

**IMPACT OF PRINCIPALS' SUPERVISORY ROLE PERFORMANCES ON
TEACHING AND LEARNING OF ECONOMICS IN SECONDARY SCHOOLS IN
GOMBE METROPOLIS, GOMBE STATE, NIGERIA**

BY

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

AUGUST, 2017

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ZARIA, NIGERIA**

AUGUST, 2017

DECLARATION

I hereby declare that the work of this Theses titled “Impact of Principal’s Supervisory Role Performances on Teaching and Learning of Economics in Secondary Schools in GombeMetropolis,Gombe state Nigeria” was performed by me in the Department of Educational Foundations and Curriculum, Faculty of Education Ahmadu Bello University, Zaria, under the supervision of Dr. Abubakar M. Jumare and Prof. Bashir Maina. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Thesis has been previously presented for another degree at any institution.

Name of Student

Signature

Date

CERTIFICATION

This Dissertation titled Impact of Principal’s Supervisory Role Performances on Teaching and Learning of Economics in Secondary School in Gombe Metropolis, Gombe State, Nigeria, by **Kasim Sa’ad MOHAMMED** with Registration number **P13EDFC8076** meets the regulations governing the award of the degree of Masters in Education (Administration and Planning) of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my beloved parents Alhaji Muhammad Saad (late) and Hajiya Hafsah Muhammad, my wife Hadiza Saidu Walama and our two children (Fatima and Muhsinah).

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I give gratitude, honor and adoration to Almighty Allah (S.W) for giving me life, time, opportunity, strength and guidance for the successful completion of this research work. May the peace and blessing of Allah be on our noble prophet (S.A.W) his household, companions and all of us following his path till the Day of Judgment.

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ABSTRACT

This study assessed the Impact of Principal's Supervisory Role Performances on Teaching and Learning of Economics in Secondary Schools in Gombe Metropolis, Gombe State, Nigeria. The study was carried out with five research objectives among others are; to assess the impact of principal's supervisory role of teacher's lesson plan on teaching and learning of economics in secondary schools in Gombe metropolis, to assess the impact of principal's supervisory role of teacher's punctuality on teaching and learning of economics in secondary schools in Gombe metropolis. Also five research questions and five null hypotheses were raised for the study. The population of the study was 1021 respondents, comprises 17 principals and 1004 secondary school teachers in Gombe metropolis. A sample of 279 respondents (17 principals and 262 teachers) was selected using proportionate random sampling techniques. Survey design was adopted for the study and a structured questionnaire with a five-point Likert scale titled Impact of Principals Supervisory Role Performance Questionnaire (IPSRPQ) was used for data collection. The Questionnaire was validated by professionals in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. Pilot study was carried out in Gombe North Senatorial District with thirty (30) secondary school teachers and six (6) Secondary schools principals. The data for the pilot study were analyzed using split halve method of reliability and Cronbach's Alpha was used to compute the reliability coefficient where 0.87 reliability coefficient was obtained. The bio data of the respondents were analyzed using simple percentage and frequency while descriptive statistics (mean score and standard deviation) was used to answer the research questions and t-test analysis was used to test all null hypotheses at 5% ($p < 0.05$) significant level. The findings revealed a significant difference in the opinion of principals and secondary school teachers on the impact of principal's supervisory role performances on teaching and learning of economics in secondary schools in Gombe metropolis. It was concluded that principals' supervisory roles of teacher's lesson plan, scheme of work, instructional materials, classroom visitation and teacher's punctuality promote teaching and learning of Economics in secondary schools in Gombe metropolis. Based on the findings, it was recommended among others that school administration through the principal should ensure full participation of teachers in the policy making and adequate preparation of lesson plan for effective teaching and learning of economics in secondary schools. Principals should be well equipped with the necessary skills on their supervisory role to enable them improve punctuality of teachers and reduce the rate of absenteeism among teachers and students.

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OPERATIONAL DEFINITION OF TERMS

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

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

LESSON PLAN: Lesson plan is a detailed but concise description of the various teaching, learning and assessment activities (including an outline of resources) that a teacher wishes to employ in the course of mediating a selected collection of knowledge, skills and values in a particular lesson.

SCHEME OF WORK: Scheme of work is an essential tool which breaks up the syllabus into teaching unit which should be kept in such a way that syllabus is covered conveniently within the given period of time.

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

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

TEACHER'S PUNCTUALITY: Teacher's punctuality refers to a process by which the teachers attend the school regularly.

LIST OF ABBREVIATIONS

GDSS: Government Day secondary School

GCDSS: Government Comprehensive Day Secondary School

GAC: Government Arabic College

GSSS: Government Science Secondary School

GGSSS: Government Girls Science Secondary School

GSTC: Government Science Technical College

GDSSS: Government Day Science Secondary School

IPSRPQ: Impact of Principals' Supervisory Roles Performance Questionnaire

ERG: Existence, Readiness and Growth

CHAPTER ONE INTRODUCTION

1.1 Background to the Study

The importance of principals' supervisory role performance of secondary school in today's educational system cannot be overemphasized. There has been a consensus view that a lot of differences exist between the schools of the past and those of the present. This has been attributed to the explosion of students' population in schools and the level of commitment by the teachers. In the very past, instructional supervisory role performance of principals was little because schools were small in size (Ezedi, 1995, Shantz & Ward, 2000). With increased demand for education and consequent large enrolment of students particularly in the urban areas, secondary schools grew to have many teachers and many classrooms. The need then arose for someone to coordinate the activities of the schools by supervising the other teachers in an effort to improve teaching and learning in secondary schools.

The supervisory role performance of principals especially in secondary schools in involves the application of management principles in designing, developing and effecting resources towards achievement of educational goals. These principles include: planning, budgeting, organizing, directing, supervising and controlling (Rosemary, 2004). Today, the demand for effective management of schools is rapidly taking centre stage more than ever the world over (Okumber, 1999). This effectiveness is judged by the extent to which schools acquire the necessary instructional materials including teachers and how they provide a congenial organizational climate and generally meet the expectations of the society within which they are established for the purpose of achieving educational objectives (Orora, 2001)

According to Obemeata, (2009) the importance of economics education to any nation is very clear. It enables both leaders and citizens to understand basic economics concepts, principles as well as to understand, appreciate and seek to improve the economic situation for their own social good. The understanding of economics is a pre-requisite for good citizenship. To him the principal objective for teaching economics should be "to provide economics understanding necessary for responsible citizenship". Being a responsible citizen involves the ability to take rational decision on important economic issues with a good basis for doing so.

Knowledge of economics and ability to apply it to significant problems and issues are essential elements of responsible citizenship in a democratic society. Citizens must be able to comprehend and use basic economic concepts in order to perform adequately as producers, consumers, investors, and voters in public elections. Widespread improvements in ability to perform these roles will yield enormous benefits to individuals and the nation. By contrast, the personal and public costs of inability to perform these roles are too large and harmful to be ignored. Knowledge and skills in economics, which are needed for citizenship, will not be learned by most individuals unless they are systematically and effectively taught in elementary and secondary schools. Therefore, economics belongs in the core curriculum, the common learning experiences required of all students as part of their general education for citizenship.

To achieve the knowledge and skills in economics, school executives are expected to apply appropriate management skills. The principal of any secondary school has a crucial obligation in discharging management duties in school. Principalship is a well established position as the chief executive who provides instructional leadership by coordinating

curricular activities such as scheme of work, lesson notes, and continuous assessment towards ensuring effective teaching and learning. Also the principal is in charge of extracurricular programmes and is responsible for the general administration of secondary school (Ogakwu, 2010).

In the same vein, the principals' supervisory role performance in the teaching and learning of economics is considered to be an eye opener for future career decision. According to Nwaogu, (2008) supervision is the process of helping, guiding, advising and stimulating growth in a subordinate in order to improve on the quality of his work. Supervision is a practice designed to improve teaching and learning process in educational institutions. It involves overseeing the classroom instructional activities of both teachers and students. The overseers are the school principals and other administrative staff.

The principals being instructional leaders are in good position to supervise, monitor assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them. The overall management of schools rests within the principal, working with and through the teachers to maximize their capabilities in the profession and achieve the desired educational goals. In Gombe State for instance, principals have made efforts and they are still making efforts to improving teaching and learning through effective and efficient supervisory role performance. It is on this background that the researcher intends to establish the impact of principals' supervisory role performance on teaching and learning of economics in secondary schools in Gombe metropolis, Gombe State, Nigeria.

1.2 Statement of the Problem

It has been observed that the principals' supervisory role performance has lots of general benefits that guide a general impact in teaching and learning in secondary schools. The ultimate goal of secondary education in Nigeria is to develop the individual's mental capacity and character for higher education and useful living within the society. (NPE, 2004). The teachers' level of resourcefulness, creativity, and imagination is credited to the principals' effective supervisory role performance (Udeozor, 2004).

Similarly, in Gombe state, the current state of teaching and learning of economics in both public and private secondary schools is considered to be fairly effective (Inspection Report, 2014). A number of factors have been identified to explain differential achievements and causes of poor teaching and learning of economics in the public secondary schools, but one factor which needs further investigation is the style of principal's supervisory roles performance especially in the supervision of lesson plan, scheme of work, instructional materials, classroom visitation and attitude of teachers towards attendance to their lessons which form the core of schools teaching and learning activities.

Ada, (2010) opined that inadequate supervision and monitoring of teachers lesson plan causes failure in the attainment of instructional objectives because, the lesson plan is a systematic arrangement that lead to the presentation of planned instructional unit. He further elaborated that lesson plan involve situational analysis relating to the following information such as, the content to be taught, the class, the statement of objectives to be achieved, instructional resources to be used, method adopted in presenting the content and evaluation techniques. Therefore adequate supervision of teacher's lesson plan helps to achieve instructional objectives.

Furthermore, inadequate supervision of teacher's scheme of work has effect on the teaching and learning activity because, it is rather more detailed document than the syllabus, in addition to the content to be taught, it outline how teaching should be done in schools. Hence, poor supervision of teacher's scheme of work makes teachers to take topics at random regardless of their relevance and consequently makes the teaching and learning disjointed.

Moreover, it has indeed, been observed that poor principal's supervisory role of teacher's instructional materials in teaching and learning causes failure of student's academic achievement because, researchers such as Adetula (2005) and Udeozor (2004) have all shown in their various studies that instructional materials in secondary schools are those materials used in teaching and learning situations to supplement the written or spoken words in the transmission of knowledge, attitude and ideas. Hence, inadequate supervision of teacher's use of instructional materials make teachers to apply irrelevant instructional materials in teaching which leads to poor content delivery and consequently affect students academic achievement.

Similarly, inadequate classroom visitation and supervision of teacher's punctuality causes failure in the attainment of instructional objectives because, the main purpose of the principals' classroom visitation and supervision of teachers punctuality is to guide and direct the activities of the teaching and learning in the school and to discourage absenteeism, truancy and unwanted behavior of the teachers and students. Therefore regular principal's classroom visitation and teacher's punctuality helps to achieve instructional objectives.

1.3 Objectives of the Study

The main objective of the study was to determine the impact of principal's supervisory role performances on teaching and learning of economics in secondary schools in Gombe metropolis, Gombe state. Specifically, the objectives were to:

1. Assess the impact of principal's supervisory role of teacher's lesson plan on teaching and learning of economics in secondary schools in Gombe metropolis.
2. Examine the impact of principal's supervisory role of teacher's scheme of work on teaching and learning of economics in secondary schools in Gombe metropolis.
3. Find out the impact of principal's supervisory role of instructional material on teaching and learning of economics in secondary schools in Gombe metropolis.
4. Determine the impact of principal's classroom visitation on teaching and learning of economics in secondary schools in Gombe metropolis.
5. Assess the impact of principal's supervisory role of teacher's punctuality on teaching and learning of economics in secondary schools in Gombe metropolis.

1.4 Research Questions

The following research questions are stated to guide the study

1. Is there impact of principal's supervisory role of teacher's lesson plan on teaching and learning of economics in secondary schools in Gombe metropolis?
2. Is there impact of principal's supervisory role of teacher's scheme of work on teaching and learning of economics in secondary schools in Gombe metropolis?
3. Is there impact of principal's supervisory role of teacher's instructional materials on teaching and learning of economics in secondary schools in Gombe metropolis?

4. Is there impact of principal's classroom visitation on teaching and learning of economics in secondary schools in Gombe metropolis?
5. Is there impact of principal's supervisory role of teacher's punctuality on teaching and learning of economics in secondary schools in Gombe metropolis?

1.5 Research Hypotheses

The following research hypotheses are stated to guide the study

Ho₁: There is no significant difference in the opinions of principals and teachers on the impact of principal's supervisory role of teacher's lesson plan on teaching and learning of economics in secondary schools in Gombe metropolis.

Ho₂: There is no significant difference in the opinions of principals and teachers on the impact of principal's supervisory role of teacher's scheme of work on teaching and learning of economics in secondary schools in Gombe metropolis.

Ho₃: There is no significant difference in the opinions of principals and teachers on the impact of principal's supervisory role of teacher's instructional materials on teaching and learning of economics in secondary schools in Gombe metropolis.

Ho₄: There is no significant difference in the opinions of principals and teachers on the impact of principal's classroom visitation on teaching and learning of economics in secondary schools in Gombe metropolis.

Ho₅: There is no significant difference in the opinions of principals and teachers on the impact of principal's supervisory role of teacher's punctuality on teaching and learning of economics in secondary schools in Gombe metropolis.

1.6 Basic Assumptions

From the research questions, the following assumptions are advanced for confirmation:

1. Effective principal's supervisory role of teacher's lesson plan may have impact on teaching and learning of economics in secondary schools in Gombe metropolis.
2. Adequate supervision of teacher's scheme of work by the principals may have impact on teaching and learning economics in secondary schools in Gombe metropolis.
3. Adequate supervision of teacher's instructional materials by the principals may have impact on teaching and learning of economics in secondary schools in Gombe metropolis.
4. Effective principal's classroom visitation may have impact on teaching and learning of economics in secondary schools in Gombe metropolis.
5. Adequate supervision of teacher's punctuality by the principals may have impact on teaching and learning of economics in secondary schools in Gombe metropolis.

1.7 Significance of the Study

The study will be of significant benefit to principals, teachers, proprietors, Ministry of Education, Curriculum planners. Since the instructional supervision is part and parcel of the school management in educational institutions, the findings would be useful to principals of secondary schools to strengthen their supervisory activities as well as provide them with necessary techniques on how to handle it for the purpose of improving the teacher's effectiveness and efficiency to achieve educational goals. This is because the level of teacher's resourcefulness, creativity and imagination is credited to effective principal's supervisory role performance.

The findings of this study will be very relevant to teachers who are the principal agent of curriculum implementation; it provides recommendations that would help them to make appropriate utilization of lesson plan, scheme of work, instructional materials etcso as to enhance their professional effectiveness in facilitating teaching and learning of economics in educational institutions.

The findings of this study would be useful to the ministry of education and school proprietors to organize seminars, workshop and conferences for principals on instructional supervisory roles to keep them abreast with their changing roles as principals. Similarly, curriculum planners would hopefully benefit from the findings of this study because, the curriculum planners need information about the current state of teaching and learning of economics for decision making in relation to supervisory role performance of principals in secondary schools. The beneficiaries will have access to the findings of this research work through publications, seminars, workshops, and conferences.

1.8 Scope of the Study

The study is on impact of principals' supervisory role performance on teaching and learning of economics in secondary schools in Gombe metropolis, Gombe state, Nigeria. Thus, the study is, however, limited to public senior secondary schools in Gombe metropolis.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is aimed at reviewing related literature on the impact of principals' supervisory role performance on teaching and learning of economics in secondary schools in Gombe metropolis, Gombe State, Nigeria. The chapter discusses the following sub headings:

2.2 Conceptual Framework

2.2.1 Concept of Principalship in Secondary Schools in Nigeria

2.2.2 Concept of Supervision

2.2.3 Concept of Economics

2.3 Theoretical Framework

2.4 Objectives and Structure of Economics Curriculum in Secondary Schools

2.5 Supervision of Teachers' Lesson Plan

2.6 Supervision of Teachers' Scheme of Work

2.7 Supervision of Teachers' Instructional Materials

2.8 Principal's Classroom Visitation

2.9 Supervision of Teachers' Punctualities

2.10 Review of Related Empirical Studies

2.11 Summary

2.2 Conceptual Framework of the Study

The major concept of variables involved in this research topic can be discussed one after the other as follows:

2.2.1 The Concept of Principals in Secondary Schools in Nigeria

The concept principal refers to the head of a school or other educational institution. Fullen (2000) sees the principal as actively engaged as initiator or facilitator of continuous improvement in his school. He further elaborated that principal refers to somebody who, as head of the school, plans, initiates, supervises and organizes the teaching and learning activities in the school. Kolo (2006) viewed principals as those professional educationists charged with the responsibility of educational development through the application of administrative and management skills which ensures goal attainment within the given school environment. Principals have holistic responsibilities. The principal in his line of action has the first contact with the parents, and the local community who brings their children to school, with the teachers who need resources to use in the classroom, with the students in the learning environment, with the staff in the central administration and with the outside agencies and institutions, who wish to make some impact on each individual school unit.

