
79	Supervisors and teachers have a significant role to play in ensuring the discipline of students in schools.	1061	4.6673	0.50052	Agreed
80	Teachers have virtually lost interest in the discipline of students either for fear of being challenged by parents or for the fear of physical attacks from the students.	1061	4.6296	0.51159	Agreed

Source: Field Survey Report, 2015/16

In Table 4.9, all the items were rated agreed, with mean values of between 4.6189 to 4.7689. This shows that the problems of students' unrest in schools are linked with the problem of discipline;cases of indiscipline, examination leakages, drug abuses and issues reflecting the unsatisfactory state of all that goes with it. Discipline appears to produce a breed of well cultivated boys and girls who will develop respect for themselves and the society at large. However, school management, school administration, staff, students, society; parents contribute immensely to indiscipline in schools.

4.2.9 Research Question Nine

In what way does supervision impact on maintenance of teaching and learning facilities in secondary schools in north-east geo-political zone?

Table 4.10 Opinions of the respondents on the impact of supervision on maintenance of teaching and learning facilities in secondary schools in North-East Geo-Political Zone

Item's Number		No. of Respondents	Mean	Standard Deviation	Decision
81	Funds are provided by state government to carry out repairs and maintenance of school facilities. There is enough security for the up keep of school facilities.	1059	4.6431	0.52090	Agreed
82	The management ensures that there is regular cleaning of the school environment always. Beautification of school environment, for example, planting of trees, flowers and shrubs are carried out by the school authority.	1058	4.5926	0.50860	Agreed
83	Damaged facilities are usually replaced with new ones by the school authority.	1059	4.7762	0.44759	Agreed
84	The school administration always ensure that school is conducive for teaching and learning.	1060	4.6245	0.50918	Agreed
85	Communities participate in repairs of school facilities that are broken down.	1059	4.6667	0.47562	Agreed
86	Government at the federal and state levels make available funds for the development of physical facilities (laboratory, classrooms, libraries, workshops.	1059	4.0449	0.52770	Agreed
87	Parents Teachers' Association (PTA) provides school authority with funds for development and maintenance of physical facilities e.g. libraries, classrooms, laboratories.	1060	4.6368	0.49850	Agreed
88	Desks and chairs, more especially the broken ones, are regularly repaired and maintained in the school.	1059	4.5524	0.51613	Agreed
89	The management of the school sources fund in order to maintain accommodation facilities in hostels (e.g. beds, mattresses).	1059	4.6601	0.49727	Agreed
90	Principal's office, vice principal's and other officers are regularly maintained by government.	1058	4.7940	0.43616	Agreed

Source: Field Survey Report, 2015/16

All the items in Table 4.10 were agreed with by the respondents. This means that funds are provided for repairs and maintenance of school facilities, damaged school facilities and beautification of school environment. Conducive environment was also created for teaching and learning, by the government, the communities, the Parents Teachers Association and the management provided funds for the upkeep of the schools, however, not adequate to carry out maintenance of some heavy duty machine such as power plant and workshop machine in the schools.

4.2.10 Research Question Ten

Does supervision have impact on teaching and learning in secondary schools in north-east Geo-political zone?

Table 4.11 Opinions of the respondents on the impact of supervision on teaching and learning in secondary schools in north-east geo-political zone.

Item's Number		No. of Respondents	Mean	Standard Deviation	Decision
91	Government through the principal purchase teaching and learning materials for all the teachers.	1055	4.6919	0.48398	Agreed
92	Principals purchase teaching aids for students in the school.	1054	4.6812	0.47130	Agreed
93	Government through the ministry of education provides funds to teachers to encourage them improve teaching materials in their subject areas.	1058	4.6030	0.49143	Agreed
94	Teachers are trained on how to use and operate some of the sophisticated teaching equipment and materials	1058	4.5766	0.51312	Agreed
95	Maintenance of teaching and learning facilities are regularly carried out.	1058	4.5983	0.57567	Agreed
96	Chalk boards, flannels boards, card boars, globs, flyers are purchased by the management.	1058	4.6616	0.50058	Agreed
97	Textbooks, exercise books, newspapers, journals are provided by government and maintained by the school.	1053	4.6999	0.52790	Agreed
98	Principals ensure that teaching materials are properly stored in the school.	1053	4.6648	0.51282	Agreed
99	Administration and the management in secondary schools ensure that teachers regularly use teaching aids in their day-to-day teaching and learning.	1054	4.6964	0.47825	Agreed
100	Lesson notes, lesson plan, schemes and record of work are regularly endorsed by the school authority on regular basis.	1052	4.7034	0.48524	Agreed

Source: Field Survey Report, 2015/16

All items in Table 4.11 were agreed with by the respondents. They perceived that government through the principals purchase teaching and learning materials for teachers,

teaching aids for students in the schools are provided forthe improvement of teaching and learning in their subject areas. Chalk boards, flannels boards, card boards, globes, flyers are purchased by the management, textbooks, exercise books, newspapers, journals are provided by government and maintained by the schools. Lesson notes, lesson plan, schemes and records of work are endorsed by the school authority. Textbooks, exercise books were not adequate, lesson notes, lesson plan, schemes and records of work were not regularly endorsed as perceived by some respondents.

4.3 Testing the Research Hypotheses

Ten (10) null hypotheses were formulated for this study. The hypotheses were based on the data collected on the items related to the respondents' opinions. In testing the hypotheses, all the related items were used and with the application of One Way Analysis of Variance statistics procedure, the difference of respondents' opinions were recorded and results of the test are presented.

4.3.1 Hypothesis one (Ho_1):

The null hypothesis states that **there is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on enrolment and retention in north-east geo-political zone**.

Table 4.2.1 highlights the opinions of supervisors, principals and teachers on the impact of supervision on enrolment and retention in secondary schools in North-East Geo-Political Zone.

Table 4.2.1: Summary of one way Analysis of Variance (ANOVA) in the opinions of supervisors, principals and teachers on the impact of supervision on enrolment and retention in secondary schools in north-east geo-political zone.

