

**ASSESSMENT OF SUPERVISORY ROLE PERFORMANCE OF
PRINCIPALS ON TEACHERS' DUTIES IN SECONDARY
SCHOOLS IN KOGI STATE**

BY

**ANIBASA OHUNENE FLORENCE
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**BEING THESIS SUBMITTED TO THE DEPARTMENT OF
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DECLARATION

I hereby declare that the research report titled “Assessment of Supervisory Role Performance of Principal on Teachers Duties in Secondary School in Kogi State was performed by me under the supervision of Dr. A. A. Igunnu, Dr. M. O. Dare.

References were made to various sources of information and are specifically acknowledged by means of references. To the best of my knowledge this project work has never been presented either partially or whole, nor submitted for any other degree.

Anibasa, O.F.

Date

CERTIFICATION

This project report title “Assessment of Supervisory Role Performance of Principal on Teachers’ Duties in Secondary Schools in Kogi State” meets the regulations governing the award of the degree of Masters of Education in Administration and Planning of Ahmadu Bello University is approved for its contribution to knowledge and literary presentation.

Dr. A. A. Igunnu
Chairman, Supervisory Committee

Date

Dr. M.O. Dare
Member, Supervisory Committee

Date

Prof. A. Z. Hassan
Dean, School of Postgraduate Studies

Date

DEDICATION

This project is dedicated to my loving husband, friend and a good companion, Sunday Omuya whose advice and encouragement assisted me in the completion of this project.

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To God be the Glory who has kept me alive to see the completion of this thesis work. I am indebted to my kind, understanding supervisors, Dr. A.A. Igunnu and Dr. M.O. Dare for their efforts and encouragement which made this work to be a reality. My immense gratitude to my Head of Department, Dr. B.A. Maina for creating conducive environment for research work in the Department.

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ABSTRACT

The study is on the assessment of supervisory role performance of principals on teachers' duties in secondary school in Kogi State. It identified the perceived effectiveness of principals in the supervision of teachers' duties some of the objectives of the study were to examine the supervisory role performance of principals on punctuality of teachers, to determine the supervisory role performance of principals on teachers design of lesson plan/note, to examine the supervisory role of principals on teacher's evaluation of students and to findout the supervisory role performance of principals on conduct of extra curricula activities in secondary schools in Kogi State. The related literature review was based on the variables in the objectives of the study. Also concept of duty and meaning of supervisory role was reviewed. Five research questions, five null hypotheses were formulated based on the objectives. Survey research design was used and the population of the study includes 244 principals, 2,280 teachers and 6,800 SS 1 and SS 2 students. The sample size was determined using Nwana technique of percentage and stratified random method. The sample size is 548. Structured questionnaire was used using Likert rating scale and content validity was used. The pilot study was carried out using five schools outside the sampled schools 5 principals, 25 teachers and seventy students. The reliability of the instrument was determined using Cronbach alpha and the reliability coefficient is .9310. analysis of variance (ANOVA) was used for testing the hypotheses at 0.05 significant level the findings revealed that principals used attendance register, they made sure that teachers prepared lesson plans/notes before going to the class to teach among other findings. Some of the recommendations of the study were that principal should intensify more efforts in supervision of teachers and students punctuality, that relevant textbooks should be provided to help teachers in preparation for their lesson and writing of lesson plan/note. Principals should always ensure that teachers break the content of each topic to be taught and enter into the diary and also that government and principals should ensure that the number of students in each class do not exceed 40-45 for effective evaluation and management of students. Also principals ensured that teachers evaluate students through continuous assessment, more sporting facilities should be provided for schools.

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DEFINITION OF OPERATIONAL TERMS

Punctuality: constant supervision on punctuality of teachers by the principals help the teachers to be more conscious with the time to be in school and when to be in the class.

Lesson Plan/Note: lesson plan/note should be designed, developed enriched with features and contents that will effectively guide teachers' teaching and aid students' achievement of the objectives of the lesson.

Teacher Evaluation: Teachers' evaluation of students is a positive experience with a direct focus and assessment on student learning.

Extra Curricular activities: the conduct of extracurricular activities will encourage and help teachers in the performance of their professional task.

Curriculum Content: Curriculum content are influenced greatly by the standard based movement. All students are taught the same body of knowledge

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Supervision is as old as the school system. Supervision has undergone series of evolution since the colonial era. It is directed towards sustaining teaching and learning process in the educational system. This is because education plays an essential role in the growth and development of any nation socially, politically and economically (Akinwumi, 2002). Ojogwo (2001) opines that supervision is the art of overseeing the teaching-learning process making sure that the school is administered and managed that will lead to an effective achievement of educational objectives He stressed that supervision as a field of educational practice with clearly delineated roles and responsibilities did not fall from the sky fully formed, rather supervision emerged slowly as a distinct practice, always in relation to the institutional academic, cultural and professional dynamics that have historically generated to the complex agenda of schooling.

Kochhar (2007) opines that the principal holds the major position on the supervision of teachers through effective and efficient supervision of teachers' lesson plan and lesson note, punctuality, adherence to curriculum content, evaluation of students and conduct of extra curricular activities he stressed that principal as the head of a school is the architect of the quality of activities in the schools and the quality of academic achievement of students and teachers dedication to duties depend on the supervisory role of the principal.

It becomes obvious that principal supervisory role should be done diligently in order to influence teachers' duties. The desired expectation in education could only be

achieved through effective and efficiency supervision since it creates the awareness of sound education.

Some of the supervisory role of principal as stated by Dianne (2004) includes:

- i. Supervision and monitoring the work and behaviour of teacher in order to improve individual teachers competence no matter how proficient they are deemed to be and provide students with quality learning.
- ii. Instructional leadership and curriculum development
 - i. Staff personnel administration
 - ii. Students personnel administration
 - iii. School community relationship
- iv. Organization and structure.

According to Fullan (2000) supervisory role of the principal includes:

- i. Supervising teachers lesson notes and making sure teachers use appropriate teaching methods and instructional aids.
- ii. Organizing mini-teaching within the teachers and allowing teachers to go for conferences, seminars and workshops.
- iii. Monitoring of teacher's punctuality to school and to teach in the class.
- iv. Supervising teachers' evaluation of students and conduct of extra curricular activities.
- v. Establishment of cordial school and community relationship.

The principal oversees the activities of both teaching and non-teaching staff in the school system using various supervisory techniques that conform to the generally

accepted principles of education. He also sees that high standards are maintained in school.