Mbipom (2000) sees principal as a person who is vested with the responsibility of administering and running the affairs of or post primary school. He is the leader, coordinator and overall supervisor of all duties and responsibilities of the school. He provides direction, resources and supports the teachers as an instructional leader. The Principal has a direct and determining effect on teacher attitudes towards teaching and on his/her instruction. The Principal supervises the heads of departments by checking their scheme of work and lesson notes, making sure they go to classes regularly, checking absenteeism, rewarding

hardworking teachers, and punishing the indolent ones, assigning administrative duties to them and encouraging them to do the right things at the right time. He provides the materials for effective discharge of assigned duties and he encourages experimentation. All these are also inputs into the standard of education. Aminnze (2000) pointed out that Principals are responsible for informing teachers about new educational strategies, technologies and tools that apply to effective instruction. Therefore, it is evident that pre-eminent in the Principal's role as an instructional supervisor is his/her ability to motivate and inspire teachers with the end goal of exerting a positive influence on instructional practice and ultimately learners' achievement.

The principal is a person that shoulders the responsibilities of the entire administration, success or failure of the school. He is a single individual who can liaise with the external community on behalf of the school. The principal identifies and set goals and objectives of his institution, which of course must be in line with the national objectives, analyses tasks and shares responsibilities of the staff according to the specialization and expertise. He is a financial controller of the school, the student's welfare director (both academically and otherwise) and above all, the principal is the overseer of the development and implementation of school curriculum to the benefit of the students and the community at large.

The principal in carrying out his supervisory roles should possess such personal traits as "initiative, originality, persistence, tact, sympathy, knowledge or physical characteristics such as height, weight and attractiveness" (Nwachukwu 2003). The nature of his roles demand that he should be a person who has high native intelligence and a broad grasp of the educational process in the society, should have love for children and an abiding interest in

them and their learning problems. He should have a skill in the use of group process to help him show a working understanding of the team concept in democratic supervision. He must possess sense of intuition, humility, friendliness, thoughtfulness, patience and kindness. He has to be capable, well train in education and psychology, likeable and expert in the democratic group process.

The principals must be true of his ideals but at the same time flexible, loyal, respectful of the beliefs, rights and dignity of those around him. He must be strong-willed, consistent and fair in his dealings with other people. He must be open in his decision-making and respect people's opinion on matters affecting the school system. He must be prepared for opposition but should handle opposition without malice. In the final analysis a good principal must be sincere, firm, approachable, ready to help people solve their problems and maintain a relaxing atmosphere that will encourage, stimulate and inspire people around him to work harmoniously (Ogunsaju, 2003). For that reason, he performs similar functions as teachers do with the pupils.

The principal must have the mental ability necessary for him to provide civic and educational leadership. Only those who possess a relatively high degree of intelligence should be prepared to lead our schools. He should in addition possess the underlisted personal qualities which include a high sense of humour, a high degree of patience, a virtue of tolerance, understanding of human behaviour, human compassion, an attitude of friendliness, respect for subordinates, a clear sense of reasoning, a diplomatic ability, free of biases and complexes, free of suspicion, high degree of imagination, sensitivity, enthusiasm, positive feeling of adequacy, optimistic, self-confidence and persistence.

Principals should be able to exhibit the right psychological make-up, type of personality needed to develop the correct attitude to successful interaction with teachers and the community. He should equally have an understanding of national goal, a sensitive understanding of the educational system, superior teaching skills, the capacity to contribute to the creation of new policy and the improvement of educational system as a whole. Since he is an officer charged with the responsibilities of relating with teachers, he should see himself as coordinator, motivator, adviser, mediator, interpreter, evaluator, democratic and educational prophet. He must be humane as nothing delights subordinates as positive relationship with their superiors. In addition, the principal should show dependability and closely related to it are consistency, accessibility, good memory, professional imagination, physically and mentally healthy. He must be personally grooming and neat, with ability to rule and lead.

According to Udeozor (2004), the proper supervisory roles of secondary school principals include the following: To create or facilitate the creation of a climate where people are willing to cooperate to meet educational objectives and serve personal needs. Secondary schools principals should decide controversial issues on the bases of facts and controversial issues on circumstances. Matters concerning employees should be decided on merit and not on personal sympathies of a particular employee or group. Principals should accept higher level management and staff decisions and directives as sincere expression of what should be done to meet educational objectives. Personal feeling about educational policies, higher management and staff decisions are to remain private. They should not be discussed openly with employees, even though employees may be questioning a policy you do not personally agree with. Principals should discuss their disagreements privately with higher management

or staff personnel. They must earn the respect, trust and confidence of their employees. They must give credit to staff that do a good job. Recognition, praise and promotion should be given on an objective basis related to job responsibility and the accomplishment of educational objectives. Principals are responsible for the overall performance of their staff. The final responsibility for educational output rests with the principals. They must be objective and fair in judging the actions of staff. Objectivity and fairness must be considered with a view to improve staff performance and attainment of educational objectives. When a staff requires counseling and or disciplinary action principals, must accept the responsibility, that corrective action has the objective of rehabilitating rather than punishing the offender. Principals should allow staff to have as much authority over their work as possible. This will make staff to perform better and consequently lead to greater educational output and attainment of educational goals and objectives. Principals must ensure that staffs' rights are respected. They are leaders and are responsible for setting good examples for others to adopt and follow. They must display high degree of moral integrity and must communicate to staff the idea: 'do as I do', which is the same as 'what I say'. Principals are responsible for facilitating staffs' personal and professional growth, on the job. Training and development are described and essential to meet both human and educational needs. Whenever people work together, conflict is inevitable. So, principals are responsible for channeling conflict into beneficial rather than destructive results. They must be prepared to support staffs in situations where staffs are right. They in return also respect the principal who takes personal risk and stand up for them. Principals must be prepared to keep their words to staffs. He/she must have the quality of being trusted by others. They must maintain a work climate where staffs can express their feelings and concerns openly without fear of intimidation or reprisal.

Effanga (2001) opine that one of the basic roles of secondary schools principals is to organize workshops for their staff in order to keep them abreast with their knowledge and skills in handling teaching and learning activities. Workshop according to Riltig (2007) is a techniques adopted by principals in which teachers are brought together in an organized way to enable the principal communicate with them on matters of school and classroom management and most especially on the improvement of instructions. It provides opportunities for exchange of ideas on teaching methods and other areas of teaching interest that enhance teachers' job performance. Workshop is a supervisory technique where people share their knowledge in group towards achieving common goal. Ajayi (2006) asserted that the workshop was usually composed of a group of people working towards a common goal and trying to find a solution to a given problem through group discussions and conferences under the supervision of resource persons or consultants. A workshop must be flexible in nature, organized to meet a particular need at a particular time during the year.

According to Bush and Coleman (2000), workshops contain less diversity and might lack divergent thinking styles and varied expertise that helped to animate collective decision-making. Slavin (2001) contended that for workshops to be effective, there must be group goals and individual accountability. For this to be done, principals as supervisors must ensure that every participant or teacher had learned something as this could form the basis of his or her job performance. It would be in the interest of every participant to spend time not only in answering questions on areas that seemed unclear to him/her but also to explain to his group mates what he had understood for which they do not understand even though the principals as supervisors were primarily meant for such tasks.

2.2.3 Concept of Supervision

The term “supervision” is called instructional supervision so as to reflect the main content. In most cases supervision is often used interchangeably with inspection or educational supervision. This notion notwithstanding, some scholars make certain distinction between them. Inspection slung to the British tradition, while supervision originated from American tradition. Furthermore, inspection activities centered on school administration and finding out what was not done right by the teacher. On the other hand, supervision in American tradition was to render help or assistance to a professional colleague, the teacher in the process of teaching (Dare, 2009). For sometimes now, the two terms tend to reach a meeting point in their operational nature and application, yet one can still trace the original differences between the two terms. On the country, inspection can be defined as a process involving regular visits to school to check that everything is satisfactorily done, and that roles are being religiously obeyed by the school administrators, teachers and students. However, supervision means different thing to different people. To a teacher who is being supervised supervision may mean a challenge to his personality. To another teacher supervision may mean an avenue for personal recognition, and to a principal it may mean an inquisition. Supervision is not fault finding; rather, it means guidance, assistance, sharing of ideas to all those involved in the process of teaching and learning environment.

Educational supervision has been defined as all efforts of designated school officials toward providing leadership to teachers and other educational workers in the improvement of instructions. It involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, instructional materials, and

methods of teaching and the evaluation of instructions (Ogunsaju, 2003). Supervision is the process or act of seeing to it that the policies, principles and methods established for achieving the objectives of education are properly and successfully carried out. It involves the dimension or phase of educational administration which is concerned with improving instructional effectiveness. Nwanko (2003), described the concept of instructional supervision as a process or an activity by which an individual, group or team of individuals by means of advising and stimulating interest in teachers and pupils to improve the teaching and learning situation in educational institutions. Instructional supervision is the improvement of teaching and learning process to the utmost benefit of the child who is regarded as the center of education. Supervision of instruction is a service-help to teachers, a process of giving and receiving help in an effort to improve instruction. It is a process of giving and receiving help to improve performance and to resolve problems that occur between teachers and students or activities aimed at influencing the quality of teachers and learning. Such involves the stimulation of professional growth, development of teachers, selection and revision of educational materials, objectives and method of teaching and finally evaluation of instruction.

However, supervision in a school system implies the process of ensuring that policies, principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives for education are effectively carried out. Igwe (2001), Viewed that supervision involves the use of expert knowledge and experience to oversee, evaluate and coordinate the process of improving teaching and learning in schools ranging from supervision through supporting teachers, controlling schools functioning and allowing for regular exchanges between schools which can be a powerful tool for quality

improvement. Ogunnu (2002) noted that modern school supervision is “the positive democratic action aimed at the improvement of classroom instruction through the continual growth of all concerned; the pupils, the teacher, the supervisor, the school administrator, the parent or other interested lay persons”. Those supervisory behaviours reflect in the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching and evaluation of instruction. These cover all aspects of and factors that go for effective teaching and learning. School supervision touches all activities by which educational officers may express leadership in the improvement of teaching and learning.

The activities which reflect supervision would include observation of classroom instruction, conduct of teachers meetings of group and individual conferences, the development and execution of plans looking towards increased effectiveness in reading, arithmetic and some other areas of the school programme, and organization or reorganization of curriculum and methods (Igwe, 2001). School supervision is an expert technical service primarily aimed at studying and improving co-operatively all factors which affect child growth and development. In the analysis the purpose of school supervision is designed for the ultimate purpose of stimulating learning and growth as it gives expert and specialized attention to teaching activities through the improvement on teacher competence.

According to Abdulkareem (2013) teacher needs to give adequate assignment to students and identify problems and solution in carrying out these assignments and must undertake a quick follow-up on the assignment to ensure that there is no misunderstanding of tasks, methods and procedures of carrying them out. An examination of the above approaches shows that supervision may affect the teaching/learning process and consequently the standard of education. Therefore supervision must be taken seriously by

all levels of education. Supervision of instruction has become very necessary in recent times because of the importance attached to education and the desire to improve the quality of education. According to Osakwe(2010), supervision is concerned with the provision of professional assistance and guidance to teachers and students geared towards the achievement of effective teaching and learning in the school. The principal as a supervisor provides a professional guidance to teachers in order to improve their competencies for effective teaching process to enhance the learning and growth of the students. The school principal in carrying out their duties assist the teachers to perform effectively in the areas of preparation of lesson plan and lesson notes before lesson delivery, good use of instructional methods and teaching aids, keeping and maintaining of school records, classroom management, among others. Through supervision the principal can provide meaningful feedback and direction to teachers that can have profound effect in the learning that occurs in the classroom.

According to Arubayi (2007), supervision of education in the Nigerian secondary schools should be a joint assignment among the teachers, heads of departments, principals, state and federal ministries of education. The principal supervises his heads of departments by checking their scheme of work and lesson notes, making sure they go to classes regularly, checking absenteeism, rewarding hardworking teachers, and punishing the indolent ones, assigning administrative duties to them and encouraging them to do the right things at the right time. He provides the materials for effective discharge of assigned duties and he encourages experimentation. All these are also inputs into the standard of education.(Ani, 2008)

The teacher supervises his students through teaching activities such as giving and grading of assignments, overseeing afternoon and evening prep, conducting extra-moral activities such as sports, debates and drama, checking students' truancy and lateness etc. All the above activities go a long way to enhance standard of education. The ministry of education pays routine visits to the schools in order to identify the problems of each school. Where new schools are established, he may pay an advisory visit in order to give necessary advice. The ministry may also carry out a full inspection. In this exercise the buildings, furniture, equipment, sanitation, water, lighting, library facilities, students and staff records are examined, notes of lesson and audio visual aids are also examined, as well as records such as attendance register, log book, visitors' book, cash book, ledgers, scheme of work, lesson notes, minutes of meetings by Board of Governors and Parents Teachers' Associations. They also visit the classrooms, library and laboratories and assess the general atmosphere of the school, hold consonance with the objectives. It will be very difficult to attain the standard that are set if supervision is not adequate or not undertaken at all. Therefore supervision also helps to enhance the quality of education. (Bello, 2012)

Supervision must be seen as a joint commitment among teachers, heads of departments, principals, Ministry of Education officials and even school prefects. When each of these people plays his part very well, supervision will be enhanced. According to Gana (2011), if supervision is regarded as a tool for achieving standard, enough funds should be injected into the supervisory process, so that it can be adequately carried out. Supervisory training must be given to all those who have a stake in supervision like School prefects, teachers, head of departments, principals and ministry of education officials. A supervisor could also be the principal of a school, or a senior member of staff in a school (Ani, 2007).

Types of Educational Supervision

Igunnu (2007), summarizes the types of educational supervision as follows:

- i. Full Supervision:** This is an external inspection carried out by a group of inspectors from the Ministry or other bodies to examine subjects taught in a school, scheme of work, lesson notes, classroom management and other physical facilities. This enables supervisors to make observations, corrections and make necessary and professional recommendations for the betterment of the educational system.
- ii. Emergency Supervision:** This refers to the kind of inspection carried out as a result of crisis in a school setting. The supervisors are led by senior officers with instruction to find out and investigate the remote and immediate causes of certain problem or crises in a school, for instance, riots, strikes or conflicts.
- iii. Sample and Survey Visit:** This is an inspection meant to survey an aspect of educational performance in the schools, for instance student attitude to the teaching of science, social sciences or commercial/arts related subjects, teacher use of instructional materials etc.
- iv. Clinical Supervision:** This is the type of supervision in which supervisors meet with the teaching staff with the aim of developing their professionalism and instructional method.
- v. Routine supervision:** This is the periodic visitation of schools by a supervisor or a group of supervisors to a school in order to ascertain progress and achievement or problems and difficulties in given areas and schools.
- vi. Investigative Supervision:** This type of visit is usually carried out with the sole purpose of addressing a particular problem in the school. It could be the problem of discipline, fraud or theft of the school property.
- vii. Special Visit:** This type of visit deals with special cases which are also specific in nature. The visit may be for the purpose of inspecting some subject areas such as English Language,

Mathematics, Physics, Chemistry and Biology; or Geography, Economics, Government or Civic Education.

viii. Pre-opening of School Visits: These visits are made to a location of a newly established school that is seeking for approval to provide educational services. The essence is to ensure that the school satisfies the stipulated guidelines and requirements, such as the availability of enough space, classroom sizes, staff strength with appropriate teaching qualifications; infrastructure; washrooms, water supply etc. The visit is necessary for granting approval by the Ministry of Education, particularly a private educational institution.

ix. Assessment Visit: This type of visit lasts longer than a routine visit. This visit involves looking into the various school activities and how these activities are organized and carried out.

x. Follow-up Visit: This takes place after a full inspection would have been carried out in school during the visit. The inspectors keep record of relevant action taken by the school authority with reference to the recommendations that were made on the full scale visit as contained in the inspectors' report. The inspectors assessed the extent to which the action taken by

Clinical supervision model is another type of supervision. Acheson and Gall (1997), quoted clinical supervision refers to face-to-face contact with the supervisor and the teacher intent of improving instructions and increasing professional growth. It is assumed that a one-to-one correspondence exists between improving classroom instruction. Cogan (1973), explained clinical supervision as "the rational and practical designed to improve the teachers classroom performance. It takes its principal data from the events of the classroom. The analysis of this data and the relationship between teacher and supervisor from the program, procedures and strategies designed to improve the students learning and improving the

teacher's classroom behavior. Clinical supervision as a process for developing responsible teachers who were able to evaluate their own instruction, who were willing to accept criticism and use it for change, and who knew where they were headed in their own professional growth. The focus of clinical supervision is on formative evaluation, which is intended to increase the effectiveness of ongoing educational programs. It involves several phases which range from the initial planning of the lesson with the supervisor through to the conference phase and lastly, planning for the next lesson to be observed. However, the phases will depend on the nature of classroom activities, the time factor and the beliefs of the teacher and of the supervisor.