Source of variance	Sum of squares	df	Mean square	F-value	P-value	Decision
Between groups.	0.207	2	0.103			
				4.673	0.010	Ho_1Rejected
Within Groups.	23.443	1059	0.022			
Total	**23.650**	**1061**				

Level of significance α=0.05

In Table 4.2.1 the computed F-value is 4.673. P-value is 0.010 at 0.05 level of significance and within group 2, 1059 degree of freedom. By these results, the null hypothesis is hereby rejected at P(0.010)<0.05 significance level. Therefore, significant difference exists in the opinions of supervisors, principals and teachers on the impact of supervision on enrolment and retention in secondary schools in the study area.

4.3.2 Hypothesis Two (Ho_2):

The null hypothesis states that there is no significant difference in the opinion of supervisors, principals and teachers on the impact of supervision on staff and students welfare services in north-east geo-political zone.

Table 4.2.2 presents summary of opinions of supervisors, principals and teachers on the impact of supervision on staff and students' welfare services

Table 4.2.2: Summary of one way Analysis of Variance (ANOVA) in the opinions of supervisors, principals and teachers on the impact of supervision on staff and students' welfare services in secondary schools in North-East Geo-Political Zone.

Source of variance	Sum of squares	df	Mean square	F-value	P-value	Decision
Between groups.	2.795	2	1.398			
				39.704	0.000	Ho_2 Rejected
Within Groups.	3.278	1059	0.035			
Total	**40.073**	**1061**				

Level of significance α =0.05

The result in table 4.2.2 above shows that the calculated F-value is 39.704 and the P-value is 0.000 at 0.05 level of significance. Since the P-value (0.000) which was less than the 0.05 level of significance, the null hypothesis was rejected. This suggests that there was a significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on staff and students welfare services in secondary schools in north-east geo-political zone.

4.3.3 Hypothesis Three (Ho_3):

The null hypothesis states that there is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on decision making process in secondary schools in north-east geo-political zone.

Table 4.2.3: Summary of one way Analysis of Variance (ANOVA) in the opinions of supervisors, principals and teachers on the impact of supervision on decision making process in secondary schools in north-east geo-political zone.

Source of variance	Sum of squares	df	Mean square	F-value	P-value	Decision
Between groups.	0.965	2	0.434			
				10.685	0.000	Ho_3 Rejected
Within Groups.	47.971	1059	0.045			
Total	**48.939**	**1061**				

Level of significance α =0.05.

The results in Table 4.2.3 indicated that the calculated F-value was 10.685 and the P-value was 0.000 at 0.05 level of significance. However, the P-value (0.000) was less than the 0.05 level of significance and within groups 2, 1059 degree of freedom that is $P<0.05$ level of significance. Therefore, the null hypothesis three (Ho_3) was rejected. Hence, significant difference exists in the opinions of supervisors, principals and teaches on the impact of supervision on decision making in secondary schools in the north-east geo-political zone.

4.3.4 Hypothesis Four (Ho_4):

The null hypothesis states that there is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on staff development programmes in North-East Geo-Political Zone.

Table 4.2.4: Summary of one way Analysis of Variance (ANOVA) in the opinions of supervisors, principals and teachers on the impact of supervision on staff development programmes in secondary schools in North-East Geo-Political Zone.

Source of variance	Sum of squares	df	Mean square	F-value	P-value	Decision
Between groups.	0.316	2	.158			
				5.001	0.007	Ho_4 Rejected
Within Groups.	33.406	1059	0.032			
Total	**33.912**	**1061**				

Level of significance α =0.05.

Here, it is observed that the computed F-value was 5.001 and P-value was 0.007 at 0.05 level of significant. The difference on the opinions of supervisors, principals and teachers was significant at P(0.007)<0.05 level of significance and within groups 2, 1059 degree of freedom. This implies that there was difference in the opinions of supervisors, principals and teachers on the impact of supervision on staff development programme in north-east geo-political zone.

4.3.5 Hypothesis Five (Ho_5):

The null hypothesis states there is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on staffing in secondary schools innorth-east geo-political zone.

Table 4.2.5: Summary of one way Analysis of Variance (ANOVA) in the opinions of supervisors, principals and teachers on the impact of supervision on staffing in north-east geo-political zone.

Source of variance	Sum of squares	df	Mean square	F-value	P-value	Decision
Between groups.	0.469	2	0.234			
				8.792	0.000	Ho_5 Rejected
Within Groups.	28.232	1059	0.27			
Total	**28.701**	**1061**				

Level of significance α =0.05.

Here, F-value is 8.792, P-value is 0.000 and the level of significance 0.05 within groups, the degree of freedom 2, 1059. Based on these results, F-value is significant at P(0.000)<0.05 level of significance. Therefore, the null hypothesis five (Ho_5) was rejected. This implies that significant difference exists in the opinions of supervisors, principals and teachers on the impact of supervision on staffing in the study area.

4.3.6 Hypothesis Six (Ho_6):

The null hypothesis states that there is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on communication in secondary schools in north-east geo-political zone.

Table 4.2.6: Summary of one way Analysis of Variance (ANOVA) in the opinions of supervisors, principals and teachers on the impact of supervision on communication in North-East Geo-Political Zone

Source of variance	Sum of squares	df	Mean square	F-value	P-value	Decision
Between groups.	0.483	2	0.242			
				7.328	0.001	Ho_6 Rejected
Within Groups.	34.903	1059	0.033			
Total	**35.386**	**1061**				

Level of significant α =0.05.

From table 4.2.6 above the difference in the opinions of supervisors, principals and teachers on the impact of supervision on communication in the north-east geo-political zone is significant at P(0.001)<0.05 level of significant. This revealed that the difference in opinions of supervisors, principals and teachers had impact on communication in North-East Zone.

4.3.7 Hypothesis Seven (Ho_7):

The null hypothesis states that there is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on funding secondary schools in north-east zone.