Raines (2004) opines that overwhelming responsibilities and demands of the principal professional positions are constant challenging. In this age of increased accountability he added that principals are expected to manifest exemplary performance in an ever increasingly number of fronts. One of such fronts is the area of professional development of teachers under his command.

A principal who performs his supervisory role is responsible for monitoring and coordinating the activities of teachers and students in a friendly atmosphere.

The International Institution for Educational Planning (IIEP) believes that the broadest approach to understand “supervision services”, as covering all those services whose main functions is to supervise, control, evaluate, advise, and to support teachers and students. Nakpodia (2006) defined supervision as that part of school administration which has particular pertinence for the appropriateness of instructional expectation of educational programs.

Akinwumi (2002) sees supervision as all efforts of designated school officials towards providing leadership to teachers and non-teaching staff aiming at the improvement of instruction. It involves the stimulation of instruction. It involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching and the evaluation of instruction.

A teacher is a person charged with the responsibility of helping others to learn and behave in new and different ways. Teachers who are committed to work are enthusiastic

about their topic and delight in sharing what they have learnt. No system of education can rise higher than its teachers. The way to child centered education can only be through teacher. He stands at the most important point in the educational process. Therefore the principal as a supervisor has to constantly monitor or supervise the teachers in order for them to be committed to their duties.

Fisher (2012) asserted that effective supervision of teachers can reinforce and enhance teachers' commitment to duty, teaching practices that will contribute to improve students' academic performance and have a profound effect on the learning that occurs in the classroom. He stressed that supervision is one of the most critical functions of the principal.

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

In the same vein, Olowo (2000) and Kochhar (2007) elucidated the technical and professional qualities of teachers in the following manners:

- i. Mastery of the subject matter
- ii. Enthusiastic about the subject of specialization through research and further studies.
- iii. Adequate planning before teaching and during implementation.
- iv. Effective management and control of the class.
- v. Prompt use of reinforcement.

- vi. Use of problem solving and inquiry methods.
- vii. Love for and commitment to teaching profession.
- viii. A sound knowledge of methods.
- ix. Effective use of instructional materials.
- x. Use of questionnaire techniques.
- xi. Command of language of instruction.

It is obvious that the position and importance of supervision in schools can not be overemphasized considering the history of school supervision in Kogi State. It is against this background that the researcher has interest to study the assessment of supervisory role performance of principal on teachers' duties in secondary schools in Kogi State.

1.2 Statement of the Problem

In the light of this research the following problems necessitated the research in carrying out the research.

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

(Bello 2012) teachers has failed to use instructional materials while teaching because they do not write lesson plan/note. James (2009) stressed that most times teachers dodge away from the school during extra – curricula activities leaving the students to walk around the school premises this has resulted into many students running out of the school premises to engage in other activities.

However evaluation is a key factor to determine the outcome of learning unfortunately teachers do not take evaluation of students serious and this has lead to poor performance of student in internal – and external examinations (Baker 2010) Donald (2010) opines that teachers have not be given much attention to students evaluation and as such contributes to poor performance of students.

1.3 Objectives of the Study

The objectives drawn to guide the study are to:

- i. Examine the supervisory role performance of principal on punctuality of teachers and students in secondary schools in Kogi State.
- ii. Determine the supervisory role performance of principals on teachers' design of lesson plan/note in secondary schools in Kogi State
- iii. Examine the supervisory role performance of principal on teachers' evaluation of students in secondary schools in Kogi State
- iv. Find out the supervisory role performance of principal on conduct of extracurricular activities in secondary schools in Kogi State
- v. Determine the supervisory role of principal on teachers' adherence to curriculum content in secondary schools in Kogi State

1.4 Research Questions

The following research questions were drawn to guide the researcher in finding solution to the existing problem.

- i. What is the supervisory role performance of principals on punctuality of teachers and students?
- ii. What is the supervisory role performance of principal on teachers' design of lesson plan/lesson note?
- iii. What is the supervisory role performance of principal on teachers' evaluation of students?
- iv. What is the supervisory role performance of principals on the conduct of extra curricular activities?
- v. What is the supervisory role performance of Principal on teachers adherence to curriculum content?

1.5 Hypotheses

The following hypotheses were formulated to guide the researcher.

H0₁: There is no significant difference in the opinions of principals, teachers and students on supervisory role performance of principal and punctuality of teachers and students in secondary schools in Kogi State.

H0₂: There is no significant difference in opinions of the principals, teachers and students on the supervisory role performance of principal and teachers' design of lesson plan/lesson note.

H0₃: There is no significant difference in opinions of the principals, teachers and students on the supervisory role performance of principal and teachers' evaluation of students in secondary schools in Kogi.State.

H0₄: There is no significant difference in opinions of the principals, teachers and students on the supervisory role performance of Principal and conduct of extracurricular activities in secondary schools in Kogi.State.

H0₅: There is no significant difference in opinions of the principals, teachers and students on the supervisory role of principals and teachers' adherence to curriculum content in secondary schools in Kogi.State.

1.6 Basic Assumptions

The researcher came up with the following basic assumptions that:

- i. Principals' supervisory role has positive influence on the punctuality of teachers.
- ii. Supervisory role of principal assist teachers in designing lesson plan/note.

- iii. Supervisory role performance of principal has enhanced teachers' evaluation of students.
- iv. Supervisory role of principal influence teachers' adherence of curriculum contents.
- v. Supervisory role of principal helps to guide the conduct of extra curricular activities.

1.7 Significance of the Study

The researcher came up with the following points as significance of the study.

It will help the State Ministry of Education to give better training to principals through workshop and seminars. It will also help to strengthen the teachers' dedication to their duties.

The study will also help the principals and teachers to work together as a team in order to bring about improvement in secondary schools in Kogi State and the study will also help the Principal to have more knowledge and skills on the supervisory roles of principal.

The study will also help the principal and the teachers to take evaluation of students more serious as this will determine the excellence performance of students in external examinations because evaluation is very important in assessing academic progress of students.

Future researchers will find the findings from this research useful because it will give them more opportunity for similar assessment not only teachers duties but also in other aspect of school supervision.

1.8 Scope of the Study

The study is carried out in twenty one secondary schools in eight Local Governments in Kogi State with twenty one (21) Principals, three hundred and thirty seven SS1 and SS2 students and one hundred and ninety (190) teachers. The research is limited to SS1 and SS2 students because of their maturity and understanding in filling the questionnaire. the twenty one (21) principals used were appointed as principals based on the criteria of Kogi state teaching service commission board

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter the researcher reviewed the various relevant and related literature on assessment of supervisory role performance of principal on teachers' duties in secondary schools in Kogi State.

