ASSESSMENT OF INSTRUCTIONAL SUPERVISORY ROLE PERFORMANCE OF PRINCIPALS IN SECONDARY SCHOOLS IN BENUE STATE, NIGERIA

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A DESERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
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ZARIA, NIGERIA

MARCH, 2019

DECLARATION

I declare that this research is work titled "**ASSESSMENT OF INSTRUCTIONAL SUPERVISORY ROLE PERFORMANCE OF PRINCIPALS IN SECONDARY SCHOOLS IN BENUE STATE, NIGERIA"** was conducted and submitted in fulfilment of Master's Degree Programme in Educational Administration and Planning at the Ahmadu Bello University Zaria, Kaduna State. This work has not been submitted before for any degree or examination in any other university.

_____ _____

LYAM Hanmfe Margaret **Date**
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CERTIFICATION

This Dissertation titled '**ASSESSMENT OF INSTRUCTIONAL SUPERVISORY ROLE PERFORMANCE OF PRINCIPALS IN SECONDARY SCHOOLS IN BENUE STATE, NIGERIA**" meets the regulations Governing the award of Master's degree in Educational Administration and Planning of the Ahmadu Bello University Zaria, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my husband, Maj. I.D. Lyamson and my children, Martins, Aondofa, Austin, Terkula and Torkwaghse.

AKNOWLEDGEMENTS

My appreciation first goes to God Almighty, the father of our creator and Saviour Jesus Christ, the finisher of all things, wisdom, knowledge and understanding for his faithfulness and love to me in all ramifications through this work. I return all glory to almighty God in Jesus name.

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ABSTRACT

The study assessed the InstructionalSupervisory Role Performance of Principals in Secondary Schools in Benue State, Nigeria. The objectives of the study are to find out the principals' instructional supervisory role performance in checking/marking teachers' lesson plan/note, Classroom visitation, Teachers' Adherence to Curriculum Content, Dissemination of information Bulleting/Communication and Facilities Maintenance in Secondary Schools in Benue State. Five research questions and five hypotheses were answered and tested respectively, in the study which adopted the descriptive survey as the design. The population of this study is 2268 comprising88 Principals, 88 Vice Principals and 2092 teachers from seven education zones of Benue State with a sample of 322representing the entire population and was drawn from Research Advisor 2006. Respondents of the study responded to the validated instrument titled assessment of instructionalsupervisory role performance of principals in secondary schools in Benue state (ASRPPSSMBS) with the reliability index of 0.85.This was designed by the researcher in the modified Likert 5-point scale where mean and standard deviation were used in answering the research questions while the Analysis of Variance (ANOVA) was used in testing the hypotheses at 0.05 level of significance. Among others, findings revealed that principals' instructional supervisory role on checking/marking teachers' lesson/note,teachers adherence to curriculum content and dissemination of information through bulletin/communication andprincipals' instructional supervisory role on dissemination of information through bulletin/ communication to teacherswere effective in secondary schools in Benue Statewhile classroom visitationand facilities maintenance were not effective. Based on the findings, the researcher recommends among others thatstate ministry of education in collaboration with educational administrators should organize seminars, workshops and in service to educate principals and teachers of public secondary schools in Benue State onthe current and new format of writing lesson plan/note, efforts should be made by the ministry of education officials to ensure that principals of public secondary schools in the state improve on classroom visitation in Benue State. Ministry of education officials should visit the classes during lesson so that they will see what teachers teach in the classroom.

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OPERATIONAL DEFINITION OF TERMS

I. **Assessment**: A carefully considered opinion or judgment. It is used at school to monitor teaching and learning in the areas of resource allocation, teacher professional development, special education, curriculum and extra curriculum activities, school leadership, pupils care, guidance and support, personal development, welfare and participation, and overall effectiveness, etc.

II. **Supervisory Role**: These are the expected duties of a supervisor that helps to provide the most meaningful guidance, advise, support and educate the teachers, pupils, community members, philanthropist and organizations, etc.

III. **Classroom Visitation**: The teaching and learning process in the class under the guidance of the teacher that is occasional visited by the Principal in order to correct and moltivate the teacher.

IV. **Schools** – This refers to all the Government Senior Secondary Schools in the Benue State

V. **Checking/Marking of Lesson Note/Plan**: The process of evaluating Teachers readiness or preparedness to ensure teachers are prepared before entering the class.

VI. **Dissemination of information**: the process of passing information or massages to all teaching and non- teaching staff in a school.

VII. **Facilities maintenance**: The process of taking care of material resouces within the school premises.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Supervision in schools is regarded as an aspect of promoting principals' efficiency in order to achieve the objectives of the school. It is anticipated that supervision would go a long way to form and re-form the school in accordance with its objectives. However,if supervision is taken thoroughly it will go a long way to improve the standard of school, because supervision goes beyond the idea of inspection and reporting. Robinson (2012) opined that good supervision is regarded as the set of activities that a principal undertakes to ensure that supervision in schools promote efficiency with particular emphasis to secondary schools.

Raouf (2008) sees effective supervision in school as the way of ensuring continuous improvement in all aspect of academic business in a school where teaching and learning meet the needs and expectation of the academics' society. This is established around the premises that each step of the process of management of an organization has room for improvement. Continuous improvement of instruction is based on plan. This method enables the principal to regularly monitor, assess and evaluate the school resources (both human and material resources). Supervision in secondary schools by principals is one of the keysto high academic performance. There is no doubt that in any academic environment, principals' efforts in supervision constitute a very vital component in developing study of academic process or activities.

Affianmagbon (2007) observed that despite some lapses in principals' ability to supervise and manage schools, there are still some remarkable advancement in school supervision. The extent to which supervision among principals in secondary schools succeed

is important. According to him effective supervision in school improve student's academic performance within the school environment. Supervising role among principals involve all the activities carried out by all others administrative officers and educational stakeholders in the society. However, principals are merely undertaking both administrative role and supervising role in ensuring good and effective academic performance. In another development supervision in schools by principals should as a matter of fact be a collaborative effort by all concerned, government and non-governmental organizations (Affianmaghon, 2015). He submitted that there is looseness on the part of principals.

The role of supervision in education has become very important in recent time because it creates room to improve standard of academic performance of students. According to Osakwe (2010) supervision is seen as the provision of professional help and guidance to teachers and students gear towards the attainment of effective teaching and learning in education environment. The school principals in performing their duties help the teachers to work effectively in the areas of preparation of lesson plan/notes before lesson delivery.Fritz and Miller (2001) observed that the responsibility of making effective teaching and learning in school and the level to which instructional supervisors perform their duties diligently could be based on principals supervisory role. Accordingly, Obi (2004) came up with different methods for principals to assist teachers improve on the academic performance of students. Some of the methods include self-appraisal method, micro-teaching, classroom visitation, clinical supervision, workshop, demonstration method among others. These methods gives feedback to the teacher on the different learning outcomes of the academic system, and also assist to attain the goals of education.

To efficiently carryout supervisory role, the school principal has to plan. Igwe (2001) observed that teachers are always fearful and scared of supervision and as such do not take it in good faith. Peretomode (2001) opined a mutual teachers' supervisor relationship during

classroom observation. The problem according to him was that before putting him/her in a pre-visit supervision which might also be instrumental in vanishing teacher's apprehension of the forth-coming visit and could provide the principal with the teachers' intentions so that both could share a framework of meaning and understanding of the teachers' reasoning premises, doubts and specific professional reasons. Apart from the pre-visit supervision, others related classroom visitation would be real observation period and post-visit supervision. Basically, the supervisor sees the lesson so that he may later analyze it with the teacher. Lovell and Kimball (2005) observed that it is essentially necessary that the information constitutes a true, accurate and complete representation of what took place. This would be so because, if the information was serious, false, then the whole exercise becomes worthless.

The relationship between teachers and students is another good area that the supervisor need to pay attention to during classroom visitation as this also could lead to improved instruction. Using classroom visitation strategy to assess teachers' work done demands enough time from principals. Principal should put in mind that instruction improvement is seen as a top goal in supervisory role. It becomes rather unfortunate that many principals never spend much time in visiting classes for the purpose of supervision (Lovell and Kimball, 2005). The supervision of academic and administrative activities of secondary schools traditionally falls within the control of the principal. Formal education in Nigeria is rapidly changing and technically is adjusted towards meeting certain set goals and objectives such as education for all Nigerian citizens (Nwaogu, 2013). The pre-requisite for these various goals from the school principals are based on the advancement of teaching and learning through the involvement of performance based supervisor led by a supervisory team with a principal as the support.

It is expected of the school principal to be effective in carryout his duty not only in human resources but material resources. According to Ukeje (2000) it is observed that inadequate performance always experienced in institution by students and academic programs is often attributed to lack of basic infrastructure, lack of adequate and accurate statistics, inadequate funding, embezzlement, bureaucratic bottleneck and poor attitude to work. Normally, the principal's duty in the supervision of school's facilities entails bringing together individuals as a group that will control, coordinate and effective achieve reasonable and entire learning for the overall advantage of the nation (Omokorede and Ikegwuru, 2011). To buttress this,Ebong and Agabi in Nnabuo, Okorie and Agabi (2011), suggest that school supervision by principals is the totality of efforts that brought to bear in the provision and delivery of education to enhance that both human and material resources assigned to schools are used to best benefit in pursuit of academic objectives and goals.

Abdulkareem (2011) observed that to acquire quality education, there must be continuous increase of supervision and adequate school material resources, because the existing ones are often overstretched, poorly maintained and cannot provide, and foster desirable, creative and harmonious problem-solving skills. Generally, in the search by the school to develop the minds and character of future citizens, their abilities, skills and potentials is pertinent in order to equip them for contemporary nation, education material resources have to be supplied in adequate quantities, properly and effectively managed, controlled and supervised (Uko, 2001). According to Uka (2011), it is a duty of top supervisor, down to the teaching and non-teaching staff to supervise at their own levels.

The supervisory role of principal as an instructional supervisor has more than ever before become crucial on the issue of instructional improvement towards effective learning in Nigerian secondary schools. The National Policy on Education (2004) in Nigeria recognizes the need to ensure quality control through constant inspection and continuous supervision of

instruction and other services if national educational objectives are to be meaningfully achieved.

This however, does not mean that this responsibility is limited to a particular building but rather to an organizational segment for a programme, a level of instruction, or a group of grades housed in one building complex or two or more buildings substantially distant from each other.

Supervision came in the 1700s and lasted until the middle of 1800s. Supervision was characterized by a reliance on clergy to provide guidance to and supervision of teachers. As school systems become more complex, the need for more specialized guidance for teachers gave rise to the principal's as leader and a growing awareness of pedagogy, (Burthe and Kre, 2005) of scientific management.From the late 1800s until right before World WarII, was characterized by two competing views of education. One was the view that the purpose of education was the promotion of democratic ideals. The other was the view that school function best when approached from the perspective of scientific management. Throughout this era, the scientific approach gained strength and acceptance. The period after World War II, saw a swing away from the scientific approach to an emphasis on developing the teacher as an individual. This period also saw a proliferation of the responsibilities of the supervisors.

The next era, lasting from the late 1960s to the early 1970s, saw phenomenon of clinical supervision one of the most influential movements in supervision. The Hunter model was combined with clinical supervision to produce a widely used but oftentimes prescriptive approach to supervision. The RAND study took a realistic look at the actual practice of supervision and concluded that teachers preferred specific as opposed to general feedback. (Bruce & Heohn, 1980).

The mid-1990s saw the introduction of the Danielson Model to teacher supervision and evaluation; it was widely applied through K-12 education. Finally, the first decade of 21st century witnessed heavy criticism of current supervision practices and the calling for major changes in tenure and compensation.

To enhance the teaching-learning effectiveness in schools, the areas of school supervision have to be carried out in the academic system by the supervisors. Fischer and Cheryl (2004), identified some important areas of school supervision such as follow:

In formulating a well-defined objective of the lesson, as a critical first step,planning provides the direction and framework for the decisions which will follow. The objective is expected to describe the specific content to be learned and the observable behavior the student will exhibit to demonstrate that learning has occurred. No matter how expertly the objectives are stated, they facilitate learning only if they are appropriate to the academic achievement of students. A well-written objectives include specific information on what is to be included in lesson and what is not. This specifically expedites the next step, which is the identification of sub-skills or sub-objective which enables the teacher to be enhanced in order of difficulty to provide a logical sequence to the lesson. Planning the lesson, the administrators will know if the appropriate planning for instruction has taken place when the teacher is able to design a lesson that achieves the objective. This means everything the teacher and students do during the lesson is related to the objective. (Gentile, 1987 in Frscher and Cheryl (2014)

In monitoring students progress, it should be clear that good teaching requires diagnosing student progress during the lesson and adjusting the instruction. According to Stevens, 1986; Hunter, 1982 in Fischer & Charyl, 2014). Periodic and formal assessments of student learning through a midterm or final examination may be helpful in formulating

grades, but are not frequent enough to enable the teacher to adjust the teaching to correct the misconceptions. When observing a lesson, administrators should take note of the points in the lesson where teacher is expected to monitor instruction as it progresses to enable them to immediately respond to students' misunderstandings and ensure that all students are learning the material. Checking for understanding can be done in large groups by having all the students signal the response at the same time to the same question. This can be done with the use of their fingers to signal multiple choice answers 1,2 or 3, the first letters of a word, or thumbs up or down to indicate true or false (Hunter, 1982 in Fischer and Cheryl, 2014).

In adherence to curricular objectives, the supervisors are required to evaluate and assess the teacher's ability to adhere to curricular objectives and comply with this requirement, principals should assume that teachers are utilizing state frameworks, district curriculum guides, scope and sequence chart, and course outlines to assist them in planning instruction. Lesson plants should have clearly defined objectives that are appropriate to the class learning level and consistent with established district school, department, or grade level curriculum standards for expected achievement. Furthermore, plans should include and incorporate the needs, interest and special talents of students in the class and include enrichment or acceleration activities for students who complete basic tasks early. Also time line should be included so that the teacher can monitor the pace of instruction to ensure that the intended curricular objectives are taught and mastered in the allocated time. (Fischer and Cheryl, 2014)

Suitable learning environment is required so that the supervisors can verify and the teachers establish and maintain a suitable learning environment. Therefore, each teacher should develop and implement clear classroom routines and appropriate standards at the planning of each school year to ensure the health, safety, and welfare of their students. This

includes maintaining a clean, safe and orderly learning environment that includes establishment of good work habits and discipline. Teachers should post and communicate the classroom standards and procedures as well as the consequences for misbehavior with students and their parents. Administrators should ensure that appropriate behavior is supported with regular and ongoing recognition and reinforcement activities. Mutual respect among students, teacher, and staff should be evident within the school premises and in classroom. Everyone should work co-operatively, communicate with appropriate language. In Addition, administrators are to verify the materials and supplies that will be needed in an emergency including exit routes and students' information are readily available (Fischer and Cheryl, 2014).

1.2 Statement of the Problem

At present, most principals pay little or no attention on managing and administering school. Cawetti and Reavis (2012) observed that principals spent less than a third of their time in supervision. Principals are reported to have used only 20% of their time for visiting classes and other curriculum related development activities.

Ministry directives (No. 3/1987) clearly stated that as professional leaders, principals are responsible for successful curriculum implementation in education. This objective could not be possibly attained unless the principals systematically supervise and make it a top priority to do so. Although supervision can assist to improve the effectiveness of teaching and learning activities in classrooms, but not without problems. There are many hindrances or obstacles. According to Shukor (2013) some types of conflict forced the teacher being observed and the principals apart. Likely due to teachers' behavior and knowledge that principals are under qualified and from a different discipline of studies. For example, an art graduate principals trying to check science teachers.

Okoroma (2002) observed that poor performance in science course had been characterized to weaken facilities or near-absence of laboratory infrastructural facilities. Onyeike (2013), pointed out that in some cases the laboratories do not exist or damage beyond repairs, resulting in the poor performance of students in West African Examinations Council (WAEC) and National Examinations Council (NECO), leading to resultant poor quality output from Nigeria secondary schools, especially the public schools. Ogundipe (2007) opined that the quality of academic output to a large extent depends on the scale of equipment and facilities such as laboratory, workshop, libraries, books, teaching aids and how good they are being put to use.

The primary goal of secondary education is to develop the individual's mental capacity and character for higher education and useful living within the nation (Federal Republic of Nigeria, (FRN), 2004). In spite of the nation's demand for quality supervisor in schools and the need for thorough supervision in schools, there is a growing concern about the realization of secondary school objectives due to doubt that many principals give little or less attention to supervision of teaching and learning activities in secondary schools. Resultantly, there have been steady fall in teachers teaching and learning job performance and students' academic performance which renders non-realization of quality supervision in secondary schools (Adeniji, 2002). This has been largely attributed to the gaps in teachers' competence, curriculum instruction, learning facilities, resources, funding and instructional management. It is observed in the study that there is a serious challenge ahead of principals partly because of paying little or less attention to their duties, existing gaps, inadequacies in their supervisory roles and laxity on the part of the teachers in their professional role performance in the secondary schools.

1.3 Objectives of the Study

The following objectives were formulated for this study to:

1. find out the principals' instructional supervisory role performance on checking/marking teachers' lesson plan/note in secondary schools in Benue State, Nigeria;
2. determine the principals' instructional supervisory role performance on classroom visitation in the secondary schools in Benue State;
3. assess the principals' instructional supervisory role performance on teachers' adherence to curriculum content in secondary schools in Benue State;
4. investigate the principals' instructional supervisory role performanceon dissemination of information bulletin/communication to teachers in secondary schools in Benue State; and
5. ascertain the principals' instructional supervisory role performance in facilities maintenance on secondary schools in Benue State.

1.4 Research Questions

The folowong research questions were postulated;

1. What is the principals' instructional supervisory role performance on checking/marking teachers' lesson plan/note in secondary schools in Benue State?
2. What is the principals' instructional supervisory role performanceon classroom visitation in secondary schools in Benue State?
3. Does principals' instructional supervisory role performance of teachers' adhere to curriculum content in secondary schools in Benue State?
4. What is the principals' instructional supervisory role performance on dissemination of information bulletin/communication to teachers in secondary schools in Benue State?

5. What is principals' instructional supervisory role performance on facilities maintenance in secondary schools in Benue State?

1.5 Research Hypotheses

The following research hypotheses were formulated and tested for this study;

1. There is no significant difference in the opinions of Principals, vice principals and teachers on Principals' instructional supervisory role performance on checking/marking of lesson plan/notes in secondary schools in Benue State;
2. There is no significant difference in the opinions of Principals, vice principals and teachers on the Principals' instructional supervisory role performance on classroom visitation in the secondary schools in Benue State;
3. There is no significant difference in the opinionsof Principals, vice principals and teachers on Principals' instructional supervisory role performance on teachers' adherence to curriculum content in the attainment of secondary schools in Benue State;
4. There is no significant difference in the opinions of principals, vice principals and teachers on Principals' instructional supervisory role performance on dissemination of information bulletin/communication to teachers in secondary schools in Benue State; and
5. There is no significant difference in the opinions of Principals, vice principals and teachers on principals' instructional supervisory role performance on facilities maintenance for teachers and students in secondary school in Benue State;

1.6 Basic Assumptions

The study is on the assumptions that:

1. principals' checking/marking of lesson plan/notes enhanced teaching-learning process in secondary school in Benue State;
2. principals' visitation to classroom regularly enhances teaching and learning in secondary school in Benue State;
3. teachers' adherence to curriculum contentwill enhance teaching and learning in secondary school in Benue State;
4. dissemination of information on bulletin/communication to teachers enhances teaching-learning process in secondary schoolsin Benue State; and
5. school facilities will create favourable learning environment for teaching and process in secondary schools in Benue State.

1.7 Significance of the Study

The findings of this study has both theoretical and practical significance. The theoretical significance depends on clinical supervision theory and technical skill theory. Clinical supervision theory is emphasized using good pattern by the supervisor or principal when supervising classroom teacher while technical skill theory relies on more than one theory and techniques. The theory focuses on making use of different skills in supervision such as assigning some to teach during group, counselor etc.

This study would be useful to principals, vice principals, head teachers, teachers, government/stakeholders researchers, students and the public that benefit from this study because the role of principal and teacher in a school setting should not be underrated.

The principals as the instructional leaders and teachers as the facilitators would find the study useful because the strategies that inspire them to continually assume their role in schools for the attainment of quality assurance will be revealed in the findings of the study.

Government institutions/stakeholders that are responsible for providing adequate educational materials, proper trainings of principals and teachers, adequate accommodation for staff would make use of the findings of this study.Researchers and students that may be interested in carrying out further research study in the area that is related to the study will also find the study useful. Various literature reviews would provide the needed materials for the accomplishment of their work or given tasks.