Table 4.2.7: Summary of one way Analysis of Variance (ANOVA) in the opinions of supervisors, principals and teachers on the impact of supervision on funding of secondary schools in north-east Zone

Source of variance	Sum of squares	df	Mean square	F-value	P-value	Decision
Between groups.	0.815	2	0.407			
				13.895	0.000	Ho_7 Rejected
Within Groups.	31.056	1059	0.029			
Total	**31.871**	**1061**				

Level of significant α =0.05.

Table 4.2.7 above revealed that the computed value F-is 13.895 and P-Value is 0.000 at 0.05 level of significance and within groups degrees of freedom 2, 1059. The results revealed further that significant difference existed in the opinions of supervisors, principals and teachers on the impact of supervision on funding of secondary schools. This in turn affects supervision of secondary schools in north-east zone.

4.3.8 Hypothesis Eight (Ho_8):

The null hypothesis states that there is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on maintenance of discipline in secondary in north-east zone.

Table 4.2.8: Summary of one way Analysis of Variance (ANOVA) in the opinions of supervisors, principals and teachers on the impact of supervision on maintenance of discipline in Secondary School In North-East Zone

Source of variance	Sum of squares	df	Mean square	F-value	P-value	Decision
Between groups.	2.393	2	1.196			
				35.140	0.000	Ho_8 Rejected
Within Groups.	36.054	1059	0.034			
Total	**38.446**	**1061**				

Level of significance α =0.05.

The results in Table 4.2.8 above indicates that F(35.140) is significant at P(0.000)<0.05 level of significance. Therefore, the null hypothesis (Ho_8) is rejected. Hence, there was significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on maintenance of discipline in north-east zone.

4.3.9 Hypothesis Nine (Ho_9):

There is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on maintenance of teaching and learning facilities in secondary schools in north-east zone.

Table 4.2.9: Summary of one way Analysis of Variance (ANOVA) in the opinions of supervisors, principals and teachers on the impact of supervision on maintenance of teaching and learning facilities in secondary schools in north-east zone.

Source of variance	Sum of squares	df	Mean square	F-value	P-value	Decision
Between groups.	1.188	2	0.594			
				22.836	0.000	Ho_9 Rejected
Within Groups.	27.545	1059	0.026			
Total	**28.733**	**1061**				

Level of significant α =0.05.

It is discovered here that the computed F-value is 22.836 and the P-value is 0.000 at 0.05 level of significance. The Null hypothesis nine (Ho_9) is rejected. Therefore, there is a significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on maintenance of teaching and learning facilities, which affects maintenance of teaching and learning facilities in secondary schools in north-east zone.

4.3.10 Hypothesis Ten (Ho_{10}):

The null hypothesis states that **there is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on teaching and learning in north-east zone.**

Table 4.2.10: Summary of one way Analysis of Variance in the opinions of supervisors, principals and teachers on the impact of supervision on teaching and learning in north- east zone.

Source of variance	Sum of squares	df	Mean square	F-value	P-value	Decision
Between groups.	1.196	2	0.598			
				16.301	0.000	Ho_{10} Rejected
Within Groups.	38.783	1057	0.037			
Total	**39.979**	**1059**				

Level of significance α =0.05.

The results of Analysis of Variance (ANOVA) in Table 4.2.10 shows that F-value is 16.301 and the P-value is 0.000 at 0.05 level of significance and within groups degree of freedom 2, 1059. These resultsled to the rejection of the null hypothesis ten (Ho_{10}). Therefore, there was a significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on teaching and learning which affected teaching and learning process in schools in north-east zone.

4.4 Summary of Major Findings

The summary of the major findings of the study are:

1. Supervision had ore made significant impact on enrolment and retention in secondary schools.Too many secondary schools and increase in the number of schools which contribute to ineffective supervision. Though students attend school regularly, because of conducive learning environment but classroom management becomes difficult due to students' population. The school authority provide students with recreational facilities, but not adequate.But there was no correspondence of the provision of the physiological needs of the students in terms of enrolment and retention.
2. Supervision had or made significant impact on staff and students' welfare services. Welfare services are services provided by school authority and government to help students support, develop and focus on their academic work and personnel needs, such as football, volleyball, gymnastics, water supply, feeding, and health services. All were inadequate and staff and students were not properly motivated as to increase performance.
3. Supervision had impact on decision making process due to inconsistencies between policies and plan. It was also discovered that the major interest of planning in education is to prepare alternative decision which could help policy makers and implementers to make rational choice. Policy is the foundation on which planning and implementation of decisions are laid in secondary school but inconsistent decision affected students negatively hence there is need for proper supervision of secondary schools in relation to decision making in the north-east zone.

4. Supervision had impact on staff development programmes in the sense that, it was gathered that low standard of teachers affect the performance of students. Government through the school management provide aids for teachers professional development, in service programmes for staff, demonstration lessons for teachers with deficiency experience teachers assist new inexperience ones. They are sponsored to workshops and seminars. All were inadequate as to motivate the effectiveness and increase students' performance.
5. Impact of supervision on staffing, the respondents agreed that recruitment of teachersand other staff were done, but not the right quality and quantity were recruited. They equally agreed that physical characteristics, professional qualification, personal attributes, cultural background and interest in the school activities were lacking as affirmed by respondents. Here supervision of secondary schools could help in this direction.
6. Another prominent feature of the major findings was on the outcome of respondents opinions on impact of supervision on communication in secondary schools, as communication is very important in any organization. Most of our action and reaction in secondary schools are communicative acts, in whole or in parts, significant differences exited on communication on the opinions of respondents as it was revealed that without proper communication the goals of education cannot be achieved. Adequate communication facilities were not provided in secondary schools as it shortfall will definitely hamper communication process in secondary schools in north-east zone. Where supervision of secondary school might help.

