INFLUENCEOF INSTRUCTIONAL SUPERVISORY ROLE OF PRINCIPALS ON TEACHERS PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

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A THESIS SUMMITED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING,

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

JUNE 2018

DECLARATION

I hereby declare that this Dissertation titled, "**INFLUENCEOF INSTRUCTIONAL SUPERVISORY ROLE OF PRINCIPALS ON TEACHERS PERFORMANCEIN PRIVATE SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA'** has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education. Ahmadu Bello University, Zaria under the Supervision of Dr. M.I.Harbau and Dr. E.I. Makoju. All information derived from the literature was 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.

_____ _____

Abdullahi Mohammed Tatabu Date

CERTIFICATION

This Dissertation titled "INFLUENCEOF INSTRUCTIONAL SUPERVISORY ROLE OF PRINCIPALS ON TEACHERS PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN KADUNA SEATE, NIGERIA. Meets the regulation governing the Award of the Degree of Masters of Education in Administration and Planning of Ahmadu Bello University is approved for its contribution to knowledge.

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DEDICATION

This research work is dedicated to my late father, Mohammed Ndakeda, my mother, Maryam Aliyu my stepmother, HajiyaSalamatuUsman and my late brother Muhammad Tatabu whose advice and encouragement assisted me in the completion of this project.

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ABSTRACT

The study investigated the "Influence of Instructional Supervisory Role Performance of Principals on teachers performance in Private Secondary Schools in Kaduna State, Nigeria" the objectives of the study were to examine the influence of supervisory role performance of principals on teachers' lesson plan, find out the influence of supervisory role performance of principals on classroom visitation and determine the influence of supervisory role performance of principals on teachers use of instructional materials in private Secondary Schools in Kaduna State, Four (4) research questions and four (4) hypotheses were raised for the study, Descriptive survey research design was used in the study. The population for the study was One Thousand Two Hundred and Fifty-Four (1254) respondents, comprised of 72 principals, 1,168 teachers and 14 ministries of education officials. A sample of 386 respondents (22 principals, 350 teachers, and14 Ministry of Education officials) was selected using simple random sampling techniques. A structured questionnaire with a five-point Likert scale was used for data collection. Supervisors and professionals in the department validated the questionnaire. Pilot study was carried out in Giwa education zone. The data for pilot study was analyzed. 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. One Way Analysis of Variance (ANOVA) was used to test all null hypotheses at 0.05 alpha level of significance. Out of four hypotheses tested, two were retained while two were rejected. Findings revealed that instructional supervisory roles of principal's on teacher" lesson plan influenced their performance, principal's classroom visitation influenced teachers" performance and Principal's supervisory roles on the use of instructional materials influenced teacher's performance. The research concluded that instructional supervisory roles of principal's influence teacher's performance in private secondary schools in Kaduna State. Based on the findings, it was recommended among others that. Educational administrators and school owners should organize seminars, workshops and in service to educate principals of both private and public secondary schools on the current and new format of writing lesson plan and improve their instructional supervision in the school system. Instructional materials like textbooks needed for effective teaching and learning should be made available to schools, adequately supervised by the principals, and effectively utilized by the teachers.

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OPERATIONAL DEFINITION OF TERMS

LESSON PLAN: Is a detailed plan of instruction. A teacher writes to guide him in his presentation.

CLASSROOM VISITATION: Is a process by which the principal as a supervisor visits the classroom to observe the teacher and students in action.

INSTRUCTIONAL MATERIALS: Is any material (acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes.

TEACHER PERFORMANCE: They are activities and functions which teachers are responsible for, that is helping others to learn and behave in a new and different way.

PRIVATE SCHOOL: It is a school that is owned by individual or group of individuals

SUPERVISORY ROLE: Are duties performed by the person that have power and authority over others and can give instructions and orders to subordinates

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

A simple way of appreciating education is that it is a tool or a necessary weapon for every human being to acquire for navigating the complex world without which the individual may get lost in it or live in darkness without being blind (Aguba, 2009:25).It is the biggest instrument for academic progress, social mobilization, political survival and effective national development of any country and constitutes the single largest enterprise in the country like Nigeria (Akpa, 2002:54).Secondary education is the education children receive after primary education and before the tertiary stage within the age range of 12 to 18 years. The broad goals are to prepare the individual for useful living within the society and higher education under the context of the 6-3-3-4 system of education (Federal Republic of Nigeria, 2004: 18-20).

Supervision is as old as the school system. Supervision has undergone series of evolution since the colonial era. It is directed towards sustaining teaching and learning process in the educational system. This is because education plays an essential role in the growth and development of any nation socially, politically and economically (Akinwumi, 2002). opines that supervision is the art of overseeing the teaching-learning process making sure that the school is administered and managed that will lead to an effective achievement of educational objectives. He stressed that supervision as a field of educational practice with clearly delineated roles and responsibilities did not fall from the sky fully formed, rather supervision emerged slowly as a distinct practice, always in relation to the institutional academic, cultural and professional dynamics that have historically generated to the complex agenda of schooling.

To effectively provide education, there is need to ensure that the educational system is reliable. Reliability in terms of educational system can only be enhanced through supervision. According to Peretomode (2001:184) supervision can be divided into two categories. These are instructional and personnel supervision. Instructional supervision has been defined as a set of activities, which are carried out with the purpose of making the teaching and learning purpose better for the learner. Personnel supervision on the other hand deals with the set of activities, which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of the achievement of the stated aims and objectives of the educational system.

The goal of secondary education as stipulated in the National Policy on Education (FRN, 2004) is to provide the highest level of basic education geared towards preparing the child for future challenges in tertiary institutions and in the society". As such, instructional supervision programme are imperative as the quality of education system is measured by how well the system performs the functions of achieving the goals of education in the country. Instructional supervision ensures improved teaching and learning. To achieve improved teaching and learning process, therefore, requires supervision to help teachers develop a new set of instructional methodology. Moreover, in this era of constant change that require teachers to be abreast with modern trends in their subject areas, ensuring quality in the school is possible through instructional supervision. The importance of supervision of instruction as a leadership process to stimulate, guide and assist teachers and, in fact, to improve instructional interactions is captured by Akublu(2008) that the educational leader as a supervisor has the responsibility for improving the school curriculum through cooperative planning of educational opportunities provided for education. He has to improve instruction using classroom visitations, individual and group

conferences and demonstrations. These techniques were related to the broad strategies or approaches to supervision – clinical supervisions and microteaching.

Therefore, supervision is associated with the overall development of the teacher to grow professionally to be able to carry out his teaching exercise effectively and efficiently, thus improving learning in secondary schools. It involves technical services primarily aimed at studying and improving cooperatively all factors, which affect child growth and development. Through the means of supervision, we improve instruction, stimulate professional growth and develop teachers to be able to utilize the appropriate materials of instruction and methods of teaching in schools. The essence of a good instructional supervision, therefore, is to help a teacher to attain a better teaching-learning situation. It is also aim at providing conditions that are necessary for quality learning through effective teaching.

The need to supervise the instructional process cannot be over emphasized; hence, Ezeocha (2000) is of the view that most of the school's activities and all the school programmes require supervision. Supervision of instruction is a process of assisting the teachers to improve himself and his instructional abilities to enhance effective teaching and learning (Afianmagbon, 2007). It is a service rendered to teachers, which is directed towards controlling the quality of their classroom instruction. Supervision of instruction aims at identifying areas of work that need to be improved upon. Supervision of instruction is important for a number of reasons. To him; "the supervisee learns during supervision, since the supervisor is more knowledgeable, he corrects and advises the supervisee. This is done through friendly interaction. It also enhances personal professional growth of the teacher since interaction and greater knowledge gained at supervision promotes personal growth".

Instructional Supervision can be done through internal supervisors who are Heads of schools, their assistants, and the Heads of departments, or through External supervisors who are, resource persons and consultants like University Professors, Education researchers, curriculum consultants and designated officials from the Secondary School Management Board. If there is effective instructional supervision there is a greater possibility of achieving the set goals, on the other hand a defective instructional supervision or poor instructional supervision will impede a successful implementation of the school programme. Instructional supervision is a great determinant of a school's quality; it can affect it either positively or negatively (Chiagha, 2008)

The importance of instructional supervisory role performance of secondary school principals in today's educational system cannot be overemphasized. There has been a consensus view that many differences exist between the schools of the past and those of the present especially in Kaduna State, which is well known as 'Centre of Learning' among other states in Nigeria. In a way, the teachers have attributed this to the explosion of students' population in private Secondary schools and the level of commitment. Consequently, the present school system is unable to cope with the increasing welfare responsibilities of both staff (teachers) and students. Management expects employees to be motivated towards increased production; the same is also applicable to the school system. Principals are expected to motivate the teachers under them for the effective achievement of educational goals and objectives. Today, moral decadence and other social vices have become very prevalent in the school system. All these shortcomings have been blamed on the school principals. Parents expect the school to provide solution to these problems as the school is considered to be an agent of change within Nigerian society, and of course all over the world. The only way therefore to achieve this change is through principals' supervisory role performance and well-motivated teachers. In olden days,

instructional supervisory role of principals was little because schools were small. 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 school by supervising the other teachers in an effort to improve educational instruction (Ezedi, 1995).

Instructional supervision is an internal mechanism adopted by principals for school self-evaluation geared towards helping teachers and students within and outside the classroom. The primary aim is to monitor the implementation of curricular and ensure desirable increase in teachers capabilities upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performance in teachers pedagogical practices and students learning outcomes in the school setting (Adetula, 2005,).

David (2009) stressed that a teacher who is committed to his duties demonstrate zeal to work, punctuality to school, have full knowledge of the subject to teach and getting lesson plan ready before teaching. He further stressed that a committed teacher is always full of confident, stimulating and responsible and willing to perform his duties diligently.

It is obvious that the position and importance of supervision in schools cannot be overemphasized considering the history of school supervision in Kaduna State. It is against this background that the researcher has interest to study the assessment of instructional supervisory role performance of principalsinprivate secondary schools in Kaduna State.

1.2 Statement of the Problem

The ultimate goal of secondary education is to develop the individual‘s mental capacity and character for higher education and useful living within the society (FRN,2004). In spite of the

societal demand for effective Instructional supervisory role of principals in both public and private Schools in Nigerian system of education, there is a growing concern about the realization of secondary education objectives due to doubt that many principals give little attention to supervision of instructional activities in `secondary schools. Consequently, in Kaduna State the current stage of teaching in private secondary schools is effective. A number of factors have been identified to explain differential achievements and causes of poor teaching activities in private secondary schools, but one factor which need further investigation is the style of principal's supervisory roles performance especially in the supervision of lesson plan, use of instructional materials, classroom visitation and monitoring of teachers punctuality which form the core schools teaching and learning activities.

Inadequate supervision of teachers' 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 outlines how teaching should be done in schools. Hence, poor supervision of teachers` scheme of work makes teachers to take topics at random regardless of their relevance and consequently makes the teaching and learning disjointed and boring. It is also shown that, inadequate classroom visitation supervision of teachers` punctuality causes failure in the attainment of instructional objectives because, the main purpose of the principals` classroom visitation and supervision of teacher's 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 principals` classroom visitation and teachers` punctuality helps to achieve instructional objectives within the educational settings.

The poor academic performance of students in secondary schools has been a source of great concern to all stakeholders in the education sector. It is heart-rending when one considers the

huge amount of money parents spend in the education of their children who don't produce commensurate performance in their academics to match the huge investments made on them. Kaduna State shares in this problem of the education sector despite its huge financial involvement in the sector.

In Kaduna State Private Secondary Schools, there have been series of non-challant attitude of principals toward their supervisory roles, which has led to many teachers and students not being punctual to school. According to Jimoh (2007) opines that Failure on the part of the principal's supervision of teachers' preparation of lesson plan before teaching has made them not to organize their lesson properly which has defile the importance of lesson plan/note. Also teachers do not break the curriculum content into scheme of work as a result the topics are not arranged sequentially and this makes them to teach from the complex topic and makes learning difficult for the students (Ibrahim, 2009).

The poor attitude towards supervision of teachers in the classroom is becoming alarming. Some of the supervisors are actually out of touch with modern supervision techniques. They have estranged themselves from the actual instructional realities of the classroom and as a result, their activities as supervisors tend to be of very little value to the teachers and students. At the same time, some of the teachers have developed negative attitudes towards the supervision and thus cannot benefit much from the exercise. Work performance of teachers in private secondary schools in Kaduna State to an extent depends on principal's supervisory techniques. This is so because supervisory technique aims at correcting observed lapses of teachers with a view to achieving the stated goals and objectives. To this extent, principals have been known to constitute problem to effective teaching by their supervisory techniques, these have affected

teachers' job performance in one way or the other. This position is supported by earlier studies (Ibrahim 2009).

1.3 Objectives of the Study

The main objective of the study is to assess the instructional supervisory role performance of principals in private secondary schools in Kaduna State. The specific objectives of the study are to:

1 examine the influence of supervisory role of principals on teachers' lesson plan in private Secondary Schools in Kaduna State;

2 find out the influence of supervisory role of principal's classroom visitation on teacher's performance in private Secondary Schools in Kaduna State;

3. determine the influence of supervisory role of principals on teachers use of instructional materials in private Secondary Schools in Kaduna State; and

4. ascertain the influence of principals' supervisory role on teacher punctuality in private Secondary Schools in Kaduna State.

1.4 Research Questions

The Following research questions were raised for this study:

1. What is the influence of instructional supervisory roles of principals on teacher's lesson plan in private Secondary Schools in Kaduna State?

2. How dose principals' classroom visitation influence teachers in private Secondary Schools in Kaduna State?

3. In what way does the supervisory role of principal influence the use of instructional materials on teachers in private Secondary Schools in Kaduna State?

4. How does supervisory role of principals' influence teachers' punctuality in private Secondary Schools in Kaduna State?

1.5 Research Hypotheses

The following are the research hypotheses:

HO1. There is no significant difference in the opinions of the respondents in the supervisory roles of principals on teacher's lesson plan in private Secondary Schools in Kaduna State.

HO2. There is no significant difference in the opinions of the respondents in the supervisory roles of principals' in classroom visitation in private Secondary Schools in Kaduna State.