1.8 Scope of the Study

This study assessedtheinstructional supervisory role performance of principals' in secondary schools in Benue state. Itwas carried out in public secondary schools in seven (7) educational zones of Benue state. The targeted respondents are principals, vice-principals, and classroom teachers. The study focus on five (5) principal supervisory roles which were facilities maintenance, dissemination of information, content of curriculum delivery, checking/ marking lesson plan/note and classroom visitation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study aimed at assessing the instructional instructional supervisory role performance of principals in the secondary school objectives in seven (7) education zones in Benue State, Nigeria. Therefore, the view covers the following subheadings:

Conceptual work, theoretical framework, general reviews, empirical studies and summary of literature review.

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2.2 Conceptual Framework

Supervision in secondary schools by principals is the key to assessing academic performance of students. There is no doubt that in any academic environment, principal's efforts in supervision contribute in a very vital way to developing study of academic process or activities.

2.2.1 Assessment

Beck and Earl (2000) sees assessment as any process which gives information about students' learning; informal classroom processes which include observing students tackling a task, question them about their work, looking at their written work or listening to their discussions. More formal processes include testing and setting assignments for marking and their national system of tests and examination.

Bauta (2005) describes assessment as finding ways to demonstrate and improve student learning to promote positive institutional change. Also, described by one of the ways of making feedback about students' "strengths, challenges and progress an integral component of the educational experience". In another way, it gives individual students feedback about their strengths and weaknesses which helps them make determinations about

their personal goals and progress. It can "attract and focus faculty and staff on the best ways to improve curriculum, instruction and student strategic goals that can be used both internally and externally.

Huba and Freed (2000) see assessment as the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences.

2.2.2 Supervision

Supervision has been described by Osakwe (2010) as a process that is concerned with the provision of professional guidance to teachers' and students geared towards the achievement of effective teaching and learning in the school. The principal as a supervisor provides a professional guidance to teachers in order to improve their competences for effective teaching process to enhance the learning and growth of the students. The secondary school principals carrying out their duties assist the teachers to perform effectively in the areas of preparation of lesson plan and lesson notes before lesson delivery, good use of instructional method and teaching aids, keeping and maintaining of school records, classroom management, among others. Through supervision the principal can provide meaningful feedback and direction to teachers that can have profound effect in the learning that occur in the classroom.

According to Gordon and Ross-Gordon (2001), supervision is a cycle of activities between a supervisor and teacher with the main aim of improving classroom performance (Patrick and Dawson, 1985). Also, Nwankwo (1984) in Ajani (2001) noted that school supervision is an activity which are carried out with the purpose of making the teaching and learning better for the learner. It has been observed that school supervision is an essential activity for the effective operation of a good school system. In addition, school supervision is

a behavior that is officially designed which directly affects teacher behavior in such a way to facilitate student learning and achieve the goals the school system.

Through the effective supervision of school, supervisors can reinforce and enhance teaching practices that will contribute to improved student learning. The foregoing suggested that school supervision particularly in secondary schools is concerned with supporting and assisting teachers to improve instruction through their changing behavior.

2.2.3 Role Performance

Affianmagbon (2007) observed performance as a process that involves all the activities carried out by the teaching to achieve the desired effects on students. It involves the extent to which the teacher participates in the overall running of the school in order to achieve the expected objectives and goals of the school.

Lebas (1995) sees performance as the process of measuring people transform complex reality into simplified numerical concepts that are easily communicated and acted upon. Lawler (2003) defines performance as a process of establishing what is to be achieved and an approach to managing and developing people in a way which increases the probability that it will be achieved in the short and long term.

2.2.4 Lesson Plan/Note

Hurst (2001) defined lesson plan/note as the fundamental requirement needed to effectively instructor's lesson planning begins with well-defined outcomes and evaluation criteria established by the course director. Evaluation criteria established by the course director needs to be actionable, meaning it can be demonstrated. According to Ayres (2014) sees lesson plan/note as the primary procedure in structuring individual lesson outcomes that are mutually supportive of the overall course outcomes.Lesson plans assist in structuring lesson outcome and activities associated with those outcomes. Aliyu (2006) observed that

lesson plan/note is a documentary of what the teacher intends to teach, how to teach it, what materials to use, statement objectives, what skills to adopt, how to evaluate the lesson taught, etc. In other words, it is a document that enhances the teacher's memory of what would have been forgotten if not written down.

2.2.5 Classroom Visitation

Principals' classroom visitation refers to a process by which the principal as a supervisor visits the classroom to observe the teacher and students in action. According to Igwe (2001), classroom visitation is a procedure by which the educational leader who possesses wisdom can be of great assistance in aiding the teacher to improve both his instructional techniques and the learning process of the students.

Watarhouse (2001) sees classroom visitation on the other hand as a process where administrative head concern with the physical setting of the students in classroom discipline and control, effective communication, teacher's personality and cordial relationship between the teachers and learners. Dodo (2012) defined classroom visitation as the process where a school leader creates a favourable learning atmosphere in the classroom. In another way, it is the responsibility of administrative leader which deals with all the necessary arrangements needed for carrying out efficiently and effectively the academic work in the class richer personal experience in making his unique contribution to our democratic society".

Mallam (1990), Barr (1958), Oladele (1987), Alutu (2007) and Gesinde (2008) regards guidance as "a comprehensive system services and programme in school designed to affect the personal development and psychological competence of students" According to Action Health Incorporated (2002), "counseling is a client-oriented interactive communication process in which one helps others to make free informed decisions about their personal behavior and provide support to sustain that behavior. Bulus (1990) sees

counseling as an open ended face to face problem solving situation within which a student with professional assistance, can focus and begin to solve a problem or problems.

UNESCO (1999) defined counseling as a process by which the helper expresses care and concern towards the person with a problem and facilitates that person's personal growth and brings about change through self-knowledge. In another word, is a relationship between a concerned person and a person with a need.

2.2.6 Curriculum Content

The term curriculum is of Latin origin and it came through a French word called "curere," meaning "to run." Like in a race course, it is likened to course through which people have to run in order to get to a set goal. Overtime, and for school purpose, it has come to signify a course of study.

Tricia (2010) cited in Yusuf (2012), defines curriculum as a prescribed course of study which students must fulfill in order to pass a certain level of education. She further highlighted this statement when she added that it is all the courses offered in a school. This is particularly true of schools at the university level where the diversity of curriculum might be an attractive point to a potential student.

Akpale (2010) cited in Yusuf (2012) observes curriculum as the planned and unplanned educational experiences in which both students and teachers all work for the attainment of educational goals.

The above definitions point to the fact that curriculum is basically a plan, a map, or a prescription to be followed. Descriptive definitions of curriculum attempt to inform us of what happens when the planned curriculum is engaged. They provide glimpses of the curriculum in action i.e., how things are done in real classrooms.Wilki (2005) cited in Yusuf (2012) views curriculum as all the experience children have under the guidance of the school.

2.2.7 Facilities maintenance

School infrastructural facilities have been observed as a potent factor in quantitative education. Infrastructural facilities are equipment and materials that are available to facilitate students learning outcome which include good buildings for classroom and laboratories, laboratory equipment, experiment materials/apparatus, books, audio-visual software and hardware of educational technology.It aslo includes the size of classroom and laboratory sitting position and arrangement, availability of tables, chairs, chalkboard, shelves on which instruments for practical are arranged (Farrant, 1991, 1998).

Oni (1992) explains infrastructured facilities to constitute strategic factor in the functioning of a school system. This is so because they determine to a very large extent the smooth functioning of any teaching and experimental demonstrations and even other extra-curricular activities. Sida (1996) defines infrastructural facilities as physical facilities (airports utility supply systems, communication systems, water and waste disposal system, etc.) and the services (water, sanitation, transport,) flowing from those facilities. Fox (1994) on his part defines infrastructural facilities as those services derived from the set of public work traditionally supported on the public sector to enhance private sector production and to permit household consumption.

2.2.8 Communication

Communication is the easy and quick flow of information and essential to every modern organization. Communication is the process of give and take method involving the sender and receiver (Nakpodia, 2006). Usually, the sender must have an idea to put across which makes it a 3-way grid, the sender, message and the receiver. According to Julia Wood (2004), communication is a systematic process in which individuals interact with, through symbols to create and interpret meanings. According to Aliyu (2006) sees communication as a process of passing information from one person to another. It can also be the transfer of a

message from one person to another. These definitions clearly show that information is exchanged in order to initiate action or solve a problem.

2.3 Theoretical Framework

Two theories are identified and discussed as they relate to this study. They are: clinical supervision theory and technical skill model of supervision.

Clinical supervision theory: This theory focuses on the supervision that is within the class environment. It is the type of supervision which is carried out in order to see the real performance of the classroom teachers. Carrying out this type of supervision requires a sequential arrangement from both supervisor and classroom teacher himself. This theory was founded in the 1973 by Cogan's Eight Phase Cycle of clinical supervision. The cycle of clinical supervision and its phases are:

Phase 1: Establishing the teacher-supervisor relationship

The first phase of clinical supervision is the period in which the supervisor

a. Establishes the clinical relationship between himself and the teacher,
b. Helps the teacher to achieve some general understandings about clinical supervision and a perspective on its sequences;
c. Begins to induct the teacher into his new role and functions in supervision. These first phase operations are generally well advanced before the supervisor enters the teacher's classroom to observe his teaching.

Phase 2: Planning with the Teacher

The teacher and supervisor together plan a lesson, a series of lessons, or a unit. Lesson means an instructional process oriented by objectives of fairly limited scope and designed to be accomplished in a span of time varying from part of a class period to a school day or two plans encompassing more complex objectives and more extended periods of time are referred

to as units. Whatever the scope of the planning, the entire design and each of its constituent lessons are planned in terms of the objectives for the students and the teacher. Plan commonly include specification of outcomes, anticipated problems of instruction, materials and strategies of teaching, processes of learning and provisions for feedback and evaluation.

Phase 3:Planning the strategy of Observation

The supervisor plans the objectives, the processes and the physical and technical arrangements for the observation and the collection of data. His functions in the observation and clearly specified, as are those of other observers if any are to participate. The teacher joins in the planning of observation and takes a role in it as he becomes more familiar with the processes of clinical supervision.

Phase 4: Observing Instruction

The supervisor observes the instruction in person and/or by way of other observers and other techniques for recording classroom events.

Phase 5: Analyzing the Teaching-Learning Processes

Following the observation, the teacher and the supervisor analyses the events of the class. Initially they usually perform this task separate. Later in the programme they may do so together or with other participants. Decisions as to these procedures are made with careful regard for the teacher' developing competencies in clinical supervision and his needs at the moment.

Phase 6: Planning the strategy of other conference

In the early stages of working with teacher, the supervisor alone generally develops the plans, alternatives and strategies for conducting the conference with the teacher. Later on, if it is advisable, the planning for the conference may be carried out by teacher and supervisor

together. If this occurs, the planning for the conference may be incorporated into the conference itself.

Phase 7: The Conference

The conference participants are generally the supervisor and teacher. As need and appropriate circumstances arise, other participants may join them. The conference may on occasion be conducted by the teacher and others sometimes without the supervisor.

Phase 8: Renewed Planning

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

This theory is important to the ongoing study because Cogan's Eight Phase clinical supervision shows the pattern of supervision the secondary school principal or administrator suppose to follow when carrying out classroom supervision of classroom teacher in enhancing good performance in the classroom. It is the responsibility of principal to act as colleague to classroom teacher, understand the teacher, accept lesson in terms of what teacher is attempting to do, consider listening as important as talking and creating an atmosphere in which supervisor and teachers are co-shares of expertise. Based on the discussion of this theory, good relationship between the supervisor and classroom teacher can help the supervisor to see the actual performance of a classroom teacher.

Technical skill mode of supervision; this model relies on more than one theory and techniques. These methods with respect to supervision and are known as integrative models (Haynes, Corey, and Moulton, 2013). In fact, because most counselors today practice what

they describe as integrative counseling, integrative models of supervision are also widely practiced. Haynes, Corey and Moulton describe two approaches to integration: technical eclecticism and theoretical integration.

Technical eclecticism tends to focus on differences, chooses from many approaches and is a collection of techniques. This path calls for using techniques from different schools without necessarily subscribing to the theoretical positions that spawned them.In contrast, theoretical integration refers to a conceptual or theoretical creation beyond a mere blending techniques. This path has the goal of producing a conceptual framework that synthesize the best of two or more theoretical approaches to produce an outcome richer than that of a single theory. (Haynes, Corey andMoulton, 2013: 124).

Examples of integrative supervision models include: Bernard's (1979) discrimination model, Holloway's (1995) systems approach to supervision, Ward and House's (1998) reflective learning model, and Greenwald and Young's (1998) Schema-focused model (Hayners, Corey & Moulton, 2013).

Bernard's Discrimination Model

In the recent time,one of the most commonly used and research integrative models of supervision is the discrimination model originally published by Janme Bernard in 1979. This model; is comprised of three separate focuses for supervision (i.e., intervention, conceptualization and personalization) and three possible supervisory roles (i.e., teacher, counselor and consultant). Bernard and Goodyear (2009). The supervisor could, in any given moment, respond from one of nine easy (three roles X focuses). For example, the supervisor may take on the role of teacher while focusing on a specific intervention used by the supervisee in the client session, or supervisee's conceptualization of the work,. Because the response is always specific to the supervisee's needs, it changes within and across sessions.

The supervisor first evaluates the supervisee's ability within the focus area, and then selects the appropriate role from which to respond. Bernard and Goodyear (2009) caution supervisors not to respond from the same focus or role out of personal preference, comfort or habit, but instead to ensure the focus and role meet the most salient needs of the supervisee in that moment.

System Approach: In the system approach to supervision, the heart of supervision is the relationship between supervisor and supervisee, which is mutually involving and aimed at bestowing power to both members (Holloway, 1995). Holloway describes seven dimensions of supervision, all connected by the central supervisor relationship. These dimensions of supervisions are: the functions of supervision, tasks of supervision, the client, the trainee, the supervisor and the institution (Holloway, 1995). The function and tasks of supervision are at the foreground of interaction, while the latter for dimensions represent unique contextual factors that are, according to Holloway, covert influences in the supervision process. Supervision in any particular instances is seen to be reflective of a unique combination of these seven dimensions.

This theory is relevant to the present study because it shows that the duty of the secondary school principal or administrator makes use of different supervision skills in performing his duty, should integrates all models into a working environment, some may be chosen to teach during group supervision, some counselor approach, others as co-therapist role with supervisee. Based on the discussion of the theory, each integrated model serves a specific purpose.

2.4 Role Performance of Principals

Aderonmu & Ehhiemetator in Kiadese (2000) identified the following roles of principals.

1. The administrator needs to apply the planning principles to supervision from the beginning in order to ensure the aims of supervision are attained. Planning principles involves the articulation of objectives, selecting of the best strategies, mapping out of polices, programmes and procedures that would best help in achieving the stated objectives.
2. Administrators are expected to identify through the process of supervision, staff vacancies in terms of grades and disciplines in accordance with the organization structures of the school.
3. The administrator is expected by this function to co-ordinate the efforts of all participants and ensure that by so doing, decision making becomes a collective responsibility.
4. Administrators are expected to observe staff and students at work during a typical supervision session. Thus, in a bid to help improve observed habits and standards, the administrator will through consultation, offer advice to the participants in the school environment.
5. In view of the level of involvement of administrators in the academic activities, they can however through observations make useful suggestions which can help the process of curriculum development in the country.

2.4.1 Roles of Principals in schools

Kathleen (2006) summarized the roles of Principals in this way:

1. Monitoring or providing for monitoring 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 collaborative effort to improve student learning.
5. Working with groups of teachers to adopt the local curriculum to the needs and ability of diverse groups of students, while at the same time bringing the local curriculum in with state and national standard.

Principals also help teachers' to improve their teaching to the general objectives of the school for improvement in the service of quality learning for all students.Also for effective supervision in teaching-learning, administrators should be able to perform their roles as expected if the goals of organization are to be achieved.

2.4.2 Types of roles being performed by Principals

The major role of the Principals is to assist others to become efficient and effective in the performance of the assigned duties. Apart from the general role, Principals also perform the following roles in the education system.

Instructional leader is one of the most important roles of administrators, he leads other teachers in working to make them as effective as possible. They also lead teachers in developing and implementing an effective plan for teaching and learning. The administrators have to meet the needs of the people and the particular environment rather than practice a normative kind of leadership. Instruction leaders improve the quality of instruction by furthering professional growth for all teachers. Administrators should be flexible enough to deal with any situation and should maintain a good rapport with their staff (Ekundayo & Oyerinde, 2013).

Assessing student progress: An administrator assesses students progress toward the established standards by the regulatory agencies, and also facilitates the planning of various techniques and ensure that staff are making use of information from a variety of valid and appropriate sources before they begin the planning of lessons or teaching. Administrators determined if staffs are using the numerous evaluation processes available to assist in planning meaningful instruction. The administrators ensure that teachers are preparing and maintaining adequate and accurate records of learners' progress. This will include the regular and systematic recording of meaningful information concerning students. Progress on specific concepts and skills related to the standards for each subject for the grade level they are teaching.

2.4.3. Roles Performance of Principals in Secondary schools

The roles performance of principals in secondary schoolsare the efficient management, monitoring, evaluation and the resource inputs and transformation process (teaching and learning) to produce quality output (students) that meet set standards and expectations of the society (Robison in Ayeni, 2012).

Principalship is a well-established position of the chief executive who provides instructional leadership by coordinating curricula, co-curricular programmes and is responsible for the general administration of secondary schools. The principals being instructional leaders are at the vantage positions to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them for scholarship and best practices in curriculum delivery. (Ayeni, 2012)

Educational objectives are achieved in schools that have effective principals who devote considerable time to coordinating and managing teaching-learning process and such

principals are highly visible in the schools and close to the instructional process. In many instances, effective principals adopt continuous and consistent classroom visitation to ensure adequate teaching and learning process (Peter and Waterman 1988 in Ayeni, 2012). At the same time, leadership is in many ways a shared responsibility. It engenders a common sense of commitment and collegiality among the staff. Effective school principals establish clearly defined goals for academic achievement, and they concentrated their available resources and their operations on achieving them. They also provide adequate time table for teaching routine check of lesson notes and subject derives, observation of classroom instruction, continuously monitoring students progress to determine whether their instructional goals are being met, provide feedback on student performance, motivation of teachers for improved performance, reinforcement of students for excellent performance, maintained an appropriate usage of physical facilities, enforcement of discipline to ensure peaceful atmosphere, capacity building of teachers for effective service delivery and provision of instructional facilities and materials to enhance quality teaching-learning processes.

Quality Education

It is necessary for ideal school principals to set reasonable expectations for work and attainment. The ideal of the school as a place of learning is communicated clearly to the student; and commitment to learning is expected in every classroom. Expectations of the society are manifested in the performance standards set by school. (Ayeni, 2012). High standard reflect high expectations; low standards reflect lowexpectations. It is therefore crystal clear that the complex task of the principals is how to organize the school to meet the various challenges facing school administration so the education aims and objectives can be achieved. As the chief executive of the school, the principal must make it possible for staff to

have access to students' facilities of all kinds in order to discharge fully their responsibilities in achieving the educational objectives.

2.4.4. Supervision

Supervision as a field of education is as old as formal education Supervision is a management tool for secondary school principals. Instructional supervision facilitates teachers' improvement in instructional practices. With quality and relevant instruction of students, the academic achievement of students is assured. By the instructional supervision offered by the principals, teachers are stimulated, supported and motivated to instruct the students well. Principals are the main actors in ensuring that teachers carry out their instruction towards the achievement of school's goals. Principals carry out instructional supervision by providing instructional materials, providing continued development of teachers and monitoring of students academic progress. They also set academic standards for their schools. The improvement of school through instructional supervision has been a concern for educational researchers. Instructional supervision has had a history to the point it is understood as explained Supervision emerged slowly as a distinct practice always in relation to the institutional academics (Tyagi 2010). Supervision began in USA as a process of external inspection. At this period, one or more local citizens were appointed to inspect what the teachers were teaching. Superintendents were later appointed to inspect schools to see that teachers were following the prescribed curriculum and see that students were able to recite their lessons. This trend was changed because of multiplication of schools, which made it difficult for superintendents to reach all schools. Internal Supervision was introduced where the principals were made responsible of supervising schools. The focus at this time was on the teacher rather than on instruction and students learning. Principals made decisions based on what they observed at the sport without engaging the teacher in interaction and

supervision. They were mainly concerned with management of schools rather than the improvement of teaching and learning. This type of supervision was referred to as administrative inspection and was used in between 1642-1875 (Okumbe, 1998). A new way of managing supervision started in 1960 when various scholars carried out research on supervision. This method has greatly improved management and practice of instructional supervision in schools. The growth of research gave rise to the development of scientific method of supervising teachers. This method of supervision became identified with various forms of clinical supervision such as collegial, coaching and objective classroom observation. However, clinical supervision was not used for a long time. The reason being that it became time consuming and involved intensive labour . The unpopularity of clinical supervision creates a gap for this current study to fill through other forms of supervision such as visits to classrooms and checking of teacher's professional records. Inspection of schools was external and school Inspectors visited schools occasionally. Their role was mainly to check on teachers mistakes in their discharge of duties and correct them. Teachers perceived it as a policing activity and often strained relationship between them and inspectors. As the schools increased, it became difficult for a few inspectors to visit all schools. Internal supervision was then preferred and the Principals became key supervisors in their schools. The principals were to take major role in instructional Supervision in order to improve the quality of learning. Some scholars have carried out research on supervision of schools in relation to how it improves the quality of teaching and learning in secondary schools. Most researchers have concentrated on the variables of instructional supervision, school improvement and staff development. This current study looked at instructional supervision and student's academic achievement in order to complete the process of internal supervision (Mutua, 1996)

According to Ogunsaju (1983),supervision is essentially the practice of monitoring the performance of school staff, noting the merit and demerits and using befitting and amicable

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

2.4.5. Types of School Supervision

Under the provision of the Educational Law, the inspectorate has a right or access to schools at all times for the purpose of inspection. There are different types of school inspection. Many educationists including Olole (1995) identifies some unique types of school inspection practices in Nigeria.

1. **Full inspection** consists of team of inspectors visiting a school for several days for a fact-finding mission. They enquire into every aspect of the school program. Such visits are usually followed by a comprehensive report, copies of which are made available to the school and Ministry of Education or Schools Board. The interval between inspections is usually 2 to 4 years.
2. **Routine/Follow-up Visits**: The inspector investigates whether the suggestions, corrections and recommendations made during previous visits have been carried out by affected schools. The visit is to ascertain to what extent the corrections or suggestions provided are helped in achieving the educational objectives.Routine visits are short visits

made to schools in which no formal reports are written but brief comments are made. The aim depends on why an inspection is made. It may be to check on the punctuality level of teachers. One of the aims of such supervisory visits is to look into what is happening, the work being done, human relationships and the appropriate use of the school building and equipment (Onasanya, 2008).

3. **Creative visit**:Here, both the teacher and the inspector feel open-minded. This system promotes freedom flexibility and encourages open mind. In this situation, teachers and the inspectors, work together, collaborate, evaluate and describe each other's work. This encourages teachers in all aspects. This can be called the best type of inspection.
4. **Clinical Visit**: During and after this visit, the inspectors analyses the data/information and discuss his analysis with the teacher for the improvement of instruction.
5. **Check up/Investigative Visit**: According to Ignnu (2015) this is to investigate an aspect of administration in the school, e.g. special problem of indiscipline, and or investigation of an allegation of fraud.Special visit is for the inspection of one or a limited number of aspects of the school. For example, if there is a problem in the teaching and learning of a special subject such as the teaching of English or Mathematics.
6. **Preventive Visit**: In this type of visit, the inspector beforehand anticipates problems, as such, try to assist teachers to avoid those problems/shortfalls/deficiencies. This type of inspection helps teachers to meet situation with confidence as they predict the problems beforehand and act as friend and guide. Therefore, this type of inspection is more useful and helpful in every aspect as compared to the traditional type.
7. **Sampling and Survey visits**: This type of visit samples people opinions on the approval for the opening of new school. Such visits are made to new schools to find out whether they satisfy the condition necessary to obtain approval for opening.

8. **Government Grants or take-over of schools**: This type of inspection is carried out in voluntary agencies, schools or schools for the purpose of government funding. If the voluntary agency wishes the government (Local Education Authority/School Board) to take-over their schools, an inspection has to be carried out before such action is taken.
9. **Certificate Inspection**: This type of inspection is intended for individual teachers requiring approval of teaching ability. Teachers who are close to completing their two years' probationary period are inspected and if found competent and recommended to be placed on roll of performance and pensionable teachers.
10. **Administrative inspection**: This is usually carried out to oversee the total administrative machinery system of a school. (Onasanya, 2008). This inspection takes place at the instance of a written request by the school principal when the pioneer students are in SS1. The following aspects of the school are usually inspected. The organization and administration of the school, student population, the adequacy and quality of teaching and non-teaching staff, the curriculum coverage and their physical facilities. An unavailability of necessary equipment, effective techniques, evidence of continuous assessment (CA), etc. This type of inspection normally lasts up to two days at the end of which the principal and heads of departments are briefed on the major findings for further actions. At the end of his inspection, a copy of each of the inspection reports is sent to WAEC, the school, Divisional and Ministry of Education Headquarters. The format is similar to that of Full/General inspection. (Igunnu, 2015)
11. **Appraisal inspection:** This type of inspection is conducted to assess whether the objectives for which a particular school was established are being achieved or not Areas of assessment include student enrolment, facilities, the academic performance of students, etc. This inspection is usually carried out on request by proprietors of schools. There are many factors that might be considered in the assessment of teachers' ability. For

instance, his voice and manner of conduct in the classroom, how he asks questions in class, and his depth of knowledge in the subject he is teaching (Igunnu, 2015).

b. The inspection of school is only one of several methods of improving the quality of education. Inspectors of education are charged with the responsibility of helping teachers in schools to achieve the educational objectives. Therefore, their relationships with teachers, school administrators and all those concerned directly with children's education in school must be very good. School inspectors must be sources of information for teachers. In other words, they must be men and women who are knowledgeable about current educational developments in the country and the world in general. Inspectors must know the prescribed syllabuses, textbooks recommended by the Ministry of Education, supplementary textbooks, modern methods of teaching, official circulars and laws and regulations relating to inspection of education. Inspection must be carried out periodically so that the standards of education are regularly assessed and controlled. Inspection reports should be fair and constructively written. It is important that inspectors should go back to the schools after sometime to know whether their recommendations have been implemented. The assignment report written by the inspector is referred to as a follow-up-report. (Onasanya, 2008)

2.4.6. Techniques in School Supervision

Techniques of school supervision helps supervisor to assess the academic performance of schools. According to Igwe (2001) andIgunnu, (2015), the following are som of the techniques of school supervision:

1. **Lesson Plan/Note technique:**This contains a systematic way the teacher would like to proceed in a delivery of his lesson. It contains the topic at hand as contained in the scheme and also the objectives to be achieved and the change in behaviour that will be the resultant effect. It also contains the methods to be used during the lesson. It helps

the principal to detect the teaching area of weaknesses and strengths. It helps the teacher to work conscientiously. Lesson plan are very important because when it is properly written it can be said that to an extent the lesson would be delivered well. Lesson plan/Note should contain important things such as topic, class, behavioral objectives, methodology, systematic presentation and evaluation. In behavioral objectives, the verbs used are measurable and free from any form of ambiguity such as list, define, discuss, drain, explain, describe, mention, label, etc. Another important aspect of the objectives is that they are stated in such a way that all-round development of the pupils/student will be catered for. The objectives should seek to measure the intellectual aspect of the child which is referred to as cognitive domain of knowledge. The objectives must seek to develop the skills or manipulative aspects by carrying out activities and experiment. This is called the psychomotor domain of knowledge. Also objectives must seek to inculcate positive attitude and value system. It measures preference in choice. This is also called affective domain of knowledge. (Igwe, 2001)

2. **Classroom visitation technique:** this is one of the oldest means of improving teaching and learning in schools. In Nigeria as far back as 1930, classroom visitation by the school principal should not be or embarrassing. But should be planned. The school principal observes the organization of the classroom, the students' involvement in the lesson, the suitability of the language use and the extent, to which the teacher enriches his lesson with teaching aids. Classroom visitation is useful for the teacher for the school principal could see for where the problems encountered in the classroom. It makes the students to be punctual into their respective classes after the bell is being rung (Igunnu, 2003).

a. Classroom visitation at school level: School principal in classroom, it is his/her legal right to partake in what is going on in the classroom. Areas of importance classroom visitation:

i. Objectives

ii. Lesson notes and its achievement of implementation.

iii. Teaching methodology

iv. Time management.

v. Classroom management

vi. Neatness of the classroom

vii. Democratic displaying/asking of questions.

viii. Demonstration techniques are employed as maintaining the instructions. An expert may be invited to the school to demonstrate some aspects of the topic during a lesson. Like a local blacksmith may be called into the school and asked to demonstrate. A school principal may organize for supervision of his school in collaboration with the inspectorate division,and during this period difficult topic can be demonstrated. Also when chemical/reagents are in short supply demonstration lesson may be the best option.

b. A major task of teachers is how to influence the behavior of subordinates so that the results system is attained. The goal of the school is to obtain maximum performance from the members of the group within the standardized condition set forth in the systems procedures. In the system, we want to ensure that person from the principal downwards is making his maximum contribution to ensure that goals of the school system are attained. The major purpose of demonstration technique is to illustrate and recommend method, teaching material or instructional approach. In this technique, the supervisor sometimes teaches a different lesson to group of teachers so that teachers can observe his

or her own student responding to a new procedure or approach. One of the major role played by the supervisor using this technique is modeling which demands that the supervision should be knowledgeable in teaching as well as possess quality skills in classroom interaction and school leadership (Igwe, 2001).

3. **Guidance and counseling techniques**: Teachers and students in our rapidly changing society will continue to look for professional or career assistance from well-meaning adults especially the principal. It is therefore important for the principal and teacher to be in tune with each other so that they can benefit from each other pieces of advice as whether to go for further studies or not and attending seminars, workshops and conference or not. The student will through their guidance services become realistic about themselves.
4. **Information bulletin technique:** Once the office of the school principal has been properly organized and duties have been delegated, one of the primary functions left to the head is that of communicating to various individuals and groups. The school principal spends most of his time communicating with people orally; he talks to members of staff individually and collectively in staff meetings and he also talks to students individually over important matters. Thus, the school principal must be an effective speaker and should have the ability to communicate his ideas effectively. He must be considerate and understanding but quite form in administering school policies and explaining school procedures. The school principal can communicate with staff in a number of ways. He can use staff notices, which are items of information or instructions, which come from his office, such staff notices are normally pinned on staff notice boards. He can also communicate to either staff during meetings of heads of department for masters and housemasters or mistresses (Igwe, 2001).

5. **Research techniques:** In using this technique, the supervisor has to be inquisitive. That is, has the ability to ask pertinent questions that reflect the problems experienced by the teachers in classrooms and to other teacher within the school. The method of questioning the teachers and staff can be done two ways through verbal interviews with individual teacher or staff or the issuing of a questionnaire to teachers or staff asking questions that when sincerely answered will result in finding permanent solution to the existing educational problems in the school or within the classroom as the case may be. The supervisor is expected to be knowledgeable in conducting research that has to follow the steps of conducting a simple research by formulating or identifying the problem, plans and collect relevant data, treat and interpret the data. Supervisors can also encourage teachers to undertake research in their area of specialization to improve on their knowledge and teaching techniques within the classroom situation (Igwe, 2001).
6. **Plan intra and inter school visit technique:** In this technique, there may be visit within the school itself say exploration of school environment (intra school visit) and among schools (inter school visit). This allows teachers within a given school to observe each other while teaching and learning is conducted in their classroom, which gives room for teacher observing to note the short coming of the teaching and the teaching methods and instructional materials used, apart from the short coming, the teachers strength is also noted. All this is geared towards the improvement of the teaching ability of the teacher being observed and that of the teacher observing. In inter-school visit, teachers and students are allowed or are taken to different schools to experience teaching from other teachers that they might never have come across before and all the difficulties experienced by the in-coming teachers are noted for correction in future. The technique encourages friendly coexistence and exchange of ideas on matters that affect education within the country among teachers and each teacher is expected to go back to their

respective schools and use the response of their students within the classroom situation (Igwe, 2001).

2.4.7. Supervision in Secondary Schools

a) Instructional supervision is an internal mechanism adopted by principals for school self-evaluation geared towards helping teachers and students to improve on their teaching and learning activities for the purpose of achieving educational objectives. The principal ensures effective supervision by interacting academically and socially at a regular basis with teachers and students within and outside the classrooms. The primary aim is to monitor the implementation of curriculum and ensure desirable increase in teachers' capabilities, upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performance in teachers' pedagogical practices and students' learning outcomes, Adetula (2005).

b) Principal supervision provides a vehicle and structure which allows schools, departments as well as individuals (teachers and students) within them, to respond effectively to curriculum and instruction in order to achieve the stated educational objectives. Principal supervision, if handled with utmost attention has the potential to strengthen the principals' capacities for managing human and materials resources. The principal who is the driving force behind the school programme needs to proactively mobilize all members of staff, teaching and non-teaching, the governing board, parents and the community towards identifying the school strengths and weaknesses and take appropriate decisions on types of follow-up action required to improve teachers' inputs and students learning outcomes in the school.

c) In order to accomplish this task, the principal must have an intimate knowledge of the psychology of human learning, have a command of various theories of institutions, be acquainted with sources and uses of instructional media/materials, familiarize with

evaluation techniques, be skilled in individual and group counseling and have a good knowledge of Nigerian education system and goals (Adetula, 2005). In pursuit of these goals, the principals make use of supervision techniques such as: clinical supervision/classroom visitation, lesson plan/note, demonstration lesson, seminar/workshop, guidance and counseling, communication/information, bulletin researches to improve the conceptual knowledge, skills and competence of teachers, and students' learning (Peretomode, 1995).

2.4.8. Problems of Supervision of Secondary Schools

Instructional supervision in Nigerian secondary schools particularly is faced with many problems. Ogunu (2001) reviewed that supervision is an organizational behavior system, which has the function of interaction with teaching behavior system for the purpose of improving learning situation for students. However, instructional supervision has to be carried out within the school system and every system has various forces affecting the entire system. The following are the problems facing instructional supervision.

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

(2) **Limited educational resources:** The issue of scarce resources is an economic one that attempts to rationalize spending in order to avoid waste. Effective school supervision however would be difficult to carry out if the funds that are supervised to be available are not there. School administrators as well as school supervisors would require certain resources to

put things in order before supervision; non-availability of such resources would affect the supervision exercise (Ogunu, 2001).

(3) **Administrative issue:** Administrative inadequacies emerge when planning fails to specify the scope of responsibilities and results that education supervision is expected to bring about in school. The detail planned visits should be made known to the supervisee and the agreement reached between the supervisor and supervisee on the objectives and the procedures. In other words, both educational supervisor and school administrators must come to term if the instructional supervision is to achieve its objectives, (Ogunu, 2001).

(4) **Lack of pre-professional training for supervision technical issue:** One of the major problems facing educational supervision in Nigerian secondary schools is the issue of competence and technical knowledge of the educational supervisors. Most often than not, in Nigeria political affiliation at times dictates who get a particular assignment without recourse to the technical competence of the person. Evidence from previous studies (Ajayi and Ayodele, 2006, and Eya and Leonard, 2012) revealed that some educational supervisors lack knowledge and competence to carry out the exercise. Some educational supervisors were appointed based on their level of involvement in the government of the day and not as result of their skills they possessed.

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

(6) **Political instability:** The frequent change of government usually brings about incessant change of government policies regarding educational supervision. In Nigeria, it is a common thing that the successive administration always discontinues the policy and programmes put in place by the previous administration. This singular act usually affects the effective supervision of instruction in schools. In other words, inconsistent policies on how instruction in schools should be supervised and the categories of people to be involved would adversely affect and pose a big problem to educational supervision especially in secondary schools in Nigeria. Also, Onasanya (2008) and Ekundayo, Oyerinde and Kolawole (2013) identified some of these problems that hindered successful educational supervision as follows:

(i) Government: the government contribute to the problems of supervision in the following ways:

- The poor remuneration of teachers.
- Insufficient staffing/shortage of supervisors.
- Lack of materials and resources.
- Lack of facilities and resources (vehicles) for supervisors.
- Poor road condition.
- Inadequate funding
- Political instability
- Constant change in educational policies.
- Lack of adequate training for supervisors.
- Politicization of the appointment of supervisors.

(ii) Teachers: Teachers contribute to the problems of supervision in the following ways:

- Lack of interest in work.

- Lack of basic knowledge or formal training.
- Unprofessional attitudes to work.
- Lack of qualification for position.

(iii) Community and Society: Community and society contribute to the problem of supervision in the following ways:

- Poor perception of teaching as a profession.
- Poor status attributed to teachers.
- Lack of proper interest in education.

2.5 Principals Instructional instructional supervisory role performance of Checking and Marking Teachers' lesson Plan/Note in Secondary Schools' in Benue State

The lesson plan/note is to the teacher what a hoe is to the farmer. It is a document that enhances the teacher's memory of what have been forgotten if not written down. It is a documentary of what the teacher intends to teach it, what materials to use, statement of objectives/intents, what skills to adopt, how to evaluate the lesson taught, etc.

2.5.1. Facts about the Lesson Note

According to Aliyu (2006, P.52), as a professional teacher, there are certain clarifications you need to make before writing your lesson note. These clarifications are in form of questions that you need to answer as a teacher to facilitate the preparation of the lesson note. These are things that the teacher needs to know before writing the lesson note; when you set out to prepare a lesson, you must first ask yourself:

"Who is to be taught?"

"What is to be taught?"

"How is it to be taught?"

The first question the teacher asks himself concerning his audience simply means the learners he is to teach. In this case, a lesson prepared for the primary level will not be the same as that prepared for the secondary or even the university level. Thus, it is the type and making of the audience that will also determine how to prepare for the lesson. This include the topic to be taught the language to use in communicating with the learners; the duration of lesson (30 minutes, 35 minutes, 40 minutes, 1 hour, etc.).

Obviously, the content development of the lesson and the approach to its teaching will vary from one class to another.Another important thing to always bear in mind as a teacher while preparing your lesson is the problem of individual differences. For example, a well prepared lesson for a class containing children at different stages or with widely varying ability, must take into consideration these varied elements. They should be taken in groups or as individuals when appropriate.

The second question as to what is to be taught requires that the lesson has aimed or focus and that materials for the lesson will be selected in order to achieve that aim. The material to be used can be gathered from textbooks, magazines, observations, teacher's personal experience, private reading, broadcasts, films, newspaper, etc. The materials selected for use should also consider the learners' age and the aim of the lesson to be achieved.

The third question concerning how the lesson is to be taught simple refers to your methods chosen for the lesson. Over the years, teachers have developed multitudes of methods based on knowledge of child development and the psychology of learning. Therefore, it is the responsibility of every teacher to choose the method he thinks will serve his purpose best. In the same vein, it is the responsibility of the teacher to time adhere to this cluration of the lesson. This will enable him to avert wearisomeness and boredom among the learners in the class. Sometimes, the teaching of a topic might require more than one method.

Thus, the teacher has to think of methods that will enable him achieve the stated objectives for the lesson.

Essentially, however, the teacher's job with every lesson follows almost the same procedure. For example, every teacher follows his sequence introduction of the lesson topic.

- Introduction and consolidation of each learning step by demonstrations, explanations, pupils' activities, etc.
- Dealing with situations as they arise, and finally:
- Bringing the lesson to a satisfactory conclusion.

An inexperienced or a new teacher will see each of the sequences mentioned above as a separate entity. However, as skill and experience increases, these processes will be seen less as separate things to think about and more as an integrated whole.

2.5.1.1. Lesson Note Format

The lesson notes as an important companion of the teacher has its own format for writing it. Farrant (1990) has nine sections into which the lesson note is divided. Similarly, the lesson note can either be written in a tabular form or in the block style. However, the tabular form seems to be the acceptable and current form used in training all teachers.

2.5.2. General Information Section

This section or part of the lesson note as the name implies contains all the general information that need to be known about the teacher, the class, the subject, time, etc. Thus, this section carries the teacher's name; student's matriculation number (if it is a student teacher); the class to be taught; date; number in the class; duration of the lesson; time for the lesson; subject to be taught average age of pupils and whether they are of mixed ability or not.

2.5.3 Teaching Materials

Part of the preliminary preparations the teacher makes before teaching is the selection, preparation and utilization of relevant instructional materials. Some of these materials include:

a. Picture

b. Maps

c. Flip charts

d. Mobile charts

e. Concrete objects

f. Model

g. Audio-visual aids

h. Colours chalk

i. Projectors

j. Public address system

k. Materials required for handwork

2.3.1. The Teacher, Instructional Materials and the Learner

The teacher is the principal actor of any teaching-learning activities in the class. He is the individual who makes learning possible. However, in carrying out this activity, the instructional material is regarded as the facilitator of teaching and learning activities. Notables among these instructional materials are:

1. the print media
2. concrete or real objects
3. electronic media
4. models
5. charts, etc.

The role of the teacher in the class makes it mandatory for him to select the appropriate materials to be used and use them so as to enhance effective teaching and learning processes. Some permanent teaching aids found in every standard classroom include the chalkboard, chalk (white and colour), duster, stationery, etc. Other teaching aids are visual aids, mini library facility, etc.

In some classrooms, such aids as the wall charts, mobile charts, models are hung on the classroom walls to beautify the class while the stationery is kept in a cupboard for class use. In addition to this, the chalkboard should be centrally placed on the wall in such a way that the parts would be visible to the learner facing it.

The teacher's writing on the board too should be legible and neat so as to effect communication and enhance discipline among the pupils/students in the class. Very rough hand writing can cause noise-making and even lead to a fight among learners in the class.

2.5.4 Aims and Objectives

Every subject taught has its aim for teaching it. In other words, this aim here signifies a long-term intent to be achieved in teaching the subject. Objectives on the other hand are applicable to intents of a lesson. This means that your objectives are what you intented to achieve as a result of the lesson you have taught. Objectives are short-term intents that are achievable over a short period of time e.g. 30 minutes' lesson, 40 minutes' lesson or 1-hour lesson while aims can be one-week lesson or a term's lesson for the teaching of a subject.

2.5.4.1. Statement of Objectives

Objectives are very vital in the preparation and teaching of a lesson in a successful manner. Teachers are expected to express their objective in a very simple but concise way. It is very important that your objectives are clearly stated using Action or Doing Verbs because it is seen as the most important part of the lesson; it (objective) can be referred to as the heart of the lesson.

Furthermore, a clearly stated lesson objective provides the teacher with the limits of his lesson and keeps him from wondering since he has a focus. It also determines what material to select and the emphasis to give to the various points in his lesson.

In the preparation and presentation of a lesson, the teacher's objectives are two important components in the class. One, to the learner and two, to the lesson taught. The statement of objectives by the teacher to the learner is what we refer to as behavioral Objectives. This simply refers to the expected impact of the teacher's lesson on the learners' behavior. In other words, what positive change would the lesson make on the learner's behavior after receiving the lesson. A behavioral objective can be stated thus:

> *"At the end of the lesson, the student/pupil should be able to recognize all the letters of the alphabet without any assistance from the teacher".*

If we examine the above objective, it would be observed that the teacher expects the learner to have a positive change in his behavior (recognition of the letters of the alphabet) as a result of the teaching and learning activities that had taken place in the class. This invariably shows that the performance of action by the learner is measured or determined by certain criteria. These criteria as opined by Situ (1998) are:

i. Terminal behavior

ii. Performance condition

iii. Criteria of acceptable performance

The above criteria stated can be used to test whether the behavioral objective stated above meets the conditions or not. Using the same example, the terminal behavior expected from the student is ability to recognize the letters of the alphabet; the condition under which the performance is expected is assistance from the criteria of acceptable performance is the ability to recognize the letters. This record is kept by the secretary to the committee. The record usually contains detail and resolutions arrived at during the meeting. The minutes

contain the date of the meeting, venue, the names of attendant as well as names of absentees, the person who presided over the meeting. The minutes should provide brief, accurate and complete record of the matters discussed and the decisions taken.

Furthermore, a correctly stated behavioral objective is expected to satisfy the three educational domains as stated by Bloom (1956). These domains as identified by Bloom (1956) are:

i. Cognitive Domain

ii. Affective Domain

iii. Psycho-motor Domain

Cognitive Domain

This has to do with behaviours that concern the direct use of the brain. This according to Situ (1998) deals with the learner's ability to recall and the development of intellectual abilities and skill. Thus, the cognitive domains deal with retention and recall of facts, skills, etc.

Affective Domain

Situ (1998) describes this domain as behaviours that describe changes of interest, attitudes and values, and the development of appreciation and adequate adjustment.

Psychomotor Domain

This domain deals with behaviours that are physically inclined like dancing, jumping, clapping, etc. It involves the performance of a physical skill.

2.5.5. Previous Knowledge

In almost every lesson, the teacher will rely on knowledge the children have previously acquired so as to build upon it. As a teacher it is advisable to think of what the children's previous knowledge is so as to facilitate your building upon it.

It is equally important to remind our would-be teachers that previous knowledge does not connote just what the child last learnt. Previous knowledge, as it affects lesson note preparation is whatever previous knowledge, skills or experiences the child has which is of relevance to the new knowledge or skill to be taught and which will help the learner to learn more easily and more successfully.

2.5.6 Introduction

Introduction to a lesson is simply the opening or beginning of the lesson. Every lesson has introduction. However, it is very important that introductions need to be stimulating arousing the curiosity and interest of the learners and making them responsive and alert. According to Farrant (1990), there is no limit to the kinds of introduction that a teacher can give. In the same vein, teachers need to be creative and original in the way they introduce lessons. Of course, the age and learners' interest will determine how this is done.

2.5.7 Presentation

This part of the lesson note preparation can be considered to be the body of the lesson. It contains a clear statement of what is to be taught in the lesson and how it is to be taught. The presentation segment is normally divided into steps. The accomplishment of a lower step leads to the commencement of the next step. The topic to be taught is normally prepared and presented in a logical or sequential order. As hitherto state, the presentation stage involves the development of lesson. It shows how well the teacher can manage his time; the questioning technique he will use and the selection, preparation and utilization of relevant instructional materials to be used.

Children's Activities: This section of the lesson note is very important because it shows pupils' participation and that of the teacher in the lesson. A lesson note that is devoid of this column is reduced to an ordinary lecture and note teaching. Thus, this column shows, at a glance, what the teacher expects the learners to do and what the teacher does too.

2.5.8. Evaluation

Evaluation generally means “the systemic collection of evidence to determine whether in fact certain changes are taking place in the learners as well as to determine the amunt or degree of change in individual student.

Though evaluation continuously goes within the lesson; however it is important to have a general (summative) evaluation at the end of the lesson. This is the systematic means of finding out whether the stated objectives have been achieved. It should be comprehensive enough to cover the objectives.

2.5.9 Chalkboard Summary

This simply refers to the summary of all important points mentioned during the lesson. It indicates a summary of what has been taught for that lesson and shows a visitor what topic has been taught without necessarily enquiring from the class teacher.

2.5.9.1. Conclusion

This is the part of the lesson the aim of the lesson is finally realized. It could take many forms. Farrant (1990) suggests that the conclusion of a lesson could be brief, it could be in form of an activity for the children and it may form the main part of the lesson. The most important point to be noted by any teacher is that the lesson should be ended in a decent and orderly manner. This is where the teacher’s management of time comes in. The teacher has to be time conscious so as not to end his lesson in a haphazard manner. A lesson that is hurriedly and disorderly ended can further confuse the learner.

2.5.10. Areas to be Checked/Markedin Lesson Plan/Note in Secondary Schools

The areas that usually attract the attention of secondary school principals in the planning of lessons, assessment and quality of test/assignment given to students,

improvisation and utilization of instructional materials, providing regular feedback on students' performance, adequate keeping of records and appropriate discipline of students to ensure quality assurance in secondary schools (Adetula, 2005).

2.5.10.1 Lesson Plan/Note in Secondary Schools

Lesson plan/note in secondary schools required a systematic way the teacher would like to proceed in delivering his lessons. It contains the methods to be used. Checking/marking lesson plan/note regularly has so many advantages such as:

1. It helps principal to detect the teachers' areas of weaknesses and strengths.
2. It helps the teacher to work conscientiously.
3. It enables both principal and class teacher to know what class teacher has taught and where he has stopped.
4. It helps to maintain focus in teaching-learning in secondary school.
5. Improves institution to enable teachers to teach at their best and students to learn to utmost.

Lesson plan/note are very important because when it is properly written. It can be said that to an extent the lesson would be delivered well. Lesson plan/note in secondary school contains important things such as topic, class, behavioral objectives, methodology, systematic presentation and evaluation (Igwe, 2001). For behavioral objectives to be used, they must be measurable and free from any ambiguity such as list, name, discuss, explain, describe, mention, label, draw, etc. Another important aspect of the objectives is that they must be stated in such a way that all around development of the students will be catered for. The objectives should seek intellectual aspect of the child which is referred to as cognitive domain of knowledge. The objective must inculcate positive attitude and value system. It measures preference in choice. This is called the effective domain of knowledge. The

objective must seek to develop the skills or manipulative aspect which leads to carry out activities and experiment. This is called psychomotor domain of knowledge.

2.6 Principals' Instructional supervisory role performance on Classroom Visitation in Secondary School.

Classroom visitation is one of the oldest means of improving teaching and learning in schools. In Nigeria as far back as 1930, this was carried out by education officers of the government and in most cases, was supplemented with voluntary agencies inspectors or supervisors or education secretaries. With the policy of "government take-over of schools" since 1970 in Nigeria and the increase in numbers of schools, the need for supervision of instruction has increased tremendously. This function has now fallen within the responsibility of the superintendents and their assistants or zonal or area inspectors of schools who are professional teachers. The aim of classroom visitation is to measure and improve the teachers' methods. This aim is accomplished through inspection and rating of the teacher's work (Nwaogu in ICTL, 2013).

2.6.1 Purpose of Classroom Visitation by the Principal

According to Nwaogu in ICTL (2013) suggested that the supervisor or inspector should keep in mind that the basic purpose of supervision is to aid teachers so that they are better able to stimulate and guide their students' learning behavior. In essence, the supervisor is an adviser and a helper under the modern concept of supervision, the purpose of classroom observation is to study the nature and quality of the students' learning and the means by which the teacher guides or directs it. Through this purpose involves observation and evaluation of the teachers' activities, attention is directed more towards what happens to the students because the essence of the process of teaching is to achieve learning activity on the part of the students. The purposes of observation may be stated as follows to study the:

1. means used to stimulate, guide and direct students learning and the psychological principles applied and their relevance to the specific learning to be acquired; or what is taught, whether it is related to the mental, physical and moral development of the students.
2. learning activities of the students and the worth of those activities for the objectives of education.
3. means used in discovering, diagnosing and remedying the students learning difficulties, or whether the teacher is using his appropriate methods and aids which simplify learning for the students.
4. means used in evaluating the learning products and the nature and means of measurement and their relation to the goals of the learning situation.

In summary, the purposes of classroom visitation are, therefore, to observe, advise, guide, direct and stimulate teachers and students so as to improve teaching and learning in schools in order to achieve the desired educational objectives.

2.6.2 Types of Classroom Visitation

Classroom visitation is generally of three types according to Nwaogu in ICTL (2013).

(1) Visits upon invitation. It is a sound policy and good psychology for the supervisor or inspector to visit a school when invited to do so. For such a visit is almost certain to be made under conditions which will provide favourably for a cooperative analysis of the work. A valuable type of invited observation can be made when the teacher requests the supervisor or inspector to help him remedy some teaching or learning difficulty or problem such as “individualization method” of teaching which is needed in rural and urban community schools.

Equally valuable is the request for assistance from a teacher who is attempting to develop a new technique or experimenting with some new idea or plan in

instruction.Forinstance, the use of circuit television in teaching and learning processes. Visits upon invitation are also useful in a situation where the supervisor or inspector requests one or more teachers to notify him when he may be able to observe particular type or phase of instruction in order to see whether there is an improvement made in the teaching of a particular subject. It might be that during his last visit the teacher never satisfied him and he (the supervisor) would like to repeat his visit at this time, at the request of the teacher. Invited observation is therefore useful when unhappy relations exist between the supervisor and a teacher, for it tends to relieve some of the ill-feelings and tensions. (Nwaogu in ICTL, 2013)

Furthermore, this type of classroom visitation has disadvantages upon the teachers. This visit upon invitation places the main decisions concerning observation in the hands of the teacher, preventing the supervisor or inspector from developing his own observational programme. This is so, because the teacher in such a situation hides his weaknesses. Such weaknesses may include devising a method of asking questions to selected brilliant students in the class, thereby making the supervisor feel that the class students are understanding what the teacher is teaching.

Such a practice by the teacher considerably restricts the supervisor or inspector in his opportunities to study the effect of other previous supervisory activities and thus to gain knowledge which might improve the general supervisory programme, besides contributing to the teachers' growth. However, democratic the idea may appears, to be, observing only upon invitation possesses weaknesses. It should be noted, however, that under certain conditions, such as observing work which the teacher believe is especially successful or observing in order to help the teaching who has specific problems or who is undertaking a new teaching project, observation upon invitation can be very useful and valuable in educational process.

(2) Announced classroom visitation. An announced classroom visit by a supervisor is that type of visit whereby the supervisor proclaims or names the day of his visit to a particular school or to observe the teacher. This type of visit has the following advantages: It offers the teacher an opportunity to prepare the best class work of which he is capable. This makes the teacher develop confidence in himself and avoid nervousness which could develop as a result of an uninformed visit by the supervisor. In essence, the announced or scheduled observation allows teachers to specially prepare the students and their lessons for supervisor. Most supervisors have rather heavy workloads and they may need to schedule their visiting time carefully. In this instance, the announced visit usually guards against visiting during the period of class tests, the showing of a motion picture, a period devoted to private reading or recreation, or a class working in the library.

Note all teachers agree to this type of visitation. Some teachers argue that nervous or apprehensive teachers may actually be at a disadvantage as they contemplate the coming of the supervisor, and hence, the work in their classes may not reach its normal standard. This has been established because some supervisors who have made an announced visit to the same class or school immediately following an announced observation have found the teacher's work in the second visit superior to that of the first. Another objection is that announced visitation does not permit the principal of the school or another supervisor to observe the normal classwork and that, like invited visitation, it tends to prevent his observation in the classroom the effect of the general supervising programming.

(3) Unannounced classroom visitation. An unannounced classroom visit is the opposite of the announced visit discussed above. It is the visit where the supervisor or inspector fails to name or proclaim the day or date of his visit to a particular school or teacher. The chief advantage advanced for unannounced visit is that it provides an

opportunity for the cooperative study of normal classwork because all class activities during the visit are observed in their true form. It also enables the principal or the supervisor to make his observations free from control by the teacher, to observe the effect of the general programme for improvement in a normal class, and to gain information which may be of value in the further development of the improvement programme.(Nwaogu in ICTL, 2013)

Those who are opposed to unannounced visits claim that it can affect both teacher and students so adversely that the classwork is not representative of normal performance. Although it is true that such a visit may dismay, even frighten, some teachers and classes, others are stimulated by the challenge of an unannounced visit. The fear of unannounced visit may be reduced to a minimum if the supervisor presence is frequent. If he shows that he is a friendly colleague who is engaged with the teacher in the co-operative study of an educational activity, he has the capacity to be actual service or help to the teacher. (Nwaogu in ICTL, 2013)

In conclusion, the values and disadvantage of the various types of observation suggest that no one type of visitation should be used exclusively but that each can make a contribution to the cooperative study of classroom activities. The general opinion of teachers in supervision is that unannounced observation furnishes the best opportunity to obtain an evaluation of the average daily teaching-learning situation provided that friendly professional relations exist between the teacher and the supervisor or inspector, that an effort is made to obtain a factual record of the classroom activities, and that both the teacher and supervisor engage cooperatively in an analysis and evaluation of the classwork.

Observation upon invitation and announced observation are useful in studying class work under favourable conditions and both are useful in overcoming the apprehensions of the teacher who is fearful of the unannounced visit. Observing upon invitation is especially

useful in aiding the teacher who has some special classroom difficulty such as indiscipline or absenteeism. If the supervisor is aware that such difficulties or problems exist, however, announced observation may be usually helpful. All three types of visits are useful in assisting the teaching who is experimenting with some new ideas or new methods of instruction such as the use of tape-recording in teaching. The wise and competent supervisor will use discretion in choosing which of the three types of visits is most appropriate according to the circumstances of each situation. In general, however, unannounced visits are used more frequently than either of the other two types.

2.6.3 Strategies Principals require to take when carrying out Classroom Visitation

According to Eseocha (1995), he suggested the following strategies:

1. Existence of good rapport between teachers and supervisors, so that the later would not be seen as an enemy.
2. The supervisor should carefully prepare the visit and should enter the classroom as unobtrusively as possible.
3. Conference should precede and follow the visit.
4. The supervisor should concentrate on the total planning situation, students-teacher behavior and the attitude of the students.
5. Visitation should be at the approval of the teacher.
6. The supervisor should attempt to discover strong points in the learning situation discuss the past during conference and give credit alone as it is due.
7. The supervisor should never openly show disapproval of what happens in the classroom, rather, should make complimentary remarks before leaving the classroom.

2.6.4 Classroom Visitation in Secondary Schools Level

Classroom visitation in secondary school's level: It is legal right for Principals to partake in what is going on in the classroom. According to Obi (2004) he suggested the following important areas to be visited.

1. Objectives.
2. Lesson plans/notes and its achievement of implementation.
3. Teaching methodology.
4. Time management.
5. Classroom management.
6. Neatness of the classroom.
7. Democratic displaying/asking of questions.

Classroom visitation in secondary school level is useful to the teachers and principals so as to see the problem encountered in the classroom. And also makes the students to be punctual in their respective classes after the bell is rung.

2.7 Principals' Instructional supervisory role performance of Teachers' adherence to Curriculum Content in Secondary Schools

Curriculum activities in school, have been extended and enriched in content to meet the expected level of change in behaviour and performance of the students and the needs of our dynamic environs. This shows that administrator as a supervisor has to make sure teachers adhere seriously to the curriculum content, (Ogundipe, 2007). The content level are guidelines which dictate the crucial skills, knowledge and understanding that students must learn in certain content areas. They list what the students will be able to do after a lesson is completed. Performance level of mastery the student is expected to achieve within given content. Content standards are mapped out by state and are set for every grade level and content area if all of the standards are adhered to and achieved, the students will have reach their educational goals.

2.7.1 Teachers Adherence to Curriculum Content

Studies by Jackson (2000) shows that teachers who adhere to curriculum content are greatly influenced by the standard-based movement. All students who learnt the same body **of** knowledge, regardless of variation in developmental level, all students are exposed to the same content at the same time, period. The objective is to ensure that there will be no education gap in what is learnt by the students.

2.7.2 Curriculum in Secondary Schools

Cushman (2006) observed that if curriculum is to reflect the goals of school and the needs of its students. It makes sense for teachers to develop it themselves. He further said that curriculum comprises not just content knowledge but everything that they encounter among teachers, students and everything that makes up understanding and everything that demonstrates it. Based on this the lesson plan/note of teacher should reflect the curriculum as surely as the choice of what books to be used and instructional materials.

Yusuf (2012) observes that content can be viewed as representing all the subjects Mathematics for instance, includes topics such as addition of numbers, subtraction, multiplication, division, fraction, etc. she further said content incorporate both skills and process.

Yusuf (2012) observes that there is a growing awareness among educators and curriculum experts that knowledge is increasing at a fast rate. To this end, the extent of this knowledge explosion makes it necessary for teaching-learning, there should be selection of those items of knowledge that seem most significant. Aspects of knowledge that are in consequential should be eliminated. The following are some of the criteria used in selecting curriculum as stated in Yusuf (2012).

a. **Validity:** the content or subject matter of a curriculum is considered valid if there is some link or connection between it and the objectives it is supposed to serve. If

content is valid, it promotes or help in the achievement of intended learning outcome of specific objectives of instruction.

b. **Significance:** for content to be significant, it has to contribute to the acquisition of essential knowledge, skills, values, etc. required of students. This is necessary because the curriculum content should represent fundamental idea, principles and generalizations that characterize a particular field of study. A well committed teacher will always have more interest in knowing whether what is chosen will contribute to the understanding of the subject matter.

c. **Utility:** the selection and adherence of curriculum content by the teachers should be on the basis of usefulness and functional.

d. **Interest:** Interest is one of the strongest motivational factors in learning. A committed teacher should always consider the students interest in the selection of content. If their interest is not considered, there would be loss of a strong motivational force to learn.

e. **Learnability:** This involves selecting and organizing content that is learnable by the students. The contents should be made available in forms which are appropriate to the level of the students. Teachers adhere to curriculum content by making sure that appropriate content is applied to students. For instance, if content is too complex for the students, it will defy the criterion of learnability.

f. **Feasibility:** in considering this criterion of content, certain questions need to be answered.

i. Can the content selected be taught within available time and resources?

ii. Can the content selected be taught within the prevailing political climate?

iii. Can the content be taught by the teaching force?

Yusuf (2012), opines that for teachers to strictly abide to curriculum content, he/she must know the basic elements of curriculum. She further stated that curriculum has four elements that are in constant interaction.

a. Purpose (goals and objectives)

b. Content or subject matter

c. Methods or Learning experience

d. Evaluation

2.7.3 Purpose of a curriculum

a. Is based on the social aspirations of the society

b. Outlines the goals and aims of the programme

c. Is expressed as goals and objectives.

There are three categories of goals and objectives:

1. Cognitive, referring to intellectual tasks
2. Psychomotor, referring to muscular skills and
3. Affective, referring to feeling and emotions.

a. Content or subject matter. The content of the curriculum is divided into bodies of knowledge. For example, Mathematics, English, etc. outline are desired attitude and values.

b. Methods: the methods outlined in the curriculum deals with teaching and learning experiences, involve organizational strategies. Flexible teaching methods that facilitate learning.

c. Evaluation is used to:

i. Select appropriate contents based on the aims and objectives of the curriculum.

ii. Select the appropriate method to address the content and purpose.

iii. Check the effectiveness and learning experiences.

However, the assessment of principal supervisory roles on teachers' adherence to curriculum content will make the teacher not to teach outside what has been designed for the students to learn.

2.8 Principals' Instructional supervisory role performance on Dissemination of Information on Bulleting/Communication to Teachers in Secondary School

Information bulletin/communication in organization like the secondary school is very vital to the survival and smooth running of the organization. Through the use of language, mankind has been able to record past history and to transmit its culture from one generation to the other. This transmission exercise lies on communication process without which managerial, administrative and academic functions will not be possible in the school. In fact, without effective communications, organization will not be what it is and functions will not be carried out effectively towards goal achievement.With the use of communication in all organizations, the transfer of information from one individual to another is absolutely necessary (Nakpodia, 2010). Within an organization, it is formalized as social interaction and is measured by its total amount, its frequency, who initiates it, the degree of reciprocity and its direction upwards, downwards or sideways among the members.

2.8.1 Communication in the School Environment

Dodo (2012) pointed out that, in every society human being have developed spoken and written language as a means of sharing messages and meanings. Communication is regarded as an important tool for man's effective interaction with others.

Bello (2006) revealed that, communication is the nervous system of organizational management. To him, without effective communication in school or an organization, there may never be peace and stability. He further said that in the absence of effective communication system in school, crises, turmoil, chaos, disunity and disarray are likely to erupt. In this light communication be it verbal/non-verbal, upward/downward, vertical/horizontal, must be based on the principles of effective communication which include.

i. Making the message clear and decodable by receiver.

ii. Examining the motive behind the communication before it is released.

iii. Making necessary consultation when the need arises.

iv. Observing reaction from the receiver.

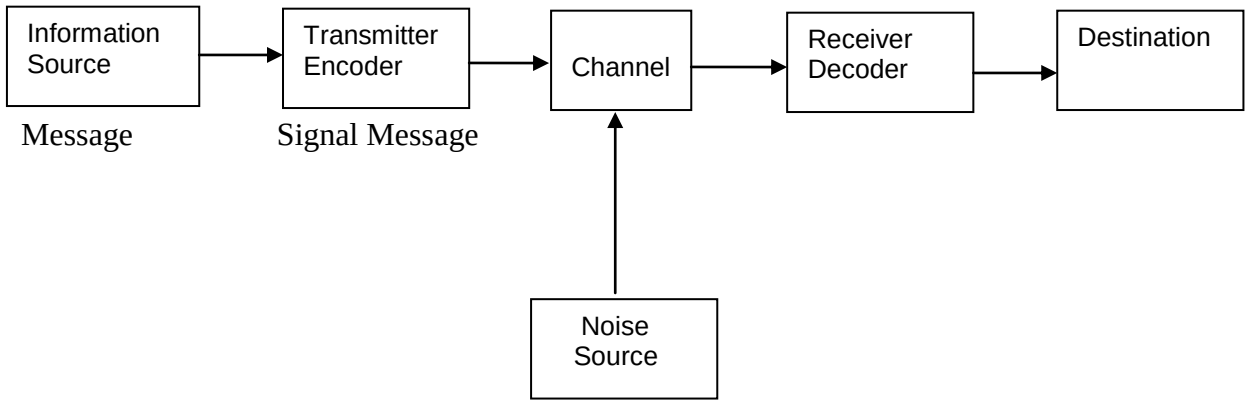
For communication to be effective and meaningful, there must be a two-way processing.

- Encoder, that is, one who supplies the information or message.
- Decoder, that is, one who receives or interprets the information and in turn supplies a reply or feedback or make use of it.

2.8.2 Element of Communication

Shannon (2004), developed the philosophical aspects of this theory related to human communication. Shannon and Weaver model of communication has seven (7) main elements which are:

Fig. 1: Method of communication Process



Source: Shannon's (2004).

1. Information source chooses desire message among a set of possible messages which can be mixture of any form of written or spoken image or sound.
2. Transmitter changes the message into the signal, also known as encoder.
3. Message is the thing which is sent and received and all communication is received.

4. Receiver is the reverse transmitter which changes the signal back into their message also known as decoder.
5. Destination is the target place of the transmitted message.
6. Noise is any unwanted addition to the transmitted signal which cause distortion or error in transmission.

This model or element shows the communication process between source and destination. The source creates the message which can be discrete or continuous.

2.8.3 Communication in Secondary Schools

In secondary schools the transfer of information from one individual to another is absolutely necessary. It is the main aim by which behavior is modified, change is affected,information is made productive and goals are achieved. The communication process follows a systematic procedure. It is a give and take method involving the sender and the receiver (Nakpodia, 2006) usually the sender must have an idea to put across which makes it a 3-way grid, the sender, message and the receiver. For better communication in secondary school, the principals must first and foremost conceive an idea and relate such idea to his staff and expect response.

In the secondary school system, the principal is not working alone. He has to share information, transfer ideas and feelings through communication to enhance the collective co-operation of others within the school. In fact, in order to persuade, instruct, direct, request, inform, stimulate, the principal must engage in upward and downward communication. Hence, the important of upward flow of communication in an educational organization cannot be estimated. It helps education administrators to get a feedback from the people that might be affected. These people represent an important source of ideas for improvement (Nakpodia, 2006).

2.9 Principals' Instructional supervisory role performance on Facilities Maintenance in Secondary School

Facilities have been observed as a potent factor to quantitative education. The importance of providing adequate instructional facilities for education cannot be over-emphasized.

2.9.1 Maintenance of facilities in Teaching-Learning Process

According to Oni (1992), observed that facilities constitute a strategic factor in the functioning of a secondary school system. This is so because it determines to a very large extent the smooth functioning of any teaching and experimental demonstrations and even other extra-curricular activities. He further stated that their availability, adequacy and relevance influence efficiency and high performance. In his words, Farounbi (1998) opined that the wealth of a nation or society could determine the quality of education in that land; emphasizing that a society that is wealthy will establish good schools with professional personnel (quality teachers), learning infrastructures that with such students may learn with ease thus bringing about good academic achievement.

2.9.2 Roles of Facilitiesmaintenance in Teaching/Learning

Balogun (1982) submitted that no effective science education programme including physics can exist without equipment for teaching. This is because facilities enable the learners to develop problem-solving skills and scientific attitude. In their contribution, Ajayi and Oguntayo (2003) opined that when facilities are provided to meeting relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own pace. The net effect of this is increased overall academic performance of the entire students.

2.9.3 Facilities Maintenance in Secondary Schools

An aspect of school management that is generally overlooked is facilities maintenance when new buildings are constructed by the appropriate authorities practically, no attention is paid to the maintenance of such buildings. Several school buildings that are over fifty years old have never undergone renovation or any form of modernization in spite of the changes in the educational system. Some of these facilities are architecturally obsolete and therefore cannot contribute to functional education. Maintaining the new buildings, renovating and modernizing the old ones requires considerable expertise and commitment of human and material resources. Changes in weather conditions and lack of maintenance culture are responsible for the aging and deterioration of school buildings, ground and equipment. School managers and teachers who constantly use school facilities lack knowledge of facilities management. Fenker (2004) stated that facilities maintenance is the process that ensures that building and other technical systems support the operations of an organization. Also, if the issue of facilities maintenance is haphazardly addressed at all levels of the educational system there will be a lot of problem. Repairs take place only when problems arise due to break down of the existing facility. Facilities maintenance entails provision of adequate facilities for teaching and learning. It also involves providing clean and safe environment for teaching and learning. This type of maintenance should be adopted in the facility maintenance plan. These are preventing routine, emergency repairs and predictive maintenance (Feuker, 2004).

1. **Preventive maintenance**: This is type of maintenance is carried out on school facilities to avoid breakdown and ensure optimal performance of the facilities. Up to date information about the facility is required to serve as a guide for the maintenance team. Preventive maintenance saves cost and time. It is usually an integral part of the management

practice in societies where maintenance culture is well established and ecisions on preventive maintenance are collectively made and implemented (Feuker, 2004).

2. **Routine maintenance**: This is carried out periodically as scheduled by the school managers. Facilities may be serviced monthly, quarterly or even annually depending onthe agreed scheduled. Manufacturers guide provide information on the nature and maintenance intervals. School managers are expected to comply with these guides to avoid breakdown of the equipment.
3. **Predict maintenance**: This involves the use of computer software to predict equipment failure based on age, user demand and performance measures (Feuker, 2004).
4. **Emergency repair**: This is very common in the management of school facilities in societies where maintenance culture is not well established or taking place when a facility breakdown and urgent measure or step had to be taken to remedy the situation.

In this regard, collective decision-making may not be possible because there may be limited time to bring together all the necessary individuals to make decisions. It is also expensive because due to lack of maintenance, the extent of damage may demand total replacement of the facility or high cost repair. In some cases, the breakdown may cause injury or even death to staff and or students of the school. The resultant effect may be high insurance premium or the loss of the facility for teaching and learning until repair had been affected. School managers should proactively develop and implement facilities management plan for addressing facility needs (Feuker, 2004).

2.10. Empirical Studies

Several scholars and researchers have carried out series of studies on or in relation to the assessment of the supervisory roles of principals in the attainment of secondary school

objectives in Benue state, Nigeria and some of the studies have been reviewed in this section to determine their relevance to this work and identify differences in the findings.

(1) Ayeni (2012) carried out a study on the assessment of principals' supervisory roles for quality assurance in secondary school in Ondo state, Nigeria. The objective of the study is to determine the instructional supervisory role performance by principals in secondary school administration. Descriptive survey design was employed and data were gathered through the use of three sets of instruments and the three are rating scale, interviews and teacher's focus group discussion guide. The target population of study comprised principals and teachers in secondary school in Ondo State. The sample consisted of 60 principals and 540 teachers represented five percent of the total population of 10,798 teachers in the state. The selection was through stratified random sampling method. Percentages and mean scores were the statistical tools used for data analysis. The cumulative mean score was 4.10. This indicated that most principals performed supervising tasks such as ensuring preparation of lesson notes (95.5%), scheme of work (93.5%), monitoring of teachers' attendance (92.8%), students' attendance (77.7%) and feedback to teachers (78.5%). The findings among others showed that most principals recorded desired attention to monitoring of teachers' attendance, preparation of lesson note and adequacy of daily work.

This research relates to the present study which seeks to find out the principals' instructional supervisory role performance of checking/marking teachers lesson plans/notes in secondary school. In addition, the conducted study is similar to the ongoing study because it seeks to find out the supervisory roles of secondary school principals' performance. However, this study differs from the ongoing research because the study was carried out in the secondary school in Ondo state, Nigeria while the ongoing study is carried out in secondary schools in Benue state, Nigeria. Also, the conducted study adopted the use of

rating scale, interview and teachers' focus group discussion guide while the ongoing study used questionnaire as the instrument for the data collection.

(2) Uduak (2015) conducted a research on principals' supervisory techniques and teachers' job performance in secondary schools in Ikom Education Zone, Cross River state, Nigeria. The objective of the study is to examine principals' supervisory techniques and teachers' job performance in classroom visitation in secondary schools. Ex-post factor research design was adopted for the study and data collected through the use of two (2) sets of instruments. The two sets of instruments are "principals' supervisory technique questionnaire (PSTQ) and teachers' job performance questionnaire (TJPQ) was used. The sample was 86 principals, 344 teachers and 1.376 students drawn from a population of principals, 1,829 teachers and 35,359 students in public secondary schools in the study area. Statistical tool used for analysis of the study was Pearson Product Moment Correlation analysis(r). For data analysis at 0.05 level of significance. The result among others show that the higher the principals' use of supervisory technique of classroom visitation, the higher the teachers' job performance in terms of instructional ability, classroom discipline, communication effectiveness, teaching methods and use of teaching aids.

This research relates to the ongoing study which seeks to determine the principals' supervisory role in classroom visitation in the attainment of secondary school. In addition, the conducted study is similar to the ongoing study because it seeks to determine the impact of principals' instructional supervisory role performance in classroom visitation in the secondary school.

Furthermore, the study differs from the ongoing research because the conducted study was carried out in secondary school in Cross River State, Nigeria while the ongoing study will be carried out in secondary schools in Benue State, Nigeria. Also, the conducted study

employed, Ex-post factor research design while ongoing study seeks to use descriptive survey.

(3) Uko (2015), carried out a study on "Principalship and Effective Management of Facilities in Secondary Schools in Cross River State, Nigeria". The objective of the study is to investigate how the proficiency or otherwise of a principal affects the management of school facilities. Descriptive design was used and data were collected through the use of instruments such as questionnaire and personal interview from primary source and secondary source are checklists, school records and documents, journals and internet. The result shows that effective management of school facilities is necessary in creating the enabling conducive academic environment.

The study is relevant to the ongoing research because one of the purpose of the present study seeks to investigate the principals' supervisory role performance in facilities maintenance in the attainment of secondary school education objectives. The sample of the study included 36 secondary schools with two drawn from each of the 18 Local Government Areas in the State. Pearson Product Movement statistical instrument was used in the analysis of the study. The point of difference of the conducted research with this study is that, it was conducted in secondary schools in River state while this current study is in secondary schools in Benue state. Also questionnaire, personal interview, checklists, school records and documents, journals and internets will be used while the ongoing study seeks to use questionnaire only as the instrument for data collection.

(4) Akwu (2015) conducted a research on assessment of supervisory roles of principals for quality education in public secondary schools in the Federal Capital Territory Abuja, Nigeria. The purpose of the study is to find out the extent to which supervisory roles of principals enhance teaching capacity development for quality education in secondary schools in Federal Capacity Territory Abuja. Descriptive survey designs were used and questionnaire

and a focus group discussion guide were instruments for data collection. The result shows that principals to great extent accorded desired attention to monitoring of teachers' attendance, preparation of lesson note and adequacy of scheme of work while tasks such as provision of instructional materials, checking of teachers' lesson notes, feedback to teachers/learners and review of activities with stakeholders enhances effective educational objectives.

The study is related to the ongoing study which finds out the principals' supervisory role in enhancing secondary school. In addition, the conducted study is similar to the present study both assess principals supervisory roles. The area of difference between the two studies is in term of investigating the assessment of supervisory roles of principals for quality education in public secondary schools in the Federal Capital Territory Abuja, Nigeria while the present study is finding out the assessment of supervisory roles of principals in attainment of secondary school educational objectives in Benue state, Nigeria. Also, the above research used questionnaire and a focus group discussion guide the instruments while the current study seeks to use questionnaire only as instrument for data collection.

(5) In a related study, Udeani (2008) carried out research on the principals' use of personnel management skills in secondary schools in Enugu state. The purpose of the study is to investigate the extent to which principals apply skills for effective personnel management. He made use of descriptive survey design and questionnaire was used to get responses from teachers at four points likert scale which was also used as instrument for the study. The population consisted of 253 principals. Data about the principals was retrieved from the teachers. Six research questions and three null hypotheses guided the study. Mean and standard deviations were used to analyze the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The finding of the study among others

showed that, principals applied the skills of personnel management for effective staff orientation, motivation, delegation of studies and staff professional development.

The conducted research is relevant to the present study as it assesses the principals' role performance of teachers' adherence in secondary school in Benue State. The conducted research is similar to the present study because both seek for effective management of secondary school. The study differs with ongoing study because of location, population and size.

Ezekwe (2004) carried out a research on delegation of responsibilities by principals of secondary schools in Anambra State. The purpose of the study is to investigate the principals' delegation of responsibilities to his staff in secondary school. A descriptive survey research designed was used for the study. The target population was one thousand four hundred and eighty (1,480) teachers. Questionnaire was used as instrument for collection of data. Statistical analysis tools are frequency distribution, mean and deviation were used. The hypotheses for the study were tested at 0.05 level of significance. Findings showed that teachers were interested in executing delegated responsibilities with a certain degree of confidence by the principals. She also recommended that for easy school administration, principals should always delegate duties to their subordinates. The conducted research is related to the present study which employs to examine the principals' supervisory role through dissemination of information bulletin/communication to teachers and student in the attainment of secondary school. Furthermore, the conducted study is similar to the ongoing study because both emphasize more on quality assurance administrative performance. The study differs because of the population area and sample size.

2.11 Summary of Literature Review

The literature review for this study focused on the following sub-headings such as introduction, conceptual and theoretical framework, general review and empirical studies.

The conceptual framework; concept of the following was defined by three authors each, such as; assessment, performance, supervision, lesson plan/notes, classroom visitation, curriculum, facilities maintenance and communication. And their major views emphasis on quality monitoring and evaluation teaching and learning programme are pointed out.

Two theories are identified and discussed as the related to this study. They are clinical supervision theory and technical skill model of supervision. Clinical supervision by Cogan (1973) emphasize using good pattern by the supervisor or principal when supervising classroom teacher such as understanding the teacher, act as colleague, listening ear to hear, etc. The technical mode skill of supervision theory relies on more than one theory and technique; it is known as integrative model. The theory focuses on making use of different skills in supervision such as assigning some to teach during group, some counselor, etc.

Empirical studies were conducted considered work done in areas outside the scope of this study. In those work reviewed, opinions of experts and researcher found were on supervision of instruction, school administration personnel management skills, quality basic education development and teachers' preparation in secondary school in Nigeria. It sees supervision as a vital process and a combination of activities which is concerned with improvement of teaching/learning in the school framework, through checking of lesson plan/note, classroom vitiation, guidance and counseling, etc. for the attainment of quality education. Furthermore, it is revealed that principals are instructional leaders and are identified as those to ensure that standards are maintained though their assistance to teachers and other supporting staff in the teaching and learning process.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the methods used to carry out the study. The chapter includes research design, population, sample and sampling technique, research instrument, validation of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

3.2 Research Design

Research design used for this study is descriptive survey design. Descriptive survey is concerned with describing events as they are without manipulation of what is observed (Ali, 2006). The design is considered appropriate for this work because it allowed the researcher to collect original data from respondents in the area of primary assignment.

The design is considered the most suitable in carrying out this study. It enables the researcher at collecting data from a representative sample of principals and supervisory teams for the purpose of describing in a systematic manner the characteristics and facts about the supervisory roles of public secondary schools in the seven (7) Educational Zones of Benue State, Nigeria.

3.3 Population of the Study

The population for the study is 2268 comprises the eighty-eight (88) principals, 88 vice principals and two thousand and ninety two (2092) teachers of public secondary schools in the seven (7) education zones of Benue state, Nigeria. Break downof the population is shown in the table 3.1:

Table 3.1: Breakdown of Seven Educational Zones in Benue State

EDUCATION ZONES	PRINCIPALS	V.PRINCIPAL	TEACHERSTOTAL	
BURUKU	11	11	125	147
GBOKO	27	27	674	728
GWER EAST	10	10	162	182
GWER WEST	04	04	51	59
TARKA	07	07	17	31
MAKURDI	21	21	978	1020
GUMA	08	08	85	101
TOTAL	**88**	**88**	**2092**	**2268**

Source: Benue State Teaching Service Board (2016)

3.4 Sample and Sample Technique

The sample for the study consists of three hundred and twenty two (322) comprisingseven(7) principals, seven (7) Vice Principal and three hundred and eight 308 (14.7%) teachers in Public secondary schools in the seven educational zones of Benue state. This is supported by Research Advisor (2006). The sample technique adopted for this study is random sampling technique.

Table 3.2: Breakdown of the Sample

L.G.A	PRINCIPALS	V.P	TEACHERS	SAMPLE
BURUKU	01	0118		20
GBOKO	01	01	99	101
GWER EAST	01	0124		26
GWER WEST	01	01	08	10
TARKA	01	0102		04
MAKURDI	01	01144		146
GUMA	01	0113		15
TOTAL				**322**

Table 3.2. Sample population

3.5 Instrumentation

The research instrument used for the study is structured Questionnaire titled; Assessment of Instructional Supervisory Roleperformance of Principals in the Secondary School in Benue State. Questionnaires were for principals, vice Principals and teachers. The

instrument has two sections, A and B, Section A deals with the demographic data of therespondents while section B contained items that elicited information from respondent on instructional supervisory role performance of principals in Benue state, Nigeria.

The questionnaire has five (5) Sections A, B, C, D and E, each focusing on research question stated in chapter one (1). The questionnaire is designed on five (5) points Likert rating scale provide for the respondents to choose from, they are: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

3.5.1 Validity of the Instrument

To establish the validity of the instrument, the researcher designed questionnaire was given to the researcher supervisors and other experts in the field of Educational Administration and Planning in Ahmadu Bello University, Zaria to vet for face and content validity. They scrutinized the instrument with a view to identify items that are not required and/or suggested relevant ones that are essential for inclusion in the research instrument. It was also to correct ambiguous statement in the research instrument and offered possible suggestions that are needful for the final draft of the instrument. However,comments made by both the supervisors and experts were considered satisfactory and a welcome opinion useful in this exercise. Corrections made by supervisors and experts were amended and items reconstructed.

3.5.2 Pilot Study

A pilot study was conducted in three Public Secondary Schools in Benue State, outside the coverage. Among the three schools are; GSS Tsav Mbaduku, GSS Vandeikya and GSS Ushongo and thirty (30) questionnaire were administered during the pilot study. Wimmer and Dominick in Abbas (2004) concurred that a pilot study should be conducted before the main study to pilot test the instruments and ensure that possible ambiguity that may be associated with the study is removed. In view of this, the researcher decided using

respondents that would not participate in the actual research study so as not to be conversant with the instrument beforehand. With the pilot study conducted, it paved way for the final draft of the instrument before the commencement of the field work after necessary approval had been sought from the supervisors.

3.5.3 Reliability of the Instrument

The data collected from the pilot study were subjected to reliability test using Cronbach alpha formula. And reliability index of 0.85 was obtained. The reliability co-efficient was considered adequate for the internal consistency of the instrument.

This was a confirmation of test of reliability as supported by Spiegel (1992), Stevens, (1996) and Olayiwola (2010). According to them, an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This, therefore, confirms the reliability of the data collected and instrument used as fit for the main work.

3.6 Procedure for Data Collection

In an attempt to carry out this study, a letter of introduction was collected from the researcher's Department, Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria to the Benue State Ministry of Education, Makurdi to request for the release of vital documents. Also, to seek for their approval and permission to conduct the study on the respondents who constituted their employees (that was done after returning from the fieldwork). Considering the hectic nature of this work, the researcher in addition employed research assistants (teachers) in each of the selected schools who was trained on modalities to administer the instruments and to retrieve same from the respondents back to the researcher. According to Mokobia (2010) in Mokobia and Okoye (2011), the need for research assistants was to ensure maximum cooperation among the

participating staff as well as for high retrieval percentage. This exercise was completed in Twelve (12) weeks under classified phases involving three hundred and twenty two(322) respondents. The instruments were carefully marked and packed in an envelope to avoid mix-up and reduce loss in transit during this exercise.

3.7 Method of Data Analysis

The data collected for this study were analyzed using various statistical methods. The Bio-data variables of the respondents were subjected to frequency counts and simple percentages. The stated null-hypotheses was tested using Analysis of Variance (ANOVA) procedure. All hypotheses was tested at 0.05 alpha level of significance for acceptance or rejection. ANOVA was adopted for data analysis in this study to determine significant difference in the mean responses of the respondents from the different educational; zones of Benue State. It is widely used in the social sciences as a measure of the strength of linear dependence between two variables. The entire analyses were analyzed using Statistical Package for Social Sciences (SPSS versions 22).

CHAPTER FOUR
RESULTS ANALYSES AND DISCUSSIONS

4.1 Introduction

This chapter presents the results, analyses and discussion of data collected in respect ofAssessment of Instructional Supervisory Performance of Principals in Secondary Schools in Benue State, Nigeria The demographic information of the respondents is presented andanalysed using frequencies and percentages in a tabular form, while the research questions were presented and analysed using frequency counts, mean, and standard deviation. Similarly, all the formulated null hypotheses were tested using Analysis of Variance (ANOVA). A summary of thefindings was later presented for easyunderstanding towards drawing a valid conclusion. Thechapter ended with a discussion of each research questions andhypothesis.

4.2 Bio-Data of Respondents

This section presents the demographic information of the respondents using frequency counts and percentages.

Table 4.2.1: Status of the Respondents

Status	Frequency	Percentage
Principal	7	2.1
Vice Principal	7	2.1
Teachers	308	95.7
Total	**322**	**100**

Table 4.2.1 showed that a total of 7Principals, equivalents to 2.1% were used for the study with 7 or 2.1% were Vice principals used for the study while 308 or 95.7% teachers were used for the study. This shows that teachers had the highest frequency and percentage in the study.

Table 4.2.2.: Gender of the Respondents

Status	Frequency	Percentage
Male	149	80.3
Female	173	19.7
Total	**322**	**100**

Table 4.2.2. showed that a total of 149, equivalents to 45.7% were the male used for the study, while 171 or 52.5% are the female respondent used for the study. This shows that the female respondents had the highest frequency and percentage in the study.

Table 4.2.3: Location of the Respondents

Status	Frequency	Percentage
Rural	199	60.7
Urban	123	39.3
Total	**322**	**100**

Table 4.2.3,showed that a total of 199, equivalents to 60.7% wererural area used for the study, while 123 or 39.3% are Urban area used for the study. This shows that rural respondents had the highest frequency and percentage in the study.

Table 4.2.4.: Respondents' School type

Status	Frequency	Percentage
De-boarding	139	42.6
Boarding	183	57.4
Total	**322**	**100**

Table 4.2.4,showed that a total of 139, equivalents to 42.6% wererespondents from schools De-boarding used for the study, while 183 or 57.4% are represented from Boarding schools used for the study. This shows that the respondents from Board schools had the highest frequency and percentage in the study.

Table 4.2.5: Qualification of the Respondents

Status	Frequency	Percentage
NCE	12	3.7
OND	18	5.4
B.Sc./B.Ed./B. A	6	1.8
M.ed/M.Sc	286	92.1
Total	**322**	**100**

Table 4.2.5showed that a total of 12, equivalents to 3.7% wereNCE Holders used for the study, 18 or 5.5% are OND holders used for the study, 6 or 1.8% are B.Ed./B.sc/B.A holders used for the study while 286 or 89.0% are M.ed/M.sc holders used for the study, This shows that M.ed/M.sc respondents had the highest frequency and percentage in the study.

4.3 Response to Research Questions

Research Question One: What is thePrincipals' Instructional supervisory role performance on Checking/ marking Teachers' Lesson Plan in Secondary School?

This research question is being answered using the response mean of the respondents as contained in the table. The summary of analysis done in respect of research question one was presented in Table 8.

Table 4.3.1: Opinion of Respondents on Principals' Instructional supervisory role performance of Checking/MarkingTeachers' Lesson Plan/Note in Secondary School Benue State**.**

SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
1.	Marking of lesson plan encourages good performance of the teachers.	Principals	1	1	1	1	3	2.7143	1.38013
		V.Principals	7	.	.	.	.	5.0000	.00000
		Teachers	178	109	5	15	5	4.4103	.87017
2.	Regular checking of teachers' lesson plan helps to ensure the teacher adequate preparation for their class lesson.	Principals	-	2	-	2	3	2.1429	1.34519
		V.Principals	-	7	-	-	-	4.0000	.00000
		Teachers	-	287	-	10	15	3.7917	.72053
3.	Checking of lesson plan to ensure that teachers have good knowledge of the subject matter.	Principals	1	1	2	2	1	2.8571	1.34519
		V.Principals	4	3	-	-	-	4.5714	.53452
		Teachers	213	74	10	10	5	4.5385	.83635
4.	In this school, principals ensure that the lesson plans / notes are well prepared and corrected before going to teach in the class.	Principals	1	1	-	2	3	2.2857	1.60357
		V.Principals	-	7	-	-	-	4.0000	.00000
		Teachers	16	271	-	10	15	3.8429	.76773
5.	It is the role of the principal to ensure the teachers' lesson plan/note are well prepared and corrected before going to teach in the class.	Principals	1	1	1	3	1	2.7143	1.38013
		V.Principals	7	-	-	-	-	5.0000	.00000
		Teachers	138	125	29	15	5	4.2051	.91235
6.	In this school, queries are given to teachers who fail to write lesson plan/notes before going to the class to teach.	Principal	1	1	-	2	3	2.2857	1.60367
		V.Principals	7	-	-	-	-	5.0000	0.00000
		Teachers	118	130	98	106	182	4.0449	1.03223
7.	Our principal ensures that teachers use the right format when writing their lesson plan/note**.**	Principals	2	-	-	1	1	2.7143	1.38013
		V.Principals	7	-	-	-	-	3.5714	1.27242
		Teachers	26	56	56	117	57	3.3942	1.21156
8.	In this school, the principal ensures that the lesson plan/note of the teacher addresses the topic to be taught in the class.	Principal	-	1	1	2	-	2.7143	1.77281
		V.Principals	2	-	-	-	-	5.0000	.00000
		Teachers	174	95	5	10	10	4.2756	1.10290
9.	Regular supervision of lesson plan/note by the principal helps to boost the confidence of the teachers in discharging their duties in this school**.**	Principals	3	1	1	1	1	2.4286	1.61835
		V.Principals	7	-	-	-		2.8571	1.46385
		Teachers	145	113	34	5	15	4.1795	1.02061
10.	It is the role of the principal to ensure that teachers maintain lesson plan/note as required by the school policy.	Principals	1	1	-	3	2	2.2857	1.60357
		V.Principals	7	-	-	-	-	2.8571	1.46385
		Teachers	117	94	5	31	65	3.6442	1.41366

Table 4.3.1. item 1, sought to find out marking of lesson plan encourages good performance of the teachers. The result shows that 4.41 mean score of principals, 5.00 mean score of Vice Principals and 4.41 mean score of Teachers were in agreement with the statement. Item 2, the analysis attempt to investigate if Regular checking of teachers' lesson plan helps to ensure the teacher adequate preparation for their class lesson. The analysis showed that 2.14 mean score of principals, 4.00 mean score of teachers and 3.79 mean score of Ministry of Education (MOE) Officials agreed with the statement. Item 3 sought to find out if Checking of lesson plan to ensure that teachers have good knowledge of the subject matter. The responses showed that 2.85 mean score of principals, 5.57 mean score of teachers and 4.53 mean score of MOE officials agreed with the statements. Likewise, item 4 sought to investigate if principals ensure that the lesson plans / notes are well prepared and corrected before going to teach in the class.. The result showed that 2.28 mean score of principals, 4.00 mean score of teachers and 3.84 mean score of MOE officials Agreed with the statements. The result from the study shows that teachers have actually benefited from the conduct of in-service training in all Educational Zones sampled in Benue state.

However, Item 5 also investigated if it is the role of the principal to ensure thatteachers' lesson plan/note are well prepared and corrected before going to teach in the class. The results showed that 2.71 mean score of principals, mean score 5.00 of teachers and 4.20 mean score of MOE officials agreed with the statements. Item 6 tries to find out if queries are given to teachers who fail to write lesson plan/notes before going to the class to teach. The views of the respondents showed that 2.28 mean score of principals, 5.00 mean score of teachers and 4.04 mean score of MOE officials agreed with the statements. Item 7 tries to find out if principal ensures that teachers use the right format when writing their lesson plan/note. The opinion of the respondents showed that 2.71 mean score of principals,

3.57 mean score of teachers and 33.39 mean score of MOE officials were in agreement with the statements. Item 8 tries to investigate whether principal ensures that the lesson plan/note of the teacher addresses the topic to be taught in the class. The result revealed that 2.71 mean score of principals, 5.00 mean score of teachers and 4.27 mean score of MOE officials agreed with the statements. Item 9 tries to investigate if regular supervision of lesson plan/note by the principal helps to boost the confidence of the teachers in discharging their duties in this school. The result showed that 2.42 mean score of principals, 2.85 mean score of teachers and 4.17 mean score of MOE officials Agreed with the statements. Item 10 tries to find out if It is the role of the principal to ensure that teachers maintain lesson plan/note as required by the school policy. The result revealed that 2.28 of principals, 2.85 mean score of teachers and 3.64 mean score of MOE officials agreed with the statements.

Research Question Two: What is the principals' instructional supervisory role performance on classroom visitation in the secondary school in Benue State?

This research question is being answered using the response mean of the respondents as contained in the table. The summary of analysis done in respect of research question two was presented in Table 4.3.2.

Table 4.3.2: Opinion of Respondents on the principals' instructional supervisory role performance in classroom visitation in the secondary school in Benue State**.**

SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
1.	Our principal carried out regular classroom visitation whenever the teacher is teaching in the class..	Principals	1	2	1	1	2	2.8571	1.57359
		V.Principals	-	2	5	.	.	3.2857	.48795
		Teachers	46	142	99	15	10	3.6378	.90386
2.	Principals' visitation to the classroom help in the effective management of instruction in the school.	Principals	1	1	1	1	3	2.4286	1.61838
		V.Principals	6	1	-	-	-	4.8571	.37796
		Teachers	118	120	44	15	-	3.9968	1.07140
3.	Principals' visitation to the classroom encourages hard work among teachers.	Principals	1	1	1	1	3	2.4286	1.61835
		V.Principals	7	-	-	-	-	5.0000	.00000
		Teachers	215	57	15	10	15	4.4327	1.05566
4.	Principals' supervisory role of classroom visitation ensures that the needed instructional materials are at the disposal of the teachers.	Principals	-	2	-	1	3	1.8571	1.57359
		V.Principals	6	1	-	-	-	4.8571	.37796
		Teachers	223	54	10-	5	15	4.4423	1.14392
5.	Principals' classroom visitation reveals when there should be support for teachers for in-service training to improve their competencies.	Principals	1	1	2	2	1	2.8571	1.34519
		V.Principals	6	1	-	-	-	4.8571	.37796
		Teachers	206	65	26	10	5	4.4647	.89589
6.	Through classroom visitation the principal is able to address the level of teachers' mastery of the subject matter	Principal	1	2	1	1	2	2.8571	1.57359
		V.Principals	1	1	3	1	1	3.0000	1.29099
		Teachers	63	125	89	20	15	3.6442	1.02620
7.	Through regular visitation, the teachers in this school have been able to surprisingly cover the stated objectives in each lesson.	Principals	-	2	1	1	3	2.2857	1.38013
		V.Principals	2	2	1	2	-	3.5714	1.27242
		Teachers	75	148	49	25	15	3.7788	1.05132
8.	Through classroom visitation our principal is able to measure utilization of teaching aids by the teacher.	Principal	-	2	1	1	3	2.2857	1.38013
		V.Principals	2	4	1	-	-	4.1429	.69007
		Teachers	173	82	20	22	15	4.2051	1.13816
9.	Through classroom visitation by our principal, the level of students' participation during the lesson has improved significantly.	Principals	-	2	1	1	3	2.2857	1.38013
		V.Principals	5	2	-	-		4.7143	.48795
		Teachers	178	86	17	11	15	4.2372	1.18464
10.	The ensure that teachers select appropriate instructional material such as chart, textbooks that are meaning.	Principals	1	1	2	2	1	2.8571	1.34519
		V.Principals	7	-	-	-	-	2.8571	1.46385
		Teachers	180	69	31	21	11	4.2372	1.10020

Table 4.3.2., item 1, sought to find out if principal carried out regular classroom visitation whenever the teacher is teaching in the class. The result shows that 2.85 mean score of

principals, 3.28 mean score of Vice Principals and 3.63 mean score of Teachers were in agreement with the statement. Item 2, the analysis attempt to investigate if Principals' visitation to the classroom help in the effective management of instruction in the school. The analysis showed that 2.42 mean score of principals, 4.85 mean score of teachers and 3.99 mean score of Teachers agreed with the statement. Item 3 sought to find out if Principals' visitation to the classroom encourages hard work among teachers. The responses showed that 2.42 mean score of principals, 5.00 mean score of Vice Principals and 4.43 mean score of Teachersagreed with the statements. Likewise, item 4 sought to investigate if Principals' supervisory role of classroom visitation ensures that the needed instructional materials are at the disposal of the teachers. The result showed that 1.85 mean score of principals, 4.85 mean score Vice Principals and 4.44 mean score of Teachersagreed with the statements.

However, Item 5 also investigated if Principals' classroom visitation reveals when there should be support for teachers for in-service training to improve their competencies.. The results showed that 2.85 mean score of principals, mean score 4.85 of Vice Principals and 4.46 mean score of Teachers Agreed with the statements. Item 6 tries to find out if Principals' classroom visitation reveals when there should be support for teachers for in-service training to improve their competencies. The views of the respondents showed that 2.85 mean score of principals, 3.00 mean score of Vice Principals and 3.64 mean score of Teachersagreed with the statements. Item 7 tries to find out if through classroom visitation the principal is able to address the level of teachers' mastery of the subject matter. The opinion of the respondents showed that 2.28 mean score of principals, 3.57 mean score of Vice Principals and 3.77 mean score of teachers were in agreement with the statements. Item 8 tries to investigate if through regular visitation, the teachers in this school have been able to surprisingly cover the stated objectives in each lesson. The result revealed that 2.28 mean

score of principals, 4.14 mean score of Vice Principals and 4.20 mean score of Teachersagreed with the statements. Item 9 tries to investigate if through classroom visitation our principal are able to measure utilization of teaching aids by the teacher. The result showed that 2.28 mean score of principals, 4.71 mean score of Vice Principals and 4.23 mean score of Teachersagreed with the statements. Item 10 tries to find out if through classroom visitation by our principal, the level of students' participation during the lesson has improved significantly. The result revealed that 2.85 of principals, 2.85 mean score of Vice Principals and 4.23 mean score of Teachersagreed with the statements.

Research Question Three: What aretheprincipals' instructional supervisory role performance on teachers' adherence to curriculum content in secondary school in Benue state?

This research question is being answered using the response mean of the respondents as contained in the table. The summary of analysis done in respect of research question three was presented in Table 4.3.3.

Table 4.3.3: Opinion of Respondents on the principals' instructional supervisory role performance in classroom visitation in the secondary school in Benue State**.**

SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
1.	The principal ensures that teachers select appropriate instructional materials such as charts, textbooks that are meaningful to the content in my school.	Principals	1	2	1	1	2	2.8571	1.57359
		V.Principals	-	2	5	.	.	3.2857	.48795
		Teachers	30	58	8	33	30	4.0929	1.42362
2.	The Principal involved teachers in curriculum implementation in this school..	Principals	-	3	-	-		2.4286	1.81265
		V.Principals	-	7	-	-	-	4.2857	.75593
		Teachers	30	58	8	33	30	3.6474	1.08959
3.	Principals' ensure that teachers in this school use different techniques for the implementation of the school curriculum.	Principals	2	1	2	-	2	2.7143	1.38013
		V.Principals	-	7	-	-	-	4.4286	.53452
		Teachers	61	151	46	37	17	3.6474	1.08959
4.	The principal ensures that teachers enter the topics taught each week in the dairy in this school.	Principals	3	4	-	-	-	4.5714	.53452
		V.Principals	6	1	-	-	-	4.8571	.37796
		Teachers	84	161	30	16	21	3.8686	1.07830
5.	The principals' supervisory role is to ensure that teachers select appropriate methodology relevant to the content.	Principals	1	1	-	2	3	2.4286	1.27242
		V.Principals	4	3	-	-	-	4.1429	.37796
		Teachers	76	175	5	22	34	4.1186	1.00259
6.	It is the duty of this school's principal to ensure that teachers select topics in the curriculum that are functional and relevant.	Principal	-	-	1	2	2	3.0000	1.15470
		V.Principals	1	6	-	-	-	4.2857	.28571
		Teachers	134	113	44	10	11	3.6731	1.02172
7.	The principal ensures that topics taught are sequentially arranged in the curriculum.	Principals	-	2	-	-	-	2.5714	1.13389
		V.Principals	3	3	1	-	-	4.4286	.53452
		Teachers	50	171	47	27	17	3.7981	1.03364
8.	The principal ensures that teachers do not teach outside the curriculum content	Principal	-	3	2	1	1	2.2857	1.60357
		V.Principals	3	4	-	-	-	4.5714	.53452
		Teachers	56	201	12	22	21	4.4103	1.09293
9.	The principal ensures that teachers simplify the curriculum into scheme of work, unit plan, etc.	Principals	-	2	1	3	1	2.7143	1.11270
		V.Principals	4	3	-	-		4.5714	.53452
		Teachers	221	42	16	22	11	4.1603	1.23453
10.	My principal ensures that teachers teach according to the content of the curriculum..	Principals	1	1	-	2	3	2.2857	1.60357
		V.Principals	4	3	-	-	-	4.4286	.53452
		Teachers	169	94	6	16	27	4.3237	1.36363

Table 4.3.3., item 1, sought to find out if the principal ensures that teachers select appropriate instructional materials such as charts, textbooks that are meaningful to the content in the schools. The result shows that 2.85 mean score of principals, 3.28 mean score

of Vice Principals and 4.09 mean score of Teachers were in agreement with the statement. Item 2, the analysis attempt to investigate if the Principal involved teachers in curriculum implementation in this school.

The analysis showed that 2.42 mean score of principals, 4.28 mean score of teachers and 3.64 mean score of Teachers agreed with the statement. Item 3 sought to find out if Principals' ensure that teachers in this school use different techniques for the implementation of the school curriculum.

The responses showed that 2.71 mean score of principals, 4.42 mean score of Vice Principals and 3.64 mean score of Teachersagreed with the statements. Likewise, item 4 sought to investigate if the principals ensures that teachers enter the topics taught each week in the dairy in the schools. The result showed that 4.57 mean score of principals, 4.85 mean score Vice Principals and 3.86 mean score of Teachersagreed with the statements. However, Item 5 also investigated if the principals' supervisory role is to ensure that teachers select appropriate methodology relevant to the content. The results showed that 2.42 mean score of principals, mean score 4.14 of Vice Principals and 4.11 mean score of Teachersagreed with the statements. Item 6 tries to find out if it is the duty of the school principals to ensure that teachers select topics in the curriculum that are functional and relevant.

The views of the respondents showed that 3.00 mean score of principals, 4.28 mean score of Vice Principals and 3.67 mean score of Teachersagreed with the statements. Item 7 tries to find out if the principal ensures that topics taught are sequentially arranged in the curriculum.The opinion of the respondents showed that 2.57 mean score of principals, 4.42 mean score of Vice Principals and 3.79 mean score of teachers were in agreement with the statements. Item 8 tries to investigate if the principal ensures that teachers do not teach outside the curriculum content. The result revealed that 2.28 mean score of principals, 4.57 mean score of Vice Principals and 4.41 mean score of Teachersagreed with the statements.

Item 9 tries to investigate if the principal ensures that teachers simplify the curriculum into scheme of work, unit plan, etc.

The result showed that 2.71 mean score of principals, 4.57 mean score of Vice Principals and 4.14 mean score of Teachersagreed with the statements. Item 10 tries to find out if principal ensures that teachers teach according to the content of the curriculum.

The result revealed that 2.28 of principals, 4.42 mean score of Vice Principals and 4.23 mean score of Teachersagreed with the statements.

Research Question Four: What are the Principals' Instructional Supervisory Role on Dissemination of Information Bulletin/Communication to Teachers in Secondary School?

This research question is being answered using the response mean of the respondents as contained in the table 4.3.4. The summary of analysis done in respect of research question four was presented in Table 4.3.4.

Table 4.3.4: Opinion of Respondents on Principals' Instructional Supervisory Role on Dissemination of Information Bulletin/Communication to Teachers in Secondary School

SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
1.	In this school, resumption dates are always known on time.	Principals	1	1	-	2	3	4.2857	.48795
		V.Principals	3	4	-	.	.	4.7143	.48795
		Teachers	231	36	-	5	40	4.1603	1.23453
2.	In this school staff meeting times are always made known on time.	Principals	2	5	-	-	-	4.4286	.53452
		V.Principals	5	2	-	-	-	4.4286	.78650
		Teachers	231	36	-	5	40	4.3237	1.36363
3.	In this school information pertaining to teachers is disseminated on time.	Principals	3	4	2	-	-	5.0000	.00000
		V.Principals	4	2	1	-	-	4.7143	.75593
		Teachers	95	170	23	24	-	4.2857	.82593
4.	In this school, teachers are notified of the examination and invigilation schedule on time	Principals	7	-	-	-	-	3.5714	1.81265
		V.Principals	6	-	1	-	-	4.2857	.75593
		Teachers	-	117	40	29	-	4.0897	.94798
5.	In this school, special holidays are made known on time	Principals	3	2	-	-	2	3.5714	1.13389
		V.Principals	6	-	1	-	-	3.7143	1.60357
		Teachers	126	-	-	-	-	4.1410	1.10799
6.	Important visitors are announced through the bulletin on time in our school	Principal	1	4	1	2	-	3.5714	1.27242
		V.Principals	-	4	-	3	-	3.7143	1.38013
		Teachers	137	123	19	13	18	4.0994	.91771
7.	Parents-Teachers-Association (PTA) meetings are communicated on time.	Principals	1	4	-	1	1	3.5714	.78680
		V.Principals	2	3	-	1	1	3.7143	1.38013
		Teachers	103	171	13	18	5	4.0705	1.05850
8.	Information on teachers' duties is placed on the notice board on time in this school.	Principal	-	5	1	1	-	3.1429	1.77281
		V.Principals	3	1	1	2	-	4.5714	1.13389
		Teachers	130	121	23	29	9	4.2914	1.13758
9.	Through principals information dissemination to teachers, recommendation for in-service training of competent teachers is enhanced	Principals	2	2	-	1	2	3.7143	1.60357
		V.Principals	6	-	-	1	-	4.4286	.53452
		Teachers	-	-	-	10	20	4.0192	.87826
10.	General information about the teachers' qualification and area of specialization are always posted on the notice board by the principal...	Principals	3	2	-	1	1	4.7143	.75593
		V.Principals	3	4	-	-	-	1.8571	.1.06904
		Teachers	190	73	19	16	-	4.3109	.87267

Table 4.3.4, on the Principals' Instructional Supervisory Role in Dissemination of InformationBulletin/Communication to Teachers in Secondary School, , item 1, sought to find out if the principal ensures that school, resumption dates are always known on time.The result shows that 4.28 mean score of principals, 4.71 mean score of Vice Principals and 4.16 mean score of Teachers were in agreement with the statement. Item 2, the analysis attempt to investigate if staff meeting times are always made known on time. The analysis showed that

4.42 mean score of principals, 4.42 mean score of teachers and 4.32 mean score of Teachers agreed with the statement. Item 3 sought to find out if information pertaining to teachers is disseminated on time.The responses showed that 5.00 mean score of principals, 4.71 mean score of Vice Principals and 4.28 mean score of Teachersagreed with the statements. Likewise, item 4 sought to investigate if teachers are notified of the examination and invigilation schedule on time. The result showed that 3.75 mean score of principals, 4.28 mean score Vice Principals and 4.08 mean score of Teachers Agreed with the statements. However, Item 5 also investigated if, special holidays are made known on time. The results showed that 3,57 mean score of principals, mean score 3.71 of Vice Principals and 4.14 mean score of Teachersagreed with the statements. Item 6 tries to find out if important visitors are announced through the bulletin on time in our school. The views of the respondents showed that 3.57 mean score of principals, 3.71 mean score of Vice Principals and 4.09 mean score of Teachersagreed with the statements. Item 7 tries to find out if Parents-Teachers-Association (PTA) meetings are communicated on time.The opinion of the respondents showed that 3.57 mean score of principals, 3.71 mean score of Vice Principals and 4.09 mean score of teachers were in agreement with the statements. Item 8 tries to investigate if Information on teachers' duties is placed on the notice board on time in the school.

The result revealed that 3.14 mean score of principals, 3.57 mean score of Vice Principals and 3.27 mean score of Teachersagreed with the statements. Item 9 tries to investigate if Through principals information dissemination to teachers, recommendation for in-service training of competent teachers is enhanced. The result showed that 3.71 mean score of principals, 4.42 mean score of Vice Principals and 4.01 mean score of Teachersagreed with the statements. Item 10 tries to find out ifGeneral information about the teachers' qualification and area of specialization are always posted on the notice board by the

principal.The result revealed that 4.71 of principals, 1.85 mean score of Vice Principals and 4.31 mean score of Teachersagreed with the statements.

Research Question Five: What isPrincipal's Instructional supervisory role performance on Facilities Maintenance and Its Contribution to Secondary School in Benue State?This research question is being answered using the response mean of the respondents as contained in the table. The summary of analysis done in respect of research question five was presented in Table 4.3.5.

Table 4.3.5: Opinion of Respondents on Principal's Instructional supervisory role performance on Facilities Maintenance in Secondary School in Benue State

SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
1.	The principal always make sure that the playground facilities (pole vault, javelin, table tennis court, etc.) are well kept and maintained in this school.	Principals	3	2	2	-	-	4.1429	.89974
		V.Principals	6	-	1	.	.	4.7143	.75593
		Teachers	154	124	16	13	5	3.9679	1.03892
2.	The duty of my principal is to ensure that teachers make use of instructional materials (chart, maps, etc.) in the class when teaching and maintain them in this school.	Principals	1	5	-	1	-	3.8571	.89974
		V.Principals	6	-	1	-	-	4.7143	.75593
		Teachers	101	173	9	20	9	4.2500	99274
3.	The principal ensures that the toilet and urinary are always in good condition in this school	Principals	3	3	-	1	-	4.1429	1.06904
		V.Principals	1	2	2	2	-	3.2857	1.11270
		Teachers	101	143	32	17	15	3.6218	1.25697
4.	The role of the principal is to ensure that the school clinic is in good condition to serve both the staff and students in this school.	Principals	1	1	-	2	3	2.2857	1.60357
		V.Principals	4	2	-	1	-	4.2857	1.11270
		Teachers	166	85	43	9	9	3.9135	.92945
5.	The principal ensures those science laboratory devices are functional and well utilizedby both the teachers and students in this school.	Principals	1	1	-	3	1	2.7143	1.60357
		V.Principals	6	-	1	-	-	3.7143	.95119
		Teachers	126	-	-	-	-	4.0673	1.08124
6.	The principal ensures that school library is well used and maintained by the users	Principal	1	1	-	2	3	2.2857	1.60357
		V.Principals	4	3	-	-	-	4.4287	.53472
		Teachers	56	220	7	12	16	3.7788	1.14502
7.	The principal ensures that offices are in good condition for use in this school.	Principals	1	3	-	1	2	2.7143	1.38013
		V.Principals	2	-	1	3	-	3.2857	1.38013
		Teachers	89	132	45	25	21	3.6122	1.33235
8.	The principal ensures that water system in this school is well utilized and maintained by its users.	Principal	3	4	-	-	-	2.1429	1.77281
		V.Principals	3	1	-	1	1	4.4286	.53452
		Teachers	130	121	23	29	9	4.1571	1.17490
9.	The principal's duty is to ensure the proper use of electrical gadgets (fan, bulb, air condition, etc.) in this school.	Principals	1	1	1	1	3	2.4286	1.61835
		V.Principals	1	4	-	1	1	3.4286	1.39728
		Teachers	99	98	42	44	26	3.8718	1.26653
10.	The principal of this school ensures that school furniture (chairs, tables, shelves, etc.) are well used and maintained	Principals	1	-	-	5	-	2.2857	1.60357
		V.Principals	2	-	-	5	-	2.8571	1.46385
		Teachers	160	97	23	11	18	3.6154	1.28789

Table 4.3.5shows the opinion of Principals, Vice Principals and Teachers in response to the items. Item 1, attempt to find out if principal always make sure that the playground

facilities (pole vault, javelin, table tennis court, etc.) are well kept and maintained in the school. The finding revealed that 4.14 mean score of principals, 4.71 mean score of teachers and 3.96 mean score of MOE Officials were in agreement with the statement. Item 2, the analysis attempt to investigate if the duty of principals' is to ensure that teachers make use of instructional materials (chart, maps, etc.) in the class when teaching and maintain them in this school.. The analysis showed that 3.85 mean score of principals, 4.71 mean score of Vice Principals and 4.25 mean score of Teachers agreed with the statement. Item 3, sought to find out if the principal ensures that the toilet and urinary are always in good condition in the schools. The responses showed that 4.14 mean score of principals, 3.28 mean score mean score of Vice Principalsand 3.62 mean score mean score of Teachersagreed with the statements. Likewise, item 4 sought to investigate whether The role of the principal is to ensure that the school clinic is in good condition to serve both the staff and students in the school. The result showed that 2.28 mean score of principals, 4.42 mean score of Vice Principals and 3.91 mean score of Teachers Agreed with the statements. 5, attempt to investigate if the principal ensures those science laboratory devices are functional and well utilizedby both the teachers and students in the school. The results showed that 2.71 mean score of principals, 3.71 mean score of Vice Principals and 4.06 mean score of Teachersagreed with the statements. Item 6 tries to find out if the principal ensures that school library is well used and maintained by the users. The analysis showed that 2.28 mean score of principals, 4.42 mean score of Vice Principalsand 3.77 mean score of Teachersagreed with the statements. Item 7 tries to find out whether The principal ensures that offices are in good condition for use in this school.

The opinion of the respondents showed that 2.71 mean score of principals, 2.28 mean score of Vice Principals and 2.61 mean score of Teachersagreed with the statements. Item 8, tries to investigate if the principal ensures that water system in this school is well utilized and

maintained by its users.The result revealed that 2.14 mean score of principals, 2.42 mean score of Vice Principals and 4.15 mean score of Teachersagreed with the statements. Item 9 tries to investigate if the principal's duty is to ensure the proper use of electrical gadgets (fan, bulb, air condition, etc.) in this school.The analysis showed that 2.42 mean score of principals, 3.42 mean score of Vice Principals and 3.87 mean score of Teachersagreed with the statements. Item 10, tries to find out if the principal of this school ensures that school furniture (chairs, tables, shelves, etc.) are well used and maintained . The result revealed that 2.28 mean score of principals, 2.85 mean score of Vice Principals and 3.61 mean score of Teachersagreed with the statements.

4.4 Hypotheses Testing

All the five hypotheses postulated for this study were tested using Analysis of Variance (ANOVA) at 0.05 alpha level of significance. The summary of this analysis is being presented as follow:

Hypothesis One (1): There is no significant difference in the opinions of principals, Vice Principal and Teachers on the principals' instructional supervisory role performance of checking/marking teachers' lesson plan in Secondary School in Benue State, Data collected from principals, Vice Principal and Teachers were analysed using Analysis of Variance (ANOVA). The summary of hypothesis tested is presented in Table 4.4.1.

Table 4.4.1: Summary of Analysis of Variance (ANOVA)on the Principals' Instructional Supervisory Role Performance on checking/marking teachers' lesson plan in Secondary School in Benue State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	1810.147	2	905.074	15.175	2.84	.000
Within Groups	19264.368	320	59.642			
Total	**21074.515**	**322**				

Table 4.4.1 showed the f-ratio value of (15.175) at 2degrees of freedom320 and at 0.05 alpha level of significance. The critical value (2.84) is less than f-ratio value (15.175), the probability level of significance P(.000) is less than 0.05. This means that there is a significant difference among the opinion of principal, vice- principal, teacher on the principals' supervisory role performance of checking/marking teachers' lesson plan in Secondary School in Benue State. Therefore, the null hypothesis is rejected.

Table 4.4.2: Summary of Scheffe's Multiple Comparison Test on the Principals' Supervisory Role Performance of Checking/marking Teachers' Lesson Plan in Secondary School in Benue State

Respondents	N	Mean
Principals	7	24.5714
Vice Principals	7	44.0000
Teachers	308	40.3269

Table 4.4.2, on the principals' instructional supervisory role performance on checking/marking teachers' lesson plan in Secondary School in Benue Stateshowed that theresponse mean of Principals was found to be closer to that of Vice principals, indicating that the difference between the two respondents was not significant. On the other hand, the response mean of Principalswas found to be lesser than that of Vice principals and teachers. This shows that Principalsdiffer significantly in their responses regarding the principals' instructional supervisory role performance on checking/marking teachers' lesson plan in Secondary School in Benue State.

Hypothesis Two (2): There is no significant difference in the opinions of principals, Vice Principal and Teachersin the opinion of principal, vice- principal, teacher on the principal's instructional supervisory role on classroom visitation in the secondary school in Benue state. Data collected from principals, Vice Principals and Teachers were analysed using Analysis of Variance (ANOVA). The summary of hypothesis tested is presented in Table 4.4.3.

Table 4.4.3: Summary of Analysis of Variance (ANOVA)on Principal's Instructional Supervisory RoleonClassroom Visitation in the Secondary School in Benue State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	1786.273	2	893.137	2.709	2.84	.10
Within Groups	22699.582	320	70.277			
Total	**24485.856**	**322**				

Table 4.4.3. showed the f-ratio value of (2.709) at 2degrees of freedom320 and at 0.05 alpha level of significance. The critical value (2.84) is less than f-ratio value (2.709), the probability level of significance P(.10) is less than 0.05. This means that there is asignificant difference in the opinions of principals, Vice Principals and Teachers on the principal's supervisory roles of classroom visitation in the secondary school in Benue state Therefore, the null hypothesis is rejected.The implication is that the hypothesis which states that there is no significant difference in the opinions of principals, teachers on principal's supervisory roles of classroom visitation in the secondary school in Benue state is not true.

Table 4.4.4: Summary of Scheffe's Multiple Comparison Test on the on Principal's Instructional Supervisory Role onClassroom Visitation in the Secondary School in Benue State

Respondents	N	Mean
Principals	7	25.0000
Vice Principals	7	42.2857
Teachers	308	41.0769

Table 4.4.4 showed theprincipal's supervisory roles of classroom visitation in the secondary school in Benue state showed that theresponse mean of Principals was found to be closer to that of teachers, indicating that the difference between the two respondents was not significant. On the other hand, the response mean of principals was found to be lesser than that of teachers and Vice Principal. This shows that principals differs significantly in their responses regarding the the principal's supervisory roles of classroom visitation in the secondary school in Benue state.

Hypothesis Three (3): There is no significant difference in the opinion of principal, vice-principal, teacher on the teachers' adherence to curriculum content secondary school in Benue State. Data collected from principals, Vice principals and Teachers were analysed using Analysis of Variance (ANOVA). The summary of hypothesis tested is presented in Table 4.4.5.

Table 4.4.5.: Summary of Analysis of Variance (ANOVA)on Principal's Instructional Supervisory Role performance on teachers adherence to curriculum content in seconcary schools in Benue State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	1391.113	2	695.556	12.902	2.84	.000
Within Groups	17413.108	320	53.911			
Total	**18804.221**	**322**				

Table 4.4.5showed the f-ratio value of (12.902) at 3degrees of freedom320 and at 0.05 alpha level of significance. The critical value (2.84) is less than f-ratio value (12.902), the probability level of significance P(.000) is less than 0.05. This means that there is a significant differencein the opinion of principal, vice- principal, teacher on the teachers' adherence to curriculum content secondary school in Benue State. Therefore, the null hypothesis is retained.

Hypothesis Four: There is no significant difference in the opinion of principal, vice-principal, teacher on the principal's supervisory roles on Dissemination of information Bulletin/communication to teachers in the secondary school in Benue state.

Data collected from principals, Vice- principal, teacher on the principal's supervisory roles on Dissemination of information bulletin/communication to teachers in the secondary school in Benue state were analysed using Analysis of Variance (ANOVA). The summary of hypothesis tested is presented in Table 4.4.6.

Table 4.4.6: Summary of Analysis of Variance (ANOVA)on the Principal'sInstructional Supervisory Roleon Dissemination of Bulleting/communication to teachers in the Secondary Schools in Benue State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	27.539	2	13.770	7.20	2.84	.000
Within Groups	57118.170	320	19.255			
Total	**5746.170**	**322**				

Table 4.4.6.showed the f-ratio value of (.715) at 2degrees of freedom320 and at 0.05 alpha level of significance. The critical value (2.84) is greater than f-ratio value (.715), the probability level of significance P(.490) is greater than 0.05. This means that there is no significant difference in the opinion of principal, vice- principal, teachers on the principal's supervisory roles of on Dissemination of information Bulletin/communication to teachers in the secondary school in Benue state. Therefore, the null hypothesis is retained.

Hypothesis Five: There is no significant difference in the opinion of principal, vice-principal, teachers on the principal's instructional supervisory role performance on facilities maintenance in the secondary school in Benue State.

Data collected from principals, vice- principal, teacher on the principal's instructional supervisory role performance on Facilities Maintenance in the secondary school in Benue

State were analysed using Analysis of Variance (ANOVA). The summary of hypothesis tested is presented in Table 4.4.7.

Table 4.4.7: Summary of Analysis of Variance (ANOVA)on the Principal's Instructional Supervisory role Performanceon Facilities Maintenance in the Secondary School in Benue State.

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	606.049	2	303.024	0.72	2.84	.49
Within Groups	12507698	320	42.113			
Total	**13113.747**	**322**				

Table 4.4.7showed the f-ratio value of (0.72) at 2degrees of freedom322 and at 0.05 alpha level of significance. The critical value (2.84) is greater than f-ratio value (7.195), the probability level of significance P(.49) is greater than 0.05. This means that there is a significant difference in the opinion of principal, vice- principal, teacher on the principal's supervisory roles performance on facilities maintenance in the secondary school. Therefore, the null hypothesis is retained.