7. Impact of supervision on funding of secondary schools, under-funding of secondary schools, it was gathered, that inability to manage and meet the academic and welfare needs of the student's populations. The respondents differ in their opinions due to inadequate funding of secondary schools which does not meet the requirement of the needs of the secondary schools in north-east zone. As education is an expensive social service that requires adequate financial provision from all tiers of government for a successful implementation of the educational programmes, government source alone cannot meet the country educational needs. Education must be made accessible to all and sundry. Hence, non-governmental organization industries will go a long way in complementing government efforts. Inadequate and poor management of funds from the federal and state governments, underfunding leads to incessant strikes by staff and unrest by students. Proper supervision of funds made for projects must be properly handled for schoolsprogrammes.
8. It was revealed that discipline enhance good academic performance, it was also revealed that good discipline enhances good academic endeavour just as good laws, rules help in management of an organization. The difference in opinions was due to the fact that the three categories of respondents opined that differences existed with regard to maintenance of discipline in secondary schools in north-east zone. It was revealed that not a day passes without some report of examination leakage students' unrest, cases of discipline and drugs abuse and other issues reflecting the unsatisfactory state of secondary schools, as this has now become an all perverting issues, which is a menace and should be treated with all seriousness it deserves. The

incidence of in discipline permeates our entire social, economic and political life in the zone.

9. It was gathered that learning facilities are materials that aid the teacher to clearly impart knowledge, skills and experience to the learner's and also aid the learner's to vividly have a clear vision and understanding of the teachers. Opinions significantly differed on maintenance of teaching and learning facilities. It was equally gathered that, effective teaching and learning has a close relationship with facilities available to the teacher and how they are maintained matter a lots.
10. Finally supervisors, principals and teachers supported the fact that education system is a system of production by imparting knowledge and skills on students in secondary schools through teaching and learning process. The school is viewed as an educational institution and could also be viewed as a factory which requires and make use of human and materials resources to facilities teaching and learning activities due to non-challant attitudes of some teachers to their work and unprofessional attitude to work, which can easily be resolved through proper supervision of teachers during teaching and learning process in secondary schools in north-east zone.

4.5 Discussion of the Findings

The study was designed to investigate the impact of supervision on the management of secondary schools in north-east geo-political zone in Nigeria. Based upon this, ten null hypotheses were raised. The discussion of the finding is hereby presented in relation to the hypotheses. All the hypotheses were tested at 0.05 level of significance using Analysis of Variance (ANOVA) because the computed test variables opinions of supervisors, principals and teachers on the impact of supervision in the management of

secondary schools in north-east zone is being answered by three different groups of respondents in each hypothesis.

Hypothesis one: There is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on enrolment and retention in north-east geo-political zone.Result of the above Analysis of Variance (ANOVA) showed that there is a significant difference in the opinions supervisors, principals and teachers on the impact of supervision on enrolment and retention in secondary schools in north-east zone. Their calculated P-value of opinions on impact of supervision on enrolment and retention in secondary schools in north-east zone was 0.002 by supervisors, principals and teachers, implying that there is a significant difference on their views. Secondary education has recorded a modest growth since 1960, enrolment and retention has increase without correspondence increase in facilities, the first needs of students are the physiological needs. Therefore to satisfy these needs, school management should give allowance, e.g. pocket money regularly and promptly where applicable, to enhance performance and enrolment retention of students in secondary schools.

Hypothesis Two: There is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on staff and students welfare service in north-east zone.The outcome of the Analysis of Variance (ANOVA) of the hypothesis revealed that significant differences exist in the opinion of the three groups on the impact of supervision on staff and students welfare services in north-east zone, at $P<0.05$ level of significant and 2, 1059 degree of freedom given that α-value (0.05) is greater than the P-value (0.000) implying that there is a significant difference on their

views,due to inadequate facilities in the geo-political zone. It is obvious that the schools and Ministry of Education operate differently on the staff and students welfare service as these services provided by school management to help students on their academic work. However supervision impact positively in promoting smooth, effective and efficient learning and harmonious relationship that school management is expected to provide. It was revealed that staff were not properly motivated and encouraged to work as to increase their productivity and ability to achieve organizational goals. Students are provided with water supply, fed and security services were provided, health care services were also available, in some cases school buses were provided and intelligent students were rewarded in their schools but not adequate which led to low performance at external examination and other social vices in the school. It was because of irregular supervision of secondary schools in north-east zone with respect to welfare service. Hence, it was discovered that inadequate welfare service might not motivate both staff and students to perform well in secondary schools in the zone.

Hypothesis three: There is no significant difference in the opinion of supervisors, principals and teachers on the impact of supervision on decision making in secondary schools in north-east zone. Result of Analysis of Variance (ANOVA) revealed that there is a significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on decision making process in secondary school in north-east zone. The calculated P-value was (0.000) at 0.05 level of significant, implying that there is a significant difference on their views. Their responses on table 4.2.3 showed that significant difference exist on the decision making in north-east zone. It was noted that, policies are regarded as general planning statements which guide action in

decision making, that teachers participate in decision making process in the -management of academic activities but there was no proper supervision ondecision process by the principals, some principals do not supervise the implementation of curriculum. Materials for learning were procured by principals, but not in adequate number, meeting were held in order to take decision, supervisors, principals and teachers meet to implement decision on the school curriculum, Ministry of Education officials meet to monitor, supervise and evaluate the implementation of decision on school activities. Staff briefing are held, principal hold irregularly meeting with teachers and take decision on the suspension and general well being of the students, all were not consistent with polices and not tie with plan.

Hypothesis Four: There is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on staff development programmes in secondary schools in north-east zone.Result of Analysis of Variance (ANOVA) showed that there is a significant difference in the opinions of supervisors, principals and teacher on the impact of supervision on staff development programmesin north-east zone. The calculated P-value was 0.007 at 0.05 level of significant, implying that there is a significant difference on the same issues. Their responses on table 4.2.4 indicated that difference exist on staff developmentprogrammes in terms of professional development, in-service programmes, demonstration lessons for teachers with deficiency, experience teachers assist new inexperience ones, principals and teachers attend professional meeting, teachers are kept abreast of new changes in education through the provision of ICT, teachers, principals and supervisors are sponsored to workshops and seminars, supervisors and teachers are encouraged to write articles and

papers. This were not enough as no nation can rise above the quality of education just as no education system can rise above the quality of its teachers as the standard of teachers invariable affect the performance of students.