HO3. There is no significant difference in the opinions of the respondents in the supervisory roles of principals on the teacher's use of instructional materials in private Secondary Schools in Kaduna State.

HO4. There is no significant difference in the opinions of the respondents in the supervisory roles of principals on teacher's punctuality in private Secondary Schools in Kaduna State.

1. 6 Basic Assumptions

The following are Assumptions forward for this study:

1. Poor principal's supervisory role of lesson plan could have effect on teaching of students in private Secondary Schools in Kaduna State;

2. Inadequate principal's supervisory role of classroom visitation could result to poor teaching and learning in private Secondary Schools in Kaduna State;

3. Inadequate supervision of Instructional materials by the principals could have effect on teaching in private Secondary Schools in Kaduna State; and

4. Poor principals' supervision of teachers' punctuality could have effect on teaching and learning in private Secondary Schools in Kaduna State.

1.7 Significance of the Study

The Significance of the Study title influence of instructional supervisory role of principals on teacher's performance in private secondary schools in Kaduna State, The finding of this research is helpful to guide those in authority of instructions right from federal, state and local level in both public and private schools.

The findings of this study are also useful to educators and researchers and public as a tool to improve policies and student's performance. The findings of this research encourage teachers and administrators to review the use of instructional supervisory role to enhance student performance. The outcome provides a platform for new investigations into instructional deliveries in both public and private schools.

Secondly, the findings of this study would be useful to the ministry of education and school proprietors. The study will provide them with information that will enable them to organize seminars, workshops and conferences for principals on instructional supervisory roles to keep them abreast with their changing roles as principals thereby refreshing and enhancing their capabilities.

Similarly, the findings of this study would also help curriculum developers and school planners. They will benefit from this study as both the curriculum developers and the school plan

planners need information about the current state of supervisory roles performance of principals in private secondary schools. Likewise, school administrators will be able to use the findings as a source of information about principals` instructional supervisory roles, leadership, and managerial practices. Finally, findings of this study will be a significant addition to the existing stock of knowledge and understanding of instructional supervisory roles of principals in general.

1.8 Scope of the Study

The study is on the influence of instructional supervisory roles of principals on teacher's performance in private secondary schools in Kaduna State. The study centered on principals, teachers and officials of the ministry of education where their roles were assessed. The variables of the study include among others such as supervision, principal's role and private schools among others. This type of study under investigation is survey in nature. The research work is limited to all private secondary schools within Zaria Education Zone Kaduna State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Literature reviewed in this chapter is related to instructional supervisory role of principals and how it influences the performance of students in Private Secondary Schools in Kaduna State. Nigeria. The review of related literature was discussed under the following subheadings;

a. Conceptual frame work
b. Concept of Principal
c. Roles of Principals
d. Concept of Supervisions
e. Functions of Supervision
f. Challenges against Effective Instructional Supervision in Secondary Schools in Nigeria
g. Lesson Plan Supervisory Role of Principals
h. Use of Instructional Materials
i. Supervisory Role of Principals
j. Classroom Visitation Supervisory Roles of Principal
k. Principal Supervisory Role of Teacher Punctuality
l. Empirical Studies
m. Summary

2.2 Conceptual Framework

The conceptual framework of this study centers on assessing the instructional Supervisory Role Performance of principals in Private Secondary Schools in Kaduna State. To make this study effective the key variable concepts were defined.

2.2.1 Concept of Principal

Certainly, Principal is the head of an institution that occupies a pivotal position, requires initiatives and skills for the day today administration of a secondary school. As a school leader, principal must have foresight for effective, efficient and dynamic principles in handling matters between the school, staff and the host community. Similarly, a principal must be in a position to guide and provide expertise guardian in regards to curriculum development, teaching methods, and evaluation as well as supervision of human and material resources. For the school to function well, the principal must be in a position to exploit all possible means to keep a healthy environment for the students, staff and the public. Therefore, as a principal, who is the chief executive officer of a school, should guides and inspires the teachers' for job satisfaction. It also sets the direction of policies, acceptable standards for academic and behavioral achievement of students, establishes a friendly school climate and influences the commitment of every stakeholder in the society for the achievement of the educational goals. Principal as a leader is also the liaison officer that mediates between the school and the society. A critical role of a principal is to mobilize the teaching and non-teaching staff towards the achievement of the school objectives. Ibukun (2004) views leadership as a position of dominance and prestige accompanied by the ability to direct, motivate and to assist others in achieving a specified purpose.

Aghenta (2006) viewed school principal as a leader that provides direction and expert advice on development of teaching and learning in school. The principal has a duty to lead, guide, conduct, direct and motivate both the teaching and non-teaching staff toward achievement of the school goals and objectives. The principal position is a high-pressure job in the context of

instructional supervision and funds management in his or her day-to-day running of school. It is also a job that the remuneration is less compare with the responsibilities attached to it.

Fullen (2000) sees the principal as actively engaged 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 (2003) sees principal as a person who is vested with the responsibility of administering and running the affairs of 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.

2.2.2 Roles of Principal as a Supervisor

Principals are the chief instructional Supervisors. Their roles are carried within the schools for improving class instruction. An effective principal motivates, encourages, praises and gives appraisal to teachers to facilitate student learning (Ozigi, 1989). Instructional Supervision is primarily concerned with improving instructional practices for the benefit of students. The primary purpose of supervision is to help and support teachers, examined the roles and responsibilities of supervisors. They reviewed more than 100 research reports, texts and articles. They established that teachers prefer direct assistance to improve the learning opportunities of students. This presupposes the fact that principals have myriads of responsibilities and sometimes priorities might be mixed up. The role of the supervisors is to support and develop the staff to be able to handle instructions in the classroom. Teachers therefore require support in relation to class instructions. Professors who formed part of the sample felt supervisors should be people oriented and consultants to teachers.

Principals are faced with many administrative duties but must always put instructional supervision at the centre of their work for better results. This study does address the role of the principals but does not connect with the student's academic performance. The current research brings into this field of study the role of the principal's supervision and how it influences student's academic achievement. The ministry of education assigns the role of the principals as

instructional supervisors. The challenge however that schools face is the fact that traditional supervisory methods are still widely practiced. Educational documents have repeatedly pointed out to the new approach. Traditional supervisory methods seem to override the new friendly and supporting methods. Principals are yet to adapt to friendly supporting and motivating instructional supervisory practices. The perception hinders the application of contemporary strategies of instructional supervision in schools.

Principals tend to mix up their roles of administrative and instructional roles. A step further has been to find out perception of head teachers and government education officers on instructional supervision in schools. The findings indicated that instructional supervision was viewed as a process of checking other people's work to ensure that bureaucratic regulations and procedures are followed. Most studies therefore tend to look at instructional supervision as an end in itself.

2.2.3 Concept of Supervision

Supervision is a way of stimulating, guiding, improving, refreshing, encouraging, and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision.

The improvement of school through instructional supervision has been a concern for educational researchers. Instructional supervision has had a history to the point it is understood as explained Supervision emerged slowly as a distinct practice always in relation to the institutional academics (Tyagi 2010). Supervision began in USA as a process of external inspection. At this period, one or more local citizens were appointed to inspect what the teachers were teaching. Superintendents were later appointed to inspect schools to see that teachers were following the prescribed curriculum and see that students were able to recite their lessons. This trend was changed because of multiplication of schools, which made it difficult for

superintendents to reach all schools. Internal Supervision was introduced where the principals were made responsible of supervising schools. The focus at this time was on the teacher rather than on instruction and students learning. Principals made decisions based on what they observed at the sport without engaging the teacher in interaction and supervision. They were mainly concerned with management of schools rather than the improvement of teaching and learning. This type of supervision was referred to as administrative inspection and was used in between 1642-1875 (Okumbe, 1998).

New way of managing supervision started in 1960 when various scholars carried out researches on supervision. This method has greatly improved management and practice of instructional supervision in schools. The growth of research gave rise to the development of scientific method of supervising teachers. This method of supervision became identified with various forms of clinical supervision such as collegial, coaching and objective classroom observation. However, clinical supervision was not used for a long time. The reason being that it became time consuming and involved intensive labour. The unpopularity of clinical supervision creates a gap for this current study to fill through other forms of supervision such as visits to classrooms and checking of teacher's professional records. Inspection of schools was external.

The school Inspectors visited schools occasionally. Their role was mainly to check on teachers mistakes in their discharge of duties and correct them. Teachers perceived it as a policing activity and often strained relationship between them and inspectors. As the schools increased, it became difficult for a few inspectors to visit all schools. Internal supervision was then preferred and the Principals became key supervisors in their schools. The principals were to take major role in instructional Supervision in order to improve the quality of learning. Some scholars have carried out research on supervision of schools in relation to how it improves the

quality of teaching and learning in secondary schools. Most researchers have concentrated on the variables of instructional supervision, school improvement and staff development. This current study looked at instructional supervision and student's academic achievement in order to complete the process of internal supervision (Mutua, 1996)

Ogunsaju (1983), state that Supervision is essentially the practice of monitoring the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals. The term supervision is derived from a word "Super video" meaning to oversee, Adepoju (1998). It is an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and group. Adepoju (1998) defines school supervision as the process of bringing about improvement in instruction by working with people who are working with pupils. It has also been described as a process of stimulating growth and a means of helping teachers to achieve excellence in teaching. Supervision in school therefore is a vital process and combination of activities, which is concerned with the teaching, and improvement of the teaching in the school framework.

Ogunnu (2002) defines supervision as

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

Igwe (2001) stated that to supervise means to direct, oversee, guide or to make sure that expected standards are met. Thus, supervision in the school means that the laid down rules, regulations, principles are followed to maintain the minimum standard lay for the schools are carried out effectively and efficiently. Effective supervision is based on identifying certain areas that if well supervised, would help improve quality of secondary education in Nigeria.

Nwaogu (1980) said, supervision is the process of bringing about improvement in instruction by working with people who work with pupils. Still on supervision, he continued, "the process of supervision is to facilitate learning of pupils". Adequate supervision therefore is concerned with making adequate provision for all of the conditions, which are essential to effective learning through effective teaching.

Mandel (2006) opines that supervision provides opportunities for teachers to be groomed through discursive critical study of classroom interaction to carry out their teaching tasks in line with professional codes of conduct. Charles (2009) sees educational supervision as a term used to identify the duties of administrative workers in education. Educational supervisors make sure that the educational institution operates efficiency and within the legal requirements and rules. The purpose of this field is to make sure teachers are doing what they are supposed to be doing and that students are receiving the best education possible.

.Okumbe (1998) considered educational supervision as "that dimension or phase of education administration which is concerned with improving instructional effectiveness. He alsosees

educational supervision as "what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching process employed to promote pupil's learning."

2.2.4 Concept of Instructional Supervision

Wiles and Lovell (2005) defined instructional supervision as "an instructional behaviour assumed to be additional behaviour system, formally provided by the organization for the purpose of interaction with the teaching behaviour system in such a way as to maintain change and improve the learning opportunities for the students." From these outlined definitions, it can be deduced that supervising a school means to oversee, watch and check the activities of the school with the aim of correcting mistakes where necessary. In this context therefore, it involves all efforts that are directed toward ensuring that teaching and learning are getting on properly in the classroom and teachers are assisted to improve themselves by promoting a conductive atmosphere for the classroom interactions. Educational supervision is also found to be concentrating on such things or matters as appraising the general achievement of students in subject matter, evaluating methods used by teachers, observing the general management of schools and conduct of students and ascertaining whether money spent on education was wisely expended.

Yabo,(2007)States that an activity by which an individual or a group of individuals by means of advising and stimulating interest in teachers and pupils help to improve teaching and learning situations in educational institutions. It is also the process of assisting the teacher to improve himself and his instructional abilities to enhance effective teaching and learning. Therefore, if instruction is not achieved there is something wrong with the supervision. Again, it can be seen from this definition that supervision is supposed to help teachers to improve. The supervisor

ensures that the teacher teaches in such a way that the child understands so that he acquires the abilities, the skills, and attitudes stated in the objectives of instruction.

Beach and Reinhartz (2000) defined supervision of instruction as "a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career long development of teachers". According to Oliva and Pawlas (1999:11), "supervision of instruction is a means of offering to teachers specialized help in improving instruction". It is clear that these definitions revolve around helping teachers, facilitating and improving instructions. This obviously indicates that there are two interacting aspects of the instructional supervisory process: the supervisor and the teacher.

2.2.5 Purposes of Supervision

There are various reasons for carrying out supervision in schools. One of the crucial reasons is to ensure that the individual teacher within the school system has been performing the duties for which he was scheduled. For supervisor to achieve the stated purpose, it is important for him to have a good idea of what he wants in supervision. Other reasons for supervision of schools are as follows as noted by Ogunsaju (1983)

1. To improve effectiveness of teachers so that they can contribute maximally to the attainment of the school's goals this will assist the supervision in making recommendations for the improvement of incompetent teachers.
2. It helps to enhance the quality of instruction in schools and it helps to maintain minimum standards in schools.
3. Asses the overall climate of the school and identify some of its most urgent needs.
4. Identify sources of needs of the school.

5. Supervision helps in deciding the nature and content of curriculum, the learning materials that will enhance educational growth of both students and teachers.
6. Supervision helps to "checkmate" the activities of staff, the newly recruited both the old to see their performance in teaching and learning.
7. It helps inappropriate expenditure of funds in schools.
8. Supervision determines whether a teacher should be transferred, retained, promoted retired or dismissed based on the performance of the teacher.
9. Supervision helps to discover special abilities or qualities possessed teachers in the school. This can be used as a guide for staff development.

2.2.6 Skills Required in Supervision

Many professional skills are required for secondary school principals in schools supervision. According to Olowoye (2000), these skills can be classified into eight major groups as stated below:

1. **Pedagogical Skills:** These include mastery of subject matter, teaching methods, improvisation, presentation of content, preparation of lesson notes, lesson plans etc.
2. **Evaluation Skills:** These include questioning, continuous assessment and examination skills.
3. **Disciplinary Skills:** These include class control, punishment, use of rules and regulations and maintenance of order.
4. **Motivational Skills:** Issues bordering on rewards and reinforcement are emphasized.
5. **Reportorial Skills:** Documentation of report card, class register, logbook, attendance book etc.
6. **Managerial Skills:** These are skills on time management, good use of teaching aids, difficult situation, and student's behavior.

7. **Interactive Skills:** Creation of rapport, teacher's personality and general characteristics, cooperation etc.
8. **Analytical Skills:** Possession of mathematical ability, statistical computation and interpretation of data etc.
9. **Conceptual Ability:** The supervisor should have the conceptual ability to think about what the work entails and how people will behave. This relates to understanding of the job requirement, people and work environment.
10. **The Supervisor Interpersonal Skill:** He/she needs to be able to understand relationship between people, their individual needs, perceptions, attitudes and behaviors. The individual differences of these various interpersonal skills should be noted
11. **Effective Communication Skill:** The ways the supervisors communicate ideas to subordinates, peers and superiors matter in terms of effectiveness.
12. **Control:** Supervisors at times must be able to exert control when occasions demand for it. It is unfortunate that not everyone does the right things at all times. People deviate either deliberately or out of ignorance. The supervisor has the responsibility of ensuring that official requirements are met and objectives achieved. The importance of acquiring these skills cannot be left to chance or in the hands of charlatans or mediocre. This informs the need to improve on the skills of school Principals in order to achieve the objectives of education in Nigeria.

2.2.7 Functions of Supervision

The function of supervision leads to achievement of the goal of education. The effectiveness of principals' instructional supervisory role determines largely the academic achievement of students. In well performing schools principals employ different strategies and reinforce those, which bear good results in teachers' classroom instruction. Principals are slowly

to discover among the three instructional supervisory methods of direct, collaborative and non-directive approaches, work well for teachers. In the following discussion, empirical studies related to effectiveness of principals' instructional supervisory roles were reviewed. The findings of studies carried out by

Blaise and Blaise (2000) showed that in effective principal-teacher interactions, there were processes such as inquiry, reflection, exploration and experimentation. These processes helped teachers build repertoires of flexible alternatives rather than collecting rigid teaching procedures and methods. Principals talked with teachers to promote reflection and professional growth. The study further found out that effective principals valued dialogue that influenced teachers to think critically and reflect on their learning and professional practices. Principals used dialogue, which consisted of making suggestions, giving feedback, modeling, soliciting advice and opinions and giving praise. This in-depth study shows that instructional supervision is in-built in human relation and respect for teachers as professionals who together with the principals explore the best methods that work for students. The findings stressed on the aspects of collaboration where all teachers are colleagues, support each other to develop their professionalism for the common.

2.2.8 Challenges Against Effective Instructional Supervision in the Secondary Schools

Onoyase (1991) stated that supervision is an organizational behavior system, which has the function of interaction with teaching behavior system for improving learning situation for students. However, instructional supervision has to be carried out within the school system and every system has various forces that present themselves challenges that may affect effective functioning of the entire system. However, there are challenges facing instructional supervision

in Nigerian schools particularly the secondary school education. These challenges present themselves in form of problems and they are discussed as follows

1. **Poor incentive:** Supervisors at times are dissatisfied with their job because of motivating factors that are minimal. In Nigeria context, several people who are not directly involved in particular process or a given assignment may receive more compensation and reward more than those who actually carried out the assignment due to the high level of corruption in the country. This singular act may at times affect the way in which instructional supervision is being done in the secondary schools.

2. Limited educational resources: The issue of scarce resources is an economic one that attempts to rationalize spending in order to avoid waste. Effective instructional supervision however would be difficult to carry out if the funds that are supposed to be available are not there. School administrators as well as instructional supervisors would require certain resources to put things in order before supervision; non-availability of such resources would affect the supervision exercise.

3. Administrative issue: Administrative inadequacies emerge when planning fails to specify the scope of responsibilities and results that instructional supervision is expected to bring about in a school. Thus, detailed planned visits should be made known to the supervisee and the agreement reached between the supervisor and supervisee on the objectives and the procedures. In other words, both instructional supervisor and school administrators must come to term if the instructional supervision is to achieve its objectives.

4. **Lack of pre-professional training for supervisors:** Technical issue: One of the major challenges facing instructional supervision in Nigerian secondary schools is the issue of competence and technical knowledge of the instructional supervisors. Most often than not, in

Nigeria, political affiliation at times dictate who get a particular assignment without recourse to the technical competence of the person. Evidence from previous studies (Ajayi&Ayodele, 2006 and Eya& Leonard, 2012) revealed that some instructional supervisors lack knowledge and competence to carry out the exercise. Some instructional supervisors were appointed based on their level of involvement in the government of the day and not because of the skills they possessed.

5. Corruption among major stakeholders in the school system: Both the school administrators as well as instructional supervisors are found guilty in this regard. Unholy collaboration between the supervisor and the school administrators because of funds meant to procure necessary materials for the school system would not augur well for instructional supervision in secondary schools. When funds are misappropriated in schools, instructional supervisors are in the best position to identify this problem but if they are being duly rewarded, such problem will continue unabated which would affect the standards that should be achieved in the school system.

6. Political instability: The frequent change of government usually brings about incessant change of government policies regarding instructional supervision. In Nigeria, it is a common thing that the successive administration always discontinues the policy and programmers put in place by the previous administration. This singular act usually affects the effective supervision of instruction in schools. In other words, inconsistent policies on how instruction in schools should be supervised and the categories of people to be involved would adversely affect and pose a big challenge to instructional supervision

especially in secondary schools in Nigeria

2.3 Supervisory Role of Principals in Teacher's Lesson Plan in Private SecondarySchools in Kaduna State;

A lesson plan is a written description to teach academic content. A lesson plan helps teachers organize their objectives and methodologies A lesson plan determines the purpose, aim, and rational of teacher's class and time activity. It also provides focus for the lesson, which are presenting. A lesson plan is a detailed plan of instruction. It helps teachers to think through the best way to present the information to the students. A teacher will need to develop clear and specific objectives.

The principal acts as a change agent for the professional growth of teachers and the improvement of curriculum delivery, which is the central focus of instructional supervision. The areas that usually attract the attention of secondary school principals include the planning of lesson notes, effective delivery of lessons, assessment and quality of tests/assignments given to students, improvisation and utilization of instructional materials, providing regular feed-back on students 'performance, adequate keeping of records and appropriate discipline of students to ensure quality assurance in secondary schools.

A well-planned and adequate instructional supervision enhances teaching and learning effectiveness in schools. Adetula (2005) reporting on some studies carried out in Europe, America (Canada and U.S.A.) and Australia, identified the main goals of a school supervisor to include: to seek insight into leadership process, motivational forces, decision-making processes, goal-setting processes, team work and group interaction which in turn lead to effective and functional schools. Adetula's study corroborated the present study which intends to examine principals' supervisory roles in the teaching- learning process that entails effective leadership direction, motivation, goal setting, decision-making and team work depend on, and learn from one another (collegiality and collaboration). He/she must also participate in making curriculum choices, establishing expectations for the quality of student work and the quality of teaching and

organizing targeted opportunities for teachers to learn more about teaching strategies and methods. Thus, the Principal has to be a visionary who leads the school community in its development to use teaching and curricular strategies that are more effective and support teachers' effort to implement effective 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. Quinn (2002) points 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.

2.4 Supervisory Role of Principals Classroom Visitation in Private Secondary Schools in Kaduna State.

Principals' classroom visitation refers to a process by which the principal as a supervisor visits the classroom to observe the teacher 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.

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.

Instructional supervisory activities by the Principal are laudable and often open to criticism by teachers. Supervision is a sensitive job, which demands a lot of time and energy in planning and implementation by the principals. Classroom visitation is one approach to Principal's supervision of instruction in his schools. It is an extremely valuable tool for the Principal to use in improving instruction in schools. A super ordinate observing subordinate or less qualified teacher does not make classroom visit for supervision. 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 processes 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, Litchfield (2003). The Principal, through classroom visitation might discover something that will help the teacher improve instruction. In addition, the Principal may learn something that will be helpful in making him or her better Principal. Thus, the Principal must utilize the best professional behaviour in the use of instructional supervision to improve instruction.

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. Curriculum is what the school is all about. Every school administration at every level must keep in touch with what is being taught and how much is being learned

The Federal Republic of Nigeria (FRN, 2004) identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluation of students' progress and achievement, Promotion and enhancement of learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of secondary school principals. The principal as an instructional leader is responsible for maintaining and improving the quality of instructional programmes for the effective and efficient attainment of the set educational objectives of the school.

Litchfieid (2003) has identified the functions of the school principal as an instructional leader. These functions include managing curriculum, instruction, and supervision of classroom instruction, among other functions. In managing curriculum and instruction, the principal must assume responsibilities and leadership functions concerning the curriculum that is foremost in establishing an effective instructional programme. The principal plays the role of the team leader in relation to curriculum development. Supervising classroom instruction involves the principal observing a teacher and analysing his or her classroom practice and the teaching and learning process. This is a situation where the teacher is working directly with the learners and the principal is present as a witness to observe systematically classroom events.

2.5 Supervisory Role of Principals in Teachers Use of Instructional Materials in Private Secondary Schools in Kaduna State.

The term "instructional material" refers to any material (acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Instructional materials are those items such as books, other printed matter, video and audio recordings, computer software, and digital content, which are used as part of the instructional process. While the format of instructional materials has evolved and will continue to change, the

purpose remains the same. The primary objective for the use of instructional materials in private secondary schools in Kaduna State is to implement, support, and enrich the educational program of the state. It is the duty of the professional staff to choose instructional materials, which are aligned to district and state content standards, are appropriate to district courses of study and provide students with a wide range of resources in a variety of media at varying levels of difficulty that present different points of view. Responsibility for coordinating and or delegating the selection of instructional materials rests with the professional staff of the Instructional Services Department under the direction of the Assistant Superintendent, Education. The Assistant Superintendent, Education, through the office of the Director, Instructional Services. Kaduna State Ministry of Education is responsible for identifying materials to be recommended for adoption in schools.

Instructional materials are selected by the school district to implement, enrich and support the educational program for students. The district is obligated to provide for a wide range of student abilities and needs as well as to respect the diversity of many differing points of view. To this end, the district has established a comprehensive process, which includes administrators, teachers, and community members to ensure selection of materials of the highest quality and appropriateness. In accordance with the Instructional Materials Funding Realignment Program, the Board's priority in the selection of instructional materials is to ensure that all students are provided with instructional materials that are aligned to state content standards in the core curriculum areas. When the Board determines that standards-aligned textbooks and instructional materials have been provided to all students in accordance with Education it shall so certify. A copy of the certification shall be kept on file in the district.

At the school site, the principal is responsible for supervising the acquisition and use of all instructional materials in accordance with district policy. The principal and appropriate school staff will develop written procedures, based on district policies, for Selection and use of all instructional materials at the school site. The procedures include selection/withdrawal of library materials as well as use of both adopted and non-adopted instructional materials in the classroom. A copy of the procedures shall be on file in the school library and principal's office. The procedures reviewed were share with school staff at the beginning of each school year. The principal is also responsible for reviewing materials recommended for adoption by individual teacher at his/her school site. In the classroom, the teacher is responsible for using materials that are adopted by the Board of Trustees, aligned with district and state content standards, follow courses of study and are consistent with the educational goals and policy of the school and district.

With state like Kaduna, that has many private secondary schools, the principals of such schools have a great role to play in terms of instructional materials. They must ensure that the school authority to enhance the academic performance of the students provides all the reading and writing materials for proper teaching and learning. They must also provide a conducive atmosphere for learning in their schools as such will go a long way in uplifting the standard of education in the state and the country at large.

2.6 Principal Supervisory Role of Teacher Punctuality in Private Secondary Schools in Kaduna State;

Mandel (2006) opines that supervision provides opportunities for teachers to be groomed through discursive critical study of classroom interaction to carry out their teaching task in line with professional codes of conduct. If teachers are not supervised to check their punctuality to

the school, it will have an adverse effect on students and the educational aim/objectives may not be achieved.

Olayinka (2012) opines that constant supervision on punctuality of teachers by the principal is very important in order to check the commitment of the teachers to their duties. He further stressed that it will help the teachers to be more conscious with the time to be in school and when to be in the class.

Philip (2012) opines that punctuality is very important in the real world, if a teacher is late to school and to the class there is all tendencies that he will not achieve his objectives as stated in the lesson plan and the teaching will not be effective.

Hazrat (2008) opines that teachers should teach with punctuality. He insisted that classes commence five minutes after the bell. It should not commence before that time and not end more than five minutes before the bell, so that students can in time transfer from one class to another, otherwise they could lose some part of the lessons.

The principal has to constantly be checking the classes to make sure that the teachers are punctual in their classes at the right time. In accordance to his opinion, a teaching timetable has to be prepared by the principal for every teacher to know when he or she should be in the class. The effect of supervision on punctuality of teacher is that they will be more dedicated knowing fully well that they are being monitored.

Miller (2009) asserted that the principal should have attendance record of teachers through their daily entry into the school. The relationship between the teacher and the students remains the primary place where regular attendance and punctuality of teachers to school and to the class should be discussed and encouraged.

Adeleke (2003) stressed that supervision is the responsibility of principal to ensure that teachers are in the school at the right time. The principal has to check the teachers before the classes begin and during teaching. She further emphasized that teachers are fully responsible at all times for the students in the classroom to which they are assigned. "Liability" would be a concern if the students are not measuring up to the standard expected by the school, for this reason, teachers are to be physically present and be punctual to the school and to other activities assigned to them. In addition, principals are expected to supervise the teachers' punctuality to school and during the classes in order to avoid academic loopholes.

2.7 Empirical Studies

The empirical studies of this research work centered on critical appraisal of some worked conducted by other researchers that relates with the present study, the literature reviewed shows that research has been carried out on variables based on the roles and responsibilities of supervisors in schools.

Agbim (1986) undertook a study on "Improving Supervision of Instruction in Nsukka Education Zone"; she used 2 supervising personnel, 80 head teachers and 172 teachers. The instrument used for data collection was a structure questionnaire to elicit information from these 254 respondents. The data collected was analyzed using t-test for testing of hypothesis and mean and standard deviation to answer research question. The findings revealed that organizing professional seminars and workshops promotes professional growth and development of teachers. Also, that short-term courses should be organized for supervisors in form of symposia, conferences. Lastly, that internal supervision is more effective and external supervisors should be inspectors.