Clinical supervision as mentioned by Cogan means for us, collaborative clinical supervision. In collaborative clinical supervision, the teaching performance is regularly observed by the supervisor and by other teachers. Slavin (2001) says this observation is not casual; it has specific purposes; the professional objective is its study modification of its effects. The supervisor's first job, while the actual instruction is going on, is to make a detailed record of what the teacher says and does and what the students say and do in order to analyze them objectively at the supervision conference stage. At this stage, predictions made in advance of the lesson about the suitability of content, the correctness of its communication, its motivational characteristics are studied in terms of actuality. In summary then, collaborative clinical supervision has both eyes focused on teaching in process and on its components: content, pedagogy and the interpersonal effect of the teacher. It aims to help the teacher capitalize on his strengths, compensate for his weaknesses and develop his own individual and best teaching style. Usually, collaborative clinical supervision follows a cycle as described by Goldhammer (1992)

Goldhammer and Anderson (1992), have identified five stages of supervision as follows:

Stage 1: Pre-observation

Stage 2: Observation

Stage 3: Analysis and strategy

Stage 4: Supervisory conference

Stage 5: Post-conference analysis

The pre-observation conference: According to Lovell and Wiles (2005), the pre-observation conference (behavior system) provides an opportunity for the supervisor and the teacher to establish relationship mutual trust and respect. The teacher and supervisions get to know each other as fellow professionals. So that it is essential to the establishment of the foundation for the observation and analysis of teaching. This approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capabilities as cited by (Glickman et al., 1998). His purposes are to help the teacher plan the lesson, define his objectives and ways of achieving them, identify a particular teaching problem raised by the teacher and on which he needs feedback.

The observation: In this stage the supervisors observes the teacher at work during formal lesson. Observation creates opportunities for the supervisor to help her/his test reality, the reality of his/her own perceptions and judgments about teaching. Acheson and Gall (1997) agree that the selection of an observation instrument will help sharpen the teacher's thinking about instruction. The conditions under which observations are made are very important to the teacher. Most teachers prefer the supervisor to notify them of the visit so that they can

prepare their lessons. Indeed Goldhammer (1992) proposes, “If supervisors were to spend more of their energy in the classroom visits followed by helpful conference, we believe that teacher would probably have more friendly attitudes toward supervision”. There is no other equally important choice than classroom visits for the betterment of instructions. Classroom observation is a valuable means to obtain first hand information and experience of the classroom atmosphere. The objective here is to view the lesson as planned in the Pre observation phase.

The analysis and strategy:As soon as the observation has been conducted, the supervisor organizes their observation data into clear discipline for feedback to the teacher. Collect, analyze, and present data gathered during classroom observations for post observation conferences, with the goal of strengthening instruction to improve student achievement (Zepeda, 2007). The purposes of this stage are to reconstruct the observed events, to assess the observed lesson in terms of the teachers own intention, pedagogical criteria and to develop strategy for helping his teachers

The supervisory conference: In this stage the major purpose of supervisor is to give feedback to the teacher about the teacher’s performance. Research demonstrates that teachers are likely to change their instructional behaviors on their own after their classroom has been described to them by a supervisor. Whether or not any positive change occurs depends on the quality of feedback that is provided (Sullivan and Glanz, 2002). The objectives are to provide feedback and bases for improvement of future teaching.

The post conference analysis: The final phase in the clinical model is an evaluation of the process and outcome. It is a means of self improvement for the supervisor. It is the time when the supervisor assesses the nature of communication during conference, the

effectiveness of the strategies used, the role of the teacher during the conference and the extent to which progress was made on the issue that were discussed. In supporting this stage, Reavis (2001) stated the supervisor must see his role as trying to help teachers achieve purpose in more effective and efficient way. At this stage, the events of the conference are reconstructed, the conference is assessed, and supervision techniques are evaluated in order to enable the teacher to discover the importance of the conference.

Besides Goldharnmer's cycle, there are other patterns of cycle in regard to collaborative clinical supervision such as Cogan's (1973) eight-phase cycle, Bowers (1987), Teaching, guide and counseling etc. We think that any cycle of collaborative clinical supervision adopted should be systematically followed; however, the supervisor may find it necessary to introduce or omit some stages according to a particular teacher's needs, experiences, self-growth, motivation and amount of time available for him.

2.2.3 Concept of Economics

Economics is a social science that studies human behavior as a relationship between ends and scarce means which have alternative uses. It concerned with making choices and finding alternative uses. It studies how society decides what, how and for whom to produce goods and services to satisfy human want. Economics is concerned with human behavior such as how people earn their living and make a choice between alternatives to satisfy their wants. It focuses on the study of firms and the government whose activities are geared to the production of goods and services for the satisfaction of human want since economics is concerned with human behavior. So economics is a social science, and like any science subject, the reasoning procedure in economics is methodological, its analysis is systematic, and the validity of its various theories can be tested. Thus an attempt has been made to

integrate the theoretical foundations of the subject with their practical applications (Adu, 2004). Economics is one of the electives or group of subjects expected to be studied at the Senior Secondary School (SSS) level under the new National Policy on Education. This curriculum according to Atkinson (2005) has been designed by the Comparative Education study and Adaptation Centre (CESAC) to meet the requirements of economics in the new system. The guiding principle of this curriculum is the need to equip graduates of the senior secondary school with the basic knowledge and skills that will enable them to better appreciate the nature of economic problems in any society. (Babalola and Ayeni, 2009)

At lower level, economics as a subject in secondary schools should be based on selection to make it simple but care should be taken not to further create abstraction which may lead to the exclusion of some advanced theory from the syllabus if the tendency is to teach what the student would understand, what remains might not be economics e.g. the case of Oligopoly and Monopolistic competition, an attempt to avoid this from secondary schools syllabus because it involves analysis which may be too difficult for the students therefore we concentrate on perfect competition and monopoly both of which do not exist anywhere, the real situation is the Oligopoly and Monopolistic Competition. Furthermore, If economics which is probably the most popular subject in the secondary school curriculum had been given its rightful place, there would have been some contact between secondary school teachers of economics and teachers of economics in Universities. In many if not most of the universities in Nigeria, the department of economics have refused to recognize secondary school economics as economics partly on the grounds that the secondary school economics syllabus stresses descriptive economics.

2.3 Theoretical Framework

The related relevant theories applied in this study are the theories of motivation. These theories can be distinguished namely: Content Theories of Motivation and Process Theories of Motivation. The former focuses on factors within a person that energize, direct, sustain and stop behaviour. Dare, (2009) described these factors as needs, motives and experiences as well as job-related items such as security and recognition. The Process Theories on the other hand describe, explain and analyze how behaviour is energized, directed and sustained. That is the actual process of motivation. Examples of such theories are expectancy theory, equity theory and goal theory.

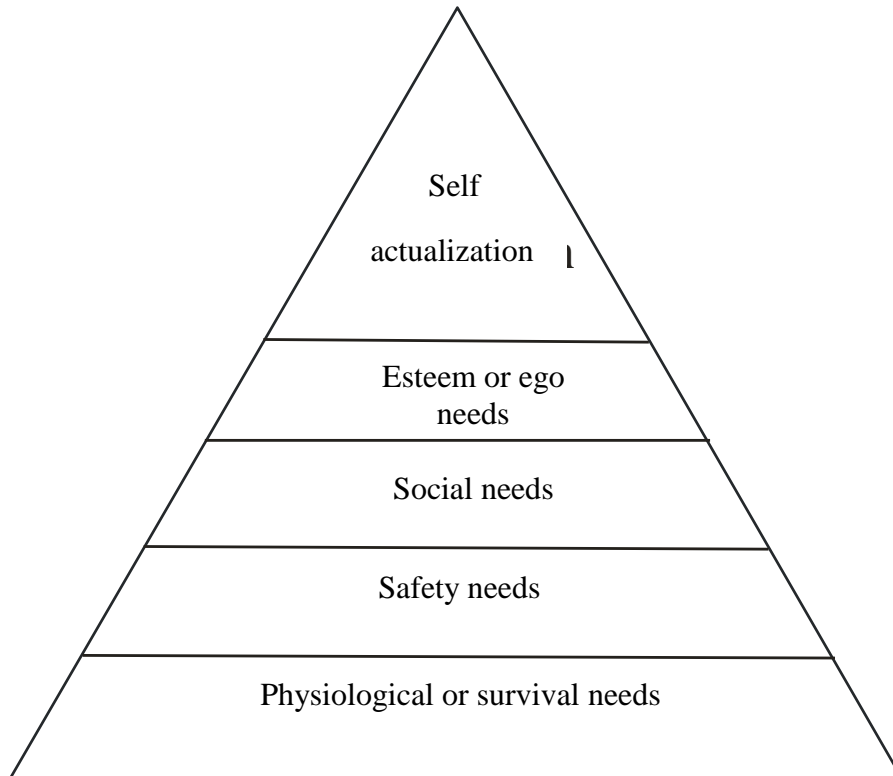
However, the researcher sees the content theories of motivation as more appropriate to supervision of teaching and learning in schools because, according to the content theories, needs motivate people to work. The needs for belonging, esteem and fulfillment characterize human beings. The fulfillment of such needs contribute to motivation of teachers, high staff morale and high standard of teaching. Failure to satisfy them can generate many problems and frustrations. Motivation rests on the assumption that people are motivated to behave in ways which satisfy their needs. The practical implication is that the educational manager needs to create conditions in which lower order needs are satisfied among teachers to reach their full potential in the schools. These theories are Maslow's Need Hierarchy, Herzberg's Two Factor Theory and Alderfer's ERG Theory.

Theory of Maslow Hierarchy of Human Needs or the Need Theory

This is a theory propounded by Abraham Maslow in 1947 (Udeozor 2004). He perceives man as a wanting animal, that man has a numerosity of needs, another emerging as soon as one is satisfied. Maslow believed that all those human needs are arranged in hierarchical order. The lower order needs were regarded as survival or physiological needs

while the higher order needs were termed the actualization needs. Diagrammatically, the hierarchy of human needs is thus presented in pyramidal pattern below.

Figure 2.1 Maslow Hierarchy of Human Need



(Maslow, in Udeozor 2004)

The above motivational needs have been found very relevant to the administration of school organizations in any part of the world.

Physiological Needs: These needs are basic to human life and, hence, include food, clothing, shelter, air, water and necessities of life. These needs relate to the survival and maintenance of human life. They exert tremendous influence on human behaviour. These needs are to be met first at least partly before higher level needs emerge. In order to fulfill the physiological needs in school, school administrators should pay salaries and allowances regularly and promptly, provide good accommodations, health services and recreation for the workers. It is when these needs have been met, that performance can be encouraged.

Safety Needs:After satisfying the physiological needs, the next needs felt are called safety and security needs. These needs find expression in such desires as economic security and protection from physical dangers. Meeting these needs requires more money and, hence, the individual is prompted to work more. Like physiological needs, these become inactive once they are satisfied.

Social Needs:Man is a social being. He is, therefore, interested in social interaction, companionship, belongingness, etc. It is this socializing and belongingness why individuals prefer to work in groups and especially older people go to work.

Esteem Needs:These needs refer to self-esteem and self-respect. They include such needs which indicate self-confidence, achievement, competence, knowledge and independence. The fulfillment of esteem needs leads to self-confidence, strength and capability of being useful in the organization. However, inability to fulfill these needs results in feeling like inferiority, weakness and helplessness.

Self-Actualization Needs:This level represents the culmination of all the lower, intermediate, and higher needs of human beings. In other words, the final step under the need hierarchy model is the need for self-actualization. This refers to fulfillment. The term self-actualization was coined by Kurt Goldstein and means to become actualized in what one is potentially good at. In effect, self- actualization is the person's motivation to transform perception of self into reality.

According to Maslow, the human needs follow a definite sequence of domination. The second need does not arise until the first is reasonably satisfied, and the third need does not emerge until the first two needs have been reasonably satisfied and it goes on. However, Maslow's need hierarchy theory has received wide recognition, particularly among

practicing managers. This can be attributed to the theory's intuitive logic and easy to understand.

Herzberg's Two Factor Theory or Motivation Hygiene Theory

The psychologist Frederick Herzberg extended the work of Maslow and proposed a new motivation theory popularly known as Herzberg's Motivation Hygiene (Two-Factor) Theory. Herzberg conducted a widely reported motivational study on 200 accountants and engineers employed by firms in and around Western Pennsylvania. He asked these people to describe two important incidents at their jobs; When did you feel particularly good about your job? And when did you feel exceptionally bad about your job? (Bush and Coleman, 2000)

He used the critical incident method of obtaining data. The responses when analyzed were found quite interesting and fairly consistent. The replies respondents gave when they felt good about their jobs were significantly different from the replies given when they felt bad. Reported good feelings were generally associated with job satisfaction, whereas bad feeling with job dissatisfaction. Herzberg labeled the job satisfiers motivators, and he called job dissatisfies hygiene or maintenance factors. Taken together, the motivators and hygiene factors have become known as Herzberg's two-factor theory of motivation (Udeozor, 2004). According to Herzberg, the opposite of satisfaction is not dissatisfaction. The underlying reason, he says, is that removal of dissatisfying characteristics from a job does not necessarily make the job satisfying. He believes in the existence of a dual continuum. The opposite of 'satisfaction' is 'no satisfaction' and the opposite of 'dissatisfaction' is 'no dissatisfaction'. According to Herzberg, today's motivators are tomorrow's hygiene because the latter stop influencing the behaviour of persons when they get them. Accordingly, one's hygiene may be the motivator of another ((Bush and Coleman, 2000).

Regardless of criticism, Herzberg's 'two-factor motivation theory' has been widely read and a few managers seem untamable with his recommendations. The main use of his recommendations lies in planning and controlling of employees work. The work of Herzberg has a lot of positive implications for effective administration of organizations. Firstly, it is made known to chief executives that there are two sets of fundamental factors (hygiene factors and motivators) which affect the psychological feeling of subordinate employees on the job. Administrators are therefore expected to strive for a balance between the two sets of factors so as to encourage motivation, commitment and ultimate high productivity. Secondly, it is very clear to all administrators or managers (school administrators inclusive) that the worker is not just an economic animal as postulated by Taylor or Fayol but an individual with some sort of worth and potentialities which he wants recognised and respected by reducing supervision and control on his job and increasing opportunities for initiatives, creativity, professional growth and self-actualization.

Alderfer's ERG Theory

Alderfer classifies needs into three categories, also ordered hierarchically:

1. growth needs (development of competence and realization of potential)
2. relatedness needs (satisfactory relations with others)
3. existence needs (physical well-being)

This is very similar to Maslow and can be seen as just collapsing into three tiers and a bit more rational. For example, in Alderfer's model, sex does not need to be in the bottom category as it is in Maslow's model, since it is not crucial to (the individual's) existence. (Remember, this about individual motivation, not species' survival.) So by moving sex, this theory does not predict that people have to have sex before they can think about going to school, like Maslow's theory does.

Alderfer believed that as you start satisfying higher needs, they become more intense (e.g., the power you get the more you want power), like an addiction. The needs hierarchy probably mirrors the organizational hierarchy to a certain extent: top managers are more likely to be motivated by self-actualization/growth needs than existence needs.

Relevance of the Theories of Motivation to Supervision of Teaching and Learning

Motivation should be seen as a process in which organizational members view their work as supportive and as contributing to the building and maintaining of their sense of personal worth and importance. According to Adeolu (2012) school administrators should accept as a basic value the need consciously and unconsciously to improve the quality of working life as a means of obtaining increased motivation and improve results. School administrators should design a good working atmosphere that is accident free to enable workers put in their best. Dialogue should be used by the administrators. Queries and dismissal should only be used as last resorts. School administrators should continue to reassure the workers at all times and trying as much as possible to avoid threat of dismissal from work.

School administrators desiring to fulfill belongingness needs should involve the workers in decision making process in the school. Committee system, effective communication network and delegation of duties are the various ways of fulfilling belongingness needs by school administrators. Administrators in the school system can encourage the development of self esteem by giving workers the opportunity to go on further studies, attend conferences, seminars and workshops to update and increase their technical knowledge. School administrators must study and recognize human differences among their workers; they will fulfill the self-actualization need by promoting deserving workers as well as giving them leadership responsibilities in the school organization. Dare

(2009) identified ways in which the principals can motivate their teachers to achieve educational goals.

Personal regard: Managing people involves dealing with many different kinds of problems. Some are personal and need human sympathy and some are professional and involve the competence of educators. The principals need to see these problems in a way that allows progress.

Recognition: Educators are as susceptible as anyone else to praise and encouragement and recognition of the work they do. According to Lovel & Wills (2005) the principal should ensure that educators feel that their contribution to the achievement of organizational goals is recognized and valued.

Communication: Educators perceive that there is honest communication and that their views are fully considered when decisions are made they will have greater commitment to their work. According to Dare (2004) communication brings about team spirit to achieve a common goal as the principal and his staff accept one another as professionals.

Participation: Management of school is not principal's responsibility alone but needs support of the entire staff. Educators need to be involved in decision making and problem solving activities. This provides a healthy measure of excitement, challenge and a feeling of responsibility. Ogakwu (2010) recommends communication and participation between management and staff, by suggesting that principals need to empower educators by having them participate in all improvement projects.

2.4 Objectives and Structure of Economics Curriculum in Secondary School

The following are the set objectives for the Economics course:

- (i) To equip students with the basic principles of Economics necessary for useful living and for higher education,
- (ii) To prepare and encourage students to be prudent and effective in the management of scarce resources
- (iii) To raise students respect for the dignity of labour and their appreciation of economic, cultural and social values of our society and
- (iv) To enable students acquire knowledge for the practical solution of the economic problems of society; Nigeria, developing countries and the world at large.