Table 4.4.8:Summary of Scheffe's Multiple Comparison Test on the Principal's Instructional Supervisory Role Performanceon Facilities Maintenance in the Secondary School in Benue State.

Respondents	N	Mean
Principals	7	38.5714
Vice Principals	7	41.1429
Teachers	308	40.3405

Table 4.4.8.showed the principal's instructional supervisory role performance on facilities maintenance in thesecondary school in Benue State**.**showed that theresponse mean of Principals was found tobe closer to that of Vice principals, indicating that the difference between the two respondents was not significant. On the other hand, the response mean of Principals was found to be lesser than that of Vice principals and teachers. This shows that

Principalsdiffer significantly in their responses regarding the principal's instructional supervisory role performance on Facilities Maintenance in thesecondary schools in Benue State

4.5 Summary of Hypotheses Testing

This section presents the summary of all the null hypotheses tested in the course of this study.

Table 4.4.9 Summary of Hypotheses Tested

N/S	H_0 Statement	Statistical Tool Used	Result	Level of Sig.	Remark
1.	There is no significant difference in the opinions of principals, Vice Principal and Teachers on the principals' supervisory role performance of checking/marking teachers' lesson plan in Secondary School in Benue State	Analysis of Variance (ANOVA)	F-ratio is 15.175, while the f-critical is 2.84 at 0.05 level of significance.	0.05	**Ho** was rejected. This means that significant difference existed in the opinions of respondents.
2.	There is no significant difference in the in the opinion of principal, vice-principal, teacher on the principal's supervisory roles of classroom visitation in the secondary school in Benue state	Analysis of Variance (ANOVA)	F-ratio is 2.709, while the f-critical is 2.84 at 0.05 level of significance.	0.05	**Ho** was retained. This means that significant difference existed in the opinions of respondents.
3.	There is no significant difference in the opinion of principal, vice-principal, teacher on the teachers' adherence to curriculum content secondary school in Benue State	Analysis of Variance (ANOVA)	F-ratio is 12.902, while the f-critical is 2.84 at 0.05 level of significance.	0.05	**Ho** was rejected. This means that there significant difference existed in the opinions of respondents.
4.	There is no significant difference in the opinion of principal, vice-principal, teacher on the principal's supervisory roles on Dissemination of information Bulletin/communication to teachers in the secondary school in Benue state.	Analysis of Variance (ANOVA)	F-ratio is 7.20, while the f-critical is 2.84 at 0.05 level of significance.	0.05	**Ho** was rejected. This means that there is no significant differncet in the opinions of respondents.
5.	There is no significant difference in the opinion of principal, vice-principal, teacher on the principal's instructional supervisory role performance on Facilities Maintenance in the secondary school in Benue State.	Analysis of Variance (ANOVA)	F-ratio is 0.72, while the f-critical is 2.84 at 0.05 level of significance.	0.05	**Ho** was retainedThis means that there is significant difference in the opinions of respondents.

4.6 Summary of Major Findings

The study revealed that:

1. principals' instructional supervisory role performance on checking/marking teachers' lesson plan is effective in such that many of the teachers used for the study affirmed that instructional supervisory role of the principals help them to be on their guide by doing the work effectively in secondary school in Benue State ($f = 15.17 > 2.84$; $p = 0.00$);
2. principal's instructionalsupervisory role on classroom visitation is not effective in the secondary school in Benue state ($f = 2.71 > 2.84$; $p = 0.1$);
3. principals instructional supervisory on teachers' adheres to curriculum content in secondary school in Benue State is not effective in the secondary schools in Benue State ($f = 12.90 > 2.84$; $p = 0.000$);
4. principal's instructionalsupervisory role on Dissemination of information through Bulletin/communication to teachers is effective in the secondary school in Benue state ($f = 7.20 > 2.84$; $p = 0.00$); and
5. principal's instructional supervisory role performance on Facilities Maintenance in the secondary schools is not effective in Benue State ($f = 0.72 < 2.84$; $p = 0.49$).

4.7 Discussion of the Findings

Findings on hypothesis one revealed that there is significant difference in the opinions of principals, Vice Principal and Teachers on the principals' instructional supervisory role performance of checking/marking teachers' lesson plan in Secondary School in Benue State. The implication of this result is to reject the hypothesis which states that there is no significant difference in the opinions of principals, Vice Principal and Teachers on the principals' instructional supervisory role performance of checking/marking teachers' lesson plan in Secondary School in Benue State. To further substantiate this, the descriptive analysis carried out on

research question revealed that all the questions tested meet the requirement for acceptance that is, all items in 2.5 and above with the exception of question 6 and 10 which states that in the schools, queries are given to teachers who fail to write lesson plan/notes before going to the class to teach, and that it is the role of the principals to ensure that teachers maintain lesson plan/note as required by the school policy.On the other hand, this result is supported by the finding of Ayeni (2012) on the assessment of principals' supervisory roles for quality assurance in secondary school in Ondo state. The findings amongst others showed that most principals recorded desired attention in monitoring of teachers' attendance, preparation of lesson note and adequacy of daily work. The research relates to the present study which seeks to find out the principals' instructional supervisory role performance of checking/marking teachers lesson plans/notes of secondary school in Benue State. Hypothesis two revealed that there is significant difference in the opinions of principal, vice- principal, teachers on the principal's instructional supervisory role of classroom visitation in the secondary school in Benue state. The implication of this result is to reject the hypothesis which states that there is no significantdifference in the opinions of principals, Vice Principal and Teachersin the opinion of principal, vice- principal, teacher on the principal's instructional supervisory role of classroom visitation in the secondary school in Benue state. Likewise, the result of research question two showed that all the questions tested meet the requirement for acceptance that is, all the items in 2.5 and above with the exception of question 7which states that through regular visitation, the teachers in this school have been able to cover the stated objectives in each lesson.

This finding agrees with the finding of Uduak (2015),that states the more theprincipals' use of supervisory technique of classroom visitation, the higher the teachers' job performance in terms of instructional ability, classroom discipline, communication effectiveness, teaching methods and use of teaching aids. The finding on hypothesis three

revealed that there is no significant difference in the opinion of principal, vice- principal, teacher on the teachers' adherence to curriculum content in secondary school in Benue State. The implication of this result is to retain the hypothesis which states that there is no significant difference in the opinion of principal, vice- principal, teacher on the teachers' adherence to curriculum content in secondary school in Benue State. This finding was further supported by the descriptive analysis carried out on research question three which revealed that all the questions tested meet the requirement for acceptance that is, all the items in 2.5 and above with the exception of question 5which states that theprincipals' supervisory role is to ensure that teachers select appropriate methodology relevant to the content. This is in line with the outcome of Udeani (2008)that principals' use of personnel management skills in secondary schools in Enugu state. The conducted research is relevant to the present study as it assesses the principals' instructional role performance of teachers' adherence in the achievement of secondary school objectives in Benue State. The conducted research is similar to the present study because both seek for the achievement of secondary school education. The study differs with ongoing study because of location, population and size.

Hypothesis four revealed that there is no significantdifference in the opinion of principal, vice- principal, teacher on the principal's supervisory roles on Dissemination of information Bulletin/communication to teachers in the secondary school in Benue state.The implication of this result is to accept the hypothesis which states that there is no significant difference in the opinion of principal, vice- principal, teacher on principal's instructionalsupervisory roles on Dissemination of information Bulletin/communication to teachers in the secondary school in Benue state. Similarly, the finding on research question four showed that most of the questions tested fall below the requirement for acceptance that is, all the items are less than 2.5 with the exception of question 6which states that important visitors are announced through the bulletin on time in the schools.

Hypothesis five revealed that there is no significant difference in the opinion of principal, vice- principal, teacher on the principal's instructional supervisory role performance on Facilities Maintenance in the secondary school in Benue State. The implication of this result is to reject the hypothesis which states that there is significant difference in the opinion of principal, vice- principal, teacher on the principal's instructional supervisory role performance on Facilities Maintenance in the secondary school in Benue State This result was further substantiated as analysis of research question four showed that most of the questions tested fall below the requirement for acceptance that is, all the items are less than 2.5 with the exception of question 7 which state that The principal ensures that offices are in good condition for use in this school. Responses strongly disagreed with this item.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study assessed the assessment of instructional supervisory role performance of principals in secondary schools in Benue state, Nigeria. Chapter one presented the five (5) objectives raised for this study which include to:find out the principals' instructional supervisory role performance of checking/marking teachers' lesson plan/note in the secondary schools' in Benue State; determine the principals' instructional supervisory role performance on classroom visitation in the secondary school in Benue State; assess the principals' instructional supervisory role performance of teachers' adherence to curriculum content in secondary schools' in Benue State; investigate the principals' instructional supervisory role performance of dissemination of information bulletin/communication to teachers in secondary school in Benue State; and ascertain the principals' instructional supervisory role performance on facilities maintenance in secondary school in Benue State.These objectives were formulated into five corresponding research questions and hypotheses. Chapter two reviewed literatures that are related to the study, while Chapter three presented the methodology used in the study. Descriptive survey research design was adopted for the study. The population of the study consisted of 2268. principals 88, Vice Principals 88, 2004 teachers. The sample size of the study is 322 respondents which were used in the study in line with Research Advisor 2006. An open-ended type of questionnaire was used to generate data for the study. The reliability coefficient of the instrument was determined using Cronbach Alpha technique which showed a reliability value of 0.85.

The data collected were scored on a 5-point rating scale before it was subjected to statistical analysis. The bio-data of the respondents was analyzed using descriptive statistics in the form of tables, frequency counts and percentages, while the research questions were

answered using mean and standard deviation. All the five null hypotheses were tested using Analysis of Variance (ANOVA) at P = 0.05 (5%) level of significance. Findings among others showed that There is significant difference in the opinions of principals, Vice Principal and Teachers on the principals' supervisory role performance of checking/marking teachers' lesson plan in Secondary School in Benue State, There is significant difference in the opinion of principal, vice- principal, teacher on the principal's instructional supervisory role of classroom visitation in the secondary school in Benue state, Investigation Shows that teachers' adhered to curriculum content in secondary school in Benue State, Findings revealed that principal's instructional supervisory role on Dissemination of information through Bulletin/communication to teachers is effective in the secondary school in Benue state.Findings revealedthat principal's instructional supervisory role performance on facilities maintenance in the secondary schools is not effective in Benue State.

5.2 Conclusions

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

1. Principal checks teachers' lesson plan before the teacher goes to the class to teach and principal makes sure the lesson plan is good for teaching and they punish teachers who fail to write lesson plan.
2. Principals do classroom visitation to ensure that teachers perform better in class. Visitation of classroom by the principals during lesson helps teachers to prepare for difficult topics.
3. Teachers' Adherence to Curriculum Content in the Secondary School in Benue state helps students to understand better

4. Principal's Instructional supervisory roles on Dissemination of information through Bulletin/communication to teachers is effective in the secondary school in Benue state and enhances the passage of informations to teachers on time.
5. Proper supervision of principal on teachers 'lesson plan, classroom visitation, instructional materials, Facilities Maintenance in the secondary schools in Benue Statewill go a long way to improve the students' ability to comprehend what they are taught. It can also be concluded that if principals discharge their supervisory role in supervising on teachers effectively, teachers will perform their duty as it is expected.

5.4 Recommendations

These recommendations are made with the hope that government, MOE official, principals teachers, students, researchers, school owners and all stake holder in the educational sectors will use in assisting public secondary schools principals in Benue state and Nigeria at large in improving their instructional supervisory role performances.

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

1. State ministry of education in collaboration with educational administrator should organize seminars workshops and in service to educate principals and teachers of public secondary schools in Benue State on the current and new format of writing lesson plan and improving on their instructional supervision abilities in the school system. Principals should always check and mark teacher's lesson plan every day before teachers go to the class to teach.
2. Efforts should be made by the Ministry of education officials to ensure that Principals of secondary school in the state improves on classroom visitation in secondary schools in Benue State. They should ensure that they visit the classes during lesson so that they will

see what teacher teach in the classroom. Principals should also establish ways through which teachers can communicate to parents about the students' academic performance.

3 State ministry of education should make sure that teachers' adhered to curriculum content in secondary school in Benue State as approved and recommended by ministry of education in Benue State. relevant instructional materials like textbooks

4 State ministry of education and educational administrators to organize, seminar and workshops for Principals of secondary school on the importance of Dissemination of information through Bulletin/communication to teachers. This will go along way to improve information system in schools.

5 Ministry of Education in Benue State should ensure and monitor principal's instructional supervisory role on Facilities Maintenance in the secondary schools is not effective in Benue State. This will go along way in maintaining government and school facilities.

5.5 Suggestions for further studies

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

1. This study should be repeated in other education zones of the state and in another state.
2. Study should be carried out on the supervisory techniques that can be used by the Principal to enhance effective supervision of teachers in public secondary schools in Nigeria.
3. Study should be carried out on the influence of leadership styles of Principal on Teachers' commitment to work in public secondary schools.

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

ASSESSMENT OF INSTRUCTIONAL SUPERVISORY ROLE PERFORMANCE OF PRINCIPALS IN SECONDARY SCHOOLS OBJECTIVES IN BENUE STATE, NIGERIA

Dear Respondent,
This questionnaire is designed to elicit responses from principals based on the above title. Kindly tick (✓) the option that represents your opinion most closely. Be assured that the information given will be treated with utmost confidentiality.
Thanks for your anticipated cooperation.

LYAM Hanmfe Margaret
(M.Ed. student)

SECTION A: DEMOGRAPY

Please place a bold tick (✓) in the spaces provided.

1. Name of school/schedule:————————————————————

2. Status

   i. Principal ☐ ii. Vice Principal ☐ iii. Head of Department ☐

   iv. Classroom Teacher ☐

3. Gender

   i. Male ☐ ii. Female ☐

4. Location

   i. Rural ☐ ii. Urban ☐

5. School Type

   i. DE boarding ☐ ii. Boarding ☐

6. Highest Qualification

   i. NCE ☐ ii. OND ☐ iii. B.Sc. / B.A / B.Ed. / HND+PDE ☐

   iv. M.Ed. /M.Sc. & PGDE ☐ v. Any Other ☐

7. Years of Experience

   i. 1-5 ☐ ii. 6-10 ☐ iii. 11-15 ☐

   iv.16-20 ☐ v. 21-25 ☐ vi. 26-30 ☐

   vii. 31 and above ☐

SECTION B

The Assessment of Instructional supervisory role performance ofPrincipals'on Checking/ marking Teachers' Lesson Plan in of Secondary School.

S/N	ITEM	SA	A	U	D	SD
1.	Marking of lesson plan encourages good performance of the teachers.					
2.	Regular checking of teachers' lesson plan help to ensure the teacher adequate preparation for their class lesson.					
3.	Checking of lesson plan to ensure that teachers have good knowledge of the subject matter.					
4.	In this school, principals ensure that the lesson plans / notes are well prepared and corrected before going to teach in the class.					
5.	It is the role of the principal to ensure the teachers' lesson plan/note are well prepared and corrected before going to teach in the class.					
6.	In this school, queries are given to teachers who fail to write lesson plan/notes before going to the class to teach.					
7.	Our principal ensures that teachers use the right format when writing their lesson plan/note.					
8.	In this school, the principal ensures that the lesson plan/note of the teacher addresses the topic to be taught in the class.					
9.	Regular supervision of lesson plan/note by the principal helps to boost the confidence of the teachers in discharging their duties in this school.					
10.	It is the role of the principal to ensure that teachers maintain lesson plan/note as required by the school policy					

SECTION C
Assessment of Instructional Supervisory Role performance of Principal's on Classroom Visitation in Secondary School in Benue State.

S/N	ITEM	SA	A	U	D	SD
1.	Our principal carried out regular classroom visitation whenever the teacher is teaching in the class.					
2.	Principals' visitation to the classroom help in the effective management of instruction in the school					
3.	Principals' visitation to the classroom encourages hard work among teachers.					
4.	Principals' supervisory role of classroom visitation ensures that the needed instructional materials are at the disposal of the teachers.					
5.	Principals' classroom visitation reveals when there should be support for teachers for in-service training to improve their competencies.					
6.	Principals' classroom visitation reveals when there should be support for teachers for in-service training to improve their competencies					
7.	Through classroom visitation the principal is able to address the level of teachers' mastery of the subject matter.					
8.	Through regular visitation, the teachers in this school have been able to surprisingly cover the stated objectives in each lesson.					
9.	Through classroom visitation our principal is able to measure utilization of teaching aids by the teacher.					
10.	Through classroom visitation by our principal, the level of students' participation during the lesson has improved significantly.					

SECTION D

Assessment of Instructional Supervisory Role Performanceof Principals' on Teachers' Adherence to Curriculum Content in Secondary School in Benue State.

S/N	ITEM	SA	A	U	D	SD
1.	The principal ensures that teachers select appropriate instructional materials such as charts, textbooks that are meaningful to the content in my school.					
2.	The Principal involved teachers in curriculum implementation in this school.					
3.	Principals' ensure that teachers in this school use different techniques for the implementation of the school curriculum.					
4.	The principal ensures that teachers enter the topics taught each week in the dairy in this school.					
5.	The principals' supervisory role is to ensure that teachers select appropriate methodology relevant to the content.					
6.	It is the duty of this school's principal to ensure that teachers select topics in the curriculum that are functional and relevant.					
7.	The principal ensures that topics taught are sequentially arranged in the curriculum.					
8.	The principal ensures that teachers do not teach outside the curriculum content.					
9.	The principal ensures that teachers simplify the curriculum into scheme of work, unit plan, etc.					
10	My principal ensures that teachers teach according to the content of the curriculum.					

SECTION E

Assessment of InstructionalSupervisory Roles performanceon Dissemination of Information Bulletin/Communication to Teachers in the Secondary School in Benue State.

S/N	ITEM	SA	A	U	D	SD
1.	In this school, resumption dates are always known on time.					
2.	In this school staff meeting times are always made known on time.					
3.	In this school information pertaining to teachers is disseminated on time.					
4.	In this school, teachers are notified of the examination and invigilation schedule on time					
5.	In this school, special holidays are made known on time					
6.	Important visitors are announced through the bulletin on time in our school.					
7.	Parents-Teachers-Association (PTA) meetings are communicated on time.					
8.	Information on teachers' duties is placed on the notice board on time in this school.					
9.	Through principals information dissemination to teachers, recommendation for in-service training of competent teachers is enhanced					
10.	General information about the teachers' qualification and area of specialization are always posted on the notice board by the principal.					

SECTION F
Asseessment of Instructional supervisory role performanceof Principal's on Facilities Maintenance and Its Contribution to Secondary School.

S/N	ITEM	SA	A	U	D	SD
1.	The principal always make sure that the playground facilities (pole vault, javelin, table tennis court, etc.) are well kept and maintained in this school.					
2.	The duty of my principal is to ensure that teachers make use of instructional materials (chart, maps, etc.) in the class when teaching and maintain them in this school.					
3.	The principal ensures that the toilet and urinary are always in good condition in this school.					
4.	The role of the principal is to ensure that the school clinic is in good condition to serve both the staff and students in this school.					
5.	The principal ensures those science laboratory devices are functional and well utilizedby both the teachers and students in this school.					
6.	The principal ensures that school library is well used and maintained by the users.					
7.	The principal ensures that offices are in good condition for use in this school.					
8.	The principal ensures that water system in this school is well utilized and maintained by its users.					
9.	The principal's duty is to ensure the proper use of electrical gadgets (fan, bulb, air condition, etc.) in this school.					
10	The principal of this school ensures that school furniture (chairs, tables, shelves, etc.) are well used and maintained.					

Thanks for participating in this research.

Required Sample Size† from: The Research Advisors

The recommended sample size for a given population size, level of confidence, and margin of

Population Size	Confidence = 95.0% — Degree of Accuracy/Margin of Error				Confidence = 99.0% — Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,361	378	760	1449	6966	647	1285	2403	10029
54,521	381	773	1494	8165	656	1321	2531	12718
75,000	382	776	1506	8514	658	1330	2563	13583
84,122	382	777	1509	8620	658	1333	2573	13855
198,274	383	781	1525	9160	661	1345	2619	15307
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
264,000,000	384	784	1537	9603	663	1354	2654	16586

† Copyright, The Research Advisors (2006). All rights reserved.
error appears in the body of the table.

For example, the recommended sample size for a population of 1,000, a confidence level of 99%, and a margin of error (degree of accuracy) of 3.5% would be 575.



Change these values to select different levels of confidence.



Change these values to select different maximum margins of error.



Change these values to select different (e.g., more precise) population sizes.