This study is relevant to the present study in the sense that it Improving Supervision of Instruction by principals in Nsukka Education Zone while the present study Influence

supervisory role performance of principals in private secondary schools in Kaduna State, Nigeria. It is also relevant to the present study because it makes use of questionnaire, this study also used questionnaire in collecting data for the study. The study differs with the present study in that the analytical tools use for data analysis was t-test while the current study was Analysis of Variance (ANOVA). The two studies are related because they focused on principal's supervisory roles in secondary schools.

Nwoke (1997) conducted a research titled "Supervision of Instruction in secondary schools in Enugu Education Zone, Problems and Strategies for Improvement". 184 samples were used in the study, which include 10 supervisors, 10 Principals and 164 teachers. The instrument used for collecting data was a structure questionnaire. The researcher used mean scores and z-test in analyzing the data collected. She came up with the findings that Supervision is a sort of assistance to teachers. Teachers do not like to be observed by supervisors who are younger in age. In addition, in-service training is effective in promoting effective teacher's performance. Lastly that, through supervision individual potentials is developed.

This study is relevant to the present study in the sense that "Supervision of Instruction in secondary schools in Enugu Education Zone, Problems and Strategies for Improvement". While the present study Influence of supervisory role performance of principals in private secondary schools in Kaduna state, Nigeria. It is also relevant to the present study because it makes use of questionnaire, this study also use questionnaire to collect data for the study. The study differs with the present study in that the analytical tools used by the researcher was mean scores and z-test while the current study used Analysis of Variance (ANOVA). The two studies are related because they focused on principal's supervisory roles in secondary schools.

Okwananso (1998) carried out a research in Anambra State secondary schools to determine which aspect of supervision function principals emphasized and which aspect teachers considered important for instructional improvement and whether teachers and principals agreed on the aspect of supervisors. The samples of the study were 281 included 212 teachers, 69 principals from 34 schools in Anambra. The instrument used for collecting data was a structure questionnaire. Mean and t-test were used to analyse the data. The findings revealed that supervisors' competence in assisting teachers received the most. That, both teachers and principals considered the supervisor's competence in assisting the teacher as more important than other factor categories. A greater proportion of principals than teachers felt that principals were involved in the supervisory process.

This study is relevant to the present study in the sense that it carried out a research in Anambra state secondary schools to determine which aspect of supervision function principals emphasized and which aspect teachers considered important for instructional improvement and whether teachers and principals agreed on the aspect of supervisors. while the present study Influence supervisory role performance of principals in private secondary schools in Kaduna State, Nigeria. It is also relevant to the present study because it makes use of questionnaire, this study also used questionnaire in collecting data for the study. The study differs with the present study in that the analytical tools used for data analysis was t-test while the current study was Analysis of Variance (ANOVA). The two studies are related because they focused on principal's supervisory roles in secondary schools.

Amachinagu (1997) "the experience of principals in effective supervision of instruction-A case study of Idah Local Government Area of Kogi State". The sample of the study consists of 120 respondents A proportional random sampling was used in which 100 teachers, 10 principals

and 10 supervisors. The instrument used for data collection was a structure questionnaire to elicit information from these 120 respondents. The data collected was analyzed using Analysis of Variance (ANOVA) for testing of hypothesis and mean and standard deviation to answer research question. Based on the findings, it was discovered that principals were not prepared to face the demand of modern supervision, in-ability of principals and supervisors to involve staff in decision-making and exercises, sound and mature judgment, inadequate classroom visitations and observations, lack of mental and physical health, absence of instructional leadership and curriculum development. However, the study observed that the principals in the local government under study are qualified and that male and long serving principals supervised better than female and in-experienced principals did.

This study is relevant to the present study in the sense that "the experience of principals in effective supervision of instruction-A case study of Idah local government area of Kogi State". While the present study Influence of supervisory role performance of principals in private secondary schools in Kaduna State, Nigeria. It is also relevant to the present study because it makes use of questionnaire, this study also used questionnaire in collecting data for the study. They also used Analysis of Variance (ANOVA) as analytical tools for data analysis. The two studies are related because they focused on principal's supervisory roles in secondary schools.

Osakwe (2010) carried out a study titled; Relationship between principals supervisory strategies and teacher's instructional performance in secondary schools in Delta North Senatorial District. The objective of the study includes determine the supervisory strategy of principal on teaching materials use in the classroom. Identify the supervisory strategy of principal on teacher's discipline. The population comprised all the 192 principals and 3,492 teachers in secondary schools in Delta North Senatorial District. Two null hypotheses were formulated to

guide the researcher and tested at alpha level of significance of 0.05. The data collected was analyzed using the chi-square statistical tools. The study used structured questionnaire.

The multi stage sampling technique was used to select 92 principals and 319 teachers. The findings of this study revealed that, there was a relationship between the principals and teachers. Most principals do supervise the teaching materials teachers use in the classroom. Also, that most teachers lack discipline and lack of respect for constituted authority. Equally, most of the schools lack teaching materials that can aid teacher's instruction.

This study is relevant to the present study in the sense that it investigated the. Relationship between principal's supervisory strategies and teacher's instructional performance in secondary schools in Delta North Senatorial District. While, the present study focuses on the Influence of supervisory role performance of principals in private secondary schools in Kaduna State, Nigeria. It is also relevant to the present study because it makes use of questionnaire, this study also used questionnaire in collecting data for the study. The study differs with the present study in that the analytical tools used for data analysis was chi-square statistical tools while the current study was Analysis of Variance (ANOVA). The two studies are related because they focused on principal's supervisory roles in secondary schools.

2.8 Summary

The literature reviewed the concept of supervision of instruction as a process or an activity by which an individual or a group of individuals by means of advising and stimulating interest in teachers and pupils help to improve teaching and learning situations in educational institutions. It is also the process of assisting the teacher to improve himself and his instructional abilities to enhance effective teaching and learning. From these definitions reviewed, it is clear that

supervision is a source of assistance to teachers for their improvement. This now necessitated this study to check how teachers perceive their influence on their class performances.

The review also presented the purpose of supervision that, it is basic that the purpose of having supervisors in our schools is to control the quality of education received by our children. It laid emphasis on the classroom performance of the teachers, especially on the duties assigned to them. Also qualities of a good instructional supervisor, Challenges of supervision in Nigeria, Concept of principals, Role of Principals and so on.Lastly, previous studies relating to this study were also reviewed.

Furthermore, so many researchers have been carried out in looking at supervision of instruction. It is observed by the researcher that it seems attention was not given to how teachers perceive instructional supervision on their class performance, which still makes supervision of instruction less effective in schools. The gap this study filled was to investigate how teachers perceive instructional supervision on their class performance since this will determine the impact and success of instructional supervision of schools in Private Secondary Schools in Zaria Education Zone in Kaduna State.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter examined the appropriate methodological procedure used in this study, which primarily relates to the way in which the researcher structures a research project based on the objectives of the study. This include: research design, population of the study, sample size, sampling techniques, instrumentation, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection and Method of data analysis.

3.2 Research Design

The research design used for this study was descriptive survey. A method involved asking a large group of people at one point; the researcher seeks the opinions of the Principals, Teachers as well as Ministry of Education (MOE)Officials of Zaria Education Zone under study. Afolabi (1993) opines that survey research involves gathering of data about a target population from a sample and generalizing the findings obtained from the analysis of the sample to the entire population. It also involves the use of questionnaire to determine the responses.

3.3 Population of the Study

The target population for this study consists of Private Secondary School Principals, Teachers, and MOE Officials in Zaria Education Zone. The population figure was 1,254 as presented in table 3.1.

Table 3.1: Population of the Study

S/N	Local Govt. Areas	No of Principals	No of Teachers	Ministry of Education Officials
1	Zaria	61	826	14
2	SabonGari	11	342	
	Total	**72**	**1,168**	**14**

Source: Zaria Ministry of Education Office and Kaduna State Private School Board(2015)

3.4 Sample and Sampling Techniques

The sample size of the study was 386, which was equivalent to 30% of the research population. The choice of 30% of the population was based on the recommendation of Aderoumum (1985), recommended that 30% and above of a given population can be used as sample size. Thus, 22 principals, 350 teachers and 14Ministry of Education Officials of Zaria Education Zone were used. Proportionate sampling technique and simple random sampling was used for school's selection. The distribution of the sample size was presented in table 3.2.

Table 3.2: Sample of the Study

SN	Schools	Principals	Teachers	MOE official
1	First Baptist High School, No 69/75 Benin Street SabonGari, Zaria.	1	25	14
2	Golden Height Comp. Sch. JushinWaje, SabonGari.	1	22	
3	Great Hallmark Int'l. Sch. No 3-10 Manchester Road G.R.A, S/Gari.	1	25	
4	Maude Int'l. School Dogarawa New Extension, S/Gari.	1	16	
5	Zaria Int'l. School Kofarkuyanbana, Zaria.	1	15	
6	Baba Ahmed Memorial Sch, NO.18 Salafi, Zaria.	1	16	
7	Umrabs Schoo,lNo.17KakangiTudunjukun.	1	10	
8	Demonstration Sec. Sch,N/Bamalli Poly, Zaria.	1	24	
9	Basic School, NO.14/16 Aliyu RD, T/Wada.	1	15	
10	Alhuda Centre for Islamic & Sci. Sch,.KafarkuyanbanaZaria.	1	10	
11	City Academy,Zaria.F.15 KD. RD.Sabongari.	1	18	
12	Comprehensive College, Zaria.RailwayConpandSabongari.	1	18	
13	Pride Academy School,Gwargwaja, Zaria.	1	20	
14	Dahiru Memorial School.	1	10	
15	Wisdom School,NO.1SardaunaRD,.Congo Zaria.	1	11	
16	BakoZuntu School, SabonGari.	1	12	
17	IbnTaimiyya Model School,.JamaaRD,Gwagwaje Zaria.	1	11	
18	Greater Tomorrow Academy,NO1LayinContritiaDogarawaSabongari.	1	13	
19	Williams Secondary School.	1	18	
20	Young star Academy, Zaria, NO.5 Main Street Sabongari.	1	11	
21	IbnSalawudeen,Gwargwaje, Zaria.	1	20	
22	Great Standard, NO.2 Holiday Street, Zaria.	1	10	
	Total	22	350	14

Source: Zaria Ministry of Education Office and Kaduna State Private School Board (2015)

3.5 Instrumentation

The major instruments used for collecting data in this research work were structured questionnaire. A questionnaire is a list of questions or statements developed for obtaining information from a large number of subjects that could be used for drawing conclusion to a study. The questionnaire was designed into two sections. Section A contains bio-data of the respondent status position in school, gender, Educational Qualifications and years of experience for principals, teachers and MOE Officials. While section 'B' consists of 40 items structure questions, which the respondents are expected to respond to. The question was designed by the researcher using the Likert 5-point rating scale' Strongly agree (SA)', 'Agree (A)', 'Undecided (UD)', 'Disagree (DA', and 'Strongly Disagree (SD)' was adopted as SA rated as 5, A=4, UD=3, DA=2 and SD=1 respectively.

3.5.1 Validity of the Instrument

Validity refers to the ability of an instrument to accurately measure what is expected to measure. The research supervisors determined the content validity of the instrument and by the experts in Department of Education, Faculty of Educational Foundations and Curriculum Instruction, Ahmadu Bello University, Zaria. Their observations and comments were taken care of. The final draft of the questionnaire was submitted to the experts and corrections were made before the administration of the questionnaire.

3.5.2 Pilot Study

In order to establish the reliability of the instrument, pilot study was carried out in Giwa Education Zone by the researcher where twenty questionnaires consist random sample of 2 school principals, 16 teachers and 2 MOE Officials were given questionnaire. This area was not

part of the study area but they share the same characteristics with the study area. The questionnaires were collected back as soon as they finished filling it.

3.5.3 Reliability of the Instrument

Reliability of the research instruments was carried out to check their consistency in yielding results. The data collected from the pilot study was analyzed using Cronbach Alpha Reliability coefficient, which revealed the reliability index of 0.74 was obtained which proves that the instrument is highly reliable.

3.6 Procedure for Data Collection

After collection of introductory letter from the office of Head of Department, Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. copies of questionnaire and the introductory letter were taken to Zaria Education Zone and principals of the samples schools to solicit their permission to use their schools in collecting data for the study. The research involved the use of research assistants in administering questionnaire to the respondents. The researcher administered the questionnaires to the respondents and collected the questionnaire back the following day.

3.7 Methods of Data Analysis

In analyzing the collected responses, the data was coded, descriptive statistical method of frequencies and percentages were used to analyzed the bio data of the respondents, mean and standard deviation were used to answer research questions and the use of Analyses of Variance {ANOVA} were used to test the hypotheses. This was determined by 0.05 level of significance. The acceptance or rejection of the Null hypotheses was determined. ANOVA is normally used to test or establish the significance difference between the responses of three or more groups of respondents. The entire data presentation, testing process and detailed results are presented in

chapter four of this study. This result was summarized and used to draw up necessary inferences and conclusions and valid recommendations were made.

CHAPTER FOUR

DATAPRESENTATION AND ANALYSIS

4.1: Introduction

This chapter focused on the presentation, analysis and discussion of data collected from the principals, teachers and MOE Officials of Zaria Educational Zone, Kaduna State, Nigeria opinion in the questionnaire administered. Mean, frequency, percentages and ANOVA was used to summarize, analyze and give a general description of the data collected. In answering research, questions a mean score of 3.0 and above was considered agree while a mean score of less than 3.0was considered disagree. The four hypotheses stated in chapter one was tested at 0.05 level of significance. The first part of the chapter contains a description of respondents, demographic characteristics considered associated with their expressed opinion. Research questions were answered by calculating the mean frequency of the items on each question. The rest of the chapter is made up of the following:

- Bio data of the respondents;
- Respondents opinions;
- Hypotheses testing;
- Summary of Major findings; and
- Discussion of major the findings.

4.2 Bio Data of Respondents

This section deals with the frequency distribution and percentage of demographic information of the principals, teachers and MOE Officials. The respondents' Bio Data includes Status, Gender, Educational Qualification and Years of experience. Thus, table

Table 4.1: Bio-data of the respondents

S/NO	Variable	Category	Frequency	Percentage (%)
1	Status	Principals	22	5.7
		Teachers	350	90.7
		MOE Officials	14	3.6
		Total	386	100
2	Gender	Male	177	45.9
		Female	209	54.1
		Total	386	100
3.	Educational Qualification	Masters	59	15.3
		First Degree	135	35.0
		NCE	150	38.9
		Others	42	10.9
		Total	386	100
4	Year of Experience	1-5	64	12.6
		6-10	99	36.3
		11-15	127	33.9
		16 and above	96	17.1
		Total	386	100

Table 4.1 shows the bio- data of the respondents. Table 4.1 (A) revealed that Principals had 22 frequencies with 5.7%, Zonal Officials had 14 frequencies with 3.6%, while Teachers had 350 frequencies with 90.7%. Table 4.1 (B) shows that Males had 177 frequencies (45.9%), while Females had 209 frequencies (54.1%). Table 4.1 (C) revealed that teachers with NCE as their Educational qualification had 150 frequencies (38.9%), teachers with first Degree had 135 frequencies (35.0%),teachers with Master's Degree had 59 frequencies (15.3%) and then teachers with other qualification had only 42 frequencies (10.9%).The above implies that majority of the respondents have NCE in various education courses. Again, table 4.1 (D) shows that teachers with 11-15 years of working experience had 127 frequencies(33.9%), which is the highest, teachers with 6-10 years of working experience had 99 frequencies (25.6%), teachers with 16and above years of working experience had 96 frequencies (24.9%), and those with only 1-5 working experience had only 64 frequencies (12.6%), which is the lowest

4.3: Responses of Respondents on the Influence of Instructional Supervisory Role of Principals in Private Secondary Schools in Kaduna State, Nigeria.

This segment covers areas of the stated objectives in chapter one. The objectives were to assess supervisory role performance of principals in teachers' lesson plan in private Secondary Schools in Kaduna State, Nigeria, examine supervisory role performance of principals in classroom visitation in private Secondary Schools in Kaduna State, Nigeria, determine supervisory role performance of principals in teachers use of instructional materials in private Secondary Schools in Kaduna State, Nigeria and lastly, to assess principals supervisory role performance of teacher punctuality in private Secondary Schools in Kaduna State. Descriptive analysis of responses of principals, teachers and Ministry of Education Officials were analyzed and discussed. The responses to research question were also discussed.

4.3.1 Responses of the Respondents on the Principals' Supervisory Role of Lesson Plan in Private Secondary Schools in Kaduna State.

Table 7 reveals the views of principals, teachers and MOE officials on the supervisory role performance of principals in teachers' lesson plan in private Secondary Schools in Kaduna State. Item 1, tries to show whether regular supervision of teacher's lesson plan by principals make teaching and learning easier in private Secondary schools in Kaduna state. From the responses of the respondents, the decision means of all the respondents (principals, teachers and MOE officials) were all accepted with their mean score of 3.82, 3.68 and4.21 respectively. Item 2, also tries to show whether supervision of teacher's lesson plan by the principals enhances the quality of teaching and learning in private secondary schools in Kaduna State. The responses of the respondents (principals, teachers and MOE officials) were accepted all with mean scores of 4.05, 3.72 and4.17 respectively. In item 3, the aim was to find out if supervision of lesson plan by

principals helps to boost the confidence of teachers in discharging their duties in private secondary schools in Kaduna State. The decision mean of 3.91, 3.76 and 421 respectively gotten from the responses of the respondents (principals, teachers and MOE officials) were all accepted. In item 4, the decision means of all three groups of respondents (principals, teachers and MOE officials) were found to be 3.86, 3.63and 4.21 respectively were subsequently accepted. The item set out to show if principals supervision of lesson plan make teachers write comprehensively in private secondary schools in Kaduna state.

Table 4.2:Computation of Frequencies, Means and Standard Deviation of Respondents on Supervisory Role of Principals on Teacher's Lesson Plan in Private Secondary Schools in Kaduna State, Nigeria.

S/NO	Item Statement	Categories of Respondents	Response Categories						
			SA	A	U	SD	D	Mean	S.D
1	The principal's regular supervision for lesson plan makes teaching and learning process easier.	Principals	09	06	03	02	02	3.82	1.332
		Teachers	108	104	70	35	33	3.68	1.254
		MOE Officials	06	06	01	01	00	4.21	.893
2	The principal supervision of lesson plan enhances the quality of teaching and learning process.	Principals	10	06	03	03	00	4.05	1.090
		Teachers	114	119	46	47	24	3.72	1.240
		MOE Officials	06	08	00	00	00	4.17	.514
3	Supervision of lesson plan by the principal helps to boost the confidence of the teachers in discharging their duties.	Principals	07	07	03	03	00	3.91	1.269
		Teachers	122	119	46	30	33	3.76	1.273
		MOE Officials	04	09	01	00	00	4.21	.579
4	The principals supervision of lesson plan make teachers write comprehensively.	Principals	06	11	02	02	01	3.86	1.082
		Teachers	103	129	47	29	42	3.63	1.308
		MOE Officials	05	07	02	00	00	4.21	.699
5	Supervision of lesson plan assists teachers to give class work or homework to students	Principals	08	07	01	05	01	3.73	1.316
		Teachers	91	140	49	31	39	3.63	1.229
		MOE Officials	05	06	02	01	00	4.00	1.036
6	Supervision of lesson plan assist teachers to identify the best instructional materials to be used for the teaching process	Principals	06	08	03	03	02	3.59	1.297
		Teachers	104	133	55	29	28	3.72	1.216
		MOE Officials	06	05	03	00	00	4.21	.802
7	Regular supervision of lesson plan by the principals will make teaching and learning more effective	Principals	06	09	03	03	01	3.73	1.126
		Teachers	104	154	34	35	23	3.80	1.162
		MOE Officials	06	06	02	00	00	4.29	.726
8	Supervision of lesson plan helps teachers to improve their teaching technique	Principals	07	06	03	01	05	3.36	1.529
		Teachers	133	120	36	27	34	3.84	1.287
		MOE Officials	04	09	01	00	00	4.21	.579
9	Principals give query to teachers who fail to write lesson plan before going to the class to teach	Principals	06	05	06	03	02	3.45	1.299
		Teachers	116	116	38	38	42	3.65	1.354
		MOE Officials	06	07	01	00	00	4.36	.633
10	The principals supervision of lesson plan helps teachers to develop different methods of teaching in class	Principals	01	08	07	04	02	3.09	1.065
		Teachers	107	127	45	44	27	3.69	1.242
		MOE Officials	08	05	01	00	00	4.29	.611
	Overall Mean							11.585	

Table 7.item 1, sought to find out whether principals regular supervision for lesson plan makes teaching and learning process easier. Finding reveals that 3.82 mean score of principals, 3.86 mean score of teachers and 4.21 mean score of MOE Officials agreed with the statement. Item 2, the analysis attempt to investigate whether the principal supervision of lesson plan enhances the quality of teaching and learning process. The analysis showed that 4.05 mean score of principals, 3.72 mean score of teachers and 4.17 mean score of MOE Officials agreed with the statement. Item 3, sought to find out whether Supervision of lesson plan by the principals help to boost the confidence of the teachers in discharging their duties. The responses showed that 3.91 mean score of principals, 3.94 mean score of teachers and 4.21 mean score of MOE officials agreed with the statements. Likewise, item 4, sought to investigate whether the principal's supervision of lesson plan make teachers write comprehensively. The result showed that 3.86 mean score of principals, 3.63 mean score of teachers and 4.21 mean score of MOE officials agreed with the statements. The Finding shows that teachers have actually benefited from the supervision of principal's lesson plan in private secondary in Zaria Educational Zones of Kaduna State. However, Item 5, also investigated whether supervision of lesson plan assists teachers to give class work or homework to students. The results showed that 3.73 mean score of principals, 3.63 mean score of teachers and 4.00 mean score of MOE officials agreed with the statements. Item 6, tries to find out whether supervision of lesson plan assist teachers to identify the best instructional materials to be used for the teaching process. The views of the respondents showed that 3.59 mean score of principals, 3.72 mean score of teachers and 4.21 mean score of MOE officials agreed with the statements. Item 7, tries to find out whether regular supervision of lesson plan by the principals will make teaching and learning more effective. The respondents showed that 3.73 mean score of principals, 3.80 mean score of teachers and 4.29 mean score of

MOE officials agreed with the statements. Item 8, tries to investigate whether supervision of lesson plan helps teachers to improve their teaching technique. The result revealed that 3.36 mean score of principals, 3.84 mean score of teachers and 4.21 mean score of MOE Officials agreed with the statements. Item 9 tries to investigate whether Principals give query to teachers who fail to write lesson plan before going to the class to teach. The result showed that 3.45 mean score of principals, 3.65 mean score of teachers and 4.36 mean score of MOE officials agreed with the statements. Item 10, tries to find out if the principal's supervision of lesson plan helps teachers to develop different methods of teaching in class. The result revealed that 3.09 mean score of principals, 3.69 mean score of teachers and 4.29 mean score of MOE officials agreed with the statement

4.3.2 Responses of the Respondents on the Influence of Principals' Supervisory Role of Classroom Visitation in Private Secondary Schools in Kaduna State.

Table 8 reveals the views of principals, teachers and MOE officials on the supervisory role performance of principals in classroom visitation in private Secondary Schools in Kaduna State, Nigeria. Item1, principals' classroom visitation serves as means of checking teachers late coming in private secondary schools in Kaduna State. From the responses of the respondents, the decision mean of all the respondents (principals, teachers and MOE officials) were all accepted with their mean score of 3.50, 3.74 and4.29 respectively. Item 2, also tries to show whether classroom visitation increase the act of discipline among teachers and students in private secondary schools in Kaduna State. The responses of the respondents (principals, teachers and MOE officials) were accepted all with mean scores of 3.55, 3.76 and4.36 respectively. In item 3, the aim was to find out if principal's classroom visitation during lesson period helps teachers to prepare for difficult topics in private secondary schools in Kaduna State. The decision means of

3.55, 3.81 and 4.36 respectively gotten from the responses of the respondents (principals, teachers and MOE officials) were all accepted. In item4 the decision means of all three groups of respondents (principals, teachers and MOE officials) were found to be 3.86, 3.70and 4.29 respectively were subsequently accepted. The item set out to show if principal's classroom visitation during lesson enhances quality of teaching in private secondary schools in Kaduna State.

Table 4.3: Computation of Frequencies, Means and Standard Deviation of Respondents on Supervisory role of Principals in Classroom Visitation in Private Secondary Schools in Kaduna State, Nigeria.

S/NO	Item Statement	Categories of Respondents	Response Categories						
			SA	A	U	SD	D	Mean	S.D
1	Principals' classroom visitation serves as means of checking teachers late coming.	Principals	03	11	03	04	01	3.50	1.120
		Teachers	97	150	47	28	28	3.74	1.179
		MOE Officials	05	08	01	00	00	4.29	.611
2	The classroom visitation by the principals increases the act of discipline among teachers and students.	Principals	03	13	02	01	03	3.55	1.224
		Teachers	111	138	38	32	31	3.76	1.239
		MOE Officials	05	09	00	00	00	4.36	.497
3	Visitation of classroom by the principals during lesson periods serves as a way of helping teachers to prepared for difficult topics.	Principals	08	06	03	05	00	3.55	1.565
		Teachers	122	124	45	34	25	3.81	1.215
		MOE Officials	06	07	01	00	00	4.36	.633
4	Principal's classroom visitation during lesson enhances quality of teaching.	Principals	07	06	03	03	03	3.50	1.439
		Teachers	110	132	41	26	41	3.70	1.302
		MOE Officials	05	08	01	00	00	4.29	.611
5	Classroom visitation by the principals reduces absenteeism among teachers and students	Principals	06	10	03	01	02	3.77	1.193
		Teachers	116	122	49	31	32	3.74	1.259
		MOE Officials	05	07	02	00	00	4.07	.997
6	Principal's classroom visitations during lesson improve teachers' performance in class.	Principals	06	06	03	06	01	3.45	1.299
		Teachers	111	150	45	26	18	3.89	1.094
		MOE Officials	04	10	00	00	00	4.29	.469
7	Classroom visitations make principals to understand competent and hardworking teachers in the school.	Principals	05	09	03	02	03	3.50	1.336
		Teachers	118	136	37	32	27	3.82	1.214
		MOE Officials	05	08	01	00	00	4.29	.611
8	Visiting classroom during lesson help teachers to develops interest in teaching profession.	Principals	06	08	02	05	01	3.59	1.260
		Teachers	131	131	35	35	18	3.92	1.155
		MOE Officials	06	08	00	00	00	4.43	.514
9	Visiting the classroom during lesson serves as means of encouragement to teachers and students.	Principals	09	06	02	02	03	3.41	1.368
		Teachers	111	114	51	39	35	3.65	1.300
		MOE Officials	05	09	00	00	00	4.36	.497
10	Regular classroom visitation helps teachers use relevant instructional materials on a particular topic.	Principals	03	10	05	03	01	3.50	1.406
		Teachers	106	135	52	32	25	3.76	1.185
		MOE Officials	04	10	00	00	00	4.29	.469
	Overall Mean							11.214	

Table 8: Shows the response of Principals, Teachers and MOE Officials I response to the Items. Item 1, Attempt to find out whether Principals' classroom visitation serves as means of checking teachers late coming. Finding reveals that 3.50 mean score of principals, 3.74 mean score of teachers and 4.29 mean score of MOE Officials agreed with the statement. Item 2, the analysis attempt to investigate whether the classroom visitation by the principals increases the act of discipline among teachers and students. The analysis showed that 3.55 mean score of principals, 3.74 mean score of teachers and 4.36 mean score of MOE Officials agreed with the statement. Item 3, sought to find out whether Visitation of classroom by the principals during lesson periods serves as a way of helping teachers to prepare for difficult topics. The responses showed that 3.55 mean score of principals, 3.76 mean score mean score of teachers and 4.36 mean score mean score of MOE officials agreed with the statements. Likewise, item 4, sought to investigate whether Principal's classroom visitation during lesson enhances quality of teaching. The result showed that 3.50 mean score of principals, 3.70 mean score of teachers and 4.29 mean score of MOE officials agreed with the statements. Item 5, also investigated whether Classroom visitation by the principals reduces absenteeism among teachers and students. The results showed that 3.77 mean score of principals, 3.74 mean score of teachers and 4.07 mean score of MOE officials agreed with the statements. The result shows that classroom visitation of principal has actually help teachers in private secondary schools in Zaria Educational Zones of Kaduna State. However, Item 6, tries to find out whether Principal's classroom visitations during lesson improve teachers' performance in class. The views of the respondents showed that 3.45 mean score of principals, 3.89 mean score of teachers and 4.29 mean score of MOE officials Agreed with the statements. Item 7, tries to find out whether Classroom visitations make principals to understand competent and hardworking teachers in the school. The respondents showed that 3.50

mean score of principals, 3.82 mean score of teachers and 4.29 mean score of MOE officials agreed with the statements. Item 8, tries to investigate whether visiting classroom during lesson help teachers to develop interest in teaching profession. The result revealed that 3.59 mean score of principals, 3.92 mean score of teachers and 4.43 mean score of MOE officials agreed with the statements. Item 9 tries to investigate whether visiting the classroom during lesson serves as means of encouragement to teachers and students. The result showed that 3.41 mean score of principals, 3.65 mean score of teachers and 4.36 mean score of MOE officials agreed with the statements. Item 10, tries to find out if regular classroom visitation helps teachers use relevant instructional materials on a particular topic. The result revealed that 3.50 mean score of principals, 3.76 mean score of teachers and 4.29 mean score of MOE officials agreed with the statements.

4.3.3 Responses of the Respondents on the Principals' Supervisory Role of Teachers Use of Instructional Materials in Private Secondary Schools in Kaduna State.

Table 9 reveals the views of principals, teachers and MOE officials on the supervisory role performance of principals in teacher's use of instructional materials in private Secondary Schools in Kaduna State, Nigeria. Item 1, tries to show whether regular supervision of teachers of instruction materials makes learning permanent in private secondary schools in Kaduna state. From the responses of the respondents, the decision means of all the respondents (principals, teachers and MOE officials) were all accepted with their mean score of 3.50, 3.65 and4.21 respectively. Item 2 also tries to show whether supervision of instructional materials by the principals helps teachers to use appropriate materials in the classroom in private secondary schools in Kaduna state. The responses of the respondents (principals, teachers and MOE officials) were accepted all with mean scores of 3.55, 3.79 and4.21 respectively. In item 3, the

aim was to find out ifregular supervision of instructional materials encourages teachers to use appropriate instructional materials in teaching process in private secondary schools in Kaduna State. The decision means of 3.27, 3.77 and 4.07 respectively gotten from the responses of the respondents (principals, teachers and MOE officials) were all accepted. In item 4 the decision means of all three groups of respondents (principals, teachers and MOE officials) were found to be 3.86, 3.75 and 4.21 respectively were subsequently accepted. The item set out to show if principal's supervision onthe use of instructional materials helps teachers to give good explanation in the lesson in private secondary schools in Kaduna State.

Table4.4: Computation of Frequencies, Means and Standard Deviation of Respondents on Supervisory Role of Principals in Teacher's Use of Instructional Materials in Private Secondary Schools in Kaduna State, Nigeria

S/NO	Item Statement	Categories of Respondents	Response Categories						
			SA	A	U	SD	D	Mean	S.D
1	Regular principal's supervision of instruction materials makes leaning permanent.	Principals	04	09	04	04	01	3.50	1.144
		Teachers	95	135	54	36	30	3.65	1.222
		MOE Officials	04	09	01	00	00	4.21	.579
2	Supervision of instructional materials by the principal helps teachers to use appropriate materials in the classroom.	Principals	05	10	02	02	03	3.55	1.335
		Teachers	117	137	36	27	32	3.79	1.255
		MOE Officials	03	09	02	00	00	4.21	.699
3	Regular principal's supervision of instructional materials encourages teachers to use appropriate instructional materials in teaching process.	Principals	03	10	02	04	03	3.27	1.316
		Teachers	110	143	36	28	33	3.77	1.240
		MOE Officials	03	09	02	00	00	4.07	.616
4	Principal's supervision on the use of instructional materials helps teachers to give good explanation in the lesson.	Principals	07	08	03	03	01	3.86	1.246
		Teachers	113	133	38	35	31	3.75	1.253
		MOE Officials	05	08	01	00	00	4.21	.802
5	Regular principal's supervision of instructional materials makes teaching and learning easier.	Principals	11	06	02	02	01	4.09	1.192
		Teachers	105	144	36	39	26	3.75	1.208
		MOE Officials	05	08	01	00	00	4.29	.611
6	Principal's supervision of instructional materials helps teachers to prepare fully for the lesson.	Principals	07	08	03	03	01	3.77	1.193
		Teachers	99	145	50	34	22	3.76	1.151
		MOE Officials	12	02	00	00	00	4.14	.363
7	Regular principal's supervision on the use of instructional materials increases active participation in the class.	Principals	05	11	03	02	01	3.77	1.066
		Teachers	89	157	47	35	21	3.73	1.142
		MOE Officials	05	09	00	00	00	4.36	.497
8	Principal's supervision on the use of instructional materials makes teaching less stressful and more enjoyable to the teacher.	Principals	06	05	06	02	03	3.41	1.368
		Teachers	116	132	40	23	39	3.75	1.286
		MOE Officials	05	08	01	00	00	4.29	.611
9	Regular principal's supervision on the use of instructional materials helps students understand the concepts easier.	Principals	07	06	02	05	02	3.50	1.406
		Teachers	98	140	38	29	45	3.62	1.318
		MOE Officials	06	07	01	00	00	4.36	.633
10	Principal's supervision on the use of instructional materials helps teachers to develop different methods of teaching.	Principals	03	12	02	05	00	3.59	1.008
		Teachers	90	148	43	35	34	3.64	1.237
		MOE Officials	04	09	00	00	00	4.14	.770
	Overall Mean							11.464	

Table 9shows the response of Principals, Teachers and MOE Officials. Item 1, attempt to find out whether regular principals supervision of instruction materials makes learning permanent. Finding reveal that 43.50 mean score of principals, 3.65 mean score of teachers and 4.21 mean score of MOE Officials were in agreement with the statement. Item 2, the analysis attempt to investigate whether supervision of instructional materials by the principal helps teachers to use appropriate materials in the classroom. The analysis showed that 3.55 mean score of principals, 3.71 mean score of teachers and 4.21 mean score of MOE Officials agreed with the statement. Item 3, sought to find out whether regular principal's supervision of instructional materials encourages teachers to use appropriate instructional materials in teaching process. The responses showed that 3.27 mean score of principals, 3.77 mean score of teachers and 4.07 mean score of MOE officials agreed with the statements. Likewise, item 4 sought to investigate whether Principal's supervision on the use of instructional materials helps teachers to give good explanation in the lesson. The result showed that 3.86 mean score of principals, 3.75 mean score of teachers and 4.21 mean score of MOE officials agreed with the statements. However, Item 5, Finding reveal that regular principal's supervision of instructional materials makes teaching and learning easier. The results showed that 4.09 mean score of principals, 3.75 mean score of teachers and 4.29 mean score of MOE officials agreed with the statements. Item 6, tries to find out whether Principal's supervision of instructional materials helps teachers to prepare fully for the lesson. The analysis showed that 3.77 mean score of principals, 3.76 mean score of teachers and 4.14 mean score of MOE officials agreed with the statements. Item 7, tries to find out whether Regular principal's supervision on the use of instructional materials increases active participation in the class. The opinion of the respondents showed that 3.77 mean score of principals, 3.73 mean score of teachers and 4.36 mean score of MOE officials agreed with the

statements. Item 8, tries to investigate whether Principal's supervision on the use of instructional materials makes teaching and learning less stressful and more enjoyable to the teacher. The result revealed that 3.41 mean score of principals, 3.75 mean score of teachers and 4.29 mean score of MOE officials agreed with the statements. Item 9, tries to investigate whether regular principal's supervision on the use of instructional materials helps students understand the concepts easier. The analysis showed that 3.50 mean score of principals, 3.62 mean score of teachers and 4.36 mean score of MOE officials agreed with the statements. Item 10, tries to find out if Principal's supervision on the use of instructional materials helps teachers to develop different methods of teaching. The result revealed that 3.59 mean score of principals, 3.64 mean score of teachers and 4.14 mean score of MOE officials agreed with the statements.

4.3.4 Responses of the Respondents on the Principals' Supervisory Role on Teacher's Punctuality in Private Secondary Schools in Kaduna State.

Table 10 reveals the views of principals, teachers and MOE officials on the principal's supervisory role performance of teacher punctuality in private Secondary Schools in Kaduna State. Item 1, tries to show whether supervision of teacher's punctuality by principals serves as a means of checking truancy among teachers and students make teaching and learning easier in private secondary schools in Kaduna State. From the responses of the respondents, the decision mean of all the respondents (principals, teachers and MOE officials) were all accepted with their mean score of 3.50, 3.81 and4.29 respectively. Item 2 also tries to show whether supervision of teacher's punctuality by the principals helps them to attend their classes on time in private secondary schools in Kaduna State. The responses of the respondents (principals, teachers and MOE officials) were accepted all with mean scores of 3.82, 3.74 and4.29 respectively. In item 3, the aim was to find out if supervision of teacher's punctuality by principals helps them to

develop good attitude towards teaching profession in private secondary schools in Kaduna State. The decision means of 3.45, 3.74 and 4.14 respectively gotten from the responses of the respondents (principals, teachers and MOE officials) were all accepted. In item 4 the decision means of all three groups of respondents (principals, teachers and MOE officials) were found to be 3.82, 3.70 and 4.50 respectively were subsequently accepted. The item set out to show if supervision of teacher's punctuality helps them to perform better in class in private secondary schools in Kaduna State

Table 4.5: Computation of Frequencies, Means and Standard Deviation of Respondent on Principal Supervisory Role on Teacher's Punctuality in Private Secondary Schools in Kaduna State; Nigeria.

SN	Item Statement	Categories of Respondent	Response Categories						
			SA	A	U	SD	D	Mean	S.D
1.	Supervision of teacher's punctuality serves as a means of checking truancy among teachers and students.	Principals	07	07	02	02	04	3.50	1.504
		Teachers	112	144	33	36	25	3.81	1.198
		MOE Officials	04	10	00	00	00	4.29	.469
2.	Supervision of teacher's punctuality helps them to attend their classes on time.	Principals	06	10	04	02	00	3.82	1.140
		Teachers	119	132	43	232	24	3.74	1.262
		MOE Officials	04	10	00	00	00	4.29	.469
3.	Supervision of teacher's punctuality helps them to develop good attitude towards teaching profession.	Principals	05	08	02	06	01	3.45	1.262
		Teachers	112	132	42	30	34	3.74	1.262
		MOE Officials	03	10	01	00	00	4.14	.535
4.	Supervision of teacher's punctuality helps them to perform better in class.	Principals	08	09	01	01	03	3.82	1.368
		Teachers	109	128	41	42	30	3.70	1.262
		MOE Officials	07	07	00	00	00	4.50	.519
5.	Attendance register encourage teacher's punctuality in school	Principals	07	09	04	01	01	3.91	1.065
		Teachers	99	132	48	44	27	3.66	1.228
		MOE Officials	06	07	01	00	00	4.36	.633
6.	Organizing training workshops and seminars for teachers enhance teacher's punctuality.	Principals	07	06	06	03	00	3.36	1.529
		Teachers	94	140	46	40	30	3.65	1.229
		MOE Officials	05	08	01	00	00	4.29	.611
7.	Supervision of teacher's punctuality increases acts of discipline among teachers and students.	Principals	06	08	04	03	01	3.68	1.171
		Teachers	103	148	44	27	28	3.77	1.184
		MOE Officials	04	08	02	00	00	4.14	.663
8.	Principal encourages teacher's punctuality to school by acting as a role model.	Principals	07	07	07	01	00	3.91	.921
		Teachers	122	128	39	36	25	3.82	1.219
		MOE Officials	06	06	02	00	00	4.29	.726
9.	The principals supervision of teacher's punctuality improved students' performance in their continues assessment.	Principals	04	08	03	04	03	3.27	1.352
		Teachers	100	142	44	37	27	3.72	1.205
		MOE Officials	05	09	00	00	00	4.36	.497
10,	Supervision of teacher's punctuality helps them to develop the attitude of self-direction.	Principals	07	05	01	03	06	3.18	1.680
		Teachers	112	127	36	35	50	3.67	1.323
		MOE Officials	05	09	00	00	00	4.36	.497
	Overall Mean							11.620	

Table 10 item 1, sought to find out whether Supervision of teacher's punctuality serves as a means of checking truancy among teachers and students.The result shows that 3.50 mean score of principals, 3.81 mean score of teachers and 4.29 mean score of MOE Officials were in agreement with the statement. Item 2, the analysis attempt to investigate supervision of teacher's punctuality helps them to attend their classes on time. The analysis showed that 3.82 mean score of principals, 3.74 mean score of teachers and 4.29 mean score of MOE Officials agreed with the statement. Item 3, sought to find out whether supervision of teacher's punctuality helps them to develop good attitude towards teaching profession. The responses showed that 3.45 mean score of principals, 3.74 mean score of teachers and 4.14 mean score of MOE officials agreed with the statements. Likewise, item 4, sought to investigate whether supervision of teacher's punctuality helps them to perform better in class.The result showed that 3.70 mean score of principals, 3.70 mean score of teachers and 4.50 mean score of MOE officials agreed with the statements. The result shows that teachers have actually benefited from the principal's punctuality in private secondary in Zaria Education Zones of Kaduna State. However, Item 5, also investigated whether attendance register encourage teacher's punctuality in school. The results showed that 3.91 mean score of principals, mean score 3.66 of teachers and 4.36 mean score of MOE officials agreed with the statements. Item 6, tries to find out whether organizing training workshops and seminars for teachers enhance teacher's punctuality. The views of the respondents showed that 3.36 mean score of principals, 3.65 mean score of teachers and 4.29 mean score of MOE officials agreed with the statements. Item 7, tries to find out whether supervision of teacher's punctuality increases acts of discipline among teachers and students. The respondents showed that 3.68 mean score of principals, 3.77 mean score of teachers and 4.14 mean score of MOE officials were in agreement with the statements. Item 8, tries to investigate whether Principal encourages

teacher'spunctuality to school by acting as a role model. The result revealed that 3.91 mean score of principals, 3.82 mean score of teachers and 4.29 mean score of MOE officials agreed with the statements. Item 9, tries to investigate whether principal's supervision of teacher's punctuality improved students' performance in their continues assessment. The result showed that 3.27 mean score of principals, 3.72 mean score of teachers and 4.36 mean score of MOE officials Agreed with the statements. Item 10, tries to find out if Supervision of teacher's punctuality helps them to develop the attitude of self-direction. The result revealed that 3.18 of principals, 3.67 mean score of teachers and 4.36 mean score of MOE officials agreed with the statements