According to Obemeata (2000), the importance of economics education to any nation, is very clear. It enables both leaders and citizens to understand basic economics concepts, principles as well as to understand, appreciate and seek to improve the economic situation for their own social good. The understanding of economics is a pre-requisite for good citizenship. To him the principal objective for teaching economics should be "to provide economics understanding necessary for responsible citizenship". Being a responsible citizen involves the ability to take rational decision on important economic issues with a good basis for doing so

Furthermore, Obemeata (2009) stated that the position of economics in secondary school curriculum has been strengthened because it has been accepted that it has some civil values because of some topics as "the element and determinants of national income, the structure and activities of labour unions, the working and influence of financial institution". These prepared one adequately for life in modern society. According to Adu (2002), the study of economics serves a useful purpose in modern life. It gives us facts and shows us what may be expected to be the outcome of certain lines of conduct; it helps us to decide which of

several alternatives to choose. It charged its recipient to make wise choice that will satisfy their needs in the presence of unlimited wants and resources. Economics as a subject has various values to the learners and these values according to him include;

The Cultural Values: - Economics has some intrinsic value that makes it appealing as a school subject for example: there is a great logic in it. It connects learners to the essentials of everyday life and it is also concern with almost tropical events such as International Monetary Fund (IMF), Structural Adjustment Programme (SAP) and so on Pause and justify the above assertion in your own understanding

Intellectual Training: - Economics also contribute to intellectual training because it involves looking at issues in a way which foremost new to people. Economics is not primarily a body of knowledge, it is a method rather than a doctrine, an apparatus of mind, a technique of thinking which helps its possessors to draw correct conclusion

Vocational Training: - The vocational nature of economics made it readily acceptable to students. Economics as a subject is of direct utility in many branches of industries and commerce. It is also an essential part of most professional examination like Banking, Accountancy, and Secretariat.

Economics is one of the electives or group of subjects expected to be studied at the senior secondary school (SSS) level under the new National Policy on Education. The guiding principle of the Economics curriculum is the need to equip graduates of the Senior Secondary School (SSS) with the basic knowledge and skills that will enable them to better appreciate the nature of economic problems in any society (Adu, 2002). The underlying philosophy of this is to present Economics as a subject that has relevance to everyday life.

Thus, an attempt has been made to integrate the theoretical foundations of the subject with their practical applications. This curriculum has been designed as a teaching syllabus with built-in teaching schemes and some suggested strategies to facilitate the teaching and learning process. This approach is expected to ensure the effective handling of the subject in the classroom by inexperienced or untrained teachers while reinforcing the knowledge of teaching methods of the trained teachers.

The structuring of the content was also based on the spiral spread thus making it possible for a concept or topic to be learnt in its basic form Year 1 to its complex nature in Year 3. An innovation in the programme is an introduction of elementary mathematical and statistical tools of analysis for this level. According to Ajiboye (2003), the structuring of the content was also based on the spiral spread, thus making it possible for a concept or topic to be learnt in its basic form from year 1 to its complex nature in year 3. The major topics of the Economics syllabus are as follows:

- 1) Economics Meaning and Basic Concepts
- 2) Basic Tools of Economic Analysis
- 3) Basic Economic Problems of Society
- 4) Production
- 5) Business Organizations
- 6) Population.
- 7) Labour Market
- 8) Distributive Trade
- 9) Money
- 10) Agriculture

- 11) Inflation
- 12) Industrialization
- 13) Alternative Economic Systems
- 14) Theory of Costs
- 15) Theory of Consumer Behaviour
- 16) Demand and Supply and Price Determination
- 17) Public Finance
- 18) Financial Institutions
- 19) Market Structures
- 20) Elements of National Income Determination
- 21) Elementary Theory of Income Determination
- 22) International Trade
- 23) Balance of Payments
- 24) International Economic Organizations
- 25) Economic Development
- 26) Petroleum and the Nigerian economy.

The twenty-six topics above have been structured into thirty-four (34) teaching units distributed over the three-year period of the SSS course as follows' Year 1- Ten (10) teaching units Year 2- Thirteen (13) teaching units; and Year 3- Eleven (11) teaching units .These teaching units have been spread over the three years on the basic of the nature and complexity of the topics and the total teaching time available in each year. In the light of this, ten units have been allocated to year 1 in order to give more time for the treatment of each topic so as to provide adequate foundation for subsequent work. Thirteen units are

allocated to Year 2 on the understanding that there is a greater familiarity with the subject. Only eleven units are allocated for Year 3 because the effective teaching period is shorter than in Year 2.(Ayodele, 2000)

2.5 Supervision of Teacher's Lesson Plan

The lesson plan is a reflection of the level of preparedness as well as the effort the teacher made in gathering information for the lesson. So a poorly written lesson plan not only indicates the quality of the teacher, but also the level of commitment to his primary task of teaching. The school head (principal) must critically examine the vital areas of the lesson plan such as: The clarity and appropriateness of the learner behavioural objectives, the relevance and adequacy of the lesson notes, selection of appropriate teaching aids, and selection of appropriate evaluation techniques to determine the extent of realizing the objective effectively.

According to Ogunnu (2002), lesson plan is a systematic arrangement of human and material resources for the orderly execution of instructional activities to achieve a predetermined objective. For learning to take place, the subject matter has to be systematically planned and presented in a logical and stimulating manner. The preparation of a lesson calls for careful analysis of the situation, the determination of the teaching method to be adopted, the objectives to be achieved and the selection of learning activities for all those to benefit from the teaching experience. Ada (2010), opined that lesson plan is a systematic arrangement that leads to the preparation of a planned instructional unit. Lesson preparation according to Ada (2010) involves situation analysis relating to the following information: the content to be taught, the class, statement of objectives to be achieved, a list of instructional resources to be used, the method to be adopted in presenting the content, the

activities of both the teacher and students clearly outlined in steps. These essential features are: the objectives, the resources or instructional materials, introduction, presentation which should be outlined in steps or stages (indicating what is to be taught, teachers activities and students' activities); evaluation and conclusion.

Good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience. The development of interesting lessons takes a great deal of time and effort. As a new teacher you must be committed to spending the necessary time in this endeavor. It is also important to realize that the best planned lesson is worthless if interesting delivery procedures, along with good classroom management techniques and supervision by the principals, are not in evidence. Lesson plan gives the teacher insight of what to be done during teaching. One of the major critical roles played by the principal is to ensure that lesson plans are well prepared by teachers before going into the class to teach. Ochai (2012) highlights the following functions of the principal as it relates to lesson planning. Ensuring that teachers incorporate teaching aids in their lesson preparation and their proper usage. The principal also provides opportunities for trying out new teaching techniques through effective implementation of the intra-mural supervision model. The principal discussed teaching experience with teachers for them to improve on their teaching methods. From the above points, there is a clear indication that the principal supervises the lesson note and make inputs where the need arises.

The three Parts in Lesson Planning/Preparation

(1) Mental or Pre-planning

Before a teacher think of planning a lesson, he/she must put the following in to consideration: The learner. His age, level, mental readiness, and medium of communication. The content: teacher must grasp the subject matter, consult current text etc. Objectives: what a teacher want to achieve, the general and specific objectives. Materials: based on the learners, content, objectives, activities etc. teacher should connect and improvise relevant materials that will enhance his productivity. e.g. audio visual aids, textbooks, pictorials, charts etc. Activities: teacher should think of the activity that he intends to give during the lesson. A good teacher should always encourage learner's participation.

(2) General Information

The general information that the teacher is expected to put in to consideration are: Name of the school, name of the teacher, subject, date, class, average age, time and period/duration

(3) Essential Parts

According to Danladi (2009), the essential parts include the following:

Topic/title: - This should be a specific teachable unit usually taken from the scheme of work, which the teacher has already broken from the syllabus. This is to be covered within a lesson period of 40 minutes or as the case may be.

Behavioral Objectives: - This provides a vision of learners should know, do or feel at the end of the planned instructional experience after going through a process of activity. In this direction, the lesson objectives must contain condition under which performance or lesson is to be conducted, the performance must be observed and there must be a measurable criterion which describes how well the learner must perform in order to be acceptable. The objectives

of lesson must cover all the three domains of learning i.e the cognitive, affective and the psychomotor domain.

Instructional Materials: - They are items used by the teacher to facilitate and enhance teaching and learning activities. Usually, they must be relevant to the subject matter. They must be properly and appropriately utilized. They should therefore, contain information on the subject matter so as to enable them internalize their behavior. They should be clear, bold, bright and précised.

Previous Knowledge/ Entry Behavior: - It is the estimated internalized behavior of the learner about the topic being presented. It serves as a springboard on which the teacher places the learner to skyrocket in to the pool of knowledge. The entry behavior of the learner helps the teacher in the introduction of the lesson and subsequently the actual lesson presentation. It should therefore, be experiences related to the topic. Wise teacher use this knowledge to achieve their objectives.

Introduction: - It has four purposes in the classroom situation; it serves as a motivator, it helps to assess learner's knowledge, it helps to revise and it helps to connect the new topic to the new knowledge. Introduction may therefore, take the form of question, display of materials, short story, play-lets, demonstration etc.

Presentation/ Procedure/ Development/Methodology: - Presentation is the central focus of a lesson plan. Here the teacher introduces the new material to the learner. Learning activities or experiences are exposed to the learner. In other words, the teacher brings out the skills, factors, concepts to be learned through methods and techniques that are appropriate for achieving the set goals or objectives. This is the part the teacher ensures that the new

materials is logically, sequentially, systematically and progressively presented to enhance interest and understanding on the part of the learners. The teacher at this time involves the learner in some mental and physical activities that are structured and channeled to the stated educational content. This part treats the “how” and “what” for the achievement of objectives (Fadipe, 2000). It is always presented in steps, one leading to the other. Lessons should be presented in a simple and clear language.

Class activity/Application: - This is the segment that a teacher involves students in further activities to ensure that they properly master the material being imparted. Here, the students are given the chance to apply or demonstrate what they have learnt. The teacher at this point guides the learners to use the newly acquired knowledge or skills and lead them to transfer in to new situations. This concretizes the Chinese adage which says, what I hear, I forget, what I see I remember and what I do, I know.

Evaluation: - It is a feedback system or phase which enables the teacher to determine how the learning is smoothly coming. This does not only test the attainment of objectives by the learner but the teacher’s methodologies as well, in other words, the teacher tests and assesses the mastery of the subject. It is usually done either through direct questioning, testing in writing or through competition based on the stated objectives.

Assignment/Follow up Activities: - These are exercises or activities given to students to test the level of application of knowledge or skills acquired and to internalize basic concepts. Assignments can be written or oral in nature; it could be in a form of observation, inquiry, investigation etc and must be adequately follow up, marked and recorded.

Conclusion/ Summary/Recapitulation: - it may be a simple statement to indicate that the lesson has come to an end. It is also used to emphasize major points and or summarize the whole topic in a nutshell.

According to Danladi (2009), the poorly supervised and presented lesson can destroy the effectiveness of any carefully selected and interested topic. On the other hand, a professionally supervised lesson plan will be use even with an inadequate method and materials to build on instructional programme of significant method. With this, teachers can maximize teaching and learning in classroom.

2.6 Supervision of Teacher's Scheme of work

According to Ada (2002), a scheme of work is an essential tool for the teacher. The scheme of work is rather a more detailed document than the syllabus. In addition to listing the content to be taught, it outlines how the teaching should be done. It also specifies the objectives to be achieved. The materials or resources to be used are also stated. Similarly, the evaluation techniques are also suggested. In designing the scheme of work, the teacher needs to know the goals of education, the age of the students, the sources available for instruction, the size of the class and the time available for teaching. Bua (2013) defined scheme o f work as an essential tool which breaks up the syllabus into teaching unit which should be kept. According to Akpa (2002) the principal performs a number of roles which could be administrative or academic. One of such roles is focus on scheme of work. As it relates to clarifying the curricula content and developing the scheme of work, from which teachers draw their lesson notes and diaries the principal ensures that the teachers constantly keep on up to date scheme of work. The principal performs these functions to sustain the internal efficiencies of school in order to improve the educational system as a whole.

The scheme of work should be drawn having in mind, the learner's ability, interest and rate of learning. It should be set out in logical order i.e building from known to unknown. The scheme of work is intended to ensure that the amount of work to be done within a school is judiciously spaced through the school year. This has the advantage of ensuring that no time is wasted on keeping the pupils and the teachers idle. A good scheme of work should be drawn for a term or a year. This will make provision for frequent revision at the end of each term and year. It also ensures effective teaching and use of suitable teaching methods. The content must be clearly stated and in a simple language. However, the module should not be followed rigidly. If the teacher feels the topic needs more time that should be created for it.(Mahuta, 2009)

According to Danladi (2009), each subject of the curriculum has been programmed in to scheme for effective teaching and learning. Every scheme has six (6) sections as follows: serial number of the module, content or subject matter to be taught and learnt, content elements i.e breakdown of the content in to separate units, objectives stated in terms of what every pupil/student should be able to do at the end of the lesson, pupil's activities designed to lead to the achievement of the stated performance objectives and teaching aids and teaching hints (curriculum materials and teaching methods)

Scheme and record of work is very vital and good guide to teacher's achievement. Teachers should develop the good habit of record keeping. Therefore, as professional, dedicated to our noble job, we should draw up modules and keep record of works in such a way that syllabus is covered conveniently within the given period of time. The scheme of work is aimed at promoting mastery of content and improved learning outcomes.Jumare (2015) summarizes the importance of scheme and record of work as follows:it assists head

teachers and educational administrators to know what is being taught in the school. It assists in enforcing accountability and continuity in the school work. It shows teachers adherence to the syllabus on how, and when the work is done. And it is a means of evaluating teacher's competency and efficiency.

2.7 Supervision of Teacher's Instructional Materials

Acomolafe (2002), define instructional materials as the resources that the teacher and students uses to influence the effectiveness of teaching and learning process. It is the creative use of probability of the students which will make them learn and improve their performance of the skills that are to develop. Edem (2007), sees instructional materials as audio visual materials or as innovations in teaching and learning. This involves the use of human effort, appropriate choice design and utilization of object to ensure effectiveness. Equally, it is defined as anything (Human effort, hardware, software, and improved materials) used to satisfy the educational means of the learners. It is an instructional device or technique or an expert brought in to teaching and learning interaction to facilitate sharing of experience, knowledge, skills, attitudes and value. Instructional materials are veritable channels in the classroom. Instructions given inform of practical work improve the learners level of understanding. There are the recourses that the teacher uses in presenting his lesson so that the students can easily understand what is being taught. It is a means of making teaching and learning process more meaningfully, effective, productive and understandable. The end result is the attainment of educational goals. Ada (2010) viewed instructional materials to include those materials and services used in learning situations to supplement the written or spoken words in the transmission of knowledge, attitude and ideas. It is

materials that facilitate teaching and learning activities and consequently the attainment of lesson objectives. It helps making teaching and learning real and meaningful.

Ani (2008) stated that principal's supervision of instructional material helps the teachers in presenting the subject matter effectively. This is because, before the teacher could come to class, he will be adequately study the subject and prepare a lesson note together with the relevant instructional materials to be used in the teaching and learning process. This will help the teacher to flow very well before the students and make learning more interesting. Similarly, Dare (2004) stated that principal's supervision of instructional materials helps teachers to make use of working model. In this case, the teacher will be properly organized in impacting the actual course content to students. Teacher using instructional materials efficiently will help students performs well.

Types of Instructional Materials

According to Ada (2010), instructional materials used in teaching and learning can be categorized in to the following:

- **Reading Materials:** These are the daily or weekly newspapers, magazines, periodicals, pamphlets, textbooks and so on. These materials are used to retrieve relevant information which will help in the achievement of lesson objectives. They could be used as resources for class work activity or for assignments which might be given after the lesson by the teacher.
- **Visual Materials:** Under this category, the resources appeal more to the sense of sight than the sense of learning. Some of these resources include pictures, displays, flannel boards, stereographs, graphs, charts, maps, globes, chalkboards and

costumes. These resources are used for lesson presentation as a strategy to enhance students learning.

- **Audio Materials:** These are materials that appeal to the sense of hearing, some of these include; radio, record player and tape recorders. These materials are used to test the listening abilities of the students, and to listen to the varieties of music or even stories or messages from resource persons who might not be available in the classroom.
- **Audio Visual Materials:** These are instructional materials that appeal to the senses of hearing and sight at the same time. They include television, video-tapes, and video recorder and player, films and projectors. These materials help teachers and their students to explain and illustrate points and issues that are abstract.
- **Resource Persons:** These are students, teachers and professionals within the community that the classroom teacher and his students can use to promote learning. In the community, the teacher could find traditional rulers, carpenters, mechanics, doctors, religious leaders, soldiers, and many others. They can be invited to the school to interact and share ideas about their roles in the society.
- **Realia:** These are real and original materials that can be used by the teacher and his/her students. Some of these realia include; jewellery, ornaments, cowries, coins money, clothing, utensils, drums horns, work of art, shrines and so on.

Danladi (2009) summarizes the benefits of principal's supervisory role of instructional materials as follows:It helps the teacher to have a better understanding of the instructional materials that are relevant to the topic to be presented.It encourages the active, intelligent participation of the teachers and makes learning more attractive to the students.It provides

opportunity for summary and evaluation of the lesson. It helps to improve the intellectual power of the teachers. As the teachers study the instructional materials it will help to build their intellectual power and help them to impart the knowledge on students. It helps the teachers to make use of appropriate instructional materials in teaching and learning thereby developing student's ideas through the creation of events and objectives which will improve student's continuity of thought.

2.8 Principal's Classroom Visitation

Principals' classroom visitation refers to a process by which the principal as a supervisor visits the classroom to observe the teachers and students in action. According to Igwe (2001) classroom visitation is a procedure by which the educational leader who possesses wisdom can be of great assistance in aiding the teacher to improve both his instructional techniques and the learning process of the student. The main purpose of the principals' classroom visitation according to the definition is for the improvement of the teaching/ learning process. Classroom visitation is one approach to Principal's supervisory role of instruction in his schools. It is an extremely valuable tool for the Principal to use in improving instruction in schools. Classroom visit for supervision is not made by a superior observing subordinate or less qualified teacher. It is not a situation whereby the expert visits the class discovers what is wrong and then directs the teacher to change certain methods of teaching. Classroom visitation is a process wherein the Principal or an external officer learns or observes what is going on in the classroom in order to be helpful to the teachers (Chitiavi, 2002).

The Principal, through classroom visitation might discover something that will help the teacher improve instruction. Also, the Principal may learn something that will be helpful

in making him or her better Principal. Thus the Principal must utilize the best professional behavior in the use of instructional supervision to improve instruction. Ojelabi (2009), remarked that supervision of classroom instruction enables the Principal to better understand the educational programme, teachers and their methods of teaching, the students and their learning abilities or disabilities and to observe the teaching-learning process. The Principal should not abdicate his supervisory responsibility by delegating the instructional supervision to a subordinate in the school. He further added that curriculum is what the school is about. Every school administration at every level must keep in touch with what is being taught and how much is being learned.

The main aim of classroom visitation is to measure and improve the teachers methods. Classroom visitation and observation is a process by which the principal or an external supervisor plans visits to schools or classrooms to watch teachers and pupils in action. The supervisor on his visit to guides directs in a friendly way both the teacher and the pupils. Discussions are held and solutions to problems suggested. In other words, it is a procedure by which the educational leader who possesses wisdom and vision can be of great assistance in aiding the teacher to improve both his instructional techniques and the learning of the students (Nwaogu 1998). The effectiveness of classroom visitation depends on extent the supervisor is able to make adequate planning as well as his knowledge of modern techniques.

This technique states clearly the purpose of the visit and an assurance that the teacher in question understand the purpose. The supervisor should also be aware of the teaching-learning situation before making the visit. In the context of modern supervision of schools, classroom visitation differ significantly from the traditional form. The purpose of the visit is

more than ever before determined by the teacher himself rather than the supervisor. Consequently, the purposes vary and are no longer restricted to those of insturting, correcting or rating the teacher. The modern approach to classroom visitation through its observatory technique can provide invaluable benefits for improvement of instruction. Observation made during the visit throw new lights upon the quality of learning experiences present in a teaching situation, the kind of experiences provided, the relationship between the various experiences, the roles of the taecher and children in planning and evaluating their experiences and the quality revealed are factors which must be analyzed when teacher and supervisor work together to help the teacher provides for more effective curriculum building with children. This reveals that observations during classroom visitation make the supervisor become aware of several and different other factors that can promote educational growth and development, and attention duly given to each and every one of them.

To successfully carryout the classroom visitation however, the visit has to be planned. Igwe (2001) noted that teachers are always fearful and scared of supervision and as such do not take it in good faith. Since supervision is inevitable, it behooves the supervisor to plan his visitation together with the teacher to dispel teachers' fear and anxiety. To carry out a successful and harmonious visitation, Ezeocha (2005) advocated the following strategies:Existence of good rapport between teachers and supervisor, so that the latter would not be seen as an enemy.The supervisor should carefully prepare the visit and should enter the classroom as unobtrusively as possible.A conference should precede and follow the visit.The supervisor should concentrate on the total learning situation, students – teacher behavior and the attitude of the students.Visitation should be at the approval of the teacher.The supervisor should attempt to discover strong points in the learning situation,

discuss the past during conference and give credit where it is due. The supervisor should never openly show disapproval of what happens in the classroom, rather, should make complimentary remarks before leaving the classroom.

Peretomode (2001), emphasized a mutual teacher – supervisor relationship during classroom observation. The implication according to him was that before engaging him in a pre-visit conference which might also be instrumental in dispelling teacher apprehension of the forth-coming visit and could provide the principal with the teachers' intentions so that both could share a framework of meaning and understanding of the teachers' reasoning premises, doubts and explicit professional motives. Apart from the pre-visit conference, other facets of classroom visitation would be real observation period and the post visit conference. Since the supervisor observes the lesson so that he may later analyze it with the teacher, Lovell and Kimball (2005) pointed out that it is crucially important that the data constitute a true, accurate and complete representation of what took place. This would be so because, if the data was seriously distorted, then the whole exercise becomes worthless. According to Guynm (2011) the responsibilities of the principals during classroom visitation are: Helping, guiding teachers and stimulating curriculum improvement Emphasizing the use of group process with teachers, students and other school personnel. Performing administrative functions only to help instructions through classroom visitation Guiding of teachers in the use of instructional materials for improving instruction in the classroom.

Igwe (2001) noted that classroom visitation involves evaluation, monitoring and quality control for the purpose of curriculum and instructional development and improvement. Thus, some of its objectives in a modern school have been identified as; helping school head teachers to understand students better, helping teachers and individuals

for professional growth, acquiring cooperating spirit for team work, making better use of teaching materials, improving methods of teaching, improving teacher's appraisal of his standards, acquisition of originality for the teacher within the commodity and faculty plan for curriculum improvement. The common denominator in the objectives of principal's classroom visitation as stated above is to help teachers become more effective in planning their class work in terms of utilizing maximally, textbooks and other basic materials and curricular aids as well as helping teachers with guidance and evaluation.

2.9 Supervision of Teacher's Punctuality

According to Bruno (2005), many teachers do not understand that coming late to school is punctuality problem that relates to time management problem issues because they do not make it intentionally. They are having various types of difficulties especially transportation problem that contribute to their lateness in school. This condition may be associated with the distance from home to school. Most teachers live far away from school that contributes to punctuality. Besides, when teachers are late to school, it contributes to other kinds of punctuality problems such as lateness to the assembly and outdoor activities. Although school attendance is the important factor for student success, these types of disciplinary problems are common in school settings.

Kossan (2006), posit that if poor governance and low levels of accountability undermine teachers' incentives to attend school, those same factors are likely to reduce the accuracy of official attendance records. In environments with weak institutional capacity and accountability, the head teachers who keep such records may know that there will be few spot checks of their accuracy, and that even if inspectors were to find discrepancies, there would likely be no consequences. Administrative records may be poor even if head teachers

are not trying to cover for themselves and/or their subordinates: when accountability mechanisms are weak, keeping such records is not likely to be a priority.

Many research literatures have not excluded Ministries of Education and other educational agencies from the reasons why teacher absenteeism continues to prevail. The view is that educational agencies can help reduce planned teacher absenteeism. It has been recommended in many researches that workshops and other meetings for teachers should be conducted on occasions when schools are not active. This may be during school holidays, after school hours, or even on weekends. This approach, however, may improve the quality and standard of teaching and learning in secondary schools and consequently improve the punctuality of teachers (Ekundayo and Oyerinde, 2013)

Akomolafe (2012) remarked that a teacher in the classroom is an important pre-requisite for learning to take place. But it is important to note that if the teacher was present in the school but out of the classroom, or in the classroom but not teaching, he or she was nonetheless marked as being in attendance. Hence these are actually conservative definitions of absence, in that the actual rate of absence from teaching duties was sometimes considerably higher. Bailyn (2003) pointed out that teacher absenteeism is an issue that goes deeper than many stakeholders may imagine. It is an issue that affects developing as well as developed countries, their economies, their schools, and their students. Researchers claim that it strongly affects school effectiveness; that it results in the loss of school days, which in turn has been found to diminish student academic achievement; that it helps to damage a school's reputation; and that it creates and sustains a ripple effect on student's performance.

2.10 Empirical Studies

Various empirical researches have been conducted in this country or elsewhere in the world, which are related to this study. For instance, in a research conducted by Ada (2014) titled: Impact of principals supervisory roles on students academic performance in secondary schools in Kwande local Government area of Benue state, Nigeria. The study comprises secondary school principals and teachers working in the local government area in the state. The sample of the study consists of 200 respondents which comprises of 80 principals and 120 teachers in the local government area. The instrument used for data collection was a structured questionnaire made by the researcher titled Impact of Principals Supervisory roles on Students Academic Performance Questionnaire (IPSSAPQ). The data collected was analyzed using chi-square (X^2) for test of hypothesis and mean and standard deviation to answer research question. The findings of the study revealed that supervision of lesson note and scheme of work, principal's supervision of continuous assessment and principal's frequent visitations of teachers in classroom, significantly impact on student's academic performance. The study recommended that school administration through the principals should ensure full participation of teachers in policy making and adequate preparation of lesson notes and scheme of work to facilitate the actualization of educational goals. The study also recommended that continuous assessment should be made a much do things and specific time or period in the school calendar should be set aside for administration of CAs to all students in the entire subject taught in school. The study further recommended that classroom visitation is one of the supervisory styles of the principals and so should be adhered to and errors or mistakes discovered in the process should be effectively corrected for improvement and enhancement of the school academic standard.

This study is very relevant to the present study in the sense that it investigated the impact of principal's supervisory roles on student's academic performance in secondary schools. While the present study assess the impact of principals supervisory role performances on teaching and learning of economics in secondary schools in Gombe metropolis, Gombe state, Nigeria.

Adeolu (2012) carried out a study titled: Assessment of principal's supervisory roles for Quality assurances in secondary school in Ondo state, Nigeria. Data were collected with the use of questionnaire titled principals supervisory rating scale (PSRS). The sample of the study consists of 60 principals and 540 teachers in secondary schools in Ondo state. The schools were selected using stratified random sampling method. The findings of the study revealed that principals were responsible for planning of both curricular and co-curricular activities, job analysis and allocation of duties to teaching and non teaching staff, resource control, welfare service, motivating and supervision of teaching and learning activities, co-ordination of bursary department, enforcement of discipline, maintenance of infrastructure, collaboration with the parent-teachers association and other relevant stakeholders in education, and serve as link the school and ministry of education. The study recommended that school principals should provide adequate instructional materials and facilities through parent-teachers associations, (PTA), Old students association, non-governmental organizations (NGOs), communities, philanthropists and other development partners, to enhance effective teaching and learning process in secondary schools. The study also recommended that school principals should collaborate with relevant stakeholders to promote capacity development of teachers through intensive and regular in-house seminar/workshop to improve knowledge, skills and competences of teachers in various

subjects, and improvisation of instructional materials to enhance teaching and learning process in secondary schools.

The above study has significant relationship with the present study because the former sought to assess the principal's supervisory roles for quality assurance in secondary schools. While the current study examines the impact of principal's supervisory role performances on teaching and learning of economics in secondary schools in Gombe metropolis, Gombe state. The relationship here is that both the two studies examine the principal's supervisory roles.

Babatope and Hezekiah (2013) carried out a research titled: Principal's instructional supervisory role performance and teacher's motivation in Ekiti central senatorial district of Ekiti state, Nigeria. The study was a descriptive survey design which is aimed at determining the relationship between principal's instructional supervisory role performance and their teacher's motivation in Ekiti senatorial district of Ekiti state, Nigeria. The population of the study consists of principals and teachers in all the public secondary schools in the senatorial district. The sample of the study comprises of twenty (20) principals and two hundred (200) teachers in the secondary schools selected. The schools were selected using simple random sampling technique. The instrument used for data collection was a two set of structured questionnaires made by the researcher titled: Instructional Supervisory Role Performance Questionnaire (ISRPPQ) and Teachers Motivation Questionnaire (TMQ). The data collected were analyzed using Pearson Product Moment Correlation (PPMC) analysis on instructional supervisory role performance of principals and the motivation of their teachers.

The findings of the study revealed that there is significant relationship between the instructional supervisory role performances of principals of secondary schools in

Ekitisenatorial distict of Ekiti state Nigeria and the motivation of there. The relationship is linear and positive. It goes to explain that the way principals of secondary schools carry out instructional supervisory role influences the motivation of their teachers. The principals who are effective in their instructional supervisory role will bring high motivation on the part of the teachers. The finding also revealed that there is a significant relationship between instructional supervisory role performance of experienced and inexperienced principals on motivation of their teachers. This indicated that the instructional supervisory role performance of the experienced principals is likely to bring about high motivation of teachers than the inexperienced principals. Experience therefore seems to have a high positive relationship with instructional supervisory role performance of principals which in turn influenced the motivation of teachers. The study recommended that ministry of education in collaboration with the teaching service commission (TSC) should organize periodically seminars, conferences; workshops for schools principals to enable them handle instructional supervisory roles more effectively. The study also recommended that principals should establish means of getting feed-back from teachers in their schools in order to assess their instructional supervisory role performance more meaningfully and improve positively on their areas of strength and weaknesses.

The study is very significant to the present study as it study the relationship between the principal's instructional supervisory role performance and teacher's motivation in secondary schools, just as the present study is aimed at investigating the impact of principal's supervisory role performances on teaching and learning of economics in secondary schools in Gombe metropolis, Gombe state, Nigeria. It is also relevant to the

present study because it make use of questionnaire, so also this study will use questionnaire to collect data for the study.

Ekpoh (2015) conducted a research titled: Principals supervisory techniques and teachers job performance in secondary schools in Ikom educational zone of Cross River state, Nigeria. The study was ex-post facto research design with a sample of eighty six (86) principals, three hundred and forty four (344) teachers and one thousand three hundred and seventy six (1,376) students drawn from a population of eighty six (86) principals, one thousand eight hundred and twenty nine (1829) teachers and thirty five thousand three hundred and fifty nine (35,359) students in public secondary schools in the study area. The data was collected with the use of two research instruments titled “Principals’ Supervisory Technique Questionnaire (PSTQ)” and “Teachers’ Job Performance Questionnaire (TJPQ)”. The instruments were subjected to face validity and Cronbach Alpha reliability estimate. The reliability value obtained ranged between 0.73 and 0.78. Pearson Product Moment Correlation Analysis (r) was used for data analysis at 0.5 level of significance. The findings of the study revealed that a significant relationship exist between principals’ supervisory techniques in terms of classroom visitation, workshop techniques and teachers’ job performance. Based on the findings, it was concluded that job performances of teachers would be enhanced when they are properly supervised by principals using the various supervisory techniques.

The study above is very relevant to the present study as it study the relationship between Principals supervisory techniques and teachers job performance in secondary schools in Ikom educational zone of Cross River state, Nigeria, just as the present study is aimed at investigating the impact of principal’s supervisory role performances on teaching

and learning in secondary schools in Gombe metropolis, Gombe state, Nigeria. It is also relevant to the present study because it make use of questionnaire, so also this study will use questionnaire to collect data for the study. The study differ with the current study in that, the instrument used for data analysis was Pearson Product Moment Correlation (PPMC) while the current study will use the independent t-test sample for the data analysis. The two studies are related because they focused on principal's supervisory roles and techniques in secondary schools.

2. Summary

The chapter reviewed literatures that are related to the present study to gain an insight in to the issues bordering on the impact of principals supervisory role performances on teaching and learning of economics in secondary schools in Gombe metropolis, Gombe state, Nigeria. The literature reviewed different theories of motivation such as the content and the process theories of motivation comprising of Maslow's Need Hierarchy, Herzberg's Two Factor Theory and Alderfer's ERG Theory with the main aim of improving teaching and learning and increasing professional growth of the teachers. The literature also reviewed on the conceptual frame work i.e the major concept of variables involved in the research topic such as the concept of principal, supervision, teaching and learning, principals supervisory roles of lesson plan, scheme of work, instructional materials, laboratory equipment and teachers attitude toward attendance to classes.

In the empirical studies, the work done by Ada (2014), Adeolu (2012), Babatope and Hezekiah (2013) and Ekpoh (2015) were reviewed. It was recommended that secondary schools principals should work in collaboration with their teachers to enable them discharge

their supervisory roles in educational institutions so as to achieve educational goals through effective teaching and learning.

Hence some of the empirical studies reviewed are related to this study as they assess the impact of principals' supervisory role performances on teaching and learning in secondary schools. Also the methodology and research instrument used are similar to the present study. It is observed that survey design and questionnaire were used for some of the study. But the area of dissimilarity was in the statistical tool to be used. Some of the work reviewed used correlation, chi-square and so on but this study will use the independent t-test sample for the data analysis.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research is out to investigate the impact of principals' supervisory role performances on teaching and learning of economics in secondary schools in Gombe metropolis, Gombe state, Nigeria. This chapter discussed the methodology used for the study. This chapter is therefore, concentrate on the following sub-headings: research design, population, sample, sample and sampling techniques, procedure for data collection, and procedure for data analysis.

3.2 Research Design

This research study employed descriptive survey research design. This research design enables the researcher to sample the opinions or views of the respondents during the conduct of the study. If research study involves gathering data that are opinion based from a large number of people, the ideal and suitable research design to be used is descriptive survey as lamented by Baba, (2005).

3.3 Population of the Study

The population of this study was 1021 which comprises of all 17 principals and all 1004 secondary school teachers in Gombe metropolis. The population of the study was as distributed in Table 1

Table 1: Population of the Study

S/N	Name of School	Population of Teachers	Population of Principals
1.	GDSS HerwaganaGombe	67	1
2.	GDSS GanduGombe	75	1
3.	GCDSS Gombe	65	1
4.	GDSS Pilot Gombe	67	1
5.	GDSS ShehuAbubekarGomb	58	1
6.	GSSS Gombe	58	1
7.	GAC I Gombe	53	1
8.	GAC II Gombe	45	1
9.	GDSS PantamiGombe	49	1
10.	GDSS Orji Estate Gombe	48	1
11.	GDSS Bolari East Gombe	67	1
12.	GDSS NasarawoGombe	57	1
13.	GGSS DomaGombe	70	1
14.	GDSSS Gombe	45	1
15.	GSTC Gombe	53	1
16.	GDSS Ahmadu Gombe	65	1
17.	SEC Gombe	62	1
Total		1004	17

Source: Ministry of Education Gombe State.

3.4 Sample and Sampling Techniques

The sample size of the study is two hundred and eighty seven (287). The selection of this sample size is based on the recommendation of Research Advisors, (2006) who recommended that in population of >1000 and <1125, the sample size of 278 is enough for good representation. The entire 17 principals were used for the study. Two hundred and seventy (278) teachers were selected using proportionate random sampling. Hat drawn technique was used to select the respondents. “YES” and “NO” were written on ballots and the respondents were asked to pick. Those that picked YES were used as sample for the study.

Table 2: Sample for the Study

S/N	Name of School	Population of teachers	Population of Principals	Sample
1.	GDSS HerwaganaGombe	67	1	19
2.	GDSS GanduGombe	75	1	21
3.	GCDSS Gombe	65	1	18
4.	GDSS Pilot Gombe	67	1	19
5.	GDSS ShehuAbubekarGomb	58	1	16
6.	GSSS Gombe	58	1	16
7.	GAC I Gombe	53	1	15
8.	GAC II Gombe	45	1	12
9.	GDSS PantamiGombe	49	1	14
10.	GDSS Orji Estate Gombe	48	1	13
11.	GDSS Bolari East Gombe	67	1	19
12.	GDSS NasarawoGombe	57	1	16
13.	GGSS DomaGombe	70	1	19
14.	GDSSS Gombe	45	1	12
15.	GSTC Gombe	53	1	15
16.	GDSS Ahmadu Gombe	65	1	18
17.	SEC Gombe	62	1	17
Total		1004	17	279

Source: Ministry of Education Gombe State.

3.5 Instrumentation

A researcher-made instrument was used to generate the relevant data for this study. The instrument titled “Impact of Principals’ Supervisory Role Performances Questionnaire” (IPSRPQ) was divided in to two sections. The first section contains personal data of the respondents such as gender, designation, qualification, among others. The second section consists of 50 items meant to seek opinions of the respondents. The instrument was close ended questions which the respondents were limited or confined to options given by the researcher. Thus, a five-point Likert scale was used;

- Strongly Agree (SA) (5)
- Agree (A) (4)
- Undecided (UD) (3)
- Disagree (D) (2)
- Strongly Disagree (SD) (1)

3.5.1 Validity of the Instrument

The questionnaire instrument was given to the two supervisors and two professionals in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria for observations and comments. The observations, corrections and comments of the supervisors and other professionals were incorporated into the final copy of the questionnaire before pilot testing.

3.5.2 Pilot Study

In order to establish the reliability of the instrument, pilot study was carried out in Gombe South Senatorial District where thirty (30) secondary school teachers and six (6) Secondary schools principals were given questionnaire. This area was not part of the study area but they share the same characteristics with the study area.

3.5.3 Reliability of the Instrument

The data collected from the pilot study was subjected to statistical analysis. Split halve method of reliability was used and Cronbach's Alpha was used to compute the reliability coefficient. The reliability coefficient of 0.87 was obtained. This means that, the instrument was reliable.

3.6 Procedure for Data Collection

The data for the study was collected through the administration of the instruments with the aid of trained research assistants whom was trained by the researcher. Identified establishment was contacted by personal visit of the researcher. The researcher introduced himself with the introductory letter given to him by the department of educational foundations and curriculum, Ahmadu Bello University, Zaria. For the purpose of recognition so as to accept his request and feed him with all the necessary information. The researcher

and the research assistants administered the questionnaire and retrieved them from respondents after they have been adequately completed. The researcher was strictly comply with the ethics of research as there was no coercion, the right to the respondent's privacy was respected and all information provided was treated in strict confidence.

3.7 Procedure for Data Analysis

The data collected from the field was subjected to statistical analysis for appropriate interpretations to achieve the set objectives of the study. Frequencies and percentages were used to analyze bio-data of the respondents; mean and standard deviation were used to answer research questions while t-test statistics was used to test all the null hypotheses at 0.05 levels of significance. The justification for the use of t-test was that, the null hypotheses aimed at testing the difference between the dependent and independent variables. Thus, t-test is the best statistical tool to employ to measure the difference between two variables.

Decision Rule; In answering research questions, any item that score 3.00 and above was considered agreed and less than 3.00 was considered disagreed. In testing the null hypotheses, if the calculate t-value was greater than critical value at 0.05 levels of significance, the null hypothesis was rejected, and vice versa.

CHAPTER FOUR PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter presents the analysis of the data collected for the study. The data was based on the summary of the responses obtained from the respondents which were summarized and subjected to analysis in order to answer research questions and tested null hypotheses. Mean score was used to answer all the 5 research questions where as t-test statistics method was used to test all the 5 null hypotheses. In answering the research questions a mean score of 3.0 and above (≥ 3.0) was considered agree while a mean score of less than 3.0 (< 3.0) was considered disagree. In the test of null hypotheses, a hypothesis was retained when t-calculated was less than t-critical but rejected when t-calculated was greater than t-critical. All null hypotheses were tested at 0.05 level of significance.

4.2 Analysis on Bio-Data of the Respondents

The analysis of personal bio-data of respondents are presented using frequency and percentage in table 3 to table 6 below

Table 3: Analysis on Respondent's Gender

Variable	Category	Frequency	Percentage
Gender	Male	173	62
	Female	106	36
Total		279	100

Table 3 shows the gender classification of the respondents used for the study. As presented on the table, one hundred and seventy three (173) respondents were male, while one hundred and six (106) were female with their corresponding percentage of 62% and 38% respectively. This shows that the population distribution was favourable to male respondents.

Table 4: Analysis on Respondent's Status

Variable	Category	Frequency	Percentage
Status	Principals	17	6
	Teachers	262	94
Total		279	100

Table 4 above, presents the analysis of respondents used for the study by their status. Out of the 279 respondents used for the study, 17 of them representing (6%) were principal while 262 representing 94% of the total respondents were secondary school teachers.

Table 5: Analysis Respondent's Working Experience

Variable	Category	Frequency	Percentage
Experience	1-10	105	37.6
	11-20	96	34.5
	21-30	74	26.5
	31 and above	4	1.4
Total		279	100

Table 5 shows the analysis of the respondents by their years of working experience. As presented on the table, the range of 1-10 years of working experience has the highest number of respondents of 105 with a corresponding percentage of (37.6%), followed by 11-20 (34.5%) and then 21-30 (26.5%) while 30 and above years of working experience has only 4 respondents representing only 1.4% of the total number of respondents used for the study.

Table 6: Analysis on Respondent's Qualification

Variable	Category	Frequency	Percentage
Qualification	NCE	147	52.7
	Degree	119	42.7
	Masters	13	4.6
	Others	0	0
Total		279	100

Table 6 above shows that one hundred and forty seven (147) population of respondents representing 52.7% are NCE holders, while the population of one hundred and nineteen (119) equivalent to 42.7% of the respondents are degree holders. Likewise, thirteen (13) respondents equivalent to 4.6% are holders of Masters Degree.

4.3 Answer to Research Questions

Answer to the five research questions are as shown using mean score, while the analysis of each of the five research questions is as presented in table 7 to 11

Research Question One:

Is there impact of principal's supervisory role of teacher's lesson plan on teaching and learning of economics in secondary schools in Gombe metropolis?

Table 7: Impact of Principals' Supervisory Role of Teacher's Lesson Plan on Teaching and Learning of Economics in Secondary Schools in GombeMetropolis

S/N	Item Statement	Category of Respondent	Opinion of Respondents								Decision
			A		UD		DA		Mean	SD	
			Frq	%	Frq	%	Frq	%			
1	Principal supervision of lesson plan enhances the quality of teaching and learning process.	Principals	17	100	00	00	00	00	4.00	.000	Agree
		Teachers	257	98.1	01	0.4	04	1.5	3.95	.373	Agree
2	Regular principals supervision of lesson plan make teaching and learning process easier	Principals	17	100	00	00	00	00	4.00	.000	Agree
		Teachers	243	92.7	10	3.8	08	3.1	3.85	.559	Agree
3	The principal's supervision of lesson plan make teachers to work hard thereby improving their teaching skills.	Principals	17	100	00	00	00	00	4.00	.000	Agree
		Teachers	234	88.5	22	8.4	07	2.7	3.82	.596	Agree
4	Regular supervision of lesson plan makes teachers to be more prepared for the teaching and learning activity.	Principals	13	76.5	01	5.9	03	17.6	4.41	1.176	Agree
		Teachers	206	77.1	23	8.8	36	13.7	3.48	1.060	Agree
5	The principal's regular supervision of lesson plan assist teachers in adherence to syllabus	Principals	09	52.9	01	5.9	07	41.2	3.12	1.265	Agree
		Teachers	172	65.6	28	10.7	58	22.1	3.17	1.287	Agree
6	If lesson plan is regularly supervised by the principals, the teaching and learning will be effective.	Principals	13	76.5	00	00	04	23.5	3.35	1.154	Agree
		Teachers	171	65.6	29	11.1	60	22.9	3.17	1.270	Agree
7	The principal's supervision of lesson plan helps in improving teacher's mastery of subject matter.	Principals	14	82.4	00	00	03	17.6	3.38	1.107	Agree
		Teachers	165	63.0	34	13.0	59	22.5	3.13	1.287	Agree
8	Supervision of lesson plan helps the teachers to identify the relevant instructional materials to be used for the teaching and learning process.	Principals	14	82.4	00	00	03	17.6	3.38	1.287	Agree
		Teachers	185	70.0	24	9.2	53	20.2	3.30	1.196	Agree
9	Principal's supervision of lesson plan helps to stimulate teacher's enthusiasm during lesson delivery.	Principals	12	70.6	02	11.8	03	17.6	3.28	1.202	Agree
		Teachers	188	71.8	29	11.1	44	16.8	3.37	1.136	Agree
10	Supervision of lesson plan helps in improving teacher's teaching technique	Principals	09	52.9	01	5.9	07	41.2	3.11	1.298	Agree
		Teachers	196	74.8	22	8.4	44	16.8	3.41	1.120	Agree

Table 7 shows the analysis of items statements 1-10 used to answer research question one on the impact of principal's supervisory role of teacher's lesson plan on teaching and learning of economics in secondary schools in Gombe metropolis. The table revealed that, both the teachers and principals agreed to the statement that, principal's supervisory role of teacher's lesson plan influences teaching and learning of economics in secondary schools in the study area. As presented on the table, all the 10 items were agreed by both the principals and secondary schoolteachers, but item number one attracted the highest mean score of 4.00 for the principals and 3.95 for secondary school teachers, with details showing 17 (100%) of secondary school principals agreed with the item. For the secondary school teachers, 257 (98.1%) agreed with the item, while only 1 (1.5%) disagreed with the item. The standard deviation recorded for the item statement was .000 for the principals and .373 for the secondary school teachers. All the 10 items have the mean score of 3.00 and above.

Research Question Two:

Is there impact of principal's supervisory role of teacher's scheme of work on teaching and learning of economics in secondary schools in Gombe metropolis?

Table 8: Impact of Principal’s Supervisory Role of Teacher’s Scheme of Wok on Teaching and Learning of Economics in Secondary Schools in GombeMetropolis

S/N	Item statement	Category of Respondents	Opinion of Respondents									Decision
			AG		UD		DA		Mean	SD		
			Frq	%	Frq	%	Frq	%				
1	The supervision of teachers scheme of work makes teachers to cover the work that is expected to cover in an orderly manner	Principals	16	94.1	00	00	01	5.9	3.76	.970	Agree	
		Teachers	244	93.1	11	4.2	07	2.7	3.88	.518	Agree	
2	If the scheme of work is not regularly supervised by the principals, teachers could take topics at random regardless of their relevance	Principals	16	94.1	00	00	01	5.9	3.82	.728	Agree	
		Teachers	223	85.1	20	7.6	19	7.3	3.71	.803	Agree	
3	The supervision of teacher’s scheme of work makes teaching and learning process organized.	Principals	14	82.4	01	5.9	02	11.8	3.59	1.004	Agree	
		Teachers	200	76.4	32	12.2	30	11.5	3.53	.969	Agree	
4	If the scheme of work is regularly supervised, the teaching and learning will not become disjointed	Principals	14	82.4	00	00	03	17.6	3.29	1.321	Agree	
		Teachers	180	68.7	29	11.1	51	19.5	3.27	1.210	Agree	
5	Regular principal’s supervision of teacher’s scheme of work leads to efficiency of lesson plan preparation	Principals	14	82.4	01	5.9	02	11.8	3.30	1.301	Agree	
		Teachers	171	65.3	32	12.2	52	21.8	3.19	1.249	Agree	
6	Regular supervision of teacher’s scheme of work will ensure effectiveness of teaching and learning.	Principals	14	82.4	00	00	03	17.6	3.29	1.319	Agree	
		Teachers	165	63.0	33	12.6	63	24.0	3.14	1.270	Agree	
7	Regular supervision of teacher’s scheme of work makes educational administrators to know what is being taught in the school	Principals	14	82.4	00	00	03	17.6	3.29	1.321	Agree	
		Teachers	183	69.8	30	11.5	47	11.7	3.32	1.160	Agree	
8	The supervision of teacher’s scheme of work assist in enforcing accountability and continuity in teaching and learning	Principals	12	70.6	01	5.9	04	23.5	3.01	1.334	Agree	
		Teachers	187	71.4	28	10.7	46	17.6	3.35	1.154	Agree	
9	Principal’s supervision of teacher’s scheme of work assist teachers in adherence to syllabus	Principals	13	76.5	01	5.9	03	17.6	3.04	1.331	Agree	
		Teachers	184	70.2	34	13.0	42	16.0	3.36	1.135	Agree	
10	The supervision of teacher’s scheme of work makes teachers to improve competency and efficiency	Principals	12	70.6	01	5.9	04	23.5	3.04	1.330	Agree	
		Teachers	199	76.0	28	10.7	34	13.0	3.49	1.038	Agree	

Results of data used to answer research question two as presented on table 8 indicated that, principal's supervisory role of teacher's scheme of work has an impact on teaching and learning of economics in secondary schools in Gombe metropolis. All the item statement 1-10 used to answer this research question were agreed by both the principals and teachers as they all have either a mean score of 3 or above. From the table, it was made known that the supervision of teacher's scheme of work makes teachers to cover the work that is expected to cover in an orderly manner. Item statement one attracted the highest mean score of 3.76 for principals and 3.88 for teachers with details showing 16 (94.1%) of principals agreed with the statement while only one (5.9%) disagreed. For the teachers, 244 (93.1%) agreed with the statement while 7 (2.7%) disagreed. The item statement recorded the standard deviation of .970 for principals and .518 for the teachers. This therefore affirmed that, both the principals and teachers were of the opinion that, principal's supervisory role of teacher's scheme of work improves teaching and learning of economics in secondary schools in Gombe metropolis.

Research Question Three:

Is there impact of principal's supervisory role of teacher's instructional materials on teaching and learning of economics in secondary schools in Gombe metropolis?

Table 9: Impact of Principal’s Supervisory Role of Teacher’s Instructional Materials on Teaching and Learning of Economics in Secondary Schools in Gombe Metropolis

S/N	Item statement	Category of Respondents	Opinion of Respondents									Decision
			AG		UD		DA		Mean	SD		
			Frq	%	Frq	%	Frq	%				
1	Regular principal’s supervision of instructional materials makes learning more permanent.	Principals	14	82.4	00	00	03	17.6	3.47	1.179	Agree	
		Teachers	222	84.7	19	7.3	19	7.3	3.68	.865	Agree	
2	Principal’s supervision of instructional materials encourages teachers on the proper use of the instructional materials	Principals	13	76.5	00	00	04	23.5	3.29	1.312	Agree	
		Teachers	223	85.1	17	6.5	22	8.4	3.68	.850	Agree	
3	Principal’s supervision of instructional materials helps teachers to use appropriate materials in the teaching process	Principals	14	82.4	01	5.9	02	11.8	3.43	1.089	Agree	
		Teachers	204	77.9	33	12.6	25	9.5	3.59	.904	Agree	
4	Principal’s supervision of instructional materials encourage teachers to develop improvisation skills	Principals	14	82.4	00	00	03	17.6	3.47	1.181	Agree	
		Teachers	186	71.0	32	12.2	43	16.4	3.37	1.126	Agree	
5	Regular principal’s supervision on the use of instructional materials makes learning real and meaningful	Principals	14	82.4	00	00	03	17.6	3.47	1.181	Agree	
		Teachers	178	67.9	29	11.1	54	20.6	3.26	1.216	Agree	
6	Principal’s supervision on the use of instructional materials help teachers to explain and illustrate points and abstract ideas	Principals	13	76.5	01	5.9	03	17.6	3.39	1.102	Agree	
		Teachers	167	63.7	39	14.9	56	21.4	3.21	1.206	Agree	
7	Principal’s supervision of instructional materials helps to improve the intellectual ability of teachers.	Principals	14	82.4	00	00	03	17.6	3.47	1.181	Agree	
		Teachers	176	66.8	29	11.1	55	21.0	3.21	1.253	Agree	
8	Regular principal’s supervision on the use instructional materials helps to promote active participation in the lesson	Principals	13	76.5	00	00	04	23.5	3.29	1.312	Agree	
		Teachers	190	72.5	27	10.3	44	16.8	3.38	1.137	Agree	
9	Principal’s supervision of instructional materials helps teachers to develop different methods of teaching.	Principals	15	88.2	00	00	02	11.8	3.65	.996	Agree	
		Teachers	184	70.2	36	13.7	42	16.0	3.38	1.097	Agree	
10	Regular principal’s supervision on the use of instructional materials helps students to retain concept easily	Principals	12	70.6	00	00	05	29.4	2.29	1.312	Disagree	
		Teachers	183	69.8	30	11.5	46	17.6	3.31	1.188	Agree	

The data obtained from item 1-10 as presented on table 9 on the impact of principal's supervisory role of teacher's instructional materials on teaching and learning of economics in secondary schools in Gombe metropolis showed that respondents were of the opinion that, principal's supervisory role of teacher's instructional materials improves teaching and learning of economics in the study area. All the 10 Items were agreed by the secondary school teachers but for the principals, 9 items were agreed while item 10 was disagreed. However, item 10 showed that, respondents were not in agreement with the suggestion that, Regular principal's supervision on the use of instructional materials helps students to retain concept easily. From the table, it was made clear that regular principal's supervision of instructional materials makes learning more permanent. This item statement attracted the highest mean score of 3.47 for the principals and 3.68 for the teachers with details showing 14 (82.4%) of principals agreed with the statement while 3 (17.6%) disagreed. For the teachers, 222 (84.7%) agreed with the statement while 19 (7.3%) disagreed. Therefore, this indicated that principal's supervisory role of teacher's instructional materials improves teaching and learning of economics in secondary schools in Gombe metropolis.

Research Question Four:

Is there impact of principal's classroom visitation on teaching and learning of economics in secondary schools in Gombe metropolis?

Table 10: Impact of Principals' Classroom Visitation on Teaching and Learning of Economics in Secondary Schools in Gombe Metropolis

S/N	Item statement	Category of Respondents	Opinion of Respondents									Decision
			AG		UD		DA		Mean	SD		
			Frq	%	Frq	%	Frq	%				
1	Regular principal's classroom visitation serves as a means of checking teacher's truancy.	Principals	15	88.2	00	00	02	11.8	3.65	.996	Agree	
		Teachers	214	81.7	27	10.3	21	8.0	3.66	.842	Agree	
2	The visitation of principals to the classroom reduces act of indiscipline among teachers and students.	Principals	15	88.2	00	00	02	11.8	3.65	.996	Agree	
		Teachers	212	80.9	20	7.6	30	11.5	3.58	.967	Agree	
3	Visiting classrooms during lesson periods serves as a means of correction in terms of challenges and difficulties on a particular topic	Principals	14	82.4	01	5.9	02	11.8	3.59	1.004	Agree	
		Teachers	186	71.0	38	14.5	38	14.5	3.42	1.057	Agree	
4	Visiting the classroom when lesson are on-going serves as a means of encouragement to teachers and the learners.	Principals	12	70.6	02	11.8	03	17.6	3.16	1.335	Agree	
		Teachers	167	63.7	46	17.6	49	18.7	3.26	1.149	Agree	
5	Principal's classroom visitation during lesson serves as first hand information to principals for the provision of required materials.	Principals	13	76.5	01	5.9	03	17.6	3.17	1.332	Agree	
		Teachers	169	64.5	32	12.2	61	23.3	3.18	1.245	Agree	
6	Principal's classroom visitation during lesson enable teachers to improve the quality of their teaching	Principals	13	76.5	00	00	04	23.5	3.29	1.312	Agree	
		Teachers	175	66.8	24	9.2	61	23.3	3.18	1.281	Agree	
7	Principal's classroom visitation during lesson reduces absenteeism among teachers and students	Principals	13	76.5	01	5.9	03	17.6	3.30	1.102	Agree	
		Teachers	166	63.4	28	10.7	67	25.6	3.11	1.298	Agree	
8	Classroom visitation when enables principal to better understand the competent and hardworking teachers in the school	Principals	14	76.5	01	5.9	02	11.8	3.39	1.301	Agree	
		Teachers	182	69.5	26	9.9	54	20.6	3.28	1.202	Agree	
9	Principal's classroom visitation during lesson improve teachers performance in the teaching and learning process	Principals	15	88.2	00	00	02	11.8	3.65	.996	Agree	
		Teachers	184	70.2	33	12.6	43	16.4	3.35	1.144	Agree	
10	The principal's classroom visitation help teachers to develop interest in teaching profession	Principals	14	76.5	00	00	03	17.6	3.47	1.181	Agree	
		Teachers	186	71.0	29	11.1	46	17.6	3.35	1.154	Agree	

Table 10 shows the analysis of items 1-10 used to answer research question four. The table indicated that, all the items were agreed by the respondents since they all have a mean score of either 3 or above. This simply showed that, respondents agreed to the impact of principal's classroom visitation on teaching and learning of economics in secondary schools in Gombe metropolis. From the table, it was made known that the regular principal's classroom visitation serves as a means of checking teacher's truancy. This item statement attracted the highest mean score of 3.65 for the principals and 3.66 for the teachers with details showing 15 (88.2%) of principals agreed with the statement while 2 (11.8%) disagreed. For the teachers, 214 (81.7%) agreed with the statement while 21 (8.0%) disagreed. The item statement recorded the standard deviation of .996 for principals and .842 for the teachers. The table therefore revealed that, principal's classroom visitation promotes teaching and learning of economics in secondary schools in Gombe metropolis.

Research Question Five:

Is there impact of principal's supervisory role of teacher's punctuality on teaching and learning of economics in secondary schools in Gombe metropolis?

Table 11: Impact of Principal's Supervisory Role of Teacher's Punctuality on Teaching and Learning of Economics in Secondary Schools in GombeMetropolis

S/N	Item statement	Category of Respondents	Opinion of Respondents									Decision
			AG		UD		DA		Mean	SD		
			Frq	%	Frq	%	Frq	%				
1	Supervision of teacher's punctuality serves as a means of checking truancy among teachers and students	Principals	13	76.5	01	5.9	03	17.6	3.41	1.176	Agree	
		Teachers	216	82.4	21	8.0	25	9.5	3.63	.899	Agree	
2	Supervision of teacher's punctuality reduces the rate of late coming	Principals	15	88.2	00	00	02	11.8	3.65	.996	Agree	
		Teachers	221	84.4	20	7.6	20	7.6	3.68	.851	Agree	
3	The principal's supervision of teacher's punctuality helps them to develop right attitude toward teaching profession	Principals	13	76.5	01	5.9	03	17.6	3.41	1.176	Agree	
		Teachers	203	77.5	30	11.5	29	11.1	3.55	.956	Agree	
4	Supervision of teacher's punctuality reduces the acts of indiscipline among teachers and students	Principals	14	82.4	00	00	03	17.6	3.41	1.176	Agree	
		Teachers	184	70.2	36	13.7	41	15.6	3.38	1.107	Agree	
5	The supervision of teacher's punctuality makes them to cover the syllabus in a good time	Principals	14	82.4	00	00	03	17.6	3.41	1.181	Agree	
		Teachers	167	63.7	38	14.5	57	21.8	3.20	1.213	Agree	
6	Regular supervision of teacher's punctuality makes them to be more conscious of their expected duties	Principals	13	76.5	01	5.9	03	17.6	3.39	1.102	Agree	
		Teachers	177	67.6	25	9.5	60	22.9	3.22	1.245	Agree	
7	The supervision of teachers punctuality assist in enforcing accountability and continuity in the school work	Principals	14	82.4	01	5.9	02	11.8	3.30	1.301	Agree	
		Teachers	160	61.1	38	14.5	63	24.0	3.12	1.265	Agree	
8	Supervision of teacher's punctuality reduces the rate of absenteeism among teachers and students	Principals	14	82.4	00	00	03	17.6	3.47	1.181	Agree	
		Teachers	177	66.0	29	11.1	57	21.8	3.19	1.266	Agree	
9	The principal's supervision of teacher's punctuality improved student's performance in their continues assessment	Principals	14	82.4	01	5.9	02	11.8	3.30	1.301	Agree	
		Teachers	163	62.2	40	15.3	59	22.5	3.17	1.224	Agree	
10	Supervision of teacher's punctuality help them to develop the attitude of self direction	Principals	13	76.5	01	5.9	03	17.6	3.39	1.102	Agree	
		Teachers	176	67.2	39	14.9	47	17.9	3.31	1.139	Agree	

Table 11 presents the analysis of items 1-10 used to answer research question five (5) on the impact of principal's supervisory role of teacher's punctuality on teaching and learning of economics in secondary schools in Gombe metropolis. From the table, it was made known that all the items were agreed by the respondents as each has a mean score of 3 or above. The table also revealed that supervision of teacher's punctuality reduces the rate of late coming and help the teachers to develop right attitude toward teaching and learning. This item statement recorded the highest mean score of 3.65 for the principals and 3.68 for the teachers with details showing 15 (88.2%) of principals agreed with the statement while 2 (11.8%) disagreed. For the teachers, 221 (84.4%) agreed with the statement while 2 (7.6%) disagreed. The item statement recorded the standard deviation of .996 for principals and .851 for the teachers. This revealed that, all the respondents were of the view that, principal's supervisory role of teacher's punctuality promotes teaching and learning of economics in secondary schools in Gombe metropolis.

4.4 Hypotheses Testing

All the null hypotheses are tested at 0.05 level of significance using the t-test statistics as presented in table 12 to 16

Hypothesis One:

Hypothesis one states that there is no significant difference in the opinions of principals and teachers on the impact of principal's supervisory role of teacher's lesson plan on teaching and learning of economics in secondary schools in Gombe metropolis.

Table 12: T-test Summary on the Impact of Principal’s Supervisory Role of Teacher’s Lesson Plan on Teaching and Learning of Economics in Secondary Schools in Gombe Metropolis

Variables	N	Mean	Std.	Df	t-cal	t-crit.	Sig.	Decision
Principals	17	3.4	.76029	277	2.016	1.96	.002	Rejected
Teachers	262	3.3	.54142					
Total	279							

Table 12 shows the t-test analysis of difference in the opinions of principals and teachers on the impact of principal’s supervisory role of teacher’s lesson plan on teaching and learning of economics in secondary schools in Gombe metropolis. Results on the table indicated that, t-calculated value (2.016) at 277 degree of freedom and at 0.05 is greater than the t-critical (1.96). The observed P=.002 is less than 0.05 level of significance indicating that the opinions of principals and teachers with regards to the impact of principal’s supervisory role of teacher’s lesson plan on teaching and learning of economics in secondary schools in Gombe metropolis was statistically significant. Therefore, the formulated null hypothesis which states that, there is no significant difference in the opinions of principals and teachers on the impact of principal’s supervisory role of teacher’s lesson plan on teaching and learning of economics in secondary schools in Gombe metropolis was rejected.

Hypothesis two:

Hypothesis two states that there is no significant difference in the opinions of principals and teachers on the impact of principal’s supervisory role of teacher’s scheme of work on teaching and learning of economics in secondary schools in Gombe metropolis.

Table 13: T-test Summary on the Impact of Principal’s Supervisory Role of Teacher’s Scheme of Work on Teaching and Learning of Economics in Secondary Schools in Gombe Metropolis

Variables	N	Mean	Std.	Df	t-cal	t-crit.	Sig.	Decision
Principals	17	3.0	.56017	277	2.007	1.96	.004	Rejected
Teachers	262	3.3	.47348					
Total	279							

Table 13 shows the t-test analysis of difference in the opinions of principals and teachers on the impact of principal’s supervisory role of teacher’s scheme of work on teaching and learning of economics in secondary schools in Gombe metropolis. Results on the table revealed that calculated t-value (2.007) at 277 degree of freedom and at 5% level of significance is greater than t-critical value (1.96). This means that, both principals and teachers believed that, principal’s supervisory role of teacher’s scheme of work has an impact on teaching and learning of economics in secondary schools in Gombe metropolis. Therefore, the null hypothesis was rejected.

Hypothesis three:

Hypothesis three states that there is no significant difference in the opinions of principals and teachers on the impact of principal’s supervisory role of teacher’s instructional materials on teaching and learning of economics in secondary schools in Gombe metropolis

Table 14: T-test Summary on the Impact of Principal’s Supervisory Role of Teacher’s Instructional Materials on Teaching and Learning of Economics in Secondary Schools in Gombe Metropolis

Variables	N	Mean	Std.	Df	t-cal	t-crit.	Sig.	Decision
Principals	17	3.5	.80523	277	2.516	1.96	.001	Rejected
Teachers	262	3.4	.64311					
Total	279							

Table 14 shows the t-test analysis of difference in the opinions of principals and teachers on the impact of principal's supervisory role of teacher's instructional materials on teaching and learning of economics in secondary schools in Gombe metropolis. Results on the table revealed that calculated t-value (2.516) at 277 degree of freedom and at 5% level of significance is greater than t-critical value (1.96). This means that, the opinions of respondents with respect to the impact of principal's supervisory role of teacher's instructional materials on teaching and learning of economics in secondary schools in Gombe metropolis differ significantly. This therefore suggested that, both principals and teachers were of the view that, principal's supervisory role of teacher's instructional materials has impact on teaching and learning of economics significantly. Therefore, the null hypothesis which states that, there is no significant difference in the opinions of principals and teachers on the impact of principal's supervisory role of teacher's instructional materials on teaching and learning of economics in secondary schools in Gombe metropolis was rejected.

Hypothesis four:

Hypothesis four states that there is no significant difference in the opinions of principals and teachers on the impact of principal's classroom visitation on teaching and learning of economics in secondary schools in Gombe metropolis

Table 15: T-test Summary on the Impact of Principal's Classroom Visitation on Teaching and Learning of Economics in Secondary Schools in Gombe Metropolis

Variables	N	Mean	Std.	Df	t-cal	t-crit.	Sig.	Decision
Principals	17	3.2	.47023	277	2.961	1.96	.003	Retained
Teachers	262	3.1	.34941					
Total	279							

Table 15 shows the t-test analysis of difference in the opinions of principals and teachers on the impact of principal's classroom visitation on teaching and learning of economics in secondary schools in Gombe metropolis. Results on the table revealed that calculated t-value (2.961) at 277 degree of freedom and at 5% level of significance is greater than t-critical value (1.96). This suggested that, both principals and teachers are of the opinion that, principal's classroom visitation has significant impact on teaching and learning of economics in secondary schools in the study area and therefore the null hypothesis which states that, there is no significant difference in the opinions of principals and teachers on the impact of principal's classroom visitation on teaching and learning of economics in secondary schools in Gombe metropolis was rejected.

Hypothesis five:

Hypothesis five states that there is no significant difference in the opinions of principals and teachers on the impact of principal's supervisory role of teacher's punctuality on teaching and learning of economics in secondary schools in Gombe metropolis.

Table 16: T-test Summary on the Impact of Principal's Supervisory Role of Teacher's Punctuality on Teaching and Learning of Economics in Secondary Schools in Gombe Metropolis

Variables	N	Mean	Std.	Df	t-cal	t-crit.	Sig.	Decision
Principals	17	3.4	.26523	277	2.092	1.96	.000	Retained
Teachers	262	3.3	.14343					
Total	279							

Table 16 presents t-test analysis of the difference in the opinions of principals and teachers on the impact of principal's supervisory role of teacher's punctuality on teaching and learning of economics in secondary schools in Gombe metropolis. The table revealed that t-calculated value (2.092) at 277 degree of freedom and at 5% level of significance is greater than t-critical value (1.96). This means that, both principals and teachers are of the view

that, principal's supervisory role of teacher's punctuality has a significant impact on teaching and learning of economics in secondary schools in Gombe metropolis. Based on this therefore, the null hypothesis which states that, there is no significant difference in the opinions of principals and teachers on the impact of principal's supervisory role of teacher's punctuality on teaching and learning of economics in secondary schools in Gombe metropolis was rejected.

Table 17: Summary of Tested Hypotheses

S/N	Hypotheses Statement	Statistical Tool	Result	Significant Level	Decision
1	There is no significant difference in the opinions of principals and teachers on the impact of principal's supervisory role of teacher's lesson plan on teaching and learning of economics in secondary schools in Gombe metropolis	T-test	The observed value P = .002 is less than 0.05 and t-calculated value (2.016) is greater than t-critical (1.96)	0.05	Rejected
2	There is no significant difference in the opinions of principals and teachers on the impact of principal's supervisory role of teacher's scheme of work on teaching and learning of economics in secondary schools in Gombe metropolis	T-test	The observed value P = .004 is less than 0.05 and t-calculated value (2.007) is greater than t-critical (1.96)	0.05	Rejected
3	There is no significant difference in the opinions of principals and teachers on the impact of principal's supervisory role of teacher's instructional materials on teaching and learning of economics in secondary schools in Gombe metropolis	T-test	The observed value P = .001 is less than 0.05 and t-calculated value (2.516) is greater than t-critical (1.96)	0.05	Rejected
4	There is no significant difference in the opinions of principals and teachers on the impact of principal's classroom visitation on teaching and learning of economics in secondary schools in Gombe metropolis	T-test	The observed value P = .000 is less than 0.05 and t-calculated value (2.961) is greater than t-critical (1.96)	0.05	Rejected
5	There is no significant difference in the opinions of principals and teachers on the impact of principal's supervisory role of teacher's punctuality on teaching and learning of economics in secondary schools in Gombe metropolis.	T-test	The observed value P = .003 is less than 0.05 and t-calculated value (2.092) is greater than t-critical (1.96)	0.05	Retained

4.5 Summary of Major Findings

The purpose of this study was to determine the impact of principal's supervisory role performances on teaching and learning of economics in secondary schools in Gombe metropolis, Gombe state. Descriptive statistics (mean score) and t-test analysis were used to analyze the data. The major findings of this research were summarized as follows;

1. Principal's supervisory role of teacher's lesson plan promote effective teaching and learning of economics in secondary schools in Gombe metropolis;
2. Principal's supervisory role of teacher's scheme of work enhance effective teaching and learning of economics in secondary schools in Gombe metropolis
3. Principal's supervisory role of teacher's instructional materials improve effective teaching and learning of economics in secondary schools in Gombe metropolis.
4. Principal's classroom visitation promote effective teaching and learning of economics in secondary schools in Gombe metropolis.
5. Principal's supervisory role of teacher's punctuality reduce the rate of absenteeism and hence effective teaching and learning of economics in secondary schools in Gombe metropolis.

4.6 Discussion of the Findings

The first finding of this study revealed that principal's supervision of teacher's lesson plan significantly impact on teaching and learning of economics in secondary schools in Gombe metropolis. The finding is in line with the views of Ada (2010) who stated that the lesson plan exerts some impact on the teaching and learning in school. It is systematically arranged and useful in effective teaching and learning. It contains the relevant steps and details of what is to be taught, objectives to be achieved, list of instructional resources to be used and methods to be adopted in presenting the content etc. Other areas of impact include

selection of subject areas, adaptation of the curriculum, and improvement of instructional practice and choice of textbooks. This finding is also in line with Aminnze (2000) who pointed out that Principals are responsible for informing teachers about new educational strategies, technologies and tools that apply to effective instruction. Udeozor (2004), also affirmed that, it is one of the supervisory roles of secondary school principals to ensure that, teachers adhere to subjects syllabus and that, the content is presented to students using well structured lesson plan.

The study also found that, principal's supervisory role of teacher's scheme of work also improves teaching and learning of economics in secondary schools in Gombe metropolis. This finding was showed on table 8 by the analysis of items 1-10 where all the items have a mean core of equals to or greater than the 3.0 bench mark for agreement. This finding agrees with work of Arubayi (2007) and Ani (2008) who suggested that, the Principal supervises the heads of departments by checking their scheme of work and lesson notes, making sure they go to classes regularly, checking absenteeism, rewarding hardworking teachers, and punishing the indolent ones, assigning administrative duties to them and encouraging them to do the right things at the right time to achieve educational standard. This could be achieved through good principal-teacher relationship, use of division of labor and good principal's leadership style.

The study also showed that, principal's supervisory role of teacher's instructional materials enhances teaching and learning of economics in secondary schools in Gombemetropolis. This finding was presented on table 9 by answers to research question three where all the items (1-10) were agreed by the respondents (mean score ≥ 3.0). T-test analysis used to test null hypothesis three as presented on table 14 revealed that, there is

a significant difference in the opinions of principals and teachers on the impact of principal's supervisory role of teacher's instructional materials on teaching and learning of economics in secondary schools in Gombe metropolis. This finding is in line with Ani (2008) who stated that principal's supervision of instructional material helps the teachers in presenting the subject matter effectively. Eya and Leonard (2012) identified, among others things that the supervision of teachers' use of instructional materials is one of the responsibility of school principals to ensure that teachers incorporate teaching aids in their lesson preparation and their proper usage. This could be done through provision of relevant instructional materials, proper utilization of those materials and good external supervision by the Ministry of Education.

The study also indicated that, principal's classroom visitation influences teaching and learning of economics in secondary schools in Gombe metropolis. This was revealed by answers to research questions four as presented on table 10. The result is in line with the views of Fadipe in Bua & Ada (2013) who posited that principals being instructional leaders are in a good position to supervise, visit, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them. They further stated that the overall management of schools rest with the principal working with and through the teachers to maximize their capabilities in the profession and achieve the desired educational goals. The finding was supported by Lovell and Kimball (2005) pointed out that classroom visitation is crucially important for the principal to share a framework of meaning and understanding of the teachers' reasoning premises, doubts and explicit professional motives. This can only be achieved through good principals-teacher relationship, appointment of trained and qualified teachers and adequate funding of education.

Another finding of this research also showed that, principal's supervisory role of teacher's punctuality promotes teaching and learning of economics in secondary schools in Gombe metropolis. This was presented on table 11 by analysis of items 1-10 used to answer research question five. The table revealed that, principal's supervisory role of teacher's punctuality promotes teaching and learning of economics in secondary schools in Gombe metropolis. This is because, all the items were either equals to or greater than the 3.0 bench mark for agreement. The test of null hypothesis five as presented on table 16 further revealed that, there is a significant difference in the opinions of principals and teachers on the impact of principal's supervisory role of teacher's punctuality on teaching and learning of economics in secondary schools in Gombe metropolis. This work agrees to the work of Kossan (2006), who opined that if poor governance and low levels of accountability undermine teachers' incentives to attend school, those same factors are likely to reduce the accuracy of official attendance records. In addition to this Akomolafe (2012) remarked that a teacher in the classroom is an important pre-requisite for learning to take place. But it is important to note that if the teacher was present in the school but out of the classroom, or in the classroom but not teaching, he or she was nonetheless marked as being in attendance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study was carried out to determine the Impact of Principal's Supervisory Role Performances on Teaching and Learning of Economics in Secondary Schools in Gombe Metropolis, Gombe state. The chapter one of the study consisted of introduction and background to the study. To serve as a guide, five (5) specific objectives, five (5) research questions and five (5) null hypotheses were formulated. The chapter two of the study consisted of review of related literature on the following sub-heading; conceptual framework, concept of Principalship in secondary schools in Nigeria ,roles of secondary school principals, principal's required knowledge and skills in secondary schools, concept of supervision, nature of secondary school supervision ,overview on principal's basic supervisory roles, challenges to school supervision in Nigeria, concept of economics, objectives of economics in secondary schools, structure of economics curriculum in secondary school, challenges facing the teaching and learning of economics in secondary school and review of related empirical studies. The chapter three of the study focused on research design and methodology. Descriptive survey design was adopted for the study and the Population of consisted of 1021 respondents comprising of 17 principals and 1004 secondary school teachers in Gombe metropolis. A sample of 279 respondents (17 principals and 262 teachers) was selected using proportionate random sampling techniques. A structured questionnaire with a five-point Likert scale was used for data collection. The chapter four focused on presentation and analysis of data. Data collected were analyzed using descriptive statistics (mean score) and t-test analysis. Results indicated that principal's supervisory role of teachers' lesson plans, scheme of work and instructional materials impact on teaching and learning of economics in

secondary schools in Gombe metropolis. The study also revealed that principal's classroom visitation and supervision of teachers' punctuality impact on teaching and learning of economics in secondary schools in Gombe metropolis. The researcher therefore concluded that, principal's supervisory role of teachers' lesson plan, instructional materials, scheme of work, teachers' punctuality and classroom visitation improves teaching and learning of economics in secondary schools in Gombe metropolis.

5.2 Conclusion

Based on the findings of this work, the following conclusions were made:

1. In the opinion of respondents, supervision of teachers' lesson plans by principal aid teachers to be more effective in the teaching and learning of economics in secondary schools
2. The respondents conserved that principal's supervision of teachers' scheme of work help teachers to cover the work that is expected to be covered in a systematic and orderly manner thereby improving teaching and learning of economics in secondary schools.
3. In the opinion of respondents, supervision of teachers' instructional materials by principals help teachers to illustrate points and abstract ideas thereby making teaching and learning of economics real and meaningful in secondary schools.
4. The respondents conserved that principal's classroom visitation serve as a means of correction in terms of challenges and difficulties in the teaching and learning of economics in secondary schools.

5. In the opinion of respondents, supervision of teachers' punctuality by principals help teachers to develop right attitude towards teaching profession thereby improving teaching and learning of economics in secondary schools.

5.3 Recommendations

Based on the findings and the conclusion of this research, the following recommendations were made;

1. The school administrators through the principal should ensure full participation of teachers in the policy making and adequate preparation of lesson plan for effective teaching and learning of economics in secondary schools.
2. A well written scheme of work should be made available to schools by Ministry of Education and should be adequately supervised by the principals and systematically broken down by the teacher for effective teaching and learning in secondary schools.
3. Instructional materials needed for effective teaching and learning of economics should be made available to schools and adequately supervised by the principals and efficiently utilized by the teachers.
4. Classroom visitation is one of the supervisory roles of principals in school and so should be adhered to, errors or mistakes discovered in the process should be effectively corrected for improvement and enhancement of the school academic standard.
5. Principals should be well equipped with the necessary skills on their supervisory role to enable them improve punctuality of teachers and reduce the rate of absenteeism among teachers and students.

5.4 Suggestion for Further Study

1. A similar study should be conducted in other parts of the country to see if similar result can be obtained.
2. Another study should be conducted on the impact of external supervision by State Ministries of Education on teaching and learning in secondary schools.
3. Another study should also be conducted on the assessment of principal's supervisory role for quality assurance in secondary schools.

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APPENDIX I

Questionnaire on the Impact of Principals' Supervisory Role Performances on Teaching and Learning of Economics in Secondary Schools in Gombe Metropolis, Gombe State, Nigeria.

Department of Educational
Foundations and Curriculum,
Faculty of Education,
Ahmadu Bello University, Zaria.
Date.....

Dear respondents,

REQUEST LETTER

I am a post graduate student of the above institution. I wish to solicit for your assistance in collecting data on the Impact of Principals' Supervisory Role Performances on Teaching and Learning of Economics in Secondary Schools in Gombe Metropolis, Gombe State, Nigeria.

The research work is purely for academic purpose, thus, your contribution in bringing out your honest opinion as principals and teachers will surely enhance the validity and reliability of the research under investigation. Moreover, your response will be used and treated confidentially and it will help in solving some of the problems of education in the study area. Thank you and best regards.

Yours Sincerely,

Kasim Mohammed Saad

SECTION “A”

BIO-DATA INFORMATION: Please tick in the appropriate box () that relate to you.

1. **Sex:** (a) Male () (b) Female ()
2. **Status:** (a) Principal () (b) Teacher ()
3. **Year of Working Experience:** (a) 1-10() (b) 10-20() (c) 20-30() (d) 30 and above()
4. **Educational Qualification:** (a) Masters () (b) Degree () (c) NCE () (d) Others ()

GUIDELINES

Please “Tick” the appropriate option in the options provided, the options are with the following rating: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD) respectively

SECTION B: Assess the Impact of Principal’s Supervisory Role of Teacher’s Lesson Plan on teaching and learning of Economics in Secondary Schools in Gombe Metropolis, Gombe State, Nigeria

S/N	ITEM STATEMENT	SA	A	UD	D	SD
1.	Principal’s supervision of lesson plan enhances the quality of teaching and learning process.					
2.	Regular principal’s supervision of lesson plan makes teaching and learning process easier.					
3.	The principal’s supervision of lesson plan make teachers to work hard thereby improving their teaching skills.					
4.	Regular supervision of lesson plan makes teachers to be more prepared for the teaching and learning activity.					
5.	The principal’s regular supervision of lesson plan assist teachers in adherence to syllabus					
6.	If lesson plan is regularly supervised by the principals, the teaching and learning will be effective.					
7.	The principal’s supervision of lesson plan helps in improving teacher’s mastery of subject matter.					
8.	Supervision of lesson plan helps the teachers to identify the relevant instructional materials to be used for the teaching and learning process.					
9.	Principal’s supervision of lesson plan helps to stimulate teacher’s enthusiasm during lesson delivery.					
10.	Supervision of lesson plan helps in improving teacher’s teaching technique					

SECTION C: Asses the Impact of Principal’s Supervisory Role of Teacher’s Scheme of Work on Teaching and Learning of Economics in Secondary Schools in Gombe Metropolis, Gombe State, Nigeria

	ITEM STATEMENT	SA	A	UD	D	SD
11.	The supervision of teachers scheme of work makes teachers to cover the work that is expected to cover in an orderly manner					
12.	If the scheme of work is not regularly supervised by the principals, teachers could take topics at random regardless of their relevance					
13.	The supervision of teacher’s scheme of work makes teaching and learning process organized.					
14.	If the scheme of work is regularly supervised, the teaching and learning will not become disjointed					
15.	Regular principal’s supervision of teacher’s scheme of work leads to efficiency of lesson plan preparation					
16.	Regular supervision of teacher’s scheme of work will ensure effectiveness of teaching and learning.					
17.	Regular supervision of teacher’s scheme of work makes educational administrators to know what is being taught in the school					
18.	The supervision of teacher’s scheme of work assist in enforcing accountability and continuity in teaching and learning					
19.	Principal’s supervision of teacher’s scheme of work assist teachers in adherence to syllabus					
20.	The supervision of teacher’s scheme of work makes teachers to improve competency and efficiency					

SECTION D: Examine the Impact of Principal’s Supervisory Role of Instructional Materials on Teaching and Learning of Economics in Secondary Schools in Gombe Metropolis, Gombe State, Nigeria

	ITEM STATEMENT	SA	A	UD	D	SD
21.	Regular principal’s supervision of instructional materials makes learning more permanent.					
22.	Principal’s supervision of instructional materials encourages teachers on the proper use of the instructional materials					
23.	Principal’s supervision of instructional materials helps teachers to use appropriate materials in the teaching process					
24.	Principal’s supervision of instructional materials encourage teachers to develop improvisation skills					
25.	Regular principal’s supervision on the use of					

	instructional materials makes learning real and meaningful					
26.	Principal's supervision on the use of instructional materials help teachers to explain and illustrate points and abstract ideas					
27.	Principal's supervision of instructional materials helps to improve the intellectual ability of teachers.					
28.	Regular principal's supervision on the use instructional materials helps to promote active participation in the lesson					
29.	Principal's supervision of instructional materials helps teachers to develop different methods of teaching.					
30.	Regular principal's supervision on the use of instructional materials helps students to retain concept easily					

SECTION E: Determine the Impact of Principal's Classroom Visitation on Teaching and Learning of Economics in Secondary Schools in Gombe Metropolis, Gombe State, Nigeria

	ITEM STATEMENT	SA	A	UD	D	SD
31.	Regular principal's classroom visitation serves as a means of checking teacher's truancy.					
32.	The visitation of principals to the classroom reduces act of indiscipline among teachers and students.					
33.	Visiting classrooms during lesson periods serves as a means of correction in terms of challenges and difficulties on a particular topic or concept					
34.	Visiting the classroom when lesson are on-going serves as a means of encouragement to teachers and the learners.					
35.	Principal's classroom visitation during lesson serves as first hand information to principals for the provision of required materials.					
36.	Principal's classroom visitation during lesson enable teachers to improve the quality of their teaching					
37.	Principal's classroom visitation during lesson reduces absenteeism among teachers and students					
38.	Classroom visitation when enables principal to better understand the competent and hardworking teachers in the school					
39.	Principal's classroom visitation during lesson improve teachers performance in the teaching and learning process					
40.	The principal's classroom visitation help teachers to develop interest in teaching profession					

SECTION F: Asses the Impact of Principals Supervisory Role of TeachersPunctuality on Teaching and Learning of Economics in Secondary Schools in Gombe Metropolis, Gombe State, Nigeria

	ITEM STATEMENT	SA	A	UD	D	SD
41.	Supervision of teacher's punctuality serves as a means of checking truancy among teachers and students					
42.	Supervision of teacher's punctuality reduces the rate of late coming					
43.	The principal's supervision of teacher's punctuality helps them to develop right attitude toward teaching profession					
44.	Supervision of teacher's punctuality reduces the acts of indiscipline among teachers and students					
45.	The supervision of teacher's punctuality makes them to cover the syllabus in a good time					
46.	Regular supervision of teacher's punctuality makes them to be more conscious of their expected duties					
47.	The supervision of teachers punctuality assist in enforcing accountability and continuity in the school work					
48.	Supervision of teacher's punctuality reduces the rate of absenteeism among teachers and students					
49.	The principal's supervision of teacher's punctuality improved student's performance in their continues assessment					
50.	Supervision of teacher's punctuality help them to develop the attitude of self direction					

APPENDIX II

List of Secondary Schools and Number of Teachers in Gombe Metropolis

S/N	Name of Schools	No. of Teachers
1.	Government Day Secondary School HerwaganaGombe	67
2.	Government Day Secondary School GanduGombe	75
3.	Government Comprehensive Day Secondary School Gombe	65
4.	Government Day Secondary School Pilot Gombe	67
5.	Government Day Secondary School ShehuAbubekarGombe	58
6.	Government Science Secondary School Gombe	58
7.	Government Arabic College I Gombe	53
8.	Government Arabic College II Gombe	45
9.	Government Day Secondary School PantamiGombe	49
10.	Government Day Secondary School Orji Estate Gombe	48
11.	Government Day Secondary School Bolari East Gombe	67
12.	Government Day Secondary School NasarawoGombe	57
13.	Government Girls Science Secondary School DomaGombe	70
14.	Government Day Science Secondary School Gombe	45
15.	Government Science Technical College Gombe	53
16.	Government Day Secondary School Ahmadu Gombe	65
17.	SEC Gombe	62
	Total	1004

Source: Ministry of Education Gombe State

APPENDIX III

```
RELIABILITY  
  /VARIABLES=PRINCIPAL TEACHERS  
  /SCALE('ALL VARIABLES') ALL  
  /MODEL=ALPHA.
```

Reliability

[DataSet0]

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	36	100.0
	Excluded ^a	0	.0
	Total	36	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.871	2