2.2 The Conceptual Framework of the Study

The conceptual framework of the study covers the following:

Meaning of supervision

Meaning of supervisory roles

Concept of duty

Supervisory role of Principals on punctuality of teachers in schools

Supervisory role of principals on the teachers' design of lesson plan and lesson notes

Supervisory role of principals on the teachers' evaluation of students in schools

Supervisory role of principals on the conduct of extra curricular activities

Supervisory role of principals on the teachers' adherence to curriculum content.

Empirical Studies

Summary

2.2.1 Meaning of Supervision

Supervision in education is a process of giving and receiving help to improve teaching performance. These include activities aimed at influencing the quality of teacher, and learning in the teaching learning process. From this definition we can say that supervision involves the following:

- i. Improvement of instruction
- ii. Some agents to give direction
- iii. Some methodologies for handling the problem of improvement of instruction.

The learner is the central focus in supervision as the primary objective of supervision is to enhance the quality of instruction in the schools.

Ojogwu (2001) asserted that supervision creates the awareness of sound education philosophies in teachers and makes them to be aware of educational policies and reforms in schools.

Mandel (2006) opines that supervision provides opportunities for teachers to be groomed through discursive critical study of classroom interaction to carry out their teaching tasks in line with professional codes of conduct.

Charles (2009) sees educational supervision as a term used to identify the work duties of administrative workers in education. Educational supervisors make sure that the educational institution operates efficiency and within the legal requirements and rules. The purpose of this field is to make sure teachers are doing what they are supposed to be doing and that students are receiving the best education possible.

2.2.2 Meaning of Supervisory Role Performance

Nwanko (2003) opines that supervisory roles are duties to be performed by the person that has power and authority to do the following:

- Give instructions and orders to subordinates.
- Be held responsible for the work and actions of other teachers.

The supervisory role performances range from

Planning: A supervisor has to plan the daily work schedules in the school. At the same time divide duties to other teachers.

As a guide and leader: A principal who is a supervisor leads teachers by guiding them on the way to perform their daily tasks.

As a mediator: A principal as a supervisor is called a linking pin between teachers and students.

As an inspector: An important supervisory role performance is to enforce discipline in the school, and also checking teachers which include checking the progress of the school, recording the work performance of teachers, checking teachers punctuality, teachers evaluation of students, conduct of extra curricular activities and checking teachers lesson plan and lesson note.

As a counsellor, another supervisory role performance is acting as a counsellor to the staff problems by listening to their grievances and handling the grievances.

Paul (2003) opines that supervisory role performance also involves the supervision of work and the behaviour of students in the school through

Mentoring teachers to facilitate a supportive induction into the profession.

Bringing individual teachers up to minimum standards of effective teaching.

Improving individual teachers' competencies no matter how proficient they are deemed to be.

Working with teachers to adopt the curriculum to the needs and abilities of diverse groups of students.

Relating teachers' efforts to improve their teaching to the larger goals of school improvement in the service of quality learning for all children.

2.2.3 Concept of Duty

Duty according to Merriam Webster Dictionary is something that is done as part of a job. The concept duty also refers to something one must do because it is morally right or because the law requires it.

Duty could also be seen as an obligatory task, conduct, service or functions that arise from one's position. Free Online Dictionary (2009) defines duty as an act or a course of action that is required of one by position, social custom, law or religion. It also refers to as a service, function or task assigned to one.

Rand (2014) asserted that duty is a moral necessity to perform certain actions for no other reasons other than obedience to some higher authority without regard to any personal goal, motive, desire or interest.

The New World Dictionary put concept of duty as the concept of a requirement. For instance if one has a duty to perform a task, then ought to perform the task. Duties come in many shapes and sizes. There are moral duties, legal duties, parental duties, official duties and civic duties.

The notion of a duty is closely linked with the concept of “ought” and “obligation” and express moral action as “required”.

2.3 Supervisory Role Performance of Principals on Punctuality of Teachers in Schools

According to Mandel (2006) opine that supervision provides opportunities for teachers to be groomed through discursive critical study of classroom interaction to carry out their teaching task in line with professional codes of conduct. If teachers are not supervised to check their punctuality to the school it will have an adverse effect on students and the educational aim/objectives may not be achieved.

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

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

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

The principal has to constantly be checking the classes to make sure that the teachers are punctual in their classes at the right time. In accordance to his opinion, a teaching time-table has to be prepared by the principal for every teacher to know when

they should be in the class. The effect of supervision on punctuality of teacher is that they will be more dedicated knowing fully well that they are being monitored.

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

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

2.4 Supervisory Role of Principals on the Teachers Design of Lesson Plan and Lesson Note

A lesson plan is a written, structured and logically sequenced guide that outlines what a teacher intends to teach and the learning process that will lead to students’ achievement of the objectives behind the teaching, all within an allotted timeframe and in line with the principles of education.

Lesson plan and lesson note are synonymously used interchangeably. However, there are scholars that maintain a difference between lesson plan and lesson note. They

regard a lesson plan to be a broad, comprehensive, and detailed guideline while lesson notes as the basic or essentials of a standard lesson plan transcribed into notebooks.

Peter (2008) asserted that a lesson plan is a teacher's detailed description of course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of students.

Derrick (2006) stressed that a lesson plan is a detailed description of the individual lessons that a teacher plans to teach on a given day. A lesson plan is developed by a teacher to guide instruction throughout the day. It is a method of planning and preparation.

Usman (2009) stressed that before writing any lesson plan, it is advisable to visualize the lesson from the beginning to the end and research the topic adequately by making reference to several books and relevant materials. This is important as it will help the teacher to consider how best to present the lesson based on the psychology of learning, documented best practices and the curriculum. Attempt to write a lesson plan without prior planning and reflecting the curriculum would be the same as the old classic example of "putting the cart before the horse."

Reuben (2010) asserted that lesson plan should be designed, developed and enriched with features and contents that will effectively guide teachers' teaching and aid students' achievement of the objectives of the lesson.

However, whatever terminology use, either lesson plan/lesson note, all should be designed, developed and enriched with features and contents that will effectively guide teachers' teaching and aid students' achievement of the objectives of the lesson.

A SPECIMEN OF A LESSON PLAN

Name of school	Government Secondary School Felele
Week	03
Date	20 th June, 2013
Subject	Social Studies
Topic	Family
Sub Topic	Types of Family
Class	J.S.S. 1A
Duration	45 minutes
Behavioural Objectives	At the end of the lesson students should be able to: vi. Explain meaning of family vii. List the types of family viii. Write out the types of family ix. Enumerate the functions of a family
Instructional materials	Charts, social studies for junior secondary schools by Amana et al page 30.
Previous knowledge	The students have been exposed to family in their various homes.
Introduction	The teacher introduces the lesson by asking the students questions based on the previous knowledge, such as v. Who are those that make up a family? vi. What are the importance of being together as a family?
Presentation	The teacher presents his lesson using the following steps: Step I – The teacher defines family. Family is a group of people living together who are related by blood. Step II – The teacher lists the types of family: Nuclear and Extended family. Step III – The teacher gives the importance of family in a Society: 1. Training of their offspring 2. Help each other 3. Uniting together 4. There is a team work that brings about happiness Step IV – The teacher displays a chart showing family tree.
Evaluation	The teacher asks the students to list the types of family Explain the meaning of family
Conclusion/Summary	The teacher recaps the lesson.
Assignment	List the 2 types of family and give four importance of family.

2.4.1 Purpose of Lesson Plan and Lesson Note

Reuben (2010) asserted that apart from serving as a teacher's guide, lesson plans serves the following purposes.

- i. To deepen teachers thoughts and knowledge of the topic that he/she intends to teach.
- ii. To foster preparedness on the part of the teacher.
- iii. To help the teacher to organize the learning process.
- iv. To provide the teacher with the opportunity to be creative and innovative in the delivery of instructions.
- v. To facilitate logical and sequential presentation thereby eliminating wandering.
- vi. To enable teacher prepare adequately by reflecting on the plan and best strategies to employ during teaching.
- x. To record what will be taught so that a backup or substitute teacher can teach the same topic.
- xi. To enhance efficient use of the time to allow for management of the class.
- xii. To allow for possible revisions should the need arise.

Fabian (2002) opines that the purpose of lesson plan is to communicate first and foremost to you as a teacher. They will be your guide and map for organizing your materials and yourself for the purpose of helping your students to achieve intended learning outcomes.

2.4.2 Designing a Lesson Plan

The essence of designing a lesson plan is to boost teacher professional capability at planning and implementing learning instructions. However, it is important to note that knowing how to design a lesson plan does not mean that a teacher will be professional at delivering it.

Usman (2009) opines that effective teaching that leads to students' attainment of set objectives result from a combination of teachers' skill at planning lessons properly, and professionalism at delivering instructions in the classroom.

He further stressed that teachers should earnestly strive for professionalism through self-directed learning by reading educational books/journals/articles, seeking research-based best practices in the art of teaching and attending professional development programmes such as workshops, conferences, etc.

Another important point is the issue of standard or format in the designing of a lesson plan. Most scholars that have written books on lesson plan have or recommend different formats and depth of content. This is simply because there is no acceptable lesson plan format that teachers must adhere to, and this explains the variance amongst authors and educational systems.

However, all lesson plans must contain certain basic features such as:

- i. Basic information (subject, topic, class, age, sex, timeframe etc.
- ii. Behavioural objectives which include the three domains (cognitive, psychomotor domain, affective domain)
- iii. Instruction material
- iv. Previous knowledge

- v. Introduction
- vi. Presentation (content, procedure, and method)
- xiii. Evaluation
- xiv. Conclusion
- xv. Students activity (Usman, 2009).

Denise (2008) opines that there are many formats for lesson plan, most lesson plans contain some or all of these elements, typically in this order

- i. Title of the lesson
- ii. Time required to complete lesson
- iii. Lesson of required materials
- iv. Lesson of objectives, which may be behavioural objectives
- v. The set that focuses students on the lesson's skills or concepts. These include showing pictures, asking questions or reviewing of previous knowledge.

An instructional component that describes the sequence of events that make up the lesson including the teacher's instructional input and guided practice the students use to try new skills or work with new ideas. Independent practice that allows students to extend skills or knowledge on their own. A summary where the teacher wraps up the discussion and answers questions.

An evaluation component, a test for mastery of the instructed skills or concepts such as a set of questions to answer or a set of instructions to follow. Denise (2008) further stressed that a well designed lesson plan reflects the curriculum, interests and needs of students. It incorporates best practices for the educational field.

2.4.3 Preparation of Lesson Plan and Lesson Note

Curriculum is the heart of education. Each subject as stipulated in National Policy on Education (2005) has its own curriculum. It is based on this that teacher lesson plan has to reflect the curriculum so that students from one classroom to another are taught the same basic information in a particular subject.

George (2009) opines that effective lesson plan should reflect the curriculum. He further stressed that teachers should be conversant with the curriculum before writing lesson plan. Preparation of lesson plan reflecting the curriculum also gives teachers the chance to have a meaningful conversation with the students, also to improve their classroom practice. McDonald in Cushman (2006) described preparation of lesson plan to reflect the curriculum as “one point triangular relationship, of which the other two points are the teacher and the students” who each increase in understanding as they work through subject matter. The teacher must decide the direction in which the subject to be taught will follow and if the delivery of the lesson goes well the students should emerge ready for another.

Fabian (2002) asserted that teachers should plan and design lessons activities to reflect the curriculum so that there will be continually improvement in the teaching and learning process. He further stressed that in order to help students see that each subject does not “live in a vacuum”, teachers must work to integrate their lesson plan with the curriculum. It is also of great importance that teachers should indicate the choice of instructional materials when preparing lesson plan and lesson note because instructional materials is very important for teaching and learning to be effective and efficient. Since textbooks and other instructional materials have a direct assessment on what is taught in

schools and how it is taught, curriculum development and curriculum materials are sensitive matters which are of great importance. The use of basic learning materials differs from one country to another, and various approaches are used. While some countries struggle to establish mechanizing for the production of relevant curriculum materials, others focus on issues of institutional sustainability and the role of government, but in whatever way instructional materials are provided the principal has to make adequate plan ahead on how to get these materials.

According to Jekayinfa (2001) the use of instructional materials would make discovered facts to glue firmly to the memory of students. In respect to this, principal should have a thorough supervisor to monitor teachers to use relevant instructional materials when teaching. Jekayinfa also stressed that selection and use of relevant instructional materials which are related to the basic contents of a course or a lesson helps in depth understanding of such a lesson by the students in that they make the lesson attractive to them, thereby arresting students' attention and this motivate them to learn.

According to National Policy on Education (2005) school should be properly and uniformly equipped to promote sound and effective teaching. Suitable textbooks, qualified teachers libraries which are adequate should also be provided for schools.

To buttress the relevant of instructional materials, Momoh (2000) carried out a research on the effects of instructional materials on students performances in WASC, Examination in Kwara State. He correlated instructional materials with academic achievements of students in each subjects.

Information were collected from the subject teachers in relation to the instructional materials employed in teaching in five schools. The achievements of

students in WASC examinations were related to the materials available for teaching each of the students. He concluded that instructional materials have a significant effect on student's achievement in each of the subject. In respect to this the principals should make adequate provision for instructional materials and monitoring of teachers to use the materials during teaching. Apart from using relevant instructional materials, teachers should also learn to use different methods to teach. Quality education is an important strategy in our nation's education. Teachers are the main force of quality education. Thus secondary schools teachers have to alter their teachings methods, establish new teaching ideology, play their own role and fulfill their own task.

Christopher (2005) asserted that methods are the means or ways that the teacher uses to teach the students. The choice of methods depends on what to teach (content) who to teach and the level of competence expected. He further stated that content can be divided into the three domains of knowledge, skills, attitudes and values. When teaching knowledge, a teacher can use a variety of methods with the goal of getting the student to actively engage in learning. When teaching skills teachers need to demonstrate and point out important aspects, supervise the student doing the skill or talk the student through the skill. When teaching about attitudes the teacher need to use methods that require the application of the attitude in particular situations. The principal has a great task to play in supervising teachers to make sure they use relevant teaching methods.

Bob (2012) opines that teachers whether brand new to the classroom, or veterans of many years of service are always looking for ways to make what they do more effective and more efficient. He further stated that in order for teachers to use any method effectively he must understand the fundamental principles and assumptions upon

which the specific method is based. He went further to enumerate some of the methods that can be relevance to teachers when teaching.

- i. **Lecture method:** The teacher is an imparter of information and the students are the intended recipients of the information the teacher imparts.
- ii. **Demonstration method:** This involves teachers demonstrating to the students. This method is very important because it helps the student to retain what they have been taught.
- iii. **Dramatization method:** Which involves teacher to stage a short playlet that can help him pass the message across and clearer understanding of the topic by the students.

Palmer (2004) asserted that education plays a huge part in people's lives. It prepare a person to face the real world challenges in life through years of education and training since childhood. Because of the broad diversity of students whose personalities and abilities differ from each other, teachers face so many challenges in teaching them. Imparting information to a roomful of students can be hard, but proper use of teaching methods under the supervision of the principal is very important. He further enumerated the types of teaching methods that can be relevant to teachers.

- i. **Lecturing:** As part of the traditional method of teaching students, a classroom lecture has always been the top choice among teachers world wide, although technology has made possible alternatives to teaching students.
- ii. **Demonstrating:** There is no other method that involves a student's attention than a physical demonstration. Demonstration in the classroom can raise students' curiosity while reinforcing memory retention.

- iii. **Collaborating:** That is teachers group students together for them to interact with one another and learn things while discussing them. Many student collaborations involve group assignment, team-building activities have resulted in better understanding of the topic as well as improving student participation in the class.
- iv. **Oral reporting:** Oral reporting has been an age-long teaching method that has become even more popular due to its effectiveness in teaching students. Students standing in front of the class can assume the role of the teacher and allows students to take charge of the class and teach their fellow students a certain subject. Not only will they study and master the topic, but they will also practice their oral communication skills.
- v. **Assignments:** Teachers often assign certain tasks to students to take home or accomplish in between periods. Assignments are effective ways to teach students how to conduct self study as well as become independent from the teacher in acquiring information.

Today, teaching methods have become varied and diversified even more with the advent of new technology. Advances in technology have paved way to an increasing number of new teaching methods to help in student learning. Computer, the internet, digital presentations, audio and video lectures and many others are now available for a better learning experience. While such advancements have made things simpler for most teachers and students, traditional teaching methods will remain to play an important role in student education. Apart from principal supervising teachers lesson plan and lesson note, the principal also should take cognizance of teachers mastery of subject, class control and time management because it has great effect on teachers teaching. However,

mastery of subject could be seen as having full command or understanding of subject. It is also an outstanding skill expertise. Mastery could also be described as great skillfulness and knowledge of some activity.

The principal has to constantly supervise teachers to make sure that teachers are expertise in their various fields. Jeffrey (2004) asserted that method alone does not ensure mastery in one lesson but the teacher should have thorough mastery of the subject. He further stated that teacher should have good mastery of the subject he/she is teaching as well as to manage students well.

Neale (2000) opines that mastery of subject by teachers goes beyond certification. He further stated that to understand something is one thing, but to actually be able to teach it, in your own words and have the other person understand what you are teaching requires a much higher level of competency. He went further to say that, teaching requires confidence and humility. Confidence to feel that you are a master of what you studied and prepared for the students. Likewise classroom management could be seen as a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. The term also implies the prevention of disruptive behaviour. It is possibly the most difficult aspect of teaching for many teachers.

Wilford (2000) opines that no other aspect of teaching is so often cited as a major concern by a prospective, beginning and experienced teachers as classroom management. He further stated that classroom management is a complex set of behaviours the teacher uses to establish and maintain classroom conditions that will enable students to achieve

their instructional objectives efficiently that will enable them to learn. Thus, effective classroom management is the major prerequisite to effective instruction.

However, teacher's competence in classroom management is largely a function of his or her understanding of the dynamics of effective classroom management. Wilford (2000) stressed that teaching consists of two major sets of activities which include instructional and management so principal as an instructional supervisor needs to take cognizance of the two activities when supervising.

The instructional activities involve teachers facilitating the student's achievement of specific educational objectives directly, diagnosing student needs, planning lessons, presenting information, asking questions and evaluating student progress, While managerial activities involve creating and maintaining conditions in which instruction can take place effectively and efficiently.

Donald (2008) enumerated some techniques that a teacher can use in the classroom that will help him/her to achieve effective management and control.

- i. **Focusing:** The teacher should be sure to have the attention of everyone in the class before starting the lesson. Don't attempt to teach over students who are not paying attention.
- ii. **Direct instruction:** Uncertainty increases the level of excitement in the classroom. The technique of direction instruction is to begin each class by telling the students exactly what will be happening. The teacher outlines what he and the students will be doing during the period. He may set time limits for some task.
- iii. **Monitoring:** The teacher should get up and get around the classroom while students are working, check on their progress. An effective teacher will make a

- pass through the whole room about two minutes after the students have started a written assignment.
- iv. **Modelling:** Teachers who are committed, courteous, prompt, enthusiastic in control, patient and organized provide examples for their student, through their own behaviour. The “do as I say, not as I do” send mixed messages that confuse students and invite misbehavior. So if a teacher wants students to be quiet in the classroom, the teacher too should be quiet as he moves through the classroom.
 - v. **Environmental control:** A classroom can be a warm cherish place. Students enjoy an environment that changes periodically. Pictures and colour invite enthusiasm for the subjects. Students like to know the teacher and their interest, so personal items in the classroom such as a picture of family, or a few items from a hobby on the desk will trigger personal conversation with the teacher and the students.

However, principal has to constantly monitor the teachers in the area of classroom control because most teachers easily get frustrated when it comes to classroom management. Time management is also important when designing a lesson plan and during the actual teaching. The term time management could be seen as the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks.

Rief (2006) opines that a committed teacher should always be conscious of the time allotted for the lesson. She further enumerates some tips that can help teachers to manage their teaching and it will lead to effective instruction. Some of the tips include:

- i. **Time awareness:** Lack of time awareness is very common among individuals. Teachers should be aware of the time for each period and make sure few seconds to the time, the teacher is already at door step of the class.
- ii. **Avoiding unnecessary actions:** Teachers should avoid actions that are not relevant to the topic to be treated in order to avoid wasting of time.
- iii. **Planning of lesson according to the time allotted for the period:**

Steven (2006) opines that working as a teacher requires excellent time management skills, between writing lesson plans, grading exams and actual teaching, teachers often feel that it is impossible to fit everything into the allotted time frame.

However, he further stated that effective time management skills, can increase teachers productivity and provide a better education for their students and teachers should always take advantage of every minute.

2.4.4 Marking Of Lesson Plans/Notes By The Principal

Lesson plans/notes is an integral part of teaching, every teacher should write a lesson plan/note before going to the class to teach as this serve as a guide to teachers. Isah (2009) is of the view that all lesson plans/notes should be checked and marked by the principal in order to see that the lesson plans/notes are properly written to incorporate all relevant information related to the topic to be taught.

Suleman (2008) enumerated several reasons why lesson plans/notes should be mark by the principals. Some of the reasons includes.

To made sure teachers plan lesson plans/notes according to the topics on the scheme of work.

To see that teachers behavioral objectives are well stated not using ambiguous words

To see that they reflect the relevant teaching materials/ instructional materials.

To check the various grammatical error, that can have negative effect on students performance.

Glazer (2003) opines that principals are allowed to collect and review their teachers lesson plans/notes to ensure that the lesson plans/notes are well prepared Richardson (2007) stressed that lesson plans offer principals a useful map of teachers thinking. They also makes it clear whether a teacher achieved her goals in a lesson.

2.5 Supervisory Role Performance of Principals on Teachers' Evaluation of Students

Evaluation is a paper or electronic questionnaire which requires a written or selected response or answer to a series of questions in order to evaluate the instruction of a given course.

Yunusa (2008) opines that evaluation is the process of getting information, analyzing it and drawing final conclusion.

However, evaluation involves the following:

- a. appraisal of the worth or value of a programme and making decisions on the basis of such appraisal.

- b. Evaluation is a process.
- c. Evaluation involves identifying, obtaining and providing information.

To most people evaluation means testing, but to educators evaluation is much more. Albert (2011) opines that evaluation is a broad range of activities and tasks including observation, work sheets, essays, presentation, group work performances and traditional forums or testing. Principals should improve on teacher supervision on evaluation of students in order to improve performance in external examination.

Baker (2010) opines that there is consensus that we need to improve all students performance in schools. To help teachers successfully fulfill their role in this endeavour, effective supervision on evaluation systems that inform teacher professional development and improve instruction are essential. A commonly stated purpose of teachers' evaluation of students is to improve students' performance and also make the teacher effective and committed.

Nassp (2012) believes that teaching is a complex craft and that evaluation of effective teaching should be based on close examination of a variety of variables through quantitative and qualitative data taken into account the context in which a teacher works and not be limited to students' performance on standard tests.

Donald (2010) opines that teachers' evaluation of students is a positive experience with a direct focus and assessment on student learning. Quality teacher supervision on evaluation of students enhances the performance and instructional effectiveness of teachers.

It is important to look at the issue of evaluation by thinking about why teachers evaluate. The main reason teachers evaluate students is to find out what students have

learned – the out come of the instruction. This information is used in two ways: first to inform the teachers about their teaching and what needs to be taught, secondly, to make a judgement about how well students have learnt the knowledge or skill being taught.

Abdullahi (2009) opines that evaluation is a systematic process that involves a variety of activities. He stressed further that teachers gather information about students achievement informally and formally. Informal evaluation is used by the teacher to provide feedback to students and to check for understanding in the teaching and learning process. Informal evaluation activities include observation of students as they work in groups, pretests, short classroom assignments, practice tasks, oral questioning and discussion. Formal evaluation is used to judge students achievement, that is how well the student has learned the knowledge or skills. Students are marked on formal evaluation task and this mark is usually part of their report card grade. He opines that students marks on report card are based on a number of different evaluation activities over an extended time as such teachers should be careful to use many opportunities to evaluate students before they make a judgment about a student's achievement.

Yusuf (2012) opines that there are three types of evaluation and they are as follows:

- a. **Formative evaluation:** This takes place at the early stage of the course and runs through the programme. It has the advantage of revealing the areas of weakness of the student, ineffective methods and encourages students to learn.
- b. **Summative evaluation:** This form of evaluation takes place at the completion of the course. The function is to determine the extent to which the student has acquired skills taught.

c. **Ultimate evaluation:** This takes place when the student has completed the training programme and has obtained employment. This is done in industry/place of work to determine the extent to which objectives of the programme have been achieved. In the classroom situation, placement and diagnostic evaluation are often used.

Placement evaluation: Placement evaluation is the evaluation of the students entry behaviour in a sequence of instruction. It is the placement tests designed by classroom teachers to measure whether student possess the knowledge and skills that will enable them succeed in a planned instruction.

Diagnostic evaluation: This type is conducted to determine the difficulties encountered by students in the course of their programme. Diagnostic test seeks to find out the underlying causes of students learning difficulties.

2.6 Supervisory Role Performance of Principals on the Conduct of Extra Curricular Activities

Extra curricular activities have come to have a prominent place in the development of a complete secondary programme. Extra curricular activities are those legitimate activities not provided for in that part of the school programme which usually designated as the curriculum. It has gained recognition among educators as a vital part of every secondary school programme intended to train boys and girls. Goldhaber (2007) opines that extra curricular activities are school-sponsored activities that are not in the curriculum.

Hertlong (2000) opines that extra curricular activities are those that fall outside the realm of the normal curriculum of school performed by students. Extra curricular activities exist at all levels of education. Najim (2007) sees extra curricular activities as simply anything you do that is not a school course. It also goes beyond the realm of normal academic structure. Johnson (2004) opines that extra curricular activities are activities that students take part in and are not part of the normal everyday curriculum. He stressed further that there is a long list of extra curricular activities that students can choose from. Many educators agree that these types of activities are good for students. They improve their social skills and become more involved in their schools environment through these activities. Some of the extra curricular activities include football, baseball, basketball, hockey, soccer, debate, drama club, literary club. The principal is responsible for the conduct of extra curricular activities in the school and incorporating teachers in the conduct of extra-curricular activities. Student participation in extra curricular activities is encouraged and selecting performance material should be done by the teachers through direct supervision of the principal.

The assessment of principal supervision on the conduct of extra curricular activities will encourage and help teachers in the performance of their professional tasks. Principal supervisory role on the conduct of extra curricular activities could also be felt when adequate opportunities are given to students to participate fully in extra-curricular activities and engaging in inter school competition and intra school competitions that can make the school famous among other schools.

2.7 Supervisory Role Performance of Principals on Teachers Adherence to Curriculum Contents

Ogundipe (2007) asserted that “curriculum of the various levels of education system have been expanded and enriched in content to meet the expected level of change in behaviour performance of the students and the needs of the dynamic environs”. This shows that principal as a supervisor has to make sure teachers adhere strictly to the curriculum content.

According to Jackson (2000) teachers who adhere to curriculum content are influenced greatly by the standard-based movement. All students are taught the same body of knowledge. Regardless of variations in developmental levels, all students are exposed to the same content at the same time, period. The objective is to ensure that there will be no academic gap in what is taught.

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

Yusuf (2012) asserted that content can be viewed as representing all the subjects and subject matter learners are being taught in schools. She gave examples of subjects to include Mathematics, English, Science, Social Studies, History, Chemistry, etc. The subject matter in Mathematics for instance, include topics such as addition of numbers,

subtraction, multiplication, division, fraction etc. She further said content incorporates both skills and process.

Yusuf (2012) opines that there is growing awareness among educators and curriculum experts that knowledge is increasing at fast rate. To this end, the extent of this knowledge explosion makes it necessary that 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 content as stated in Yusuf (2012).

- i. 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 helps in the achievement of intendeds learning outcomes of specified objectives of education. It is the teacher that is expected to sort out or determine the content or subject matter that will be most suitable for achievement of objectives.
- ii. 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.
- iii. Utility:** The selection and adherence of curriculum content by the teachers should be on the basis of usefulness. Content should essentially be useful and functional.

- iv. **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.
- v. **Learnability:** This involves selecting and organizing content that is learnable by the students. The content should be made available in forms in which they 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.
- vi. **Feasibility:** In considering this criterion of content certain questions need to be answered.
 - i. Can the content selected be taught within available time and resource available?
 - ii. Can the content be taught by the present teaching force?
 - iii. Can the content be taught within the prevailing political climate?

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.

a. Purpose of a curriculum:

- i. is based on the social aspirations of society
- ii. Outlines the goals and aims of the programme
- iii. Is expressed as goals and objectives.

There are three categories of goals and objectives:

- i. Cognitive, referring to intellectual tasks
- ii. Psychomotor, referring to muscular skills and
- iii. Affective, referring to feeling and emotions.

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

c. Methods: The methods outlined in the curriculum deal with teaching and learning experiences and involve organizational strategies. Flexible teaching methods that facilitate learning.

d. Evaluation is used to:

- i. Select appropriate content based on the aims and objectives of the curriculum
- ii. Select appropriate methods to address the content and purpose
- iii. Check the effectiveness of methods 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.

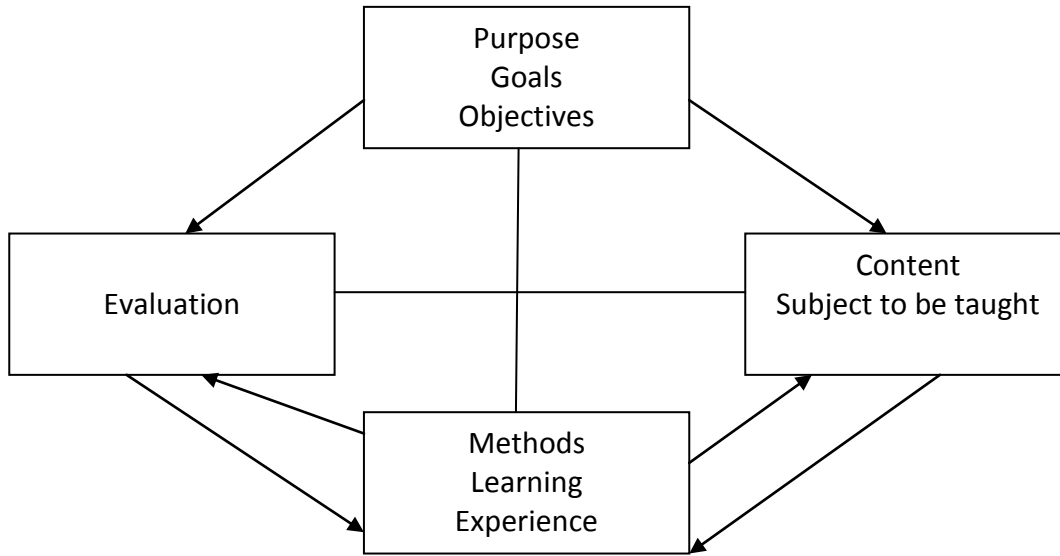


Diagram showing elements of the curriculum

Source: Yusuf (2012)

2.8 Empirical Studies

The title of the work is Influence of Head teachers General Instructional Supervisory Practices on Teachers Work Performance in Secondary Schools in Wakeso District in Uganda by Eric Oman (2011).

The study examined the Influence of Secondary School Head Teachers' General and Instructional Supervisory Practices on Teachers' Work Performance. The objective of the study are; examine the supervisory practices on classroom visitation. Determine

the supervisory practices of head teachers on instructional materials. Qualitative methods with a descriptive correlational research approach were used in the study.

Purposive sampling techniques alongside random sampling technique was used to select participants from secondary schools. Self constructed questionnaire and structured interviews were used to collect data from the principals, teachers and students.

Descriptive statistics, frequency, percentage and mean were used in analyzing the data and research correlation coefficient was used to establish the extent of relationship between head teachers supervisory practices and teachers work performance.

The study findings indicate that head teachers to a great extent in private secondary schools do not carry out instructional supervision rather they do some informal classroom visits. They slightly do general and informal supervision at the expense of instructional or formal supervision. The study also revealed that some of the teachers have never been supervised by the head teacher in the classroom findings also indicate that 64.3% of head teachers routinely check their teachers' pedagogic documents and as a practice of teacher supervision. The study also revealed that head teachers are unaware of their job description. The recommendation of the study are:

The Educational Ministry should constantly monitor head teachers

Head teachers should be given more exposure through seminars/workshop on their job description. Head teacher should visit the classroom often.

The study is on; Effect of Principals leadership Styles on Teachers Attitude to Work in Ogun State Secondary School by Sunday O. Adegbesan 2013.

The success of any organization is highly rested upon the head. Assessment is desirable in organization to aid easy and maximum success. The objectives of the study

are identify the leadership styles of principals on teacher's attitude to work in Ogun State Secondary Schools. Examine the leadership styles of principals on inter personal relationship among the teachers. The literature review was centered on leadership and organization. Therefore, leadership in organization has been seen as a motivator whereby one person who is the head motivates others towards the achievement of specific goals of the organizations. One hundred and two (102) principals, teachers and students which are made up of twenty two (22) principals and eighty (80) teachers were used. Pearson Product Moment Correlation (PPMC) was used to answer the research questions. The researcher adopted a correlational survey designed. Structured questionnaire were used. The following are the findings of the work.

Some of the principals use autocratic leadership style which have negative assessment on the teachers attitude. Most principals fail to acknowledge the significance of good human relations in dealing with their teachers. The teachers did not see enough support from the principal when there is need for it.

Some principals want their school's progress while some develop a nonchalant attitude.

Based on the findings, the following conclusions were drawn by the researcher. The administrative style adopted by the principals was inadequate for effective school administration. The personality traits exhibited by the principals appeared somehow harsh to their teachers. Principals administrative style and approach for teachers were inappropriate and harsh. Another factor which affects teacher attitude to work is inadequate incentives to teachers. The following recommendations are suggested by the researcher.

State government should make it as a matter of policy to ensure that all secondary school principals undergo induction course on educational management. Here the principals will be taught leadership styles and the appropriate one to apply in school administration.

Ogun State Ministry of Education should endeavour to give principals periodical allocation for teachers incentives to motivate the good ones among them.

Secondary schools principals should attend seminars on issues relating to administration and human relations.

Ogun State Teaching Service Commission should made it compulsory for all principals to evaluate each teacher's performance for a term.

This study is titled Teacher characteristics of Predictors of Students is carried out by Ramin Akbari (2006) from Tarbiat Modares University. The study revealed that there is a substantial research base, mainly in mainstream education, acknowledging that teachers have a great assessment on students' achievement. In line with this, the study investigated three teacher related variables – teaching style, teachers' sense of efficacy and teacher reflectivity to see how they relate to students' achievement gains in English Language teaching context. The objectives of the study are examine teachers teaching style on students learning outcomes. Identify teachers sense of efficacy on students achievements. Thirty English teachers in Junior and Senior high school teaching in Iranian schools, participated in this study, with the final examination score of the participatory students serving as the dependent variable of the study. The findings shows the following. There is a high correlation between teacher reflectivity and students achievement outcomes. Reflective practice starts with a passion for wanting to help

students succeed. Reflection is a passionate desire on the part of teachers to transform problematic classroom situations into opportunities for students to learn and grow.

Reflective teaching facilitates meaningful thought and discussion about teaching and learning among peers that will inspire appropriate change in curriculum. These judgmental practices can have positive assessment on our understanding of what is going on in the classrooms and in producing changes in methodology, assessment and instruction.

The following are some of the recommendations by the researcher. Teachers should have more knowledge on reflectivity and teaching styles. Teachers should be able to predict students' achievement. This calls for the inclusion of these factors in teacher preparation programme. The development of three variables in teachers takes on an even greater importance in the present age in which educational accountability is much valued.

This study was carried out by Osakwe Regina 2010. The study investigated the relationship between principals supervisory strategies and teacher's instructional performance in secondary schools in Delta North Senatorial District. The study examines the following variables: teaching materials and discipline maintenance. The objective of the study include determine the supervisory strategy of principal on teaching materials use in the classroom. Identify the supervisory strategy of principal on teachers discipline

The population comprised all the 192 principals and 3,492 teachers in secondary schools in Delta North Senatorial District. Two null hypotheses were formulated to guide the researcher and tested at alpha level of significance of 0.05. The data collected was analyzed using the chi-square statistical tools. The study used structured questionnaire.

The multi stage sampling technique was used to select 92 principals and 319 teachers. The literature review was centred on teaching materials and discipline maintenance. However, the findings of this study revealed that, there was a relationship between the principals and teachers. Most principals do supervise the teaching materials teachers use in the classroom. Also, that most teachers lack discipline and lack of respect for constituted authority. Equally, most of the schools lack teaching materials that can aid teachers instruction. The following recommendations were suggested by the researcher. Government should provide teaching materials to schools. Teachers should adequately use the various teaching materials supplied effectively in the process of teaching in order to promote learning. Any erring teacher found guilty of indiscipline should be punished accordingly to serve as lesson to other teachers.

The title of the work is “Achieving Quality Standards in the Management of Nigerian Secondary School, Policy, Goals, Current Practices, Trend, Challenges and Opportunities by Ayeni Joshua Adeola (2011).

The study reveals the objectives of secondary education and the principals supervisory roles in the attainment of quality education in secondary schools. The objectives include examines the effectiveness of instructional management in ensuring quality inputs, process and outputs, determine the constraints in the performance of instructional tasks and students learning outcomes.

The paper concluded that challenges that principals and teachers faced require effective application of systematic model and goal oriented partnership between the school and other stakeholders as means of improving the quality of teaching and learning for the attainment of the set goals in secondary schools.

The paper concluded that attainment of quality and standards is undoubtedly determined by effective institutional and curriculum management, while inadequate learning resource inputs are major challenges that principals and teachers face in the tasks of instructