

**IMPACT OF SCHOOL-BASED SUPERVISION ON TEACHERS' PERFORMANCE  
IN PUBLIC SECONDARY SCHOOLS IN SAPELE EDUCATION ZONE, DELTA  
STATE, NIGERIA**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE  
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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,  
FACULTY OF EDUCATION,  
AHMADU BELLO UNIVERSITY,  
ZARIA, NIGERIA**

**OCTOBER, 2018**

## **DECLARATION**

I hereby declare that this dissertation entitled “Impact of School-Based Supervision on Teachers’ Performances in Public Secondary Schools in Sapele Education Zone, Delta State, Nigeria” was carried out by me in the Department of Educational Foundations and Curriculum. The information obtained from the literature was duly acknowledged in the list of references.

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Comfort Ngozi AKARAKIRI

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Date

## CERTIFICATION

This dissertation titled “Impact of School-Based Supervision on Teachers’ Performance in Public Secondary Schools in Sapele Education Zone in Delta State, Nigeria” submitted by Comfort Ngozi AKARAKIRI, meets the regulation governing the award of Degree of Master of Education (Educational Administration and Planning) in the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria and approved for its contribution to knowledge and literary presentation.

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## **DEDICATION**

This work is dedicated to my beloved husband, Engr. O. Akarakiri and Daughter, Bumi, who were there for me throughout this course of study.

## **ACKNOWLEDGEMENTS**

My appreciation goes to Almighty God who in His infinite mercy saw me through this course of study. My sincere and profound gratitude goes to my Husband Engr. Akarakiri and my daughter Bumi for the care and love they have always shown me. I wish to express my humble gratitude to my noble supervisors; Dr. A. A. Igunnu and Prof. B.A. Maina, for their uncommon support, patience, time and encouragement. My special thanks to my able lecturers Dr. E.I.Makaju, Dr. A.A.Dada, Dr. A.M. Jumare, Dr. M.I. Harbau, and Dr. A. Guga, for the training given to me during this course of study. I will not fail to acknowledge late Dr. M.O. Dare who imparted much in me. May your soul rest in peace sir.

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## ABSTRACT

The study determined the Impact of School-Based Supervision on Teachers' Performance in Public Secondary Schools in Sapele Education Zone in Delta State, Nigeria. The study has five objectives which includes: determine the impact of Principals' assessment of lesson plans, class visitation, assessment of scheme of work, Teaching Facilities, Learning Facilities on the performance of teachers in Secondary Schools in Sapele Education Zone, Delta State. In line with the stated objectives, five research questions and five hypotheses were formulated for the study. The study used descriptive survey research design, with the total population of 943. Stratified random sampling method was used, 295 respondents were used as sample of the study. Data collected from the respondents were obtained using structured questionnaire. This instrument was validated and pilot tested and a reliability index of 0.85 was obtained. Data gathered from the field were analysed using mean and standard deviation for research questions, while t-test was used for hypotheses at 0.05 level of significance. Findings of the study among others revealed that principal ensure that lesson plan/note developed by teachers create specific knowledge and skills that learners acquire and use at the end of the lesson in most secondary schools in Sapele Education Zone. Also, principal always asked for reports of scheme of work at the end of the week and inspect the scheme of work covered by the teachers in most secondary schools in Sapele Education Zone. The study concluded among others that supervision of lesson plan by principal has helped teachers to be up to date with subject matter. The study recommended that: internal supervision should be frequently conducted in secondary schools in Sapele Education Zone in Delta State and Nigeria in general so as to improve teaching and learning process and regular classroom visitation should be carried out in schools in order to help teachers' keep-abreast with modern trends in teaching.

## **Operational Definition of Terms**

**Supervision:** It is regarded as a process of enhancing professional growth of teachers, the curriculum, and improving teaching and learning in the class room through democratic interaction between the teacher and the supervisor.

**School-based supervision:** The supervision that is conducted in schools and that is carried out by principals, vice-principals, heads of department and senior teachers.

**Performance:** The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed.

**Secondary school:** Refers to the school system established to offer six years. Three years junior secondary school (JSS) and three years of senior secondary school (SSS), immediately after primary education , ranging from ages 11 +.

**Teacher:** Teacher is one who inculcates knowledge, skills and competence to students.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

As in many other developing countries, in Nigeria, education has been given great attention for it is the basic way of economic growth and all-rounded development for school-based supervisors and teachers, school leaders and management. School-based supervisors should improve their basic functions of inspecting teaching and learning process that aim at helping and empowering all teachers to raise their broad outcomes through instructional improvement and administration. Instruction and supervision are responsible for the highest performance of teachers in schools.

Secondary education in particular, is an important aspect of the education system that helps to elevate the manpower constraint of the nation. In Delta State, secondary schools were divided into senior and junior secondary schools b, with each school having a principal for effective supervision of instruction. This was the practice for over ten years. In September 2011, the Junior Secondary School (JSS) and Senior Secondary School (SSS) were merged together as a single school to be supervised by a principal with the assistance of two or three vice principals depending on school size. With this new arrangement, some erstwhile principals were made vice-principals. According to National Policy on Education (2004), the goals of secondary education in specific terms are:

- I. Provide all primary school leavers with the opportunity for education of a higher level irrespective of gender, social status, religion or ethnic background.
- II. Offer diversified curriculum to cater for differences in talent, opportunities for future roles.

- III. Provide trained manpower in the applied science, technology and commerce at sub professional grades.
- IV. Develop and promote Nigerian languages at the culture in the context of the world's cultural heritage.
- V. Inspire students with desire for self-improvement and achievement of excellence.
- VI. Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labor, appreciate those values specified under our broad national goals and live as good citizens.
- VII. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

To achieve the goal of supervision, the instructional supervisor generally inspects, supports, controls and motivates teachers to do their best. School-based supervision impacts positively on teachers' motivation, satisfaction, self-esteem, efficacy, sense of security and their feeling of support.

Instructional supervision embraces all activities directed specifically towards the establishment, maintenance and improvement of the teaching- learning process, strategies and providing an atmosphere conducive for teaching and learning in secondary schools. The principal as a leader of a group of teachers in a school system has a function of interacting with teachers in order to improve the learning situation for the students through instructional supervision.

Thus, adequate support and effective supervisory activities are very crucial for schools to enhance the teaching learning process. The overall objective of effective school based supervision is to enable the individual teacher to become implementer of effective teaching.

Regarding the role of supervisors, they are part of the technical level in schools. As such they are concerned primarily with teaching and learning; they are first and foremost teachers-master not administrators. Their area of expertise is curriculum and instruction; their job is to help their colleagues improve the teaching-learning process. They need an organizational structure that allows them to do this in a no threatening environment unfettered by bureaucratic requirements for control. The supervisory requirement, then of a staff position with earned, informal authority (rather than administrative authority) consist of supervisory role defined as part of the technical subsystem.

This point is illustrated in Supervision Manual of MOE (1994) as follows:

- Ensuring curriculum implementation
- Providing direct technical support to teachers
- Providing on-the -job training to teachers.
- Conducting teacher performance evaluation
- Conducting formative education program evaluation.
- Monitoring and coordination.

In Ethiopia, educational inspection which was later replaced by supervision, was started in 1941/2. The shifting of inspection to supervision (in 1962/3) was to improve the teaching learning process through strengthening of supervision by focusing on the curriculum, teaching content and methodology, and provision of professional assistance and guidance to classroom teachers.

School-based supervision is one of the processes by which school administrators attempt to achieve acceptable standard of performance and result, Nakpodia (2011). The National Policy on Education (NPE, 2004) states that “to ensure quality control in the school, it is necessary to have good teachers and supervisors”. The primary responsibility of the supervisor is to see that high standards are maintained and that schools are run in

accordance to the laid down regulations. The Ministry of Education and the Post Primary Education Board, appoints principals to improve and maintain standards in our schools, through their supervisory functions. The board appoints people who are mainly experienced in the teaching profession for the purpose of supervising the teaching-learning activities.

The Nigerian Secondary school principal occupies a unique position in the overall educational system. He is an educational leader in his own right and his influence is considerable in the educational program of the country. The principal is an agent who executes or transmits rules and regulations handed down by the Ministry of Education. The curriculum, the system of instruction and discipline are handled by him. We see principal's main task as interpretation of policy and execution of instructional program. The principal's main task is that of a leader, counselor, a guide, a psychologist, the chief communicator and the teacher of teachers (Fafunwa, 1974)

School-based supervision is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system Peretomode (2012). However the role of the principals is to facilitate the implementation of the various learning program aimed at improving the learning situation. Teachers, whether new or old on the job need necessary support in implementing the instructional programs. Principals as school heads therefore need to provide their support to teachers. They have to be involved in the implementation of instructional program by over seeing what teachers are doing with the students (Nakpodia, 2011).



Furthermore, school-based supervision is a tool to helping teachers' professional growth. The use of school-based supervision technique is a means of helping the teachers cope with the problems of large students' population and development in educational setting. School-based techniques are relevant, the techniques have been described by Peretomode, (2012) as modern strategies of supervision which can be employed by supervisors to help teachers improve on the job and also facilitate effective instruction in schools. The techniques include demonstration, classroom visitation, classroom observation, micro teaching, workshop, listening to recordings, guided practice and research.

Principals as school-based supervisors have been given the responsibility to assist teachers in schools. On the other hand, vice principals, head of departments, subject heads and other senior teachers are categorized under actors of school-based supervision, since this school-based supervisors are within the school, they are responsible to assist teachers closely and continuously for the improvement of the instruction, because teaching and learning process is a day to day activity, which is carried out by teachers in schools. The problems that teachers encounter while teaching can also be solved through school-based supervisors.

In order to bring effective education through the improved teaching and learning process, school-based supervision should be democratic, cooperative and should get serious attention in secondary schools. In the light of this, it is quite useful to access the impact of school-based supervision on performance of teachers in secondary schools in Delta State, Nigeria.

## **1.2 Statement of the Problem**

It is believed that the overall education system should be supported by instructional supervision in order to improve the teaching-learning process in general and learners' achievement in particular UNESCO (2007). School-based supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education. School based supervision focuses on teachers' professional growth to enhance the instructional practice in schools and to bring about the desired change of learning achievement for the students. In line with this, UNESCO (1999) indicated that school-based supervisory practices are significant for individual teacher's professional development, school improvement, and satisfaction of public demands.

To this end, school-based supervision should be well planned and organized to accommodate the central interest of teachers, students and the society. School-based supervision thus has much importance. According to Abebe (2014), school-based supervision is vital for the continuous professional development of teachers and the overall enhancement of quality education.

This research work is on the impact of school base supervision on the performance of teachers in secondary school in Delta state Nigeria. Presently, supervision of lesson plans by Principal has not been regular and inadequate teaching and learning facilities which have led to the poor delivery of instruction by some teachers in Delta State. Also, regular classroom visitations and assessment of scheme of work have shown that most teachers in Delta state need to be constantly monitored while in class, in order to deliver instructions effectively. The aim of this study is to investigate the impact of school-based supervision on the performance of teachers in secondary schools in Sapele Education Zone, Delta State.

To make school-based supervision more effective, collaboration should be made with various groups. As illustrated by the Ministry of Education (Abebe: 2014), the school principals, vice-principals, department heads, and senior teachers should take major responsibility in supervisory practices within their school. These responsible partners involve themselves in the regular observation of teachers, and the organizing of short-term training and experience sharing to maximize the professional competence of teachers, and thus contribute for the quality of education.

### **1.3 Objectives of the Study**

The main objective of the study is to assess the impact of school-based supervision on teachers' performance in secondary schools in Sapele Education Zone, Delta State, Nigeria. The study was set to:

1. determine the impact of principals' assessment of lesson plans on the performance of teachers in secondary schools in Sapele Education Zone, Delta State;
2. ascertain the impact of principals' class visitation on the performance of teachers in secondary school in Sapele Educational Zone, Delta State;
3. examine the impact of principals' assessment of scheme of work on the performance of teachers in secondary schools in Sapele Education Zone, Delta State ;
4. assess the impact of principals' assessment of teaching facilities on the performance of teachers in secondary schools in Sapele Education Zone, Delta State and
5. find out the impact of principals' assessment of learning facilities on the performance of teachers in secondary schools in Sapele Education Zone, Delta State .

#### **1.4 Research Questions**

The following research questions were raised to guide this study:

1. What is the impact of principals' assessment of lesson plan on the performance of teachers in secondary schools in Sapele Education Zone, Delta State?
2. What is the impact of principals' classroom visitation on the performance of teachers in secondary schools in Sapele Education Zone, Delta State?
3. What is the impact of principals' assessment of scheme of work on the performance of teachers in secondary schools in Sapele Education Zone, Delta State?
4. What is the impact of principals' assessment of teaching facilities on the Performance of teachers in Secondary Schools in Sapele Education Zone, Delta State?
5. What is the impact of principals' assessment of learning facilities on the performance of teachers in secondary schools in Sapele Education Zone, Delta State?

#### **1.5 Research Hypotheses**

The following null hypotheses were formulated for the study:

1. There is no significant difference in the opinions of principals and teachers on the impact of principals' assessment of lesson plan on the performances of teachers in secondary schools in Sapele Education Zone, Delta State;
2. There is no significant difference in the opinions of principals and teachers on the impact of principals' classroom visitation on the performances of teachers in secondary schools in Sapele Education Zone, Delta State;

3. There is no significant difference in the opinions of principals and teachers on the impact of principals' assessment of scheme of work on the performances of teachers in secondary schools in Sapele Education Zone, Delta State;
4. There is no significant difference in the opinions of principals and teachers on the impact of principals' assessment of teaching facilities on the performances of teachers in secondary schools in Sapele Education Zone, Delta State; and
5. There is no significant difference in the opinions of principals and teachers on the impact of principals' assessment of learning facilities on the performances of teachers in secondary schools in Sapele Education Zone, Delta State.

### **1.6 Basic Assumptions**

In this study, the following assumptions are made.

1. It is expected that assessment of lesson plan by the principals' will improve the performance of teachers in secondary school in Sapele Education Zone, Delta State;
2. Class room visitation by the principals' will effectively facilitate teachers' performances in secondary school in Sapele Education Zone, Delta State;
3. It is expected that assessment of scheme of work by the principals brings about improved teacher's performance in the classroom in secondary schools in Sapele Education Zone, Delta State;
4. It is assumed that assessment of teaching facilities by the principals' in schools increases the performance of teachers in secondary schools in Sapele Education Zone, Delta State; and
5. It is assumed that assessment of learning facilities by the principals' in schools increases and the performance of teachers in secondary schools in Sapele Education Zone, Delta State.

## **1.7 Significance of the Study**

The purpose of supervision is to improve instruction, to strengthen classroom management, and to ensure that the curriculum is followed. Supervision aims at helping teachers ensure effective teaching, and that all the ministry policies, rules and regulations are implemented. In the light of this, the study is believed to have the following contributions:

1. It may serve as an input for different levels of educational experts to know the current practice of school-based supervision in secondary schools.
2. It may assist the external and school-based supervisors to know their weaknesses and strengths on supervisory practices and then encourage them to give more attention to implement supervisory activities in secondary schools.
3. The study will encourage the ministry of education to lay more emphasis on school based supervision in order to boast effective teaching and learning in schools.
4. It will also enable the Parents Teachers Association (PTA), to get to know the extent at which school based supervision have impacted on the teachers as well as the students.
5. This study may serve as a springboard for other researchers who want to conduct further research in the area of supervision for effective learning and teaching.