4.4: Hypotheses Testing

The hypotheses formulated to assess the possible differences in the opinion of Principals, Teachers and MOE officials on the Assessment of Instructional Supervisory Role Performance of Principals in Private Secondary Schools in Kaduna State, Nigeria. A test was formulated along the specific objectives and research questions of the study. The tests were conducted as follows:

4.4.1Hypothesis 1

HO1: There is no significant difference in the responses of Principals, teachers, and officials of the ministry of education on the supervisory roles of principals in teacher's lesson plan in private Secondary Schools in Kaduna State. This hypothesis was tested using Analysis of Variance (ANOVA) to test for significance of difference in the responses of principals, teachers and MOE officials on the supervisory role performance of principals in teachers' lesson plan in private Secondary Schools in Kaduna State, Nigeria. The summary of the result is as shown in the table.11

Table 4.6: Summary of Analysis of Variance (ANOVA) on Supervisory Roles of Teacher's Lesson Plan in Private Secondary Schools in Kaduna State, Nigeria.

Status	Sum of Square	Df	Mean Square	F	Probability	F. critical
Between group	394.780	2	197.390	2.626	.074	3.23
Within group	28785.344	383	75.158			
Total	29180.124	385				

Table 11 shows f-ratio value (2.626) at 2 df 383 and at the level 0. 001. The critical value (3.23) is greater than f. ratio values (2.626), The probability level of significance P(.074) is greater than 0.05. This means that there is no significant difference in the opinions of principals, teachers and officials of the ministry of education on Principal role on lesson plan in private Secondary Schools in Kaduna State. .Therefore, the null hypothesis is retained.

4.4.2 Hypothesis 2

HO2: There is no significant difference in the opinion of principals, teacher and officials of the ministry of education in the supervisory roles of principals' on classroom visitation in private Secondary Schools in Kaduna State.

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significance of difference in the opinion principals, teachers and MOE officials on the supervisory role performance of principals in classroom visitation in private Secondary Schools in Kaduna State, Nigeria. The summary of the result is as shown in the table.12

Table 4.7:Summary of Analysis of Variance on Supervisory Roles of Principals on Classroom Visitation in Private Secondary Schools in Kaduna State

Status	Sum of Square	Df	Mean Square	F	Probability	F. critical
Between group	501.718	2	250.859	3.996	.019	3.23
Within group	24040.865	383	62.770			
Total	**24542.582**	**385**				

Table 12 shows f-ratio value (3.996) at 2 df 383 and at the level 0.05. The critical value (3.23) is less than f. ratio values (3.996), The probability level of significance P(.019) is less than 0.05. This means that there is a significant difference in the opinions of principals, teachers and officials of the ministry of education between the roles of supervision of principals and classroom visitation in private Secondary Schools in Kaduna State. Therefore, the null hypothesis is rejected

Table 4.8: **Summary of Scheffe's Multiple Comparison Test on Supervisory Roles of Principals and Classroom Visitation in Private Secondary Schools in Kaduna State.**

Respondents	N	Mean
Principals	22	35.6364
Teachers	350	37.7800
Zonal Office Staff	14	43.1429

As indicated in Table 13 the mean score of Principals was found to becloser to that of Teachers, implying that the difference between the two

respondents was not significant. However, the mean score of Ministry of Education Officials was found to be higher than that of Principals and Teachers.This implies that theMinistry of Education Officials differs significantly in their responses regarding the classroom visitation in private Secondary Schools in Kaduna State.

4.4.3 Hypothesis 3

3 HO3: There is no significant difference in the responses of principals, teachers and officials of the ministry of education in the supervisory roles of principals on the use of instructional materials in private Secondary Schools in Kaduna State.

The hypothesis was tested using Analysis of Variance (ANOVA) to test for significance of difference in the responses of principals, teachers and MOE officials on the supervisory role performance of principals in teacher's use of instructional materials in private Secondary Schools in Kaduna State, Nigeria. The summary of the result is as shown in the table.14

Table 4.9: Summary of Analysis of Variance on Supervisory Roles of Teacher's use of Instructional Materials in Private Secondary Schools in Kaduna State, Nigeria.

Status	Sum of Square	Df	Mean Square	F	Probability	F. critical
Beween group	370.923	2	185.462	2.818	.061	3.23
Within group	25204.558	383	65.808			
Total	**25575.482**	**385**				

Table 14shows that f-ratio value (2.818) at 2 df 383 and at the level 0.05. The critical value (3.23) is greater than f.ratio values (2.818), the probability level of significance P (.061) is greater than 0.05. This means that there is no significant difference in the opinions of principals,

teacher and officials of the ministry of education between the roles of principals' supervisory roles and use of instructional materials and in private Secondary Schools in Kaduna State. Therefore, the null hypothesis is retained.

4.4.4 Hypothesis4

Null Hypothesis 4: There is no significant difference in the responses of principals, teacher and officials of the ministry of education in the supervisory roles of principals on teacher's punctuality in private Secondary Schools in Kaduna State.

This hypothesis was tested using Analysis of Variance (ANOVA) to test for significance of difference in the opinion of principals, teachers and MOE officials on the principal's supervisory role performance of teacher punctuality in private Secondary Schools in Kaduna State, Nigeria. The summary of the result is as shown in the table below.

Table 4.10: Summary of Analysis of Variance on Supervisory Roles of Teacher's punctuality in private Secondary Schools in Kaduna State

Status	Sum of Square	Df	Mean Square	F	Probability	F. critical
Between group	485.428	2	242.714	3.634	.027	3.23
Within group	25583.007	383	66.796			
Total	**26068.435**	**385**				

Table 15 shows f-ratio value (3.634) at 2 df 383 and at the level 0.05. The critical value (3.23) is less than f.ratio values (3.634). The probability level of significance P(.027) is less than 0.05. This means that there is a significant difference in the opinion of principals, teacher and officials

of the ministry of education between the roles of principals' supervisory roles and teacher's punctuality in private Secondary Schools in Kaduna State. Therefore, the null hypothesis is rejected

Table 4.11: Summary of Scheffe's Multiple Comparison Test on Principals' Supervisory Roles and Teacher's Punctuality in Private Secondary Schools in Kaduna State.

Respondents	**N**	**Mean**
Principals	22	35.9091
Teachers	350	37.3657
Zonal Office Staff	14	43.0000

As indicated in Table16 the mean score of Principals was found to becloser to that of Teachers, implying that the difference between the two respondents was not significant. However, the mean score of Ministry of Education Officials was found to be higher than that of Principals and Teachers.This implies that the Ministry of Education Officialsdiffers significantly in their responses regarding the principals' supervisory roles and teacher's punctuality in private Secondary Schools in Kaduna State.

TABLE: 4.12: SUMMARY OF THE HYPOTHESIS TESTED

		Statistics	Results	Level of Significance	Decision	**Restate**
H0 1	There is no significant difference in the opinions of principals, teacher and officials of the ministry of education on Principal role on lesson plan in private Secondary Schools in Kaduna State.	ANOVA	The observed level of significant p.000 is greater than 0.05	0.05	retained	There is no significant difference in the opinions of principals, teacher and officials of the ministry of education on Principal role on lesson plan in private Secondary Schools in Kaduna State.
H0 2	There is no significant difference in the opinions of principals, teacher and officials of the ministry of education between the roles of supervision of principals and classroom visitation in private Secondary Schools in Kaduna State.	ANOVA	The observed level of significant p.000 is less than 0.05	0.05	rejected.	There is significant difference in the opinions of principals, teacher and officials of the ministry of education between the roles of supervision of principals and classroom visitation in private Secondary Schools in Kaduna State.
H0 3	There is no significant difference in the opinions of principals, teacher and officials of the ministry of education between the roles of principals' supervisory roles and use of instructional materials and in private Secondary Schools in Kaduna State.	ANOVA	The observed level of significant p.000 is less than 0.05	0.05	retained	There is no significant difference in the opinions of principals, teacher and officials of the ministry of education between the roles of principals' supervisory roles and use of instructional materials and in private Secondary Schools in Kaduna State.
H0 4	There is no significant difference in the opinions of principals, teacher and officials of the ministry of education between the roles of principals' supervisory roles and teacher's punctuality in private Secondary Schools in Kaduna State.	ANOVA	The observed level of significant p.000 is less than 0.05	0.05	Rejected.	There is significant difference in the opinions of principals, teacher and officials of the ministry of education between the roles of principals' supervisory roles and teacher's punctuality in private Secondary Schools in Kaduna State.

Table17, it shows that two of the hypotheses were rejected because the P.value was lower than the significant value of 0.05 while two are retained because the P.value was greater than the significant value of 0.05 set for the study. The null hypotheses can then be restated or interpreted as follows;

4.5 Summary of Major Findings

1.The study revealed that the instructional supervisory roles of principal's in teacher's lesson plan influenced their performance in private secondary schools in Kaduna state;

2.It was discovered that principal's classroom visitation influenced teacher's performance in private secondary schools in Kaduna state;

3.Principal's supervisory roles on the use of instructional materials influenced teacher's performance in teaching and learning in private secondary schools in Kaduna state; and

4. Teacher's punctuality influenced their performance in private secondary schools in Kaduna state

4.6 Discussion of Findings

Going by the study, the principals, teachers and MOE officials agreed that the supervisory role performance of principal can only be felt when teachers are dedicated to their duties, however the following findings were made; Going by the findings, the principals, teachers and MOE officials agreed that principals ensure that teachers prepare their lesson plan before going to the class to teach, also principal ensures that teachers' lesson plan is good for teaching. This is in line with Reuben (2010) who asserted that apart from serving as a teacher's guide, lesson plan helps to deepen teachers' thoughts and knowledge of the topic that he/she intends to teach. From

the findings, it is also discovered that principal gives query to the teachers who fail to write lesson plan before going to the class to teach so that it will serve as a detriment to others. In addition, principal supervision of lesson plan helps teachers to develop different methods of teaching. This is in line with Christopher (2005) who asserted that methods are the means or ways that the teacher uses to teach the students. He further stressed that the choice of methods depends on what to teach, who to teach and the level of competence.

The findings from this study showed that the principals, teachers and MOE officials agreed that principals ensure the higher the principals' use of supervisory technique of classroom visitation, the higher the teachers' job performance in terms of instructional ability, classroom discipline, communication effectiveness, teaching methods and use of teaching aids. This means that a principal's supervisory technique of visiting classrooms on regular basis to observe, not only how teachers teach, but also the total learning situation and teachers-students relationship, enhances teachers' job performance.

The result of this finding confirms the findings of Aniah (2005) who found that teachers were capable of performing at higher intellectual levels when asked to work in collaborative active situations than when asked to work individually. He added that group work, such as workshop diversified in terms of knowledge and experience contributed positively to job performance. In an earlier study, Akinwumi (2002) also asserted that 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. Similarly, this finding support the view of Schon (2005) that a workshop must be flexible in nature, organized to meet a particular need at a particular time during the year.

Going by the findings, the principals, teachers and MOE officials agreed that classroom visitation by the principal is very important with teachers' job performance. The job performances of teachers would be enhanced when principals using the various supervisory techniques adequately supervise them. From these therefore, it is very necessary for secondary school principals to ensure the utilization of the various supervisory techniques for teachers to improve their teaching capabilities and overall work performance in the school. Hence, teachers' job performance depends significantly on these techniques which have been found as basis for improvement in the quality of teacher's job performance that will result in improved students' academic achievement.

The result of this finding is in consonance with the findings of Nakpodia (2010) who was of the view that most teachers felt confident while being observed and reported that observations were not usually disruptive to classes and that teachers were even confident while being observed. However, teachers found that classroom observations were not usually helpful. These findings also support the result of Saka (2000) study on the quality of observation, that the principal was the primary source of observations. Osika (2002), in an earlier study also found that teachers tend to be committed to their duties if principals visit classroom regularly. This finding also revealed that a principal who never visits classrooms to observe teachers encourage laziness among teachers.

Going by the findings, the principals, teachers and MOE officials agreed that principals should make sure that teachers select appropriate instructional materials like textbooks, which are relevant to the curriculum content in order to facilitate students to learn easier. The use of instructional materials by teachers helps students to the great extent to understand better and faster, the subject matter. The finding revealed that the use of instructional materials make teaching and learning permanent. According to the respondents, adequate instructional teaching

materials by principals helps teachers to teach more effectively to a very great extent, it also revealed that the use of instructional materials make students actively participate in the class. The findings also revealed that the use of instructional materials helps teachers to use different methods of teaching. It was also revealed that the use of instructional materials by teachers make teaching less stressful and more enjoyable to them, and lastly, they perceived that adequate use of instructional materials suggested by teachers make students concentrate more in class is to a very great extent.

The principal monitored teachers' punctuality in the class, as indiscipline teachers that come late to school. The principal, teachers and MOE officials also agree that principal should encourage teachers' punctuality through the end of the year award to teachers who come early to school. This is in line with the view of Philip (2012) who says giving prizes and award to teachers who resume work early is a great honour that can make other teachers to emulate the habit of being in school early. Also organizing training and seminars for teachers can help to enhance their punctuality to school and principal as the head of the school has to constantly make provision for workshops and seminars on punctuality. Principals can use attendance register in monitoring teachers' punctuality. This is in line with Miller (2009) who asserted that the principal should have attendance record of teachers through their daily entry into the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary, conclusions, recommendations and suggestions for further studies of the study.

5.2 Summary

This study assessed the instructional supervisory role performance of principals in private secondary schools in Kaduna State and it was structured in to five chapters in order to effectively carry out this research. Chapter one presented the background to the study, objectives of the study, statement of the problem, research questions, research hypotheses, basic assumptions, significance of the study, and scope of the study. The study is significant as it will provide adequate information an insight for the Ministry of Education on educational matters, not only this, but also provides quality service delivery to the students for better performance in their general assessment and to school proprietor or Director of private secondary schools in Kaduna State.

Chapter two of this study provides the review of the related literature; various concepts and studies relevant to the study were reviewed. Among those reviewed were: meaning of supervisory role, Concept of Principal, Roles of Principals, Concept of Supervisions, Functions of Supervision, challenges Against Effective Instructional Supervision in Secondary Schools in Nigeria, lesson plan supervisory role of principals, Use of Instructional materials Supervisory Role of principals, Classroom Visitation Supervisory Roles of Principal, principal supervisory role of teacher punctuality and Empirical study of the research was also done.

The study described the methodology used in chapter three, which primarily relates to the ways in which the researcher structures a research project based on objectives of the study. The main design adopted for the study is survey research design. The population of the study is 72principals, 1,168 teachers and 14 MOE officials' Questionnaire was used to gather the responses from the principals, teachers and MOE officials. The questionnaire was designed using the five Likert rating scale. The data analysis was carried out using Analysis of Variance (ANOVA) for null hypotheses stated in chapter one of the study at 0.05 alpha level of significance. The responses were further subjected to statistical inferences that led to a decision on the inquiries made.

However, chapter four of this research consists of data presentation and analysis. Bio data of the respondents especially their statuses, gender, educational qualifications and year of working experiences were discussed. Opinions of respondents in respect of research objectives as well as presentation of opinion there in tabular forms were discussed. The hypotheses of the research were also discussed together with presentation of analysis of variance in tabular forms. Out of the four null hypotheses, two were retained while two null hypotheses were rejected. At the tail ends of the chapter, summary of major findings and discussions of findings. The final chapter of this research work consists of summary, conclusion; recommendations, suggestions and contribution of the research work to knowledge were discussed.

5.3 Conclusions

Based on the findings from this study, the following conclusion can be drawn. It could be deduced that supervisory role performance of principal enhances punctuality of teachers and students. All the principals, teachers and MOE officials held the opinion that:

1. Supervision of teachers' lesson plans by principal's influence teachers to be more effective in their teaching.
2. In the opinion of the respondents Principals classroom visitation influence teachers to perform better in classroom and help them to prepare for difficult topics.
3. In the opinion of the respondent's supervision of teacher's use of instructional materials by principal's influences teachers to illustrate points and abstract ideas thereby helping students to understand better.
4. In the opinion of the respondent's supervision of teachers' punctuality by Principals influences teachers to develop right attitude towards teaching and thereby improving teaching and learning in private secondary schools in Kaduna State.

Proper supervision of principal on teachers 'lesson plan, classroom visitation, instructional materials and teacher's punctuality will go a long way to improve the students' ability to comprehend what they are taught. It can also be concluded that as principals discharge their supervisory role in supervising teachers, they will performance their duty very well.

5.4 Recommendations

These recommendations are made with the hope that government, MOE official principals, teachers, students, researchers, school owners and all stakeholders in the educational sectors will use in assisting both private and public secondary school's principals in Kaduna State and Nigeria in general at improving their supervisory roles performance. From the analysis of the data collected for this study and result of the tested hypotheses, the following recommendations are made:

The following recommendations are made based on the findings of the study.

1. Educational administrators and school owners should organize seminars workshops and in service to educate principals of both private and public secondary schools on the current and new format of writing lesson plan and improving on their instructional supervision abilities in the school system. Principals should always check or mark teacher's lesson plan every day before going to the class to teach;
2. Efforts should be made by the educational administrator, MOE officials, school owners and Principals of both private and public secondary schools in the state to improve on the exiting level of performance in the area of classroom visitation in schools. He should also visit the classes during lesson so that he will see what teacher teaches in the classroom.
3. Instructional materials like textbooks needed for effective teaching and learning should be made available to schools and adequately supervised by the principals and utilized by the teachers.
4. Principals of secondary schools should have the necessary skills on their supervisory role to enable them improve punctuality of teachers and to reduce rate of late coming among teachers and students.

5.5 Suggestions for further studies

Every research is an attempt to bring out a new dimension of knowledge, it is how often inconclusive in itself, and there are always gaps to be filled in order to have a holistic view of a dimension in question. Therefore, the following areas are suggested for subsequent researchers.

1. A similar study should be conducted in other parts of the state to see if similar findings can be obtained.

2. Another Study should be conducted on the supervisory techniques that can be used by the Principal to enhance effective supervision of teachers in both private and public secondary schools in Nigeria.
3. A Study should be conducted on the impact of leadership styles of Principal on Teachers' commitment to work in both private and public secondary schools.

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APENDIX A

Questionnaire on Influence of Instructional Supervisory Role of Principals on teacher performance in Private Secondary Schools in Kaduna State, Nigeria.

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

10th August, 2016

Dear Respondent,

REQUEST LETTER

I am a post-graduate student in Ahmadu Bello University Zaria. I wish to solicit for your assistance in collecting data on the assessment of instructional Supervisory role performance of Principals in Private Secondary Schools in Kaduna State, Nigeria.

This research work is purely for academic purpose(s), all information provided in the questionnaire will be treated with utmost confidentiality. Your sincere response will help in solving some of the problems of education in the study area. Thank you in anticipation of positive response.

Yours faithfully,

Abdullahi M. Tatabu

SECTION A: BIO-DATA

Please tick in the appropriate box ( ) that relate to you.

1. Gender: (a) Male ( ), (b) Female ( )

2. Status: (a) Principal ( ), (b) Teacher ( ), (c) Zonal Official ( )

3. Educational Qualification: (a) Master's Degree ( ), (b) First Degree ( ), (c) NCE ( ), (d) Other(s) Specify ……

4. Years of Experience: (a) 1-5 ( ), (b) 6-10 ( ), (c) 11-15 ( ), (d) 16 & Above

SECTION B

Tick in the appropriate column that suit your opinion

Supervisory Roleof Principals on Teacher's Lesson Plan in Private Secondary Schools in Kaduna State, Nigeria.

S/N	Item Statements	Strongly Agee	Agree	Undecided	Disagree	Strongly Disagree
1.	The Principal's Regular Supervision of lesson plan makes teaching and learning process easier.					
2.	The Principal's Supervision of lesson plan enhances the quality of teaching and learning process.					
3	Supervision of lesson plan by the principal helps to boost the confidence of the teachers in discharging their duties.					
4	The Principal's Supervision of lesson plan help teachers write comprehensively					
5	Supervision of lesson plan assists teachers to give class work or homework to students.					
6	Supervision of lesson plan assists teachers to identify the best instructional materials to be used for the teaching process.					
7	Regular Supervision of lesson plan by the principals will make teaching and learning more effective.					
8	Supervision of lesson plan helps teachers to improve their teaching technique.					
9	Principals give query to teachers who fail to write lesson plan before going to the class to teach.					
10	The Principal's Supervision of lesson plan helps teachers to develop different methods of teaching in class.					

Supervisory Role of Principals in Classroom Visitation in Private Secondary Schools in Kaduna State, Nigeria

S/N	Item Statements	Strongly Agee	Agree	Undecided	Disagree	Strongly Disagree
11	Principals' classroom visitation serves as means of checking teachers late coming.					
12.	The classroom visitation by the principals increases the act of discipline among teachers and students.					
13.	Visitation of classroom by the principals during lesson periods serves as a way of helping teachers to prepare for difficult topics.					
14.	Principal's classroom visitation during lesson enhances quality of teaching.					
15.	Classroom visitation by the principals reduces absenteeism among teachers and students					
16.	Principal's classroom visitations during lesson improve teachers' performance in class.					
17.	Classroom visitations make principals to understand competent and hardworking teachers in the school.					
18.	Visiting classroom during lesson help teachers to develop interest in teaching profession.					
20.	Regular classroom visitation helps teachers use relevant instructional materials on a particular topic.					

Supervisory Role ofPrincipals in Teachers use of Instructional Materials in Private Secondary Schools in Kaduna State, Nigeria and

S/N	Item Statements	Strongly Agee.	Agree	Undecided	Disagree	Strongly Disagree
21.	Regular principals supervision of instruction materials makes leaning permanent					
22.	Supervision of instructional materials by the principal helps teachers to use appropriate materials in the classroom.					
23.	Regular principal's supervision of instructional materials encourages teachers to use appropriate instructional materials in teaching process.					
24.	Principal's supervision on the use of instructional materials helps teachers to give good explanation in the lesson.					
25.	Regular principal's supervision of instructional materials makes teaching and learning easier.					
26.	Principal's supervision of instructional materials helps teachers to prepare fully for the lesson.					
27.	Regular principal's supervision on the use of instructional materials increases active participation in the class.					
28.	Principal's supervision on the use of instructional materials makes teaching less stressful and more enjoyable to the teacher.					
29.	Regular principal's supervision on the use of instructional materials helps students understand the concepts easier					
30.	cc Principal's supervision on the use of instructional materials helps teachers to develop different methods of teaching.					

Principal supervisory role performance in teacher punctuality in private Secondary Schools in Kaduna State;

S/N	Item Statements	Strongly Agee.	Agree	Undecided	Disagree	Strongly Disagree
31.	Supervision of teacher's punctuality serves as a means of checking truancy among teachers and students.					
32.	Supervision of teacher's punctuality helps them to attend their classes on time.					
33.	Supervision of teacher's punctuality helps them to develop good attitude towards teaching profession.					
34.	Supervision of teacher's punctuality helps them to perform better in class.					
35.	Attendance register encourage teacher's punctuality in school.					
36.	Organizing training workshops and seminars for teachers enhance teacher's punctuality					
37.	Supervision of teacher's punctuality increases acts of discipline among teachers and students.					
38.	Principal encourages teacher's punctuality to school by acting as a role model.					
39.	The principals supervision of teacher's punctuality improved students performance in their continues assessment.					
40.	Supervision of teacher's punctuality helps them to develop the attitude of self-direction.					

APENDIX B.

POPULATION OF PRIVATE SECONDARY SCHOOLS IN ZARIA EDUCATIONAL ZONE.

S/N	Name of Private Secondary Schools	Number of Principals	Number of Teachers	Number of Zonal Office Officials
1.	Progress Heights Int'l School	1	22	14.
2.	Royal College Zaria	1	25	
3.	Triumph comprehensive College	1	17	
4.	Haske Secondary Sch.	1	10	
5.	First Baptist High School	1	25	
6.	Goodwill Int'l School Zaria	1	19	
7.	Top Spring Secondary School	1	15	
8.	Success Academy Zaria	1	15	
9.	Victory Secondary School Zaria	1	12	
10.	Golding Height Comp. School	1	22	
11.	Destiny Success School	1	14	
12.	Christ Apostolic Chuch Sec. Sch.	1	10	
13.	Premier High School	1	27	
14.	Thebow Secondary School	1	32	
15.	Great Hall Mark Int'l School	1	25	
16.	Abuhurayrah Int'l College	1	22	
17.	Dagama Legacy	1	15	
18.	Williams Secondary School	1	18	
19.	Aunty Grace	1	12	
20.	Maude Int'l School	1	16	
21.	C. T. C. Academy	1	14	
22.	Judy School	1	16	
23.	Great Vintage Int'l School	1	14	
24.	Buks Int'l Sec. School	1	22	
25.	Zaria Int'l School	1	15	

26.	Contemporary Life Sec. Sch.	1	18
27.	ST. Barth School	1	24
28.	Baba Ahmad Memorial School	1	16
29.	Great Standard	1	10
30.	Umrabs School	1	10
31.	LawalAliyu Academy	1	20
32.	Demonstration Sch. F.C.E.	1	26
33.	Demonstration Sch. N.B.P.Z.	1	24
34.	Gaskiya Central School	1	10
35.	Basic School	1	15
36.	ST. Andrew Anglican Sch.	1	11
37.	Sheik Abubakar Gumi Sch.	1	26
38.	Albani Science Academy	1	20
39.	Folake Schools	1	12
40.	Alhuda Center for Islamic &Sci	1	10
41.	Al-azhar Academy	1	16
42.	Brighter Future	1	12
43.	Aziki Int'l College	1	18
44.	AmeerJafar Memorial School	1	14
45.	City Academy Zaria	1	18
46.	Kai new Era Int'l School	1	14
47.	Yung Star Academy Zaria	1	11
48.	Great Cadex Int'l School	1	11
49.	Citizens Success Schools	1	14
50.	Comprehensive College Zaria	1	18
51.	Sardauna Memorial School	1	15
52.	Standard Academy	1	12
53.	Royal Imt'l School	1	16

54.	Zion Int'l School	1	17
55.	Pride Academy School	1	20
56.	Gigs Academy	1	15
57.	IbnTemiyyah Model Sch.	1	11
58.	Jama'atu Flag Center	1	20
59.	Apex Int'l School	1	16
60.	Dahiru memorial School	1	10
61.	Greater Tomorrow Academy	1	13
62.	Integrated Child New School	1	10
63.	Musbahuddeen Islamic School	1	15
64.	Alheri Academy	1	12
65.	Wisdom School	1	11
66.	National Academy	1	14
67.	Ecwa School Wusasa	1	15
68.	Jama'atu Girls College	1	17
69.	25Alhazawa Academy	1	15
70.	BakoZuntu School	1	12
71.	IbnSalawuddeen	1	20
72.	Geabyon Int'l School	1	18
	TOTAL	72	1,168

Source: Zaria Zonal Education Office and Kaduna State Private School Board (2015)