Hypothesis five: There is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on staffing in north-east zone.Result of analysis of variance indicated that there is significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on staffing in secondary schools in north-east zone. The calculated P-value was 0.000 at 0.05 level of significant, implying that there is a significant difference in their views on staffing. Their responses on table 4.2.5 showed that difference exist on staffing in items 41,42,43,44,45,46,47,48,49 and 50 accordingly in north-east zone. It was asserted that, staffing is recruitment, selection, development, training and compensation; it was also revealed that recruitment relates to those activities in personnel administration and commonly associated with the attraction of quality and quantity of staff needed for the system. In this case school system must have clarified its intention as quality and quantity of the staff it wants and supervision can assist in this direction.

Hypothesis Six: There is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on communication in the north-east zone.Result of analysis of variance showed that there is significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on communication in north-east zone. The calculated P-value was 0.001 at 0.05 level of significant, indicating that there is significant difference in their opinions on their responses on the issues on table 4.2.6. which revealed that difference exist on

communication in items 51,52,53,54,55,56,57,58,59 and 60 respectively in secondary schools in north-east zone. It was also revealed that communication is very important in any organization, communication is an attempt by individuals to share their feelings, purpose and knowledge and to understand the feelings, purpose and knowledge of others. It is a means, if learning and growth is to take place and therefore it is a fundamental element of supervision, leadership role and administrative functions. This is because most of our actions and reactions in the schools are communicative acts, in whole or in parts. Without communication the goals of schools cannot be achieved in north-east zone. Therefore adequate facilities for communication are not provided by government and must be provided and supervise in secondary schools.

Hypothesis seven: There is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on funding of secondary schools in north-east zone. Result of the Analysis of Variance (ANOVA) indicated that there is significant difference in the opinions of supervisors, principals and teachers on the impact of supervision in north-east zone. The calculated P-value was 0.000 at 0.05 level of significant, which indicated that there is a significant difference in their opinions on funding in table 4.2.7. Implying that difference exist on funding in items61,62,63,64,65,66,67,68,69 and 70 respectively in north-east zone. Education is expressed as an expensive social service which requires adequate financial provision from all tiers of government for successful implementation, education is not free, therefore it has become abundantly clear that government source alone cannot meet the country educational needs, however, in Nigeria both government and individuals have been financing education in addition to this, the Federal Government felt that the

participation of non-governmental organization, industries, philanthropists, and well meaning Nigerians will also go a long way in complementing government efforts. Hence quality supervision will improve the funding and will make the funding effective as to achieve the educational goals in north-east zone. Inadequate and poor management of funds from the federal and state governments, underfunding leads to strikes by staff and unrest by students. Therefore, there is need for proper supervision of funds meant for the education and all projects.

Hypothesis Eight: There is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on maintenance of discipline in secondary schools in north-east zone. Result of Analysis of Variance (ANOVA) showed that there is significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on maintenance teaching and learning facilities in secondary schools in north-east zone, The calculated P-value was 0.000 at 0.05 level of significant which indicated that there is a significant difference in their opinions on the items on table 4.2.8. Implying that difference exist on maintenance of discipline in north-east zone in items 71,72,73,74,75,76,77,78,79 and 80 respectively in the zone. It was revealed that the problem of discipline in the country in general and in the school system in particular, there is tendency to link the problem of students' unrest in schools with the problem of discipline in secondary schools. It was revealed that our society is passing through a very difficult time and the incidence of indiscipline permeates our entire social, economic and political life as a nation. The guiltiest segments of our community are the educated and the half educated elements. Students should not be the only one to be blamed for the present indiscipline in the schools system. In north-east

zone it also manifest itself in the lack of decorum and its criticism as well as in their unusual taste for materialism and all that goes with it and this can be achieved through proper and effective supervision of schools in north-east zone.

Hypothesis Nine: There is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on maintenance of teaching and learning facilities in secondary schools in north-east zone. Result of the Analysis of Variance (ANOVA) revealed that there is significant difference in the opinions of supervisors, principals and teachers on the impact of supervision in secondary schools in north-east zone. The calculated P-value was 0.000 at 0.05 level of significant which means that there is a significant difference in their opinions on maintenance of teaching and learning facilities on table 4.2.8. Implying that, difference exists on maintenance of teaching and learning facilities in north-east zone. On items 81,82,83,84,85,86,87,88,89 and 90 respectively in north-east zone, that learning facilities are materials that aid the teachers to clearly impact knowledge, skills and experience to his learners and also aid the learner to vividly have a clear vision and understanding of the teacher. It was also viewed that teaching and learning facilities are materials that can help the teacher to accomplish his task of teaching. That effective teaching and learning has a close relationship with facilities available to the teacher and how they are maintained. All these need to be provided for and maintained if school would operate at its maximum capacity for the convenience of the teachers and students. It was also viewed that teaching facilities increases learning effectiveness concretize learners experience and make learning real and imaginative, it helps to individualize instructions and it also helps to motivate learners in getting their attention and enhance better understanding

and mastering of events and concepts, it was gathered that that such facilities were not properly maintained. Hence proper supervision of secondary schools in the north-east zone, will improve in this direction.

Hypothesis ten: There is no significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on teaching and learning in secondary schools in north-east zone. Result of the Analysis of Variance (ANOVA) indicated that there is significant difference in the opinions of supervisors, principals and teachers on the impact of supervision on teaching and learning in secondary schools in north-east zone. The calculated P-vale was 0.000 at 0.05 level of significant this means that there is a significant difference in their opinions on the items on table 4.2.10. Implying that difference exist on teaching and learning in the north-east zone on the issues:-91,92,93,94,95,96,97,98,99 and 100 respectively in north-east zone. It was revealed that teachers are the foundation of quality in the schools. It is their quality, efficiency and effectiveness that the future of organization, teacher whose final analysis, translates principles, policies and ideas into action, a lot of problems as regard inadequate supply of teachers to schools, it is assumed that shortage of teachers have a negative effect on teaching and learning in secondary schools. It was also pointed that there is a high relationship between teachers and quality, effective methodology and learning outcomes. This means that where the teachers' quality is low, the output will also be low. Hence teaching and learning which involves interaction between teachers and student requires great deal of supervision as to enhance optimal performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of the study.

5.2 Summary

The study was designed to investigate the impact of supervision in the management of secondary schools in north-east geo-political zone in Nigeria. The study was focused on the impact of supervision on enrolment and retention, on staff and students welfare services, on decision making; on staff development programmes, on staffing; on communication; on funding, on maintenance of discipline, on maintenance of teaching and learning facilities and on teaching and learning in north-east zone in Nigeria, using the secondary schools in north-east zone.

The study was structured into five chapters in order to effectively carry out the study. Chapter one is the introduction to the study, presented the background of the study, statement of the problem, objectives of the study, research questions, hypotheses, basic assumptions, significance of the study and scope of the study. Chapter two dealt with the review of related literature on supervision of instruction which may be though of as the broad tasks of educational administration, it is concern mainly with those activities which are intended to maintain and promote the effectiveness of teaching and learning by working directly with teachers as to improve their teaching skills and also to improve learning experiences and performance of students. Henri Fayol proposed that all managers perform five (5) management functions that is plan, organize, command,

coordinate and control. These functions are also applicable to supervision of schools, where supervisors plan, organize, command, coordinate and control the process of supervision with teachers in schools. Chapter three discussed research methodology, while chapter four contains the analysis of data collected for the study and chapter five gave the summary, conclusions and recommendations.

Tenresearch questions and 10 null hypotheses were raised,formulated and tested in this study. A set of questionnaires structured by the researcher was used for the collection of data. A total sample consisting of108 supervisors, 162 principals and 810 teachers responded to the questionnaire.

The data collected were analyzed using percentages and means statistics for the bio-data and research questions. The hypotheses were tested using one way Analysis of Variance (ANOVA) statistics, decision to accept or reject was taken at0.05 level of significance.

5.3 Conclusions

Based on the findings, the following conclusions were drawn:

i. School supervision had had significant impact on enrolment and retention. This constitutes one of the problems being faced in secondary schools in north-east zone. Where classrooms management becomes difficult due to students population, the supervision of secondary schools, enrolment did not correspond with the facilities on ground such as shelter, food, and health services to satisfy the needs of students' population.

ii. School supervision had significant impactstaff and student welfare of secondary schools as they help students support, develop and focus on their academic work and their personnel needs, This welfare service were inadequate and staff were also inadequately motivated, which resulted to low productivity and consequently low performance in external examination

iii. Supervision of schools had significant impacton decision making process.Decisionsmade in secondary schools were not consistent with policies and not tiedto plan. Policy is the foundation on which planning and implementation of decision are laid, but decision were not properly implemented which has negative impact on students and supervision of secondary schools if properly carryout it will definitely improve this condition.

iv. Supervision of secondary schools had significant impact on staff development programmesin north-east zone. Quality of teachers affected the performance of students. Inspite of the numerous qualified staff their qualities affect the performance of students negatively in their external examination in the secondary schools in north-east zone.

v. Supervision of secondary schools had significant impact on staffing had, as this is associated with attraction of quality and quantity of staff needed for the educational system. The study found that qualities such as mental ability, physical characteristics, professional attitudes in the schools activities were lacking in some cases as affirmed by respondents.

vi. Supervision of secondary schools has significant impact on communication as must of our action and reactions in schools are communicative act in whole or in

part. As it was revealed that without communication the goals of education cannot be achieved, as inadequate communication facilities which might consequently result to low performance in examinations and proper supervision of such facilities must be undertaken in schools in the zone.

vii. Funding of secondary schools had significant impact on supervision of secondary schools in north-east zone. Underfunding led to incessant strike by staff and unrest by students. Education is a social service that requires adequate financial provision from all tiers of Government, for successful implementation of the educational programmeas government alone cannot meet the country's education needs. Non-governmental organization industries will go a long way in complementing government efforts which also requires proper supervision by the federal and state governments.

viii. Supervision had significant impact on maintenance of discipline in secondary schools in secondary schools in north-east zone. It was revealed that not a day passes without some report of examination leakages students' unrest, cases of discipline and drugs abuse and other social vices reflecting the unsatisfactory state of secondary schools as it has now become an all perverting issues, which is a menace and should be treated with all seriousness it deserves. Indiscipline in schools is more than a simple matter of student disobeying order. It also manifests itself in lack of decorum as well as in their unusual taste of materialism. Proper supervision of schools will significantly minimize this scourge.

ix. Supervision has significant impact on teaching and learning facilities of secondary schools in north-east zone. Despite minimum maintenance of teaching and

learning facilities in some schools there was an outcry as its low maintenance in some schools, where windows and doors were broken, ceilings were damaged, furniture were also damaged. All this calls for proper supervision and maintenance in secondary schools in north-east zone.

x. Supervision had significant impact on teaching and learning. The school is viewed as an educational institution and could also be viewed as a factory which requires and make use of human and materials resources to facilitate teaching activities,there was significant difference on the opinions of the respondents in north-east zone, due to non-challant attitudes of teachers to work which can easily be resolved through proper supervision of teachers during teaching and learning process in secondary schools in north-east zone.

5.4 Recommendations

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

(1) The study recommends that adequate infrastructural facilities be provided by government, individuals, organizations, non-governmental organizations (N.G.O.s), philanthropists as to motivate the direction of teaching and learning and at the same time retain the number of students registered in secondary schools in north-east geo-political zone.

(2) Welfare services such as general health, happiness and safety of workers and financial help be provided by government in order to make staff and students

comfortable while at work. These must adequately be provided and supervised by supervisors and principals in schools.

(3) Staff development programme, such as in-service training, seminars, symposium, and workshops be undertaken regularly and promptly in order to improve teachers' skills and knowledge in teaching and learning activities in schools. Training, efforts should be intensified to train teachers for the job, because most schools lack teachers as such is recommended that quality and quantity of teachers and staff must be trained and attracted to the teaching profession.

(4) The study recommends adequate funding. This is a key to the development of any educational programme. The various level of government need to make uninterrupted financial arrangement which will see to it that the programme implementation does not lag behind. Funds need to be made available and properly supervised, monitored and properly evaluated for reason of diversion in schools in north-east zone.

(5) The study recommends that teaching and learning facilities such as audio-aids, visual aids, graphicsbe maintained and supervised by all that are involved in schools in north-east zone.

5.5 Suggestions for Further Studies

1. Critical assessment of impact of supervision on staff and students welfare services be investigated in other geo-political zones for the purpose of generalization.
2. Investigation into staff development programme and staffing be carried out between public and private schools in north-east geo-political zone for the purpose of comparison.
3. Further studies be conducted on supervision, monitoring and evaluation of supervision of schools on funding and discipline in the country as to ascertain their impact on staff and students performance.
4. Comparative studies be conducted on communication in rural and urban secondary schools as to ascertain their impact on students' performance in secondary schools in other geo-political zones in the country.
5. Teachers training colleges be resuscitated as to train quality teachers who will now be sent to colleges of education for the purpose of further training of qualitative teachers for secondary schools in north-east zone.

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APPENDIX A

DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA

QUESTIONNAIRE ON IMPACT OF SUPERVISION ON THE MANAGEMENT OF SECONDARY SCHOOLS (I.S.M.S.S.Q) IN NORTH-EAST GEO-POLITICAL ZONE.

The above topic is a Ph.D. Research. The questionnaire is divided into section 1 and 2, section 1 deals with your personal data while section 2 is on the topic. Your opinions is sought to enable the researcher arrive at a reasonable conclusion of the research work. Answer all questions freely, objectively and honestly.

You are to indicate your responses by ticking the appropriate box [✓]. Maximum confidentiality and privacy is fully guaranteed.

Thank you for your anticipated co-operations.

Yours faithfully,

MAKOSOABARAHAM

Section 1

Bio-Data (Personal)

1. Supervisor [ ]
2. Principal [ ]
3. Teacher [ ]

Section 2

Kindly tick at the appropriate space provided-the following keys apply:-

1. Strongly Agreed (SA)
2. Agree (A)
3. Undecided (U)
4. Disagreed (D)
5. Strongly Disagreed (SD)

No 1: Opinions of respondents on impact of supervision on enrolment and retention in secondary schools.

S/No	Question items	Strongly Agree (S.A.)	Agree (A)	Undecided (U)	Disagreed (D)	Strongly Disagreed (S.D)
1	North-east zone have too many Secondary Schools for effective supervision to take place.					
2	Increase in the number of schools in the zone contributes to ineffective supervision.					
3	Students attend school regularly because of conducive learning environment.					
4	Classroom management becomes difficult due to students population.					
5.	Increase on enrolment affect teaching and learning process.					
6.	The school authority provide students needs for food, shelter, good health and exercise.					
7.	Recreational facilities are provided for students always.					
8.	The school authority provides maximum security, protection, safety, comfort and peace.					

9.	Intellectual curiosity and ambition for power and authority are provided by the management in the schools.					
10.	Teachers, non-teaching staff and students are motivated for optimal performance.					

Section 2. Opinions of the respondents on impact of supervision on staff and students welfare services in secondary schools.

		(S.A.)	**(A)**	**(U)**	**(D)**	**(S.D)**
11	The school authority makes provision for Hostel accommodation.					
12	The Management provides recreational facilities e.g. gymnasium, swimming pool, football field, volley ball court.					
13	The school authority make adequate provision of effective learning through proper motivation.					
14	There are available of seats to all students in the classrooms.					
15	Students are provided with water supply all days.					
16	Students are properly fed throughout the term.					

17	Security services are available to protect lives and properties.					
18	Health care services are made available to students at all times.					
19	The school Bus carry students to and fro from home to school every day.					
20	Intelligent and brilliant students are awarded prices every term					
No. 3. Opinions of respondents on impact of supervision on decision making process in secondary schools.						
		(S.A.)	**(A)**	**(U)**	**(D)**	**(S.D)**
21	Teachers do participate in decision making in the management of academic activities in secondary schools.					
22	Government supervise the planning of academic activities in the school.					
23	There is proper supervision and management of schools by the principal.					
24	Principals supervise the implementation of curriculum.					
25	Principal buy materials for teachers to aid teaching in their					

	subjects area.					
26	Meeting are held regularly in order to take decisions on implementation of curriculum in the school.					
27	Supervisors and teacher meet regularly to implement decision on the school curriculum and programmes.					
28	Ministry of education officials meet regularly to monitor, supervise and evaluate the implementation of decision on school activities.					
29	Staff meeting, briefings are held regularly to take decision on day-to-day running of the school.					
30	Principals hold meetings with teachers to take decision on the suspension and general well being of the students.					

No. 4. Opinions of respondent on impact of supervision on staff Development programmes in secondary schools.						
31	Government through the school management provides aids for teachers' professional development.	**(S.A.)**	**(A)**	**(U)**	**(D)**	**(S.D)**
32	In-service programmes for staff are provided in the school.					
33	Demonstration lessons for teachers with deficiency are regularly provided.					
34	Experienced teachers assist new inexperience ones.					
35	Principles and teacher attend professional meeting regularly.					
36	Orientation courses for newly posted teachers are conducted always.					
37	Teachers are always kept abreast of new changes in education through the provision of ICT and other relevant facilities.					
38	Teachers and supervisors are regularly sponsored to workshops and seminars.					
39	Teachers are regularly introduced to modern methods of teaching in schools.					

40	Supervisors and teachers are encouraged by ministry of education to write papers.					
No. 5 Opinions of respondents on impact of supervision on staffing in secondary schools.						
		(S.A.)	**(A)**	**(U)**	**(D)**	**(S.D)**
41	The recruitment of teachers means attracting right quantity and quality of personnel to achieve educational goals.					
42	Favourable public attitudes toward the teaching profession help recruitment.					
43	Teachers were highly regarded in the early years of missionary educational activities but their image began to dwindle when all sorts of people joined the profession due to its rapid expansion.					
44	Employing able body through selection seek to fill existing vacancies with qualified personnel who are likely to succeed in the job.					
45	The criteria essential to success in teaching are mental ability, personal,					

	physical characteristics, professional qualification, personal attributes, cultural background, social and emotional adjustment.					
46	Training makes workers realize better what they have to do to acquire skills required for proficient performance.					
47	Pre-service education is usually provided in teacher-training institutions to provide for both professional training and subject specialization.					
48	Insufficient provision for training of reasonable teachers to acceptable standard constitutes one of the major sources of the poor quality of education.					
49	The lack of proper trained teachers can impact serious constraints both on educational quality and on expansion in the developing countries.					
50	Teachers, like any other group of workers, want to be					

	provided with reasonable comfort for their retirement.					
No.6 Opinions of respondents on impact of supervision on communication in secondary schools.						
		(S.A.)	**(A)**	**(U)**	**(D)**	**(S.D)**
51	Principals communicate in and out of the school through modern communication means.					
52	The school has ICT such as computers, internet, cybercafé, telex, email, television.					
53	There are provision for stationeries for written communication such as letters, circulars, etc					
54	Classroom teaching communication such as power point, public address system are available in the schools.					
55	Security communication gadgets are usually provided by the management.					
56	Management decision reached are communicated to staff during meetings and briefings.					

57	Daily communication of programmes and activities of the schools such as calendars, timetables, duty rosters are promptly carried out.					
58	Management communicate government policies and programmes to the school as when due.					
59	Principals encourage staff and students communication to express opinion, feelings on the activities of the school.					
60	Supervisors and teachers take their communication to the ministry of education on regular basis.					
No 7. Opinions of respondents on impact of supervision on funding of secondary schools.						
61	Enough fund is provided for the procurement of teaching and learning materials.					
62	Enough fund is provided for the procurement of game materials.					

63	Security men/women are given financial assistance to run their day-to-day activities in the schools.					
64	Enough fund is provided for the procurement of vehicles for proper supervision.					
65	Enough funds are provided by government through zonal offices and inspectorate officers to supervise, manage and evaluate school programmes.					
66	Parent's teacher's association provide fund for the administration and management of secondary schools.					
67	Principals use school fees for the general management of the schools.					
68	Principals adequatelyto other sources of funding in managing and administering ofsecondary schools in your state.					
69	Enough funds are made available to vice/ principals and head of departments for their daily					

	managerial responsibilities.					
70	Principals adopt some cost saving devices in managing school funds.					
No.8 Opinions of respondents on impact of supervision on maintenance of discipline in secondary schools.						
71	Do problem of students unrest in schools is linked with the problems of discipline?	**(S.A.)**	**(A)**	**(U)**	**(D)**	**(S.D)**
72	Is there a declining state of affairs in schools with special reference to cases of indiscipline?					
73	Current lowering of educational standards had its roots in the massive expansion of the education system.					
74	Do you accept the fact that examination malpractice, students unrest are linked to indiscipline and drug abuse?.					
75	Do you accept the fact that indiscipline in our society is as a result of un-wanton taste for materialism and all that goes with it.					
76	Discipline is the readiness or ability to respect authority					

	and observe conventional or established laws of the society by all students.					
77	Discipline appear to produce a breed of well-cultivated boys and girls who will develop respect for themselves and the society at large.					
78	School management, school administration, staff, students society/parents, contribute immensely to indiscipline in school.					
79	Supervisors and teachers have a significant role to play in ensuring the discipline of students in schools.					
80	Teachers have virtually lost interest in the discipline of students either for fear of being challenged by parents or for the fear of physical attacks from the students.					

No. 9 Opinions of respondents on impact of supervision on maintenance of teaching and learning facilities in secondary schools.						
81	Funds are provided by state government to carry out repairs and maintenance of school facilities. There is enough security for the up keep of school facilities.	**(S.A.)**	**(A)**	**(U)**	**(D)**	**(S.D)**
82	The management ensures that there is regular cleaning of the school environment. Beautification of school environment for example, planting of trees, flowers and shrubs are carried out by the school authority.					
83	Damaged facilities are usually replaced with new ones by the school authority.					
84	The school administration always ensure that school is conducive for teaching and learning.					
85	Communities participate in repairs of school facilities that are broken down.					
86	Government at the federal and state levels make available funds for					

	the development of physical facilities (laboratory, classrooms, libraries, workshops.					
87	Parents Teachers' Association (PTA) provide school authority with funds for development and maintenance of physical facilities e.g. libraries, classrooms, laboratories..					
88	Desks and chairs more especial the broken ones are regularly repaired and maintained in the school.					
89	The management of the school source fund in order to maintain accommodation facilities in hostels (e.g. beds, mattresses).					
90	Principal's office, vice principal's and other officers are regularly maintained by government					

No. 10 Opinion of respondents on impact of supervision on teaching and learning in secondary schools.						
91	Government through the principal purchase teaching and learning materials for all the teachers.	**(S.A.)**	**(A)**	**(U)**	**(D)**	**(S.D)**
92	Principals purchase teaching aids for students in the school.					
93	Government through the ministry of education provide funds to teachers to encourage them improve teaching materials in their subject areas.					
94	Teachers are trained on how to use and operate some of the sophisticated teaching equipment and materials					
95	Maintenance of teaching and learning facilities are regularly carried out.					
96	Chalk boards, flannels boards, card boards, globs, flyers are purchase by the management.					
97	Textbooks, exercise books, newspapers, journals are provided by government and maintained by the school.					
98.	Principals ensure that teaching materials are properly stored in the school.					

99	Administration and the management in secondary schools ensure that teachers regularly use teaching aids in their day-to-day teaching and learning.					
100	Lesson notes, lesson plan, schemes and record of work are regularly endorsed by the school authority on regular basis.					