### **1.8 Scope of the Study**

The research focuses on the impact of school-based supervision on the performance of teachers in secondary schools in Delta State of Nigeria. Due to financial and time constraint, the researcher limited the study to some selected public and private secondary schools in Sapele Education Zone, Delta State. The respondents that were used in this study are principals and teachers in the respective Education Zone.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter reviews relevant literatures related to impact of schools based supervision on the performance of teachers in secondary schools in Delta state. This was considered under the following sub-headings.

Conceptual Framework;

Concept of Supervision;

Theoretical Framework ;

Impact of Principals' Assessment of Lesson Plan on Teachers' Performance in Secondary School;

Impact of Principals' Classroom Visitation on the Performance of Teachers in School;

Impact of Principals' Assessment of Scheme of Work on Teachers' Performance in School;

Impact of Principals' Management of Teaching Facilities on Teachers' Performance in School;

Impact of Principals' Management of Learning Facilities on Teachers' Performance in School;

Challenges of School-Based Supervision;

The School-based Supervisory Roles of Principals;

Purpose of School Supervision;

Principles of Supervision;

Techniques of School Supervision;

Areas of School Supervision;

Qualities of a Supervisor;



Roles and Responsibilities of Supervisor;

Empirical Studies; and

Summary

## **2.2 Conceptual Framework**

This research is expatiated under the following conceptual framework that includes; meaning of supervision, meaning of school-based supervision, and meaning of performance.

### **2.2.1 Supervision**

The term “supervision” has been given different definitions, but from an educational view, the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative impact to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach & Reinhartz, 2000).

Similarly, Glickman *et al.* (2004) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.

According to Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students. On the other hand, supervision is considered as: Any service for teachers that eventually results in improving instruction, learning and the curriculum. It consists of positive, dynamic, democratic actions designed to improve instruction through the continued growth of all

concerned individuals- the supervisor, the teacher, the administrator, and the parent Ross & Dean (1980).

The practices and challenges of Instructional supervision is a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance Beach &Reinhartz (2000). On the other hand, Igwe (cited in Enaigbe, 2009) indicated that to supervise means to direct, oversee; guide to make sure that expected standards are met.

As Sullivan and Glanz (2000) defined, supervision is a school-based or school-college based activity, practice, or process that engages teachers in meaningful, non-judgmental and ongoing instructional dialogue and reflection for the purpose of improving teaching and learning. As for, Association for the Development of Education in Africa [ADEA] (1998) supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results.

Chiovere (1995) supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of defects attainment of stated aims, objectives and goals of an education system at a given level. The dictionary of education as cited in Benjamin (2003) provided the most extensive definition of supervision as all efforts of designated school official toward providing leadership to the teachers and other educational workers in the improvement of instruction; involves the stimulation of professional development of teachers, the selection of educational objectives, materials of instruction, and methods of teaching, and the evaluation of instruction.

In summary, the definitions of supervision highlighted above imply that the focus of supervision in a school is mainly related with providing professional assistance for teachers, the improvement of instruction and increasing of students' learning performance.

### **2.2.2 School-Based Supervision**

School-based supervision is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system Peretomode (2012). However the role of the principals is to facilitate the implementation of the various learning program aimed at improving the learning situation. Teachers, whether new or old on the job need necessary support in implementing the instructional programs. Principals as school heads therefore need to provide their support to teachers. They have to be involved in the implementation of instructional program by over seeing what teachers are doing with the students (Nakpodia, 2011).

Furthermore, school-based supervision is a tool to helping teachers' professional growth. The use of school-based supervision technique is a means of helping the teachers cope with the problems of large students' population and development in educational setting. School-based techniques are relevant. The techniques have been described by Peretomode (2012) as modern strategies of supervision which can be employed by supervisors to help teachers improve on the job and also facilitate effective instruction in schools. The techniques include demonstration, classroom visitation, classroom observation, micro teaching, and workshop, listening to recordings, guided practice and research.

Principals as school-based supervisors have been given the responsibility to assist teachers in school. On the other hand, vice principals, head of departments, subject heads

and other senior teachers are categorized under actors of school-based supervision, since this school-based supervisors are within the school, they are responsible to assist teachers closely and continuously for the improvement of the instruction, because teaching and learning process is a day to day activity, which is carried out by teachers in schools. The problems that teachers encounter while teaching can also be solved through school-based supervisors.

In order to bring effective education through the improved teaching and learning process, school-based supervision should be democratic and cooperative and should get serious attention in secondary schools in Sapele Education Zone of Delta State, Nigeria.

### **2.2.3 Performance**

Performance is a commonly used, yet poorly defined concept in industrial and institution, Its most commonly refers to whether a person performs his job well. Despite the confusion over how it should be exactly defined, performance is an extremely important criterion that relates to organizational outcomes and success Bhuiyan (2011). Among the most commonly accepted theories of performance comes from the work of John P. Campbell and colleagues. Coming from a psychological perspective, Campbell describes performance as an individual level variable. That is, performance is something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance which are higher level variables.

Understanding one's own performance is a critical concern for any employee, and understanding the performance of employees is a critical concern for any manager. Performance is the accomplishment of work-related tasks or skills by an employee or trainee. It may refer to specific skills or to overall performance, which is also used for factors associated with success or failure in job situations (Farias, 2011).

David (2008) considers performance as the needs assessment technique under which a job analyst performs each job to get a firsthand experience of the knowledge, skills, and abilities required. He opined that it is a work performance in terms of quantity and quality expected from each employee. This shows that performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment. These definitions of performance includes behaviors that are within the control of employees, but it places a boundary on which behaviors are (and are not) relevant to job performance.

Individual performance is a core concept within work and organizational psychology. Over the years, researchers have made progress in clarifying and extending the performance concept Campbell (1993). Moreover, advances have been made in specifying major predictors and processes associated with performances in organization. With global changes influencing productivity within organizations today, the performance concepts and performance requirements are undergoing changes as well Ilgen & Pulakos (2009). Despite the great relevance of individual performance and the widespread use of performance as an outcome measure in empirical research, relatively little effort has been spent on clarifying the performance concept. Still, in 2000, Campbell described the literature on the structure and content of performance a virtual desert.

However, in the past few years, it can be seen that there are increasing interests in developing a definition of performance and specifying the performance concept. Authors agree that when conceptualizing performance one has to differentiate between an action (i.e., behavioral) aspect and an outcome aspect of performance Campbell (1993). The behavioral aspect refers to what an individual does in the work situation. Not every behavior is subsumed under the performance concept, but only behavior which is

relevant for the organizational goals. Performance is what the organization hires one to do, and do well Campbell (1993).

Thus, performance is not define by the action itself but by judgmental and evaluative processes Ilgen & Schneider (2001). Moreover, only actions which can be scaled, i.e., measured, are considered to constitute performance Campbell (1993). The outcome aspect refers to the consequence or result of the individual's behavior. The above described behaviors may result in outcomes such as numbers of engines assembled, pupils' reading proficiency, sales figures, or number of successful heart operations. In many situations, the behavioral and outcome aspects are related empirically, but they do not overlap completely. Outcome aspects of performance depend also on factors other than the individual's behavior.

In practice, it might be difficult to describe the action aspect of performance without any reference to the outcome aspect. Because not any action but only actions relevant for organizational goals constitute performance, one needs criteria for evaluating the degree to which an individual's performance meets the organizational goals. It is difficult to imagine how to conceptualize such criteria without simultaneously considering the outcome aspect of performance at the same time. Thus, the emphasis on performance being an action does not really solve all the problems. Moreover, despite the general agreement that the behavioral and the outcome aspect of performance have to be differentiated, authors do not completely agree about which of these two aspects should be labeled performance. However, this study follows the suggestion of Campbell, (1993) and refers to the behavioral aspect when we speak about performance.

#### **2.2.4 Lesson Plan**

Adentiwi (2010) holds it that lesson plan can be liken to be the “statement of achievements to be realized, and the specific means by which these are to be attained as a result of the activities engaged in day by day under the guidance of the teacher.” This definition shows a change to emphasis. In the past, the teacher emphasized knowledge as an end in itself. Today lessons are means of acquiring desirable habits, attitudes, and skills that will lead to the social and personal development of the individual. The spotlight is on the child with the teachers in the background, serving as guide. Attention is focused on activities of the learner rather than on the subject matter itself.

Herbert (1841) defines lesson plan as the [teacher](#)'s detailed description of the course of instruction, or 'learning trajectory' for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Lesson plan serves as a guide to the teacher while teaching a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached ([test](#), worksheet, [homework](#), etc). He said that details of lesson plan may vary depending on the following

- i. Preference of the teacher.
- ii. Subject being covered.
- iii. Needs of the students.

However, there might be some requirements mandated by the school system regarding the plan which differ from school to school.

#### **2.2.5 Classroom Visitation**

Classroom visitation is a process which provides a means of sharing good practice throughout a school. When used effectively it enables staff to develop greater

awareness of their own strengths and areas for development as classroom practitioners and provides a stimulus for professional dialogue amongst staff. While it contributes to the process of quality assurance, associated processes and procedures should not be shaped by disciplinary requirements. According to Herb Walberg (1995) classroom visitation is a formal or informal observation of teaching which takes place in the classroom or any other [learning environment](#). Typically conducted by an administrator (in this the Principal, Vice Principal or head of department). Classroom visitation is often used to provide teachers with constructive critical feedback aimed at improving their [classroom management](#) and instructional techniques. School administrators also regularly observe teachers as an extension of formal job-performance evaluations. Classroom visitation is a quantitative method of measuring classroom behaviors from direct observations that specify both the events and behaviors that are to be observed and how they are to be recorded. Generally, the data that is collected from this procedure focuses on the frequency with which specific behaviors or types of behavior occurred in the classroom and measure their duration.

Classroom visitations provide the teacher with a rare opportunity to draw on the experience and insight of others in order to become better teachers and a form of development projects which is designed to improve classroom instruction.

#### **2.2.6 Scheme of Work**

Scheme of work guides the teacher in planning lessons and hence facilitates the provision of learning experiences to learners. Because the scheme of work presents the time available for each subject in the term or year and topics are treated systematically (Bukar, 2013). In Nigeria, a scheme of work is a guideline that defines the structure and content of a course for the Students in Sapele Educational Zone, Delta State. It maps out clearly how resources (e.g. books, equipment, time) and class activities (e.g. teacher-talk,



group work, practical, discussions) and assessment strategies (e.g. tests, quizzes, Q&A, homework) will be used to ensure that the learning aims and objectives of the course are met successfully. It will normally include times and dates. The scheme of work is usually an interpretation of a specification or syllabus and can be used as a guide throughout the course to monitor progress against the original plan. Schemes of work can be shared with students so that they have an overview of their course.

### **2.2.7 Teaching Facilities**

Olaitan and Agusiobo (2000), teaching can be defined as an attempt to bring out desirable changes in human learning, activities and behaviour. The aim of teaching therefore, is to impact learners to make those desirable changes in their behaviour that contribute to better living. These changes are:

1. It can increase and store useful information and the understanding of basic principles in the subject matter.
2. Acquisition of skills abilities and habits for instance, psychomotor skills, the physical competence required to perform certain activities efficiently.
3. Possession of desirable attitude and ideas, such as developing satisfaction about learning outcomes or achievements obtained through the process of sharing meaning.

Saylor et al. (2011: 10) define teaching as a process whereby one person mediates between another and the substance of this world to facilitate learning. This is deceitful of teaching since everybody is accorded the status of a teacher. Besides, helping one to learn something does not make one a teacher.

Teaching facilities involves some complex activities on part of both teachers and learners in the school such as classroom, chalk board, laboratory, chairs, tables, public address system, flip charts, models, specimens and workshops.

According to Bello (2001) teaching involves activity in which the learners participate so that they can understand the process and learn.

Instructional materials of facilities are easily identified with direct teaching functions. They serve essentially as centers for learning and teaching in the school set up. Enaohwo and Efferetteya (2000) defined instructional facilities as a systematic way of designing, carrying out and evaluating the total process of learning and teaching in terms of specific, objective to bring about more effective learning”.

### **2.2.8 Learning Facilities**

Learning may be defined as a change in behaviour which is more or less permanent in nature that results from activity, training or observation. Max (2010) defines learning as “a relatively enduring change in behaviour which is the function of prior behaviour (usually called practice)”. The idea of prior behaviour connotes some formal experiences. In other words, learning may be defined as a process whereby, as a result of experience, some change in patterns of adjustment occur.

Obanya (2011) the usual psychological definition of learning is change, or modification of behavior or responses as a result of some forms of experiences.

To understand the concept of learning from the point of view of the psychologist one needs to examine key words, that is change, which implies that learning is a change of behaviour as a different person from one which he was before he went into it .this changes is the intellectual and emotional functioning which is important meaning that the learner now begins to reason in a different ways he sees a problem from a different perspective becomes increasing aware of the complexity of a particular problem and interacts in a more socially acceptable way with other people in his environment.

Learning facilities according to Afolabi (2002) refers to the site, building, furniture and equipment that contribute to a positive learning environment and quality of education for all students. The learning facilities available within an educational institution have positive relationship with the quality of teaching and learning activities which in turn leads to the attainment of goals set. The learning facilities of the school building and furniture will determine how long such will last while comfortable classroom.

### **2.3 Theoretical Framework**

The study is based on the systems theory whose proponent is Ludwig Von Bertalanffy Wendy & Mary (2006). A school as a system is composed of various parts which work in an interrelated manner for accomplishment or stated goals. A school exists in form of an open system because it receives its input from the society and it also gives out its output to the society. The school receives teachers, parents and students. The principal coordinates the activities as he performs his instructional supervision tasks. Checking of teachers records of work, students' notes and classroom observation play a major role in the realization of the institutions objectives. The teacher, students and parent as representatives of the environment influence the function of the system at a greater percentage. It is also applicable that the institution as a processing unit shapes the environment. Therefore effective instructional supervision by principals plays a major role in the success of an individual student, school and the entire community.

Systems theory: A system is defined as combination or working together of parts to achieve a purpose, a system is a complex of elements in interaction Ackoff, 1956 & Von Bertalanffy (1950). It should be noted that a system can be open or closed. Open system is applicable to secondary school supervisors because of continuous communication among elements concerned for further improvements to the systems. A system consists of inputs, processes, output, and outcomes. Inputs refer to people, raw materials,

instructional materials/learning materials, technology and capital. Processes comprise of planning, organizing, motivating, controlling, directing, leading, supervising, inspecting, and evaluating. While the output provides grades, scores, products and services. Lastly, the outcomes encompass enhanced quality, higher productivity for students, parents, clients, customers. It must be emphasized that an effective system must share feedback among the levels or components of systems. The implication of systems theory to this research topic is to wholesomely influence of supervision exercises on principal instructional role performance in secondary schools as a system to recognize head of department's interrelatedness of each of them (parts), and supervised at the right time so as to achieve good academic grades in tests and examinations.

#### **2.4 Impact of Principals' Assessment of Teachers' Lesson Plan on their Performance in School**

A lesson plan is the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached (test, worksheet, homework, etc). While there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order:

- i. Title of the lesson
- ii. Time required for completing the lesson
- iii. List of required materials
- iv. List of objectives, which may be behavioral objectives (what the student can do at lesson completion) or knowledge objectives (what the student *knows* at lesson completion)

- v. The *set* (or lead-in, or bridge-in) that focuses students on the lesson's skills or concepts—these include showing pictures or models, asking leading questions, or reviewing previous lessons.
- vi. An instructional component that describes the sequence of events that make up the lesson, including the teacher's instructional input and, where appropriate, guided practice by students to consolidate new skills and ideas.
- vii. Independent practice that allows students to extend skills or knowledge on their own.
- viii. A summary, where the teacher wraps up the discussion and answers questions
- ix. An evaluation component, a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a set of instructions to follow

A lesson plan is a teacher's detailed description of the course of instruction, or 'learning trajectory' for a lesson. A daily lesson plan that is developed by a teacher to guide class learning need to be assessed by the principals'. Details will vary depending on the preference of the teacher, subject being covered, and the needs of the students. There may be requirements mandated by the school system regarding the plan. Hassy (2014). A risk assessment where the lesson's risks and the steps taken to minimize them are documented. Analysis component the teacher uses to reflect on the lesson itself — such as what worked, what needs improving. A continuity component reviews and reflects on content from the previous lesson Herbartian Approach: John Fedrick Herbert (2012-141).

**Preparation/Instruction:** It pertain to preparing and motivating children to the lesson content by linking it to the previous knowledge of the student, by arousing curiosity of the children and by making an appeal to their senses. This prepares the child's mind to

receive new knowledge. "To know where the pupils are and where they should try to be are the two essentials of good teaching" lesson may be started in the following manner:

a. Two or three interesting but relevant questions

b. Showing a picture/s, a chart or a model

c. A situation Statement of Aim: Announcement of the statement of the lesson in clear, concise, like this "Today, we shall study the..."

2. Presentation/Development: The actual lesson commence here. This step should involve a good deal of activity on the part of the students. The teacher will take the aids of various devices, e.g., questions, illustrations, explanation, expositions, demonstration and sensory aids, etc. Information and knowledge can be given, explained, revealed or suggested. The following principles should be in mind.

a. Principle of selection and division: This subject matter should be divided into different sections. The teacher should also decide as to how much he is to tell and how much the pupils are to find out for themselves.

b. Principle of successive sequence: The teacher should ensure that the succeeding as well as preceding knowledge is clear to the students.

c. Principle of absorption and integration: In the end, separation of the parts must be followed by the combination for the understanding of the whole.

3. Association comparison: It is always desirable that new ideas or knowledge be associated to daily life situation by citing suitable examples and by drawing comparison with the related concepts. This steps is important when we are establishing principles or generalizing definitions.

4. Generalizing: This concept is concerned with the systematizing of the knowledge learn. Comparison and contrast lead to generalization. An effort to be made that students draw the conclusions themselves. It should result in student's own thinking, reflection and experience.

5. Application: It requires a good deal of mental activity to think and apply the principles learn to new situations. Knowledge when it is put to use and verified becomes clear and a part of mental make-up.

6. Recapitulation: Last step of the lesson plan, the teacher tries to ascertain whether the students have understood or grasped the subject matter or not. This is used for assessing/evaluating the effectiveness of the lesson by asking students questions on the contents of the lesson or short objectives types test to the class/to label the unlabelled sketch etc. Well-developed lesson plan/notes reflect the interests and needs of students. It incorporates best practices for the educational field. The lesson plan correlates with the teacher's philosophy of education, which is what the teacher feels is the purpose of educating the students.

## **2.5 Impact of Principals' Classroom Visitation on the Performance of Teachers in Secondary Schools**

Classroom observation is a formal or informal observation of teaching while it is taking place in the classroom. One effective mean of learning how certain teaching methods are employed in the schools, how classrooms are organized, and how students respond to the classroom environment is through classroom observation Reed & Bergemann (2005).

Classroom visitations have traditionally been conducted by administrators and senior teachers mainly for the purpose of teacher evaluation. Recently, however, more

attention has been paid to the potential uses of observation for staff-development and observational research purposes. Teacher trainers and educational researchers argue that observations can provide useful feedback to teachers, and can improve the overall effectiveness of the teaching/learning process.

There are three steps of class-visitation supervision: the preparation phase, the implementation phase, and the evaluation and reflection phase. The preparation phase includes creation of a framework and assessment instruments prepared by the supervisor, in this case, the principal. In the implementation phase, the teachers do the teaching and learning activities based on the lesson plan that have been made, and the principal will observe the teaching and learning process based on the given instruments. In the final phase, the principal evaluates the things that happened during the observation in the classroom.

Classroom observation or visitation provides stimulus and ideas for ways of exploring one's own teaching by observing other teachers and classroom in action. By having one's own teaching/classroom observed for the purpose of continued learning and exploration.(Ruth 1992).

**Reasons for Classroom visitation/ observation:**

- i. Class-room visitation Provides an opportunity for the sharing of ideas and expertise, as well as a chance to discuss problems and concerns
- ii. Get feedback on one's teaching
- iii. Develop self-awareness of one's own teaching
- iv. A component of teacher development

**Guiding Principles for Classroom Visitation or Observation**



- i. Observers need to maintain a sensitive awareness of the potential for vulnerability that inevitably accompanies any observation of teaching
- ii. The presence of a visitor inevitably affects the classroom dynamics.
- iii. Observers need to realize that the samples of data brought from the classroom are inevitably limited, and that sweeping generalizations should be avoided.
- iv. Sometimes the task will entail some preliminary collaboration and co-operation with the teacher who is going to be observed.
- v. It is important to share with the observed teacher any follow-up discussions about the lesson
- vi. The experience has to be meaningful, rewarding and non-threatening to all involved.

## **2.6 Impact of Principals' Assessment of Scheme of Work on Teachers' Performance in School**

Scheme of work guides the teacher in planning lessons and hence facilitates the provision of learning experiences to learners. Because the scheme of work presents the time available for each subject in the term or year and topics are treated systematically Bukar (2013). In Nigeria, a scheme of work is a guideline that defines the structure and content of a course for the Students in Sapele Education Zone, Delta State. It maps out clearly how resources (e.g. books, equipment, time) and class activities (e.g. teacher-talk, group work, practical, discussions) and assessment strategies (e.g. tests, quizzes, Q&A, homework) will be used to ensure that the learning aims and objectives of the course are met successfully. It will normally include time and dates. The scheme of work is usually an interpretation of a specification or syllabus and can be used as a guide throughout the course to monitor progress against the original plan. Schemes of work can be shared with students so that they have an overview of their course.

The scheme of work is condensed from the syllabus and becomes manageable for the classroom teacher. In other words, principals have a vital role in assessing how teachers prepare the scheme of work by breaking down the syllabus systematically so that it enables the teacher to cover the syllabus. The participatory role of the teachers in curriculum planning comes out clearly when developing the scheme of work. This is because the curriculum and the syllabus are prepared at the national levels of education and the examination bodies respectively Ademola (2014). At this level of planning, teachers are not usually involved. However, at the level of the scheme of work, classroom teachers become indispensable in the planning. This is because it is teachers who break down the syllabus systematically so as to enable them effectively cover the scheme of work.

## **2.7 Impact of Principals' Management of Teaching Facilities on Teachers' Performance in School**

Teaching facilities has been variously defined and sometimes used interchangeably but wrongly with instruction. This is because the role performance of principals on assessment of teaching facilities will definitely motivate the teachers to give instruction to students so that learning may occur in secondary schools in Sapele Education zones, Delta State.

Teaching can be defined as a process whereby one person mediates between another and the substance of this world to facilitate learning. This is deceitful of teaching since everybody is accorded the status of a teacher. Besides, helping one to learn something does not make one a teacher (Saylor et al.1999: 10).

- i. Class-room: this is a place where the main teaching and learning take place for effectiveness of teaching and learning process in the school.

- ii. Models: Models play a very important role as instructional facilities especially when the object under study is a human part. For example the human eye, were the students is supposed to study the external and the internal part. Ofoefuna (1990) sees a model as simple representation of the real thing. It is made in such away that it is easily recognized, as the representation of the object, it is made to represent.
- iii. Chalkboard: - The chalk board also known as black board. Chalkboard is the foundation of all other materials used in the classroom. It provides opportunity for visualization, explanation and demonstration. According to Wright (1976:66), these are much talk of the overhead projector having replaced the chalkboard.
- iv. Pictures: - It is used to bring direct-association between the object itself and foreign world. It is used to establish a direct link and also used for introducing a lesson. It consist of every type of picture representation e.g. clips from books, magazine etc
- v. Flip Charts: A flip chart is a stationery item consisting of a pad of large paper sheets. It is typically fixed to the upper edge of a whiteboard, typically supported on a tripod or four-legged easel. Such charts are commonly used for presentations. The flip chart is thought to have been invented by Peter Kent who built one to help him in a presentation.

## **2.8 Impact of Principals' Management of Learning Facilities on Teachers' Performance in School**

Learning may be defined as a change in behaviour which is more or less permanent in nature than results from activity, training or observation. Max (2010), defines learning as “a relatively enduring change in behaviour which is the function of prior behaviour (usually called practice)”. The idea of prior behaviour connotes some formal experiences. In other worlds, learning may be defines as a process whereby, as a result of experience, some changes in patterns of adjustment occur.

Learning facilities are those materials that can easily enhance effective learning in the school. With the provision, utilization and maintenance of learning facilities the student in the class will have better understanding in the learning process. These learning facilities include; computer, library, internet/ICT, microscope, projectors, video CD player, textbook, stationeries and exercise book etc.

Learning facilities play significant roles in the teaching and learning process. Agwu (2013) stated that, learning facilities is a crucial component of the entire classroom control and management; this is because the excitement usually generated by the provision, utilization and maintenance of learning facilities can generate a lot of noise, undue movement of pupils, chairs and tables but make the student participate. The Learning facilities and aid are used to supplement and complement the teacher verbal effort. (P.98). Learning facilities can be broadly classified as follows (although some facilities can be placed more than one category)

1. **Printed materials:** this involves textbooks, journals, and posters.
2. **Non printed materials:** this also includes chalk board, flannel board, models, films and projector.
3. **Audio materials/ aids:** such as radio, audio tapes, record player
4. **Visual materials or aids:** this includes pictures, charts, maps, real things, model.
5. **Audio visual materials or aids:** this include instructional or educational television
6. **Projected and electronic materials-** projected still pictures in slides, film strips, motion picture film, overhead projectors, etc.

7. **Computer:** Today, due to technological development, computer is used to aid teaching and learning. Nowadays, in the developed countries, the micro-computer is seen as powerful equipment because it appears to be capable of keeping track of individual students and responding to them, or prescribing to them, in spite of independent variation ability, learning styles and learning rate (Scalon and O'Shea, 2009).

8. **Overhead Projector (OHP):-** These are used for teaching English language subject structures such as grammatical structure, new words, reading etc. for instance, if a teacher wants to teach preposition, he/she can take a picture from a textbook, draw it on transparencies and project it. This makes the lesson interesting and easy to understand.

Aguokogbuo (2012), observes equally that “with the selections of teaching facilities, it will enable the teacher to know how suitable the content and language is to the development level of the students, if the facilities are audio-visual.” According to Agun (2008), teaching facilities “enable teachers present learning tasks and when properly used, they can help to make the participation of learners in the teaching learning process more meaningful and useful”. In the same vein, Dale (2012) is of the view that “the trend towards increasing use of resources materials is thus a broader and more interesting place”. Brown (2013) on the other hand; outlines same importance of teaching facilities as follows:

- i. To get and hold the learner's attention
- ii. To provide for a direct interaction of students with realities of social and physical environment.
- iii. To re-enforce verbal message.
- i. To promote greater acquisition and longer retentions of factual knowledge.

- ii. To provide opportunities for independent and individual learn

## **2. 9 Challenges of School-Based Supervision**

Supervision is the service provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained Glatthorn (1990). However, there are several factors which tend to militate against effective supervision of instruction in schools. Among the challenges, are:.

### **Perception of Teachers towards Supervision**

School-based supervision aims at improving the quality of children's education by improving the teacher's effectiveness. As Fraser cited in Lilian (2007), noted the improvement of the teacher learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect.

The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the supervisor and supervisee to work hand in hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2007).

Various activities push teachers to perceive supervision in negative aspect. In line with this, researches shown in UNESCO (2007) pointed out that, bitter complaints about supervisor's work further include irregular and bad planning of visits, no enough time spent in the classrooms and irrelevant advice. It doesn't mean that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one.

Teachers also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007).

### **Lack of Adequate Training and Support**

Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As it is summarised in Alhammad study cited in Rashid (2001), lack of training for supervisors, weak impact between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this, Merga (2007) pointed out, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision.

### **Excessive Workload**

The school level supervisors (principals, vice-principals department heads and senior teachers) are responsible for carrying out the in-built supervision in addition to their own classes and routine administrative tasks. Ogunu (2007) cited in Enrage (2009) revealed that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching. Supporting the above idea, Alhammad (2000) cited in Rashid (2001) in his study showed that, the supervisor's high workload, lack of cooperation from principals negatively affects the practice of supervision.

### **Inadequate Educational Resources**

There can be no effective supervision of instruction without adequate school-based materials Enaigbe (2009). Materials like supervision guides and manuals have their own impact on supervision work. As it is indicated in UNESCO (2007), these

materials are undoubtedly helpful to the supervisors themselves and to the schools, they can turn the inspection visit into a more objective exercise and by informing schools and teachers of the issues on which supervisors focus they lead to a more transparent process. On the other hand, the absence of a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. Lack of enough budget results the incapability to run supervisory activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing (Merga, 2007; UNICEF, 2007).

### **2.10 The School-Based Supervisory Roles of Principals**

Van Deventer and Kruger (2003) stated that the five basic elements of school-based supervisory roles of principals are: defining the school mission, managing the curriculum and instruction, supervising teaching, monitoring learner progress and promoting school-based climate. Budhal (2000), Van Deventer and Kruger (2003) definitions of school-based supervision imply that the Principal provides direction, resources and support the teachers as a school-based 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. 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 a school-base supervisor is his/her ability to motivate and inspire teachers with the end goal of exerting positive influence on school-based practice and ultimately learners' achievement. According to Fink and Rescink (2001), school-based leadership entails the ability of the Principal to create both intellectual and social capital. The Principal should develop a community of professional learners or a nested learning community in which teachers trust, 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 leader who leads the school community in its development to use teaching and curricular strategies that are more effective and also support teachers' effort to implement effective instruction. School-based 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 .Classroom visit for supervision is not made by a super ordinate observing a subordinate or less qualified teacher. It is not a situation whereby the expert visits the class discovers what is wrong and then directs the teacher to change certain methods of teaching. Classroom visitation is a process wherein the Principal or an external officer learns or observes what is going on in the classroom in order to be helpful to the teachers.

Durotolu, (1999). The Principal, through classroom visitation might discover something that will help the teacher improve instruction. Also, the Principal may learn

something that will be helpful in making him or her better Principal. Thus the Principal must utilize the best professional behaviour in the use of school-based supervision to improve instruction.

Wood (1979) remarked that supervision of classroom instruction enables the Principal to better understand the educational Programme, teachers and their methods of teaching, the students and their learning abilities or disabilities and to observe the teaching-learning process. The Principal should not abdicate his supervisory responsibility by delegating the school-based supervision to a subordinate in the school. Knezevich(1975) remarked that "Curriculum is what the school is about. Every school administration at every level must keep in touch with what is being taught and how much is being learned"

### **2.11 Purpose of School Supervision**

The purpose of school supervision is the promotion and development of favorable setting for teaching and learning which eventually lead to the improvement of the society. However, the primary responsibility of school inspectors to see that high standards are maintained and that schools are run in accordance with laid down rules and regulations. The ultimate aim is to improve the overall efficiency and raise the academic standards of the institutions. Specifically, the purpose of classroom instruction supervision is to help teachers to learn what their problems are and to seek the best methods of solving them be they individual or group problems. Chike-Okoli (2006) suggested that teachers should be guided to improve teaching methods and techniques, utilize newly discovered principles of group dynamics, provide for individual differences, locate and utilize community resources and evaluate their teaching competence. The purpose of supervision according to the Universal Basic Education (UBE) programmes manual (2002) cited in Chike-

Okoli (2006) can be classified into teacher improvement purposes which are geared towards:

a. **Help to Develop and Utilize Methods and Materials:** In order to effectively and efficiently carry out the teaching and learning process, we need to develop teaching aids and adopt appropriate methods to impart knowledge to ensure improvement of the students. The instructional supervisor does this by assisting the teacher to develop and direct how to utilize such methods and materials to ensure continuous progress in the students, as well as, help the teacher to do his work better.

b. **Staff Development:** It is an obvious fact that teachers need to be retrained to be able to meet and mediate the constant changing society. We need to learn new trends in details. Thus, the instructional supervisor supplies the teachers with specific information they need in order to improve the professional effectiveness of the teachers and the growth of students.

c. **Professional Guidance:** This helps to improve the conditions which affect the teaching and learning, as well as, the development and growth of students and teachers.

d. **Provide Instructional Leadership:** Odor (1995) added that instructional supervision helps solve problems of improving instructions, improving quality of education in schools, achieving educational goals, ensuring curriculum development, development of staff and evaluation of staff. Supervisor provides instructional leadership to teachers by assisting, guiding and stimulating them to be able to do their work better, improve their instructional skills, experiences and growth professionally.

e. **Attainment of Educational Objectives:** Nwosu (1997) also added that supervision is geared towards galvanizing and sensitizing of teachers for the improvement of materials, techniques and methods of instruction. This amplifies the

rationale for supervision of instruction, the enforcement of which has not only become absolutely necessary but also imperative for the attainment of educational objectives.

In connection with the above, Adewole and Olaniyi (1992) also categorise the importance or purpose of supervision as follows:

- i. Improvement of teaching and learning
- ii. Systematic effort to help students understand themselves and get in touch with their own feelings and monitor their own behavior.
- iii. Help teacher in school management.
- iv. Assessment of teaching and learning.
- v. Identifies and encourage good qualities possessed by teachers.
- vi. Examines continuously school instructional goals and assesses teacher's performance in meeting such goals

## **2.12 Principles of Supervision**

The basic principles of educational supervision by Ajayi (1986) include the following:

**Purposiveness:** The need for a set purpose makes it mandatory for the agents concerned with the exercise to determine at the beginning of a teaching programme what is to be considered "poor" or "excellent". This will enhance objectivity and productivity.

**Plan:** Supervision of instruction must be planned. The supervisor should know how, when, what and where to launch his activities.

**Diversity:** Supervisor should give room for the diversification of supervision. He / she should allow for intelligent creativity since too much control or coercion could lead to formalism and resentment and may create confusion.

**Dialectical Relation:** Supervision should be cyclic in nature. It should provide a feedback both to the teachers as well as to the supervisor. The democratic and

cooperative nature of supervision should be geared towards making the teacher become cognizant of the need for improvement.

**Code of Conduct:** Supervisor should ensure that he/she appears decent, responsible and respectable that he is punctual to school arriving in time, take part in the morning assembly, that he/she introduces himself/ herself to the school head explaining the purpose of his visit, and that he concentrates on the particular aspect of the school he/she intends to inspect thus avoiding the tradition to cover too wide ground in a day.

**Principle of Adequate Information for Employees:** A newly recruited staff needs to know the history, objectives, roles, operation and career policies of the organization as contained in the organization's handbook. He should have access to the annual report and condition of service. The supervisor should tell the new staff his/her specific schedule of duties, level of authority and his/her immediate supervisor. He or she needs to be adequately informed about when, where and how he gets paid, the resumption and closing hours of work, the break period, annual leave, casual leave etc.

**Principle of Guidance:** The supervisor owes it a duty to guide job incumbents on how, what, where and when to carry out their duties. This is ensured through close monitoring and supervision. Personality improvement is important in an organization because it seems to reflect the image of the organization for which they work.

**Principle of Effort Recognition and Reward:** Recognition and reward for good work done when carried out promptly and publicly serves as morale booster for other staff. According to Opinmi (2011), the following are some ways in which the supervisor could acknowledge the good work of his staff:

- i. Prompt acknowledgement and recognition of job in the presence of others.
- ii. Follow up with a formal letter of commendation and making sure that the letter gets into his/her personal file.

- iii. Giving a certificate of merit to such a staff.
- iv. Giving a bonus of cash reward.

**Principle of Constructive Criticism:** The main task of the supervisor is to motivate his staff to operate at their fullest possible capacity. Criticism should be done constructively and privately while good work should be recognized. Poor work deserves some attention as well.

**Principle of Encouragement:** The supervisor owes it a duty to encourage the staff to thirst for new knowledge and continue to search for new ways of carrying out their duties. This is because it has a multiplier effect on both the supervisor and the organization. Education is lifelong to enable the staff solve new problems. This is done through reading, discussion with senior colleagues, seminars, workshops, trainings, re-training programmes etc.

**Principle of Networking:** A good supervisor develops team spirit and networks with other supervisors or senior officers within or outside the organization to tap from their wealth of experience. This will help him/her to perform better.’

**Principle of Objectivity:** Both internal and external supervisors should be objective in their sense of judgment and decision making process. Objectivity will endear them to their subordinates.

**Principle of Tact** Diplomacy is needed in dealing with subordinates and superordinates. Open confrontation which may degenerate into act of insubordination should be avoided as much as possible.

### **2.13 Techniques of School Supervision**

Opinmi (2011) identified the following techniques of supervision as:

- i. **Compilation of Information:** Information about the members of staff such as academic qualifications, habits, attitudes, beliefs, aspirations, social life, family

backgrounds etc. are to be compiled. Other information could be obtained through discussion with them. Staff members are likely to cooperate and make necessary sacrifice if they are treated with courtesy and respect.

**ii. Conflict Management:** Conflict is bound to occur in an organization and could emanate from individuals or groups. Supervisor should learn to listen to both sides involved so as to gather relevant information that can help to settle the conflict. In case, the supervisor cannot competently handle the conflict, it should be referred to the immediate boss or to the management for necessary or immediate action. Whatever decision that is taken to resolve a conflict must be seen by all as being fair and impartial.

**iii. Communication with Staff:** It is important for the supervisor to master ways of communicating effectively with the supervisees in a way that will readily secure subordinate compliance. This is better achieved by reasoning together rather than by giving order. Certainly, there are occasional situations when authority is maintained with a clear directive in which directive actions are necessary.

**iv. Concise Decision - Making Process:** The supervisor has a key role to shape the decision as his/her position is the primary position for the management of decision. He/she operates between the staff and the management. When he/ she are expected to make decision, it should be done promptly and judiciously as soon as he or she affirms his authority to make such decision.

**v. Constructive Criticism of Staff:** Unfair criticism or aggressive tone by supervisor tends to generate resentment in workers. It is better to have a viable option recommended to the workers to correct his mistakes than to have unhealthy and unpalatable criticism.

## **2.14 Areas of School Supervision**

The following are some of the basic areas of school supervision that will ensure improvement on the teaching and learning process according to Adu (2014):

- i. **Developing Curriculum:** This has to do with the designing or redesigning of that which is to be taught, by whom, when, where, how and in what pattern. Developing curriculum guides, establishing standards, planning instructional units and instituting a new course and examples of this task area.
- ii. **Organizing Instruction:** This is the making of an arrangement whereby student-teacher' space and materials are related, to time and instructional objectives in coordinated and efficient ways. Grouping of students, planning class schedules, assuring spaces, allocating time for instruction, scheduling, planning events and making arrangements for reaching teams are examples of endeavour associated with this task.
- iii. **Providing Staff:** This has to do with assuring the availability of instructional staff members in adequate numbers and with appropriate competencies for facilitating instruction. Other associated task areas here are recruiting, screening, selecting, assigning and staff transfer.
- iv. **Providing Facilities:** This deals with the designing or re-designing and equipping facilities for instruction. The space development and equipment specification are included in these task areas.
- v. **Providing Materials:** This borders on selecting and obtaining appropriate materials for use in implementing curricular design for previewing, evaluating designing and otherwise finding ways to provide appropriate materials are included in this task area.
- vi. **Arranging for In-service Education:** This involves planning and implementing learning experience that will improve the related ways. Other sub task areas are



workshop, consultations, field trips, training and retraining sessions as well as formal education.

- vii. **Staff Members Orientation:** This is providing staff members with basic information necessary to carry out assigned responsibilities. This includes getting new members acquainted with facilities, staff and community, but it also involves keeping staff informed of organizational development.
- viii. **Relating Special Students Service:** This means arranging for careful coordination of services to students to ensure optimum support for the teaching-learning process. This involves developing policies, assigning priorities and defining relationship among service personnel to maximize relationships between services offered and instructional goals of the school.
- ix. **Developing Public Relations:** This means providing for a free flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction and learning.
- x. **Evaluating Instruction:** This means planning, organizing and implementing procedures for data gathering, analysis interpretation and decision making for improvement of instruction.

## **2.15 Qualities of a Supervisor**

The implementation of supervision requires personnel of high educational leadership. The supervisor should be equipped with supervisory skills and competencies to be able to carry out his duties. Though, a supervisor cannot possibly be an expert in all the fields in which he co-ordinates, but he/she should be a specialist in certain disciplines and has to be generalist in the approach to total school programme. Callaghan (2007) maintains that the modern supervisor must be capable to supervise, well trained in education and psychology, and an expert in the democratic group process. He/she should recognize his

role as a leader and co-operatively involve the fellow administrators and teachers in all major decisions affecting them in the teaching – learning situation. Below are some of the basic qualities of a supervisor as identified by Callaghan (2007).

1. **Excellent communication skills:** Supervisors are to relay instructions very clearly so every part is well understood in order to avoid mistakes. Supervisors also need to listen carefully to what the teachers have to say.
2. **Fairness:** Human beings react badly to what they perceive as unfair. So deal with the teachers fairly.
3. **Good organizational skills:** It is the supervisors' duty to coordinate the work in the schools and the office to the director and the teachers.
4. **Knowledge:** Part of the supervisor's job is to train others so it goes without saying that the supervisor should be at least one step ahead of them.
5. **Accountability:** If a mistake is made the teacher should acknowledge responsibility every time unless they have deliberately disobeyed the supervisors instructions.
6. **Efficiency:** For schools to do well the supervisors should always have the next task ready to be allocated to them.
7. **Adaptability:** Be ready to manage change efficiently as and when it happens even if you do not agree with it.
8. **Social skills:** The supervisors should be courteous at all times. When supervisors have to tell a teacher off, it should be done assertively but politely and never in front of other teachers. Everyone makes mistakes and nobody needs to be humiliated. Shouting at teachers is not a good idea as they will become resentful and unhappy. The supervisors will get more done with a smile than with rudeness. Do not be afraid to praise your teachers for a task well done.

9. **Diplomacy:** The supervisors have loyalty to the Education Service who pays their salary but also loyal to the teachers who are responsible for their results. A difficult balance which requires a great deal of tact.
10. **Self-discipline:** Supervisors should inspire respect so discretion in their private life is not essential nor can they tell teachers off for lateness if the supervisors are always late themselves.

### **2.16 Roles and Responsibilities of Supervisor**

In external supervision, the supervisor, according to Mankoe (2007), is an officer who serves as a link or as a liaison officer between the school, community and the state inspectorate of education. Also, in internal supervision, the supervisor is described as a person who has the responsibility for getting the teachers to carry out the plans and policies of the management. According to Adeel (2010), Supervisors' responsibilities tend to include some or all of the following arranged in ascending order of scope or reach:

1. Mentoring or providing for mentoring of beginning teachers to facilitate a supportive induction into the profession.
2. Bringing individual teachers up to minimum standards of effective teaching (quality assurance and maintenance functions of supervision).
3. Improving individual teachers' competencies, no matter how proficient they are deemed to be.
4. Working with groups of teachers in a collaborative effort to improve student learning.
5. Working with groups of teachers to adapt the local curriculum to the needs and abilities of diverse groups of students, while at the same time bringing the local curriculum in line with state and national standards.

6. Relating teachers' efforts to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all students.
7. Organize in-service training for professional development of teachers.

### **2.17 Empirical Studies**

Nakpodia, (2011) conducted a research on the Dependent Outcome of Teachers Performance in Secondary Schools in Delta State: An Empirical Assessment of Principal's Supervision Capacity. The author investigates the degree to which the performance of teachers in secondary schools in Delta State depends on the capacity of school principals to maintain and enforce adequate supervision. Three research questions and three hypotheses were formulated and tested with Pearson correlation methods. A simple random sampling technique was used. A total of 330 respondents were sampled and served with questionnaires. Two hypotheses were tested.

The results show that teacher's performance in secondary schools is significantly dependent on the capacity of the principals to effectively conduct adequate and valuable supervision which validates the importance of discipline, record keeping and teaching aids. The study recommends that school principals should routinely adopt reasonable supervisory behaviour to enhance teachers' task in the classrooms.

This work is related to this research because the researcher assessed the outcome of teacher's performance in secondary schools in Delta state in relation to principal's supervision. The researcher carried out a good research in the state but the areas this differ from the current research work is that it covers only Sapele education Zone while his own work was Delta state as a whole. Also, the current research is a Thesis work while his is a journal work. The area of uniqueness was study facilities.

Regina, (2010) the relationship between Principals Supervisory Strategies and Teacher's School-base Performance in Delta North Senatorial District, Nigeria. The

study investigated the impact of principal's supervisory strategies and teacher's school-base performance in terms of some variables such as teaching materials and discipline maintenance. The population comprised all the 192 principals and 3492 teachers in Delta north senatorial district.

Two null hypotheses were formulated to guide the study and tested at alpha level of significance of 0.05. The multi-stage sampling technique was used to select 92 principals and 349 teachers. The face and content validity of the instrument (questionnaire) was established and the reliability coefficient<sup>®</sup> value was 0.78 showing that the instrument was reliable. The data collected was analyzed using the Chi-square statistical tool, the results revealed that there was a significant relationship between principal's performance with regards to teaching materials and discipline maintenance based on the findings and conclusion, it was recommended that adequate fetching materials should be provide for teachers effectiveness in the teaching-learning process.

This study is related to the current research because she accessed the relationship between principal's supervision and the performance of teachers in Delta North Senatorial District. It is agreed with the findings that Principals supervise and monitor the work and behaviour of teachers, in order to improve individual teacher's competencies no matter how proficient they are deemed to be and provide students with quality learning.

The research differs from the current research because it was limited to Delta North Senatorial District, while mine was limited to Sapele Education Zone. She tested two null hypotheses while mine tested six null hypotheses. It is not limited to Teachers school-based performance but to the performance of teachers in secondary schools.

In a study by Arthur, (2011) on the state of supervision of teaching and learning in public junior high schools in Ghana: A case study of selected junior high schools in

Sekyere east district of Ashanti region. The study sought to find out the state of supervision of teaching and learning in Public Junior High Schools in Sekyere East District of Ashanti Region. The study was based on the perception that supervisors in the district face myriad of challenges and statistics on BECE results from 2008 – 2010 in the district showed the consistent reduction in percentage of students who scored between aggregate 06 – 30. All the five circuit supervisors in the district, three headmasters, 38 teachers and 30 students were sampled for the study. The design adopted was the descriptive survey and the analysis of the data collected using a 33-Likert type of questionnaire which involved the use of tables to display frequencies and percentages. The study revealed that mobility of circuit supervisors in the district has improved since all the circuit supervisors have motorbikes to enable them travel around. The Researcher came out with a good finding base on the research area. What he found out was that improved mobility, inadequate and irregular supply of fuel for the motorbikes, lack of maintenance, non- payment of maintenance allowance, lack of professional training, inability of district director of Education to take quick action on supervision reports, teachers in the district being transferred frequently by the Regional Managers of Unit schools, pre-financing of activities which are not re-imbured on time, and other factors were the challenges that were found to hinder effective supervision of teaching and learning in the district. It is recommended that Ghana Education Service should collaborate with Cape Coast University and University of Education, Winneba, to train supervisors in monitoring and supervision of schools. An interim training Programme to train those appointed as supervisors should be put in place by the Sekyere East District Education Directorate.

The area it relates to this research is in studying supervision of teachers with relation to their performance. It was related in areas where teachers are seen to be paid

lesser salaries and also been owed their salaries by government and other stake holders. The study is different from this research because the research work was carried out in Ghana while this is carried out in Nigeria. Also, the study was based on supervision of teaching and learning in public junior secondary school, while this research is based on school base supervision in relation to teacher's performance in secondary schools in Sapele.

Abebe (2014) the practices and challenges of school-based supervision in government secondary schools of Kamashi zone of Benishangul Gumuz regional state. The study was to assess the practices of school-based supervision in government secondary schools of Kamashi Zone. Five basic questions were formulated, which emphasized the extent to which teachers understand about the school-based supervision in secondary schools of Kamashi Zone, the various supervisory options applied by supervisors in these schools, the procedures employed classroom observation in the secondary schools, the extent to which school-based supervisors discharge their responsibilities and the challenges existing in the implementation of school-based supervision. To conduct this study, the descriptive survey method was employed.

One Zonal and five Education Office supervision coordinators were selected through purposive sampling technique. Among the 10 government secondary schools found in the Zone, 5 of them were selected randomly as sample schools. From these sample schools, 5 principals and 30 school-based supervisors (5 unit leaders and 25 heads of department) were also included as respondents using purposive sampling technique. Furthermore, 84 teachers have participated in the study through availability sampling technique. Questionnaire was used as main tool of data collection. Interview and document analysis were used to substantiate the data gathered through questionnaires. Frequency, percentage, mean and t-test were utilized to analyses quantitative data gained

through the questionnaires. The qualitative data gathered through interview and document analysis were by narration. The result of the study indicated that teachers lack awareness and orientation on the activities and significance of school-based supervision, ineffectiveness of the practices of supervisory options matching with the individual teacher's developmental level, and inability of supervisors to apply the necessary procedures for classroom observation properly. On the other hand, among the factors influencing the school-based supervision, lack of relevant training programs for supervisors, scarcity of experienced supervisors in school-based supervision activities, lack of supervision manuals in the schools and shortage of allocated budget for supervisory activities. Finally, to minimize the problems of school based supervision in secondary schools, it is recommended to give relevant in-service trainings for supervisors to upgrade their supervisory activities, necessary resources such as supervision manuals and an adequate budget for the success of supervision at the school level was suggested.

## **2.18 Summary**

School-based supervision has been seen as one part of a total school operation geared to producing certain outcomes. Supervisory endeavours, such as conducting classroom observation, selecting school-based resources and materials, and conducting in-house in-service training of teachers, may have direct impact on instruction, for example, by facilitating teaching effectiveness, improving teaching strategies, and enabling teachers to make superior school-base decisions. These impacts may, in turn, indirectly contribute toward increased student achievement, which, in fact, is the ultimate goal of any school-base supervisory program.

Outcome aspects of performance depend also on factors other than the individual's behavior. In practice, it might be difficult to describe the action aspect of



performance without any reference to the outcome aspect. Because not any action but only actions relevant for organizational goals constitute performance, one needs criteria for evaluating the degree to which an individual's performance meets the organizational goals.

An attempt has been made in this research to utilize the relevant literature to examine the impact of school base supervision on the performance of teachers in secondary schools in Delta state. School base supervision as viewed by different authors was found to be very much appropriate and important to teachers which reflect in their performance.

It has been viewed by several authors that school supervision are mostly carried out by principals, who is to oversee all the affairs of school including checking of teachers lesson plan, classroom visitation, schemes of work, teaching facilities and learning facilities as well as using different mediums of communication to ensure effective teaching and learning and organizing of team teaching among teachers.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The researcher in this chapter examined the issues concerning research design, also the population, sample and sampling technique that was used in this work. The researcher also examined the instrument for collecting data, the validity of the instrument, pilot study, reliability of the instrument, method of data collection and method of data analysis.

#### **3.2 Research Design**

The design for this study is a descriptive survey method. The reason for using it is because it can determine the quality of research, the significance result measure from the overall population and is an efficient way of gathering data to help address a research question. Bello and Ajayi (2000) opines that survey design, is a method usually adopted when handling a large population especially on issue of the moment that involve systematic collection of data from population of study through the use of questionnaire and interview. Rick (2014) asserts that the information gathered will allow you to measure the significance of your result on overall population you are studying, as well as the challenges of your respondents' opinions.

#### **3.3 Population of the study**

The population of the study comprised all the principals and teachers in Government owned Secondary Schools in Delta State. There are altogether sixteen (16) Principals and nine hundred and twenty seven (927) Teachers in the Senior Secondary Schools in Sapele Education Zones of Delta State, Nigeria.

### 3.4. Sample and Sampling Technique.

The researcher used stratified random sampling method based on the fact that the population is divided into strata known as Principals and Teachers. The sample selection was drawn based on the recommendations of Aderounmu and Ehiamolor (1985), which stated that sample size of 30% is fair. The reason of using thirty percent is because minority opinion can express majority believe. Philip (2011) asserts that once thirty percent is committed to an idea, it's inevitable that it will eventually become the prevailing opinion of the entire group. With the assertion, Ajayi and Bello (2006), opined that the sample should be adequate in order to ensure an acceptable representation of the population, Therefore stratified random sampling and sampling techniques is adopted for the selection of sample for the study. The sample therefore consists of sixteen (16) schools that were randomly selected.

**Table 3.1: Population of Secondary Schools Principals and Teachers in Sapele Education Zone of Delta State, Nigeria and their Sample Sizes.**

S/N	Name of School	Principals		Teachers	
		Population	Sample	Population	Sample
1.	Elume Grammar School	1	1	26	8
2.	Ogiedi Mixed Secondary School	1	1	37	11
3	Okotie Secondary school	1	1	16	5
4	Adaka Grammar School	1	1	18	6
5.	Gana Mixed Secondary school	1	1	31	9
6.	Eziafa Grammar school	1	1	48	14
7.	Okpe Mixed Secondary School	1	1	61	18
8.	Orodje Grammar school	1	1	75	23
9.	Chude Girls Model School	1	1	90	27
10.	Ufuoma Mixed Secondary School	1	1	93	28
11.	Ufuoma Mixed Secondary School	1	1	93	28
12.	Ibada-Elume Mixed Secondary School	1	1	31	9
13.	Urhiapele Mixed Secondary School	1	1	69	21
14.	Okotie Eboh Grammar School	1	1	85	26
15.	Zik's Grammar School	1	1	80	24
16.	Sapele Technical College	1	1	80	24
<b>Total</b>		<b>16</b>	<b>16</b>	<b>927</b>	<b>279</b>

Source: Ministry of Education, Asaba (2015)

### **3.5. 1 Instrumentation**

A research instrument is a data collection tool that is used to elicit information in order to achieve the desired research objectives. (Ihemeje, Umeh and Ogbanje, 2011).one research instrument was used, which is questionnaire.

The Questionnaire which is titled: Impact of school-based supervision on the teachers performances in secondary schools in Delta state, Nigeria, was used to collect data for this study by the researcher for the purpose of testing the stated hypotheses in chapter one. The reason for using questionnaire is based on the following advantages: Firstly, it can give objective and reliable information if it is carefully and well-constructed. Secondly, it is relatively effective and easier to score and administer. Finally, the questions one could ask in a face to face interview will be containing in the questionnaire. With this fact Schofield (1986) says it makes questionnaire a good representation of group test and owing to the nature and diversity of the population questionnaire methods becomes necessary. The questionnaire is divided into three sections to enable the researcher obtain information from the respondents, the questionnaires was design in such a way that it will provide the following information section (A) the respondents' personal data. Section (B) the respondents' understanding of School-Based Supervision (c) Impact of School-Based supervision on teachers performance. The Likert five scale (Strongly Agreed, Agreed, Undecided, Strongly Disagreed and Disagreed) questionnaires was adopted by the researcher. The Likert scale contain a list of statement that has impact on the issue in the question, it does not only allow the respondent to check those statements in which they agree or disagree but allows the respondent to state the degree of agreement or disagreement with every statement (Osuala,2007).

### **3.5.2. Validity of the Instrument**

The content validity was determined by giving to experts in Educational Administration and Planning to make meaningful commentary and observations. The items were restructured in line with the objectives and hypotheses. Kerlinger (1986) and Gay (1976) both hold the view that, the validation of the content of the research instruments by experts is an important and acceptable technique.

### **3.5.3. Pilot Study**

Pilot study was conducted to assess the effectiveness and the appropriateness of the research instrument. The questionnaire was responded to under the same conditions as would be done for those in the sample of the study. The essence is to give an opportunity for testing the validity and reliability of the research instruments. A total of 40 copies of the questionnaire were administered to students in two schools in Sapele to represent principals and teachers. They were filled under the supervision of the researcher. The filled questionnaires was collected and subjected to statistical analysis in order to determine the reliability co-efficient of the instrument as well as the internal consistency of the items within the instrument.

### **3.5.4. Reliability of the Instrument**

The data collected from the pilot study were calculated using Cronbach Alpha techniques and reliability index of 0.85 was obtained. Bennett (2006) testified that, for a scale to be considered reliable, it should have an alpha value of 0.50 to 1. With this level of reliability index, the instrument was considered reliable for use in the main study.

## **3.6 Procedure for Data Collection**

The researcher used on-the-spot method of administration of instrument to administer the questionnaire to the sample schools. The questionnaire was structured for data collection from Principals and Teachers. The questionnaire consists of Fifty (50) items;

the items were drawn based on the hypotheses. The researcher obtained letter of introduction from Head of Department. The letter of introduction assisted the researcher to get the permission to obtain the required information and assistance needed. Copies of the structure questionnaires were administered by the researcher and two (2) trained research assistants.

### **3.7. Method of Data Analysis**

Information collected through the questionnaire was analyzed and discussed using descriptive and inferential statistics. Frequency counts, percentage and tabulation was done to facilitate an understanding of questions. T-test was used for statistical analysis at 0.5 level of significance. To test the hypotheses of the study, which decision mean of 3.00 was used as a benchmark to answer the research questions.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS, RESULTS AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents and analysed the data collected from the research investigation, the chapter covers the results and discussion based on the 447 samples used in the study out of which 437 respondents correctly filled and returned their questionnaire. Data analysis was based on the questionnaire received from the sample in the study. The eight (8) null hypotheses raised for the study were tested at 0.05 level of significance. Tables were also used for the presentation of information derived from the analysis.

#### 4.2 Analysis of Demographic Information

Descriptive statistics was used to analyze the demographic information of the respondents; these included the use of frequency and percentage. The details are shown in table 2.

**Table 4.1: Bio-Data of Respondents**

S/N	Bio-data	Category	Frequency	Percentage
1	Status	Principals	16	5.4%
		Teachers	279	94.6%
2	Genders	Male	188	63.7%
		Female	107	36.3%
3	Qualification	M.Ed/B.Sc	132	44.7%
		B.Ed/ B.Sc	138	46.8%
4	Years of Experience	NCE	25	8.5%
		Others	25	4.2%
		0-5years	53	18.0%
		6-10years	168	56.9%
5	Location	11-15years	74	25.1%
		Urban	279	94.6%
		Rural	16	5.4%
6	Ownership	Public	295	100%
		Boarding	95	32.2%
7	Nature of school	Day	120	40.7%
		Boarding and Day	80	27.1%

The table above showed that 279 representing (94.6%) are teachers, 16 representing (5.4%) are principals. Two hundred and ninety five (295) respondents, representing 188 (63.7%) are male and 107 representing (36.3%) are females. According to the table above, 132 people representing (44.7%) of the respondents have M.Ed/MA 138 people representing (46.8%) have B.Ed/B.Sc, 25 people representing (8.5%) have NCE. On the respondents working experience from the table above showed that, 53 representing (18.0%) each have worked between 0-5years, 168 representing (56.9%) have worked between 6-10 years, while 74 representing (25.1%) have worked for 11-15years, The ownership of school is basically public which have 295 representing (100%) of respondent. On the location of school, the respondents, 279 representing (94.6%) are in urban areas while, 16 representing (5.4%) are in rural areas. On the nature of school, the respondents, 95 representing (32.2%) are boarding schools, 120 representing (40.7%) are day schools, While 80 representing (27.1%) are boarding and day.

#### **4.3 Answering of Research Questions**

The researcher used 3.000 as the mean otherwise known as decision mean since the instrument was structured along a modified five point likert scale structure to take decision on whether to accept or reject the research question after comparing it with the cumulative mean. Therefore, a mean score of 3.0 and above indicate positive response to the research question and accepted while a mean score below 3.0 indicate negative answer to the research question and rejected. This is shown below:

SA	-	5point		
A	-	4point		
UD	-	3point		
SD	-	2point		
D	-	1point		
<u>5+4+3+2+1</u>			=	<u>15</u> = 3.000 (Decision mean)



### 4.3.1: Opinions of Respondents on the Impact of Principals' Assessment of Lesson Plans on the Performance of Teachers in Secondary Schools in Sapele Education Zone, Delta State.

In order to provide answer to the stated research question, data was collected from principals and teachers via the instrument tagged, Impact of School-Based Supervision on Teachers Performances in Public Secondary Schools opinion questionnaire. The analysis of the data collected was presented in Table 4.2.

**Table 4.2: Descriptive Statistics on the Impact of Principals' Assessment of Lesson Plans on the Performance of Teachers in Secondary Schools in Sapele Education Zone, Delta State.**

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	M	S.D
1	Assessment of teachers' lesson plan by the Principal is carried out on a regular basis in this school.	Principals	2	14	-	-	-	4.00	.516
		Teachers	127	66	73	13	-	4.10	.947
2	Assessment of lesson plan by the principal enables the teacher to be up to date with subject matter.	Principals	3	13	-	-	-	4.19	.403
		Teachers	127	66	73	13	-	4.10	.947
3	Assessment of lesson plan by the principal ensures that the outlines instructional objectives of each topic are followed by the teachers.	Principals	11	5	-	-	-	4.69	.479
		Teachers	64	147	67	1	-	3.98	.709
4	Supervision of lesson presentation by the principal serves as a guide for the teachers.	Principals	3	13	-	-	-	4.19	.403
		Teachers	68	118	75	18	-	3.85	.866
5	Assessment of lesson plan by the principal enhances proper evaluation of students by the teacher.	Principals	3	13	-	-	-	4.19	.403
		Teachers	50	129	41	59	-	3.61	1.01
6	Supervision of lesson plan by the principal enhances good time management by the teacher during teaching.	Principals	3	13	-	-	-	4.19	.403
		Teachers	46	107	67	51	8	3.47	1.059
7	Assessment of lesson plan by the principal helps the teacher on how to conclude his/her lesson.	Principals	3	13	-	-	-	4.19	.403
		Teachers	32	121	53	73	-	3.40	.998
8	Assessment of lesson plan by the principal, encourages teachers to follow the sche.me of work sequentially	Principals	3	13	-	-	-	4.19	.403
		Teachers	40	87	70	81	1	3.30	1.050
9	Assessment of lesson plan by the principal, encourages teachers to follow the sche.me of work sequentially	Principals	3	13	-	-	-	4.19	.403
		Teachers	87	89	38	65	-	3.71	1.140
10	Supervision of lesson plan by Principals facilitates mastery of the topic by the teacher	Principals	1	15	-	-	-	4.06	.250
		Teachers	75	102	58	44	-	3.75	1.023

*Source: Field survey (2016)*

Table 4.2 reveals the opinion of principals and teachers on the impact of principal assessment of lesson on the performance of teachers in Secondary Schools in Sapele Education Zone. Item 1 shows whether assessment of teachers' lesson plan by the

Principal is carried out on a regular basis, this could be seen from the responses of the respondents where the decision mean of principal<sup>4</sup> and teachers accept with their mean score 4.00, principals and teachers 4.10. From item 2, the responses of the respondents on whether the Assessment of lesson plan by the principal enables the teacher to be up to date with subject matters, was accepted by the principals and teachers with mean score of 4.19 and 4.10. In respect to item 3, it was accepted by the teachers and principals that the Assessment of lesson plan by the principal ensures that the outlines instructional objectives of each topic are followed by the teachers.. With mean score of 3.98 and 4.69 respectively. In item 4, it was accept by principals and teachers that Supervision of lesson presentation by the principal serves as a guide for the teachers. With mean score of principals 4.19 and that of teachers 3.85. In item 5, it was accepted by all respondents that Assessment of lesson plan by the principal enhances proper evaluation of students by the teacher with mean score of principals 4.19, and teachers 3.61. In item 6, principals and teachers also accepted that Supervision of lesson plan by the principal enhances good time management by the teacher during teaching 4.19 and teachers 3.47 In item 7, it was accepted by respondents that Assessment of lesson plan by the principal helps the teacher on how to conclude his/her lesson. Item 8, it was also accepted with mean score of principals 4.19, and teachers 3.30 that assessment of lesson plan by the principal, encourages teachers to follow the sche.me of work sequentially. Item 10, was accepted by teachers and principals that Supervision of lesson plan by Principals facilitates mastery of the topic by the teachers.

#### **4.3.2: Opinions of Respondents on the Impact of Principals' Assessment of Classroom Visitation on the Performance of Teachers in Secondary School in Sapele Education Zone, Delta State.**

In order to provide answer to the stated research question, data was collected from principals and teachers via the instrument tagged, Impact of School-Based Supervision

on Teachers Performances in Public Secondary Schools opinion questionnaire. The analysis of the data collected was presented on Table 4.3.

**Table 4.3: Descriptive statistics on the Impact of Principals' Classroom Visitation on the Performance of Teachers in Secondary Schools in Sapele Education Zone, Delta State.**

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	M	S.D
1	Classroom visitation by the principal enables him/her to know how punctual the teacher is to class.	Principals	2	12	2	-	-	4.00	.516
		Teachers	75	102	58	44	-	3.60	.892
2	Regular visit of the principal to the classroom makes teachers to be punctual to class.	Principals	2	14	-	-	-	4.13	.342
		Teachers	79	103	81	16	-	3.88	.889
3	Regular visit of the principal to the classroom enables him/her to know if the time allocated for the subject by the time table is properly followed by the teacher.	Principals	2	14	-	-	-	4.00	.516
		Teachers	42	156	40	32	9	3.49	.972
4	Classroom visitation by the principal ensures that the lesson plan is adequately followed by the teacher during instruction.	Principals	4	12	-	-	-	4.13	.342
		Teachers	21	124	115	19	-	3.49	.734
5	Visitation to the classroom by the principal enables him/her to know whether the teacher has the mastery of the subjects or not	Principals	4	12	-	-	-	4.13	.342
		Teachers	24	107	41	90	9	3.17	1.090
6	Classroom visitation by the principal enables him/her to know if the lesson is well understood by the students	Principals	4	12	-	-	-	4.25	.447
		Teachers	74	73	65	59	8	3.52	1.175
7	Regular visitation to the class by the principal enables him/her to know if the relevant teaching materials are used by the teacher	Principals	4	12	-	-	-	4.25	.447
		Teachers	23	137	70	49	-	3.48	.877
8	Periodic checking of student exercise books enables the principal to know if the notes given to the students by the teacher are relevant to the subject matter.	Principals	4	12	-	-	-	4.25	.447
		Teachers	67	65	69	78	1	3.43	1.145
9	Teachers tend to be at their best when principals visit their class regularly	Principals	4	12	-	-	-	4.25	.447
		Teachers	129	58	59	21	16	3.91	1.214
10	Teachers employ serious classroom control when their class is visited by the principal regularly	Principals	3	13	-	-	-	4.25	.447
		Teachers	86	96	81	9	7	3.88	.971

*Source: Field survey (2016)*

Table 4.3 reveals the opinion of principals and teachers on the impact of principal's assessment of class visitation on teachers' performances in secondary schools. Item 1 shows whether classroom visitation by the principal enables him/her to know how punctual the teacher is to class, this could be seen from the responses of the respondents where the decision mean of principals and teachers are all accepted with their mean score teachers is 4.00 and principals 3.60. From item 2, the responses of the respondents on whether regular visit of the principal to the classroom makes teachers to be punctual to class were accepted with the mean score of principal 4.13, and teachers

3.88. In respect to item 3, it was accepted that regular visit of the principal to the classroom enables him/her to know if the time allocated for the subject by the time table is properly followed by the teacher with mean score of principals 4.00 and teachers 3.49. In item 4, it was accepted by teachers of 3.49 and principals 4.13, that classroom visitation by the principal ensures that the lesson plan is adequately followed by the teacher during instruction. In item 5, it was accepted by the respondents that Visitation to the classroom by the principal enables him/her to know whether the teacher has the mastery of the subjects or not. Item 6, was also accepted by the respondents. In item 7, it was accepted by respondents that regular visitation to the class by the principal enables him/her to know if the relevant teaching materials are used by the teacher. Item 8 was also accepted by all the respondents with mean score of principals 4.25, and teachers 3.43 that Periodic checking of student exercise books enables the principal to know if the notes given to the students by the teacher are relevant to the subject matter. Item 9 was also accepted by all the respondents. Item 10, was accepted by principal and teachers that Teachers employ serious classroom control when their class is visited by the principal regularly.

#### **4.3.3: Opinions of Respondents on the Impact of Principals' Assessment of Scheme of Work on the Performance of Teachers in Secondary School in Sapele Education Zone, Delta State.**

In order to provide answer to the stated research question, data was collected from principals and teachers via the instrument tagged, impact of school-based supervision on teachers performances in public secondary schools opinion questionnaire. The analysis of the data collected was presented on Table 4.4.

**Table 4.4: Descriptive Statistics on the Impact of Principals' Assessment of Scheme of Work on the Performance of Teachers in Secondary School in Sapele Education Zone, Delta State.**

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	M	S.D
1	The principal's assessment of scheme of work assists him/her in knowing whether the teacher is using the current/correct scheme of work appropriately.	Principals	7	9	-	-	-	3.81	.655
		Teachers	43	47	84	104	1	3.10	1.080
2	The assessment of scheme of work by the principal enables him/her to know whether what is taught by the teacher is in line with the scheme of work.	Principals	3	13	-	-	-	4.25	.447
		Teachers	106	116	29	28	-	4.08	.940
3	The assessment by the principal ensures that scheme of work reflects the course content of the Subject.	Principals	16	-	-	-	-	5.00	.000
		Teachers	30	62	117	61	9	3.15	.990
4	Assessment by the principal makes him/her to know if the teacher is following the scheme of work regularly.	Principals	4	12	-	-	-	4.19	.403
		Teachers	128	88	63	-	-	4.23	.795
5	Assessment by the principal enables him/her to know whether the scheme of work is comprehensive and enough for the term.	Principals	7	9	-	-	-	3.81	.655
		Teachers	57	173	48	1	-	4.03	.626
6	The assessment by the principal enables him/her to know if the scheme of work has been checked by the head of department.	Principals	4	12	-	-	-	3.94	1.068
		Teachers	109	87	41	42	-	3.94	1.068
7	The principals' assessment of scheme of work gives the teacher a direction.	Principals	3	13	-	-	-	4.25	.447
		Teachers	43	119	72	45	-	3.54	.937
8	Assessment of scheme of work by the principal enables the teacher to avoid skipping any topic.	Principals	7	8	-	1	-	3.72	.623
		Teachers	71	82	62	54	10	3.54	1.168
9	Assessment by the principal enables teachers to gain mastery of difficult topics.	Principals	3	12	-	1	-	4.23	.445
		Teachers	58	90	68	43	20	3.44	1.186
10	Assessment of scheme of work by the principal enables the teacher to formulate activities for each topic	Principals	7	8	-	1	-	3.72	.623
		Teachers	38	116	73	52	-	3.50	.948

Source: Field survey (2016)

Table 4.4 illustrates the opinion of principals and teachers on the impact of principal scheme of work facilities on teachers' performances in secondary schools. Item 1 was accepted by principals and teachers that principal's assessment of scheme of work assists him/her in knowing whether the teacher is using the current/correct scheme of work appropriately. Item 2 was accepted by principals and teachers with mean score of 4.25 and 4.08 that the assessment of scheme of work by the principal enables him/her to know whether what was taught by the teacher was in line with the scheme of work. In respect to item 3, it was accepted that assessment by the principal ensures that scheme of work reflects the course content of the subject. In item 4, it was accept by the principal

and teachers that assessment by the principal makes him/her to know if the teacher is following the scheme of work regularly. Item 5 was accepted by the respondents that assessment by the principal enables him/her to know whether the scheme of work is comprehensive and enough for the term. Item 6, was also accepted by the principals and teachers the assessment by the principal enables him/her to know if the scheme of work has been checked by the head of department. Item 7 shows whether the principals' assessment of scheme of work gives the teacher a direction, with a mean score of teachers 3.54 and principals with 4.25. from item 8, the responses of the respondents on whether assessment of scheme of work by the principal enables the teacher to avoid skipping any topic. In item 9, it was accepted by principals and teachers that assessment by the principal enables teachers to gain mastery of difficult topics. Item 10 was also retained by principal and teachers that assessment of scheme of work by the principal enables the teacher to formulate activities for each topic

#### **4.3.4: Opinions of Respondents on the Impact of Principals' Assessment of Teaching Facilities on the Performance of Teachers in Secondary School in Sapele Education Zone, Delta State.**

In order to provide answer to the stated research question, data was collected from principals and teachers via the instrument tagged, Impact of School-Based Supervision on Teachers Performances in Public Secondary Schools opinion questionnaire. The analysis of the data collected was presented in table 4.5.

**Table 4.5: Descriptive statistics on the Impact of Principals' Assessment of Teaching Facilities on the Performance of Teachers in Secondary School in Sapele Education Zone, Delta State.**

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	M	S.D
1	The principal's assessment of teaching facilities enhances the appropriate use of teaching aid by the teacher.	Principals	4	12	-	-	-	4.25	.447
		Teachers	44	85	68	82	-	3.33	1.062
2	The Assessment ensures that the teacher uses the appropriate text books in teaching the students.	Principals	3	13	-	-	-	4.19	.403
		Teachers	82	81	98	18	-	3.81	.934
3	The assessment by principal ensures proper use of the chalk/whiteboard by the teacher during teaching.	Principals	3	13	-	-	-	4.19	.403
		Teachers	48	162	44	25	-	3.84	.814
4	The supervision by principal ensures the adequate use of correct flip chart by the teacher on particular subject matter	Principals	3	13	-	-	-	4.25	.447
		Teachers	62	98	79	49	-	3.65	.981
5	The principal's assessment ensures that the teacher uses the correct laboratory equipment/tools during teaching.	Principals	3	13	-	-	-	4.25	.447
		Teachers	31	96	83	69	-	3.32	.968
6	The Principals' assessment ensures that the teacher use the right Specimens for practical teaching.	Principals	4	12	-	-	-	4.19	.403
		Teachers	45	73	81	71	9	3.27	1.107
7	Assessment by Principals ensures that teacher use Video Compact Disc (VCD) appropriately when it is available.	Principals	3	13	-	-	-	4.25	.447
		Teachers	95	119	55	9	1	4.07	.835
8	The principals' assessment ensures that Projectors are used by teachers to teach when available	Principals	4	12	-	-	-	4.19	403
		Teachers	14	134	95	27	9	3.42	.856
9	The supervision by principal ensures the adequate use of correct Audio Compact Disc (ACD) is enough for teaching, hence increase student learning and performance.	Principals	7	9	-	-	-	4.06	.250
		Teachers	13	92	85	80	9	3.07	.964
10	The supervision by principal ensures that teachers use the appropriate models for teaching.	Principals	3	13	-	-	-	4.25	.447
		Teachers	22	95	72	64	26	3.08	1.080

*Source: Field survey (2016)*

Table 4.5 reveals the opinion of principals and teachers on the impact of principal assessment of teaching facilities on teachers' performances in secondary schools. Item 1 shows that principal's assessment of teaching facilities enhances the appropriate use of teaching aid by the teacher was accepted by both principals and teachers, with mean score of 4.25 and 3.33.

From Item 2, the responses of the respondents on whether the assessment ensures that the teacher uses the appropriate text books in teaching the students, was accepted by the principal with mean score of 4.19, and teacher 3.81. In respect to item 3, it was accepted by principals with mean score of 4.91 and accepted by teachers with 3.84 that the assessment by principal ensures proper use of the chalk/whiteboard by the teacher during teaching. In item 4, it was accepted by principals with mean score 4.25, and also accepted by teachers with 3.65 that supervision by principal ensures the adequate use of correct flip chart by the teacher on particular subject matter

In item 5, it was accepted by respondents that principal's assessment ensures that the teacher uses the correct laboratory equipment/tools during teaching. Item 6 was also accepted by all the respondents with mean score of teachers 3.27 and principals 4.19 that Principals' assessment ensures that the teacher use the right Specimens for practical teaching. Item 7 was also accepted by the teachers and principals that Assessment by Principals ensures that teacher use Video Compact Disc (VCD) appropriately when it is available. Item 8, was accepted by teachers and principal with a mean score of 4.19 and 3.42. In respect to item 9, it was accepted by principals with mean score of 3.07 and accepted also by teachers with 4.06 that the supervision by principal ensures the adequate use of correct Audio Compact Disc (ACD) is enough for teaching, hence increase student learning and performance. In item 10, principals and teachers accepted that supervision by principal ensures that teachers use the appropriate models for teaching with mean score of 4.25, and 3.08

#### **4.3.5: Opinions of Respondents on the Impact of Principals' Assessment of Learning Facilities on the Performance of Teachers in Secondary School in Sapele Education Zone, Delta State.**

In order to provide answer to the stated research question, data was collected from principals and teachers via the instrument tagged, impact of school-based



supervision on teachers performances in public secondary schools opinion questionnaire.

The analysis of the data collected is presented on Table 4.6.

**Table 4.6: Descriptive Statistics Impact of Principals' Assessment of Learning Facilities on the performance of Teachers in Secondary School in Sapele Education Zone, Delta State.**

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	M	S.D
1	The assessment by the principal ensures the proper maintenance of teaching aid.	Principals	4	12	-	-	-	4.19	.403
		Teachers	48	84	66	81	-	3.35	1.076
2	Adequate assessment by the principal ensures the maintenance of the chalkboard.	Principals	7	9	-	-	-	3.81	.655
		Teachers	56	107	26	72	18	3.40	1.245
3	The assessment by the principal enhances the use of texts books by the Science teacher.	Principals	3	13	-	-	-	4.25	.447
		Teachers	122	75	47	36	1	4.01	1.073
4	Supervision by the principal ensures that teacher allow students to use the school computer system when available.	Principals	7	9	-	-	-	3.81	.655
		Teachers	55	116	84	24	-	3.72	.877
5	Regular visit to the class room by the principal encourages the proper arrangement of class by the teacher.	Principals	4	12	-	-	-	4.19	.403
		Teachers	52	109	83	34	1	3.63	.934
6	The assessment by the principal ensures that texts books in the library are adequately taken care of by the Librarian.	Principals	4	12	-	-	-	4.19	.403
		Teachers	24	124	63	61	7	3.35	.995
7	Principal's visit to the laboratory enhances the proper maintenance of laboratory equipments by the teacher or laboratory attendants.	Principals	4	12	-	-	-	4.19	.403
		Teachers	55	102	68	7	-	3.47	1.134
8	Assessment by the principal makes teachers to ensure that student's exercise books are up to date.	Principals	4	12	-	-	-	4.19	.403
		Teachers	33	86	84	61	15	3.22	1.082
9	Principal's assessment ensures that lighting system is properly maintained and the laboratory or classroom well illuminated to encourage learning and teaching process.	Principals	3	13	-	-	-	4.25	.447
		Teachers	32	121	74	44	8	3.45	.984
10	The principal's assessment ensures that chairs and desks are maintained and properly arranged to assist the movement of teachers during instruction.	Principals	3	13	-	-	-	4.25	.447
		Teachers	92	55	37	93	2	3.51	1.275

*Source: Field survey (2016)*

Table 4.6 reveals the opinion of principals and teachers on the impact of principal's assessment of learning facilities on teachers' performances in secondary

schools. Item 1 shows whether the assessment by the principal ensures the proper maintenance of teaching aid, this could be seen from the responses of the respondents where the decision mean of principals and teachers are all accepted with their mean score teachers is 4.19 and principals 3.35. From item 2, the responses of the respondents on whether adequate assessment by the principal ensures the maintenance of the chalkboard were accepted with the mean score of principal 3.81, and teachers 3.40. In respect to item 3, it was accepted that assessment by the principal enhances the use of texts books by the Science teacher with mean score of principals 4.25 and teachers 4.01. In item 4, it was accept by teachers of 3.49 and principals 4.13, that Supervision by the principal ensures that teacher allow students to use the school computer system when available. In item 5, it was accepted by the respondents that Regular visit to the class room by the principal encourages the proper arrangement of class by the teacher. Item 6, was also accepted by the respondents. In item 7, it was accepted by respondents that Principal's visit to the laboratory enhances the proper maintenance of laboratory equipments by the teacher or laboratory attendants. Item 8 was also accepted by all the respondents with mean score of principals 4.19, and teachers 3.22 that Assessment by the principal makes teachers to ensure that student's exercise books are up to date. Item 9 was also accepted by all the respondents. Item 10, was accepted by principal and teachers that principal's assessment ensures that chairs and desks are maintained and properly arranged to assist the movement of teachers during instruction.

#### 4.4 Hypotheses Testing

This section deals with hypothesis testing. The hypotheses are related to variables identified in the research objectives. These issues include impact of principal assessment of lesson plan, class visitation, teaching facilities, scheme of work and learning facilities in public secondary schools in Sapele educational zone, Delta State, Nigeria. The five hypotheses were tested using t-test at 0.05 level of significance. A hypothesis is rejected if the p-value is less than the level of significance set by the study.

##### Hypothesis 1

HO<sub>1</sub>: There is no significant difference in the opinions of principals and teachers on the impact of principals' assessment of lesson plan on the performances of teachers in Secondary Schools in Sapele Education Zone, Delta State.

**Table 4.7: Summary of t-test on the Opinions of Principals and Teachers on the of Impact of Principals' Assessment of Lesson Plan on the Performances of Teaches in Secondary Schools in Sapele Education Zone, Delta State**

Variables	Number	Mean	Std	t-cal	Df	t-critical	Prob
Principals	279	36.1649	5.28552				
				.666	293	1.96	0.312
Teachers	16	40.0625	3.15106				
<b>Total</b>	<b>295</b>						

*Source: Field survey (2016)*

Table 4.7 shows t-cal value (.666) at the degree of freedom 293 and at 0.05 level of significance. The t-cal value (.666) is less than t-critical value (1.96). The observed level of significance P (0.312) is greater than 0.05. This means that there is no significant difference in the opinion of principals and teachers on the impact of principals' assessment of lesson plan on the performances of teachers in secondary. Therefore, the null hypothesis is retained.

## Hypothesis 2

HO<sub>2</sub>: There is no significant difference in the opinions of principals and teachers on the impact of principals' classroom visitation on the performances of teachers in secondary schools in Sapele Education Zone, Delta State.

**Table 4.8: Summary of t-test on the Opinions of Principals and Teachers on the Impact of principals' Classroom visitation on the performances of Teachers in Secondary Schools in Sapele Education Zone, Delta State**

Variables	Number	Mean	Std	t-cal	Df	t-critical	Prob
Principal	279	35.7491	5.51863	.571	293	1.96	0.521
Teacher	16	42.1250	3.20156				
<b>Total</b>	<b>295</b>						

Source: Field Survey (2016)

Table 4.8 shows t-test the opinions of principals and teachers on the impact of principals' classroom visitation on the performances of teachers in secondary school. The Table shows t-cal value (.571) at the degree of freedom 293 and at 0.05 level of significant. The t-cal value (.571) is less than t-critical value (1.96). The observed level of significance P (0.521) is greater than 0.05. This means that there is no significant difference in the opinion of principals and teachers on the impact of principals' classroom visitation on the performances of teachers in secondary. Therefore, the null hypothesis is retained.

## Hypothesis 3

HO<sub>2</sub>: There is no significant difference in the opinion of principals and teachers on the impact of principals' assessment of scheme of work on the performances of teachers in Secondary Schools in Sapele Education Zone, Delta State.

**Table 4.9: Summary of t-test on the Opinions of Principals and Teachers on the of Impact of Principals' Assessment of Scheme of Work on the Performances of Teachers in Secondary Schools in Sapele Education Zone, Delta State**

Variables	Number	Mean	Std	t-cal	Df	t-critical	Prob
Principal	279	34.8530	6.33567				
				.238	293	1.96	0.216
Teacher	16	41.6250	3.26343				
<b>Total</b>	<b>295</b>						

Source: Field survey (2016)

Table 4.9 shows the opinions of principals and teachers on the impact of principals' assessment of scheme of work on the performances of teachers in secondary schools. Table 4.9 shows t-cal value (.238) at the degree of freedom 293 and at 0.05 level of significant. The t-cal value (.238) is greater than t-critical value (1.96). The observed level of significance P (0.216) is greater than 0.05. This means that there is no significant difference in the opinion of principals and teachers on the impact of principals' assessment of scheme of work on the performances of teachers in Secondary. Therefore, the null hypothesis is retained.

#### **Hypothesis 4**

H0<sub>4</sub>: There is no significant difference in the opinion of Principals and teachers on the impact of principals' assessment of teaching facilities on the performances of teachers in Secondary Schools in Sapele Education Zone, Delta State.

**Table 4.10: Summary of t-test on the opinions of Principals and Teachers on the of Impact of principals' Assessment of Teaching Facilities on the performances of Teachers in Secondary Schools in Sapele Education Zone, Delta State**

Variables	Number	Mean	Std	t-cal	Df	t-critical	Prob
Principal	279	36.5806	6.39467				
				.656	293	1.96	0.741
Teacher	16	44.0625	2.32289				
<b>Total</b>	<b>295</b>						

Source: Field survey (2016)

Table 4.10 shows the opinions of principals and teachers on the impact of principals' assessment of teaching facilities on the performances of teachers in secondary schools. The Table showed t-cal value (.656) at the degree of freedom 293 and at 0.05 level of significant. The t-cal value (.656) is greater than t-critical value (1.96). The observed level of significance P (0.741) is greater than 0.05. This means that there is no significant difference in the opinion of principals and teachers on the impact of principals' assessment of teaching facilities on the performances of teachers in secondary schools. Therefore, the null hypothesis is retained.

### Hypothesis 5

HO<sub>2</sub>: There is no significant difference in the opinion of principals and teachers on the impact of principals' assessment of learning facilities on the performances of teachers in Secondary Schools in Sapele Education Zone, Delta State.

**Table 4.11: Summary of t-test on the opinions of Principals and Teachers on the of Impact of principals' Assessment of Learning Facilities on the Performances of Teachers in Secondary Schools in Sapele Education Zone, Delta State**

Variables	Number	Mean	Std	t-cal	Df	t-critical	Prob
Principal	279	35.1075	7.40036				
				.153	293	1.96	0.456
Teacher	16	42.8750	4.34933				
<b>Total</b>	<b>295</b>						

Source: Field survey (2016)

Table 4.11 shows the opinions of principals and teachers on the impact of principals' assessment of teaching facilities on the performances of teachers in secondary schools. The Table shows t-cal value (.153) at the degree of freedom 293 and at 0.05 level of significant. The t-cal value (.153) is greater than t-critical value (1.96). The observed level of significance P (0.456) is greater than 0.05. This means that there is no significant difference in the opinion of principals and teachers on the impact of

principals' assessment of learning facilities on the performances of teachers in secondary school. Therefore, the null hypothesis is retained.

#### 4.5 Summary of Hypotheses Testing

The following null hypotheses were tested. The details are shown in table 4.12.

**Table 4.12: Summary of Hypotheses**

S/N	Hypotheses statements	Statistical test	Results	Level of significance	Decision
1	There is no significant difference in the opinion of MOE, Principals and Teachers on the impact of Principals' assessment of lesson plan on the performances of teachers in secondary schools in Sapele Education Zone, Delta State	Independent t-test	Prob.Value .312 is greater than 0.05	0.05	Ho <sub>1</sub> Retained
2	There is no significant difference in the opinion of MOE, Principals and Teachers on the impact of Principals' classroom visitation on the performances of teachers in secondary schools in Sapele Education Zone, Delta State	Independent t-test	Prob.Value .521 is Greater than 0.05	0.05	Ho <sub>2</sub> Retained
3	There is no significant difference in the opinion of MOE, Principals and Teachers on the impact of Principals' assessment of scheme of work on the performances of teachers in secondary schools in Sapele Education Zone, Delta State	Independent t-test	Prob.Value .216 is Greater than 0.05	0.05	Ho <sub>3</sub> Retained
4	There is no significant difference in the opinion of MOE, Principals and Teachers on the impact of Principals' assessment of Teaching Facilities on the performances of teachers in secondary schools in Sapele Education Zone, Delta State	Independent t-test	Prob.Value .741 is Greater than 0.05	0.05	Ho <sub>4</sub> Retained
5	There is no significant difference in the opinion of MOE, Principals and Teachers on the impact of Principals' assessment of Learning Facilities on the performances of teachers in secondary schools in Sapele Education Zone, Delta State on students' academic performances	Independent t-test	Prob.Value .456 is Greater than 0.05	0.05	Ho <sub>5</sub> Retained

From the Table 4.13, it was evident that four hypotheses were retained while one hypothesis was rejected. The reason why the four hypotheses were retained was because the p.value was higher or greater than the significant value of 0.05 set for the study.

While one hypothesis was rejected because the p.values is less than the level of significant used for the study (0.05). The hypotheses can then be restated or interpreted as follows;

HO<sub>1</sub>: Hypothesis one was retained which means that there is no significant difference in the opinions of respondents on the impact of principals' assessment of lesson plans on the performance of teachers in Secondary Schools in Sapele Education Zone, Delta State

HO<sub>2</sub>: Hypothesis two was retained which means that there is no significant difference in the opinions of respondents on the impact of principals' class visitation on the performance of teachers in Secondary School in Sapele Education Zone, Delta State

HO<sub>3</sub> Hypothesis three was retained which means that there is no significant difference in the view of respondents on the impact of principals' assessment of scheme of work on the performance of teachers in secondary schools in Sapele Education Zone, Delta State

HO<sub>4</sub>: Hypothesis four was retained which means that there is no significant difference in the opinions of respondents on the impact of principals' assessment of teaching facilities on the performance of teachers in secondary schools in Sapele Education Zone, Delta State

HO<sub>5</sub>: Hypothesis five was retained which means that there is no significant difference in the view of respondents on impact of principals' assessment of learning facilities on the performance of teachers in Secondary Schools in Sapele Education Zone, Delta State



#### **4.6 Summary of the Findings**

The following are the major findings of the study. The study reveals that:

1. principal ensures that lesson plan/note develop by teachers create specific knowledge and skills that learners acquire and use at the end of the lesson in secondary schools in Sapele Education Zone;
2. principal usually goes round in most of the schools to check whether teachers are taking their lessons or not and that, principal normally visit class during lessons;
3. there was a positive impact on the principal role performance in assessment of scheme of work in such that principal always asks for reports of scheme of work at the end of the week and inspect the scheme of work covered by the teachers in most secondary schools in Sapele Education Zone;
4. There was a positive impact on the principal role performance in assessment of teaching facilities in secondary schools in Sapele Education Zone; and
5. there was a positive impact on the principal role performance in assessment of learning facilities in secondary schools in Sapele Education Zone.

#### **4.6 Discussion of the Findings**

This study aimed at assessing the impact of school-based supervision on teachers' performance in secondary schools in Sapele Education Zone in Delta State, Nigeria. Its objectives were to examine the followings: the impact of Principals' assessment of lesson plans on the performance of teachers in Secondary Schools in Sapele Education Zone, Delta State, the impact of Principals' class visitation on the performance of teachers in Secondary School in Sapele Education Zone, Delta State, impact of Principals' assessment of scheme of work on the performance of teachers in Secondary Schools in Sapele Education Zone, Delta State and impact of Principals' assessment of

## Teaching Facilities on the performance of teachers in Secondary Schools in Sapele Education Zone, Delta State

The hypotheses formulated were tested using t-test, however to give general description of the respondents on the issues raised, frequencies and mean were used. The following are discussions arising from the major findings of the study. Objective one assessed the opinion of principals and teachers on the impact of Principals' class visitation on the performance of teachers in secondary school in Sapele Education Zone, Delta State.

It was revealed that there is no significant difference in the opinions of the respondents. It was agreed that assessment of teachers' lesson plan by the Principal was carried out on regular basis and it enables the teacher to be up to date with subject matter, ensures that the outlines instructional objectives of each topic are followed by the teachers it also serves as a guide for the teachers which in turns have a great impact on the teachers' performance in secondary schools in Sapele educational zones in Delta State. Just as Adentiwi (2010) holds it that lesson plan can be liken to be the "statement of achievements to be realized, and the specific means by which these are to be attained as a result of the activities engaged in day by day under the guidance of the teacher

The objective two of this study investigated the impact of Principals' class visitation on the performance of teachers .Responses were draw from principals and teachers to gauge their perception. There is no significant difference in the opinions of the respondents on this objective. The results reveal classroom visitation by the principal enables him/her to know how punctual the teacher is to class in the schools, makes teachers to be punctual to class, it ensures that the lesson plan is adequately followed by the teacher during instruction etc which have great impact on the teachers' performance. In the opinion

of Walberg (1995) adds that Classroom visitation is often used to provide teachers with constructive critical feedback aimed at improving their [classroom management](#) and instructional techniques

Objective three investigated the impact of principals' assessment of scheme of work on the performance of teachers in secondary schools in Sapele Educational Zone, Delta State. From the data analysis, there is no significant difference in the opinion of respondents on this hypothesis. It shows that the principal's assessment of scheme of work assists him/her in knowing whether the teacher is using the current/correct scheme of work appropriately, it also ensures that scheme of work reflects the course content of the subject, scheme of work gives the teacher a direction etc. Ademola (2014) at the level of the scheme of work, classroom teachers become indispensable in the planning. This is because it is teachers who break down the syllabus systematically so as to enable them effectively cover the scheme of work. Nwakpa (2012) submitted that no effective education program can exist without adequate provision of teachers and students welfare. Welfare facilities are fast and becoming more important at all level of education in the world, secondary schools in Sapele Educational Zone in particular and Nigeria in general must not be ignored.

The fourth objectives sought to assess the impact of principals' assessment of teaching facilities on the performance of teachers in secondary schools in Sapele Education Zone, Delta State. The result shows that there is no significant difference in the opinions of the respondents on this question. In the hypothesis related to this, the respondents agreed that the principal's assessment of teaching facilities enhances the appropriate use of teaching aid by the teacher; it ensures that the teacher uses the appropriate text books in teaching the students, ensures proper use of the chalk/whiteboard by the teacher during teaching etc. which have impact on the teachers' performance in secondary schools. Lawanson and Gede (2011) posit that "it is of utmost

importance that the availability of teaching facilities will duly contribute to the successful implementation of school programme. These teaching facilities must be made adequate for it to impact on the students' performance. In view of Emakuma (2013) who says that "school facilities become important because of the extent that it helps in improving teaching-learning effectiveness".

Objective five revealed the opinion of some stakeholders on the impact of Principals' assessment of learning facilities on the performance of teachers in secondary schools in Sapele Education Zone, Delta State. It was revealed that there is no significant difference in the opinions of the respondents. It was agreed that the assessment by the principal ensures the proper maintenance of teaching aid, ensures the maintenance of the chalkboard, and enhances the use of texts books by the teacher etc. have impact on the teachers' performances in secondary schools in Sapele education zones in Delta State. In line Adeboyeje (2000) adds that learning facilities are mandatory in order to make the school a pleasant, safe and comfortable centre that will increase students' attendance, motivation and willingness to participate adequately in both curricula and co-curricular activities.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This study focused on the impact of school-based supervision on teachers' performance in secondary schools in Sapele Education Zone in Delta State, Nigeria. This chapter discussed the following headings:

- Summary
- Conclusions
- Recommendations
- Suggestions for Further Studies

#### **5.2 Summary of the Study**

This study has empirically examined the impact of school-based supervision on teachers' performance in secondary schools in Sapele Education Zone in Delta State, Nigeria. The study was keen at identifying, determining and ascertaining the extent at which school base supervision has enhanced effective teachers' performance in the understudy areas. The objective of the study was to find out the impact of Principals' assessment of the following: lesson plan, classroom visitation, scheme of work, teaching facilities and learning facilities on the performance of teachers in Secondary Schools in Sapele Education Zone, Delta State.

Five research questions were formulated to guide the study. The study covered all public secondary schools in Sapele Education Zone in Delta State and it is significant because it would help stakeholder (policy makers, school administrators, teachers, government and the students) in playing a sensitive role aimed at improving the standard of education through proper school base supervision of teachers and the provision of a

conducive learning environment. The key variables are operationally defined to conclude the chapter.

In chapter two, some literatures considered to be related to the present study were reviewed. The conceptual framework provided a base as it explores the concepts of school based supervision. Scholarly works on the variables such as lesson plan, classroom visitation, scheme of work, teaching facilities and learning facilities. Empirical study of related works to show the relationship of the study to previous studies was carried out. It revealed some similarities to the present research, but its uniqueness in terms of scope and variables covered are highlighted.

The third chapter of this study examined the methodology used in carrying out the research work. The research design used is the descriptive survey. The population of the study comprises (16) secondary schools in Sapele Education zones. The study population was therefore made up of principals and teachers. There are (16) principals and (927). Making a total of (943). A sample of 295 was randomly selected from sixteen schools. A questionnaire titled “Questionnaire for the Impact of School-Based Supervision on Teachers Performances in Public Secondary school” containing 50 items was deployed to collect data for the study. The instrument was validated by expert in the field of Educational Administration and planning in the Department of Educational Foundations and Curriculum Educational, Ahmadu Bello University Zaria, a pilot study was carried out before it was finally deployed to the field.

The fourth chapter presented the analysis of the data in form of frequency and percentage tables. The research questions were answered using mean scores and standard deviation. The five null hypotheses were tested using t-test at 0.05 alpha levels and all were retained.

### **5.3 Conclusions**

In view of the findings of this study, conclusions were made that:

1. Supervision of lesson plan by principal enables the teacher to be up to date with subject matter;
2. Regular visit of the principal to the class room enables him/her to know if the time allocated for the subject by the time table is properly followed by the teacher;
3. The supervisor also ensures that the science teacher uses the appropriate text books in teaching the students;
4. Conclusion was also made that, the supervision by the principal enables him/her to know whether what is taught by the teacher is in line with the scheme of work; and
5. Finally, supervision by the principal ensures the proper maintenance to teaching aid.

### **5.4 Recommendations**

The followings recommendations were made in respect of the findings from this study:

1. Internal supervision should be frequently conducted in secondary schools in Sapele Education Zone in Delta State and Nigeria in general so as to improve teaching and learning process;
2. Regular classroom visitation should be carried out in schools in order to help teachers keep abreast with modern trends in teaching;
3. Principals should ensure that adequate instructional materials for the teaching of all subjects are provided in secondary schools in Sapele Education Zone in Delta State;
4. Regular supervision should be carried out in schools so as to enable principals to know whether what is taught by teacher is in line with the scheme of work; and
5. School Principals should be punctual in order to help in the management of teaching and learning facilities this is because adequate facilities stimulates the teachers in terms of teaching and learning.

## **5.5 Suggestions for Further Studies**

1. The same study could be carried out in Sapele Education Zones after 5 to 10 years to check for possible improvement in the Zones.
2. A comparative study could be carried out on the same topic in two or more States to ascertain differences or similarities in the findings.



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## **APPENDIX A**

### **LETTER OF INTRODUCTION**

Department of Educ. Found. & Curr.  
Faculty of Education,  
Ahmadu Bello University, Zaria  
Kaduna State.  
April, 2016.

Dear Respondent,

#### **REQUEST LETTER**

I wish to solicit for your assistance in collecting necessary data on a research topic: Impact of schools-based supervision on the performances of teachers in secondary schools in Sapele Education zone in Delta State, Nigeria.

Therefore, your contribution in bringing out your honest opinion as one of the members of management staff and teachers will surely enhance the validity and reliability of the research under investigation; moreover response will be treated confidently. In the end your cooperation is assumed to improve the performance of teachers in secondary schools in Delta state.

Thank You.

Yours faithfully,

Akarakiri Comfort Ngozi

## APPENDIX B

### SCHOOL-BASED SUPERVISION ON TEACHERS' PERFORMANCES QUESTIONNAIRE (SBSTPQ)

#### Personal Data of Respondents

**Instructions:** Please tick (✓) in the appropriate box that relates to you.

Tick [✓] in the appropriate box that relates to you.

1. Status
  - (a) teacher [ ]
  - (b) principal [ ]
2. Gender
  - (a) Male [ ]
  - (b) Female [ ]
3. Qualification
  - (a) M.ed/MA [ ]
  - (b) B.ed/BSC Ed [ ]
  - (c) NCE [ ]
4. Years of Working Experience
  - (a) 0-5 years [ ]
  - (b) 6-10 years [ ]
  - (c) 11-15 years [ ]
5. Ownership of School
  - (a) Public [ ]
6. Location of School
  - (a) Urban [ ]
  - (b) Rural [ ]
7. Nature of School
  - (a) Boarding [ ]
  - (b) Day [ ]
  - (c) Boarding/Day [ ]

**SECTION B: Impact of Principals' Assessment of Lesson Plans on the Performance of Teachers in Secondary Schools in Sapele Educational Zone, Delta State**

<b>S/No</b>	<b>Item statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	Assessment of teachers' lesson plan by the Principal is carried out on a regular basis in this school.					
2	Assessment of lesson plan by the principal enables the teacher to be up to date with subject matter.					
3	Assessment of lesson plan by the principal ensures that the outlines instructional objectives of each topic are followed by the teachers.					
4	Supervision of lesson presentation by the principal serves as a guide for the teachers.					
5	Assessment of lesson plan by the principal enhances proper evaluation of students by the teacher.					
6	Supervision of lesson plan by the principal enhances good time management by the teacher during teaching.					
7	Assessment of lesson plan by the principal helps the teacher on how to conclude his/her lesson.					
8	Assessment of lesson plan by the principal, encourages teachers to follow the scheme of work sequentially					
9	Assessment of lesson plan by the principal tend to give teachers confidence when using the lesson plan to teach.					
10	Supervision of lesson plan by Principals facilitates mastery of the topic by the teacher.					

**SECTION C: Impact of Principals' Classroom Visitation on the Performance of Teachers  
in Secondary Schools in Sapele Education Zone, Delta State.**

S/No	Item statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Classroom visitation by the principal enables him/her to know how punctual the teacher is to class.					
2	Regular visit of the principal to the classroom makes teachers to be punctual to class.					
3	Regular visit of the principal to the classroom enables him/her to know if the time allocated for the subject by the time table is properly followed by the teacher.					
4	Classroom visitation by the principal ensures that the lesson plan is adequately followed by the teacher during instruction.					
5	Visitation to the classroom by the principal enables him/her to know whether the teacher has the mastery of the subjects or not.					
6	Classroom visitation by the principal enables him/her to know if the lesson is well understood by the students.					
7	Regular visitation to the class by the principal enables him/her to know if the relevant teaching materials are used by the teacher.					
8	Periodic checking of student exercise books enables the principal to know if the notes given to the students by the teacher are relevant to the subject matter.					
9	Teachers tend to be at their best when principals visit their class regularly.					
10	Teachers employ serious classroom control when their class is visited by the principal regularly.					

**SECTION D: The Impact of Principals' Assessment of Teaching Facilities on the Performance of Teachers in Secondary School in Sapele Educational Zone, Delta State.**

S/N	Item statement	Strongly agree	Agree	Un decided	Disagree	Strongly disagree
1.	The principal's assessment of teaching facilities enhances the appropriate use of teaching aid by the teacher.					
2.	The Assessment ensures that the teacher uses the appropriate text books in teaching the students.					
3.	The assessment by principal ensures proper use of the chalk/whiteboard by the teacher during teaching.					
4.	The supervision by principal ensures the adequate use of correct flip chart by the teacher on particular subject matter.					
5.	The principal's assessment ensures that the teacher uses the correct laboratory equipment/tools during teaching.					
6.	The Principals' assessment ensures that the teacher use the right Specimens for practical teaching.					
7.	Assessment by Principals ensures that teacher use Video Compact Disc (VCD) appriopately when it is available.					
8.	The principals' assessment ensures that Projectors are used by teachers to teach when available.					
9.	The supervision by principal ensures the adequate use of correct Audio Compact Disc (ACD) is enough for teaching, hence increase student learning and performance.					
10	The supervision by principal ensures that teachers use the appropriate models for teaching.					

**SECTION E: The Impact of Principals' Assessment of Scheme of Work on the Performance of Teachers in Secondary School in Sapele Educational Zone, Delta State.**

S/N	Item statement	Strongly agree	Agree	Un decided	Disagree	Strongly disagree
1.	The principal's assessment of scheme of work assists him/her in knowing whether the teacher is using the current/correct scheme of work appropriately.					
2.	The assessment of scheme of work by the principal enables him/her to know whether what is taught by the teacher is in line with the scheme of work.					
3.	The assessment by the principal ensures that scheme of work reflects the course content of the Subject.					
4.	Assessment by the principal makes him/her to know if the teacher is following the scheme of work regularly.					
5.	Assessment by the principal enables him/her to know whether the scheme of work is comprehensive and enough for the term.					
6.	The assessment by the principal enables him/her to know if the scheme of work has been checked by the head of department.					
7.	The principals' assessment of scheme of work gives the teacher a direction.					
8.	Assessment of scheme of work by the principal enables the teacher to avoid skipping any topic					
9.	Assessment by the principal enables teachers to gain mastery of difficult topics.					
10.	Assessment of scheme of work by the principal enables the teacher to formulate activities for each topic.					

**SECTION F: The Impact of Principals' Assessment of Learning Facilities on the Performance of Teachers in Secondary School in Sapele Education Zone, Delta State**

S/N	Item statement	Strongly agree	Agree	Un decided	Disagree	Strongly disagree
1.	The assessment by the principal ensures the proper maintenance of teaching aid.					
2.	Adequate assessment by the principal ensures the maintenance of the chalkboard.					
3.	The assessment by the principal enhances the use of texts books by the teacher.					
4.	Supervision by the principal ensures that teacher allow students to use the school computer system when available.					
5.	Regular visit to the class room by the principal encourages the proper arrangement of class by the teacher.					
6	The assessment by the principal ensures that texts books in the library are adequately taken care of by the Librarian.					
7	Principal's visit to the laboratory enhances the proper maintenance of laboratory equipments by the teacher or laboratory attendants.					
8	Assessment by the principal makes teachers to ensure that student's exercise books are up to date.					
9	Principal's assessment ensures that lighting system is properly maintained and the laboratory or classroom well illuminated to encourage learning and teaching process.					
10	The principal's assessment ensures that chairs and desks are maintained and properly arranged to assist the movement of teachers during instruction.					

**APPENDIX C**  
**POPULATION OF THE STUDY**

**Population of Secondary Schools Teachers and Sample in Sapele  
Education Zone of Delta State, Nigeria**

S/N	Name of School	Principals Population	Teachers Population
1.	Elume Grammar School	1	26
2.	Ogiedi Mixed Secondary School	1	37
3	Okotie Secondary school	1	16
4	Adaka Grammar School	1	18
5.	Gana Mixed Secondary school	1	31
6.	Eziafa Grammar school	1	48
7.	Okpe Mixed Secondary School	1	61
8.	Orodje Grammar school	1	75
9.	Chude Girls Model School	1	90
10.	Ufuoma Mixed Secondary School	1	93
11.	Ufuoma Mixed Secondary School	1	93
12.	Ibada-Elume Mixed Secondary School	1	31
13.	Urhiapele Mixed Secondary School	1	69
14.	Okotie Eboh Grammar School	1	85
15.	Zik's Grammar School	1	80
16.	Sapele Technical College	1	80
<b>Total</b>		<b>16</b>	<b>927</b>

Source: Ministry of Education, Asaba (2015)



## APPENDIX D

### RELIABILITY TEST ON SCHOOL-BASED SUPERVISION ON TEACHERS' PERFORMANCE QUESTIONNAIRE (SBSTPQ) IN PUBLIC SECONDARY SCHOOLS IN SAPELE EDUCATIONAL ZONES

VARIABLES = VAR00001  
SCALE ('ALL VARIABLES') ALL  
MODEL = ALPHA.

Reliability  
Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded <sup>a</sup>	0	.0
	Total	40	100.0

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

#### Reliability Statistics

Cronbach's Alpha	N of Items
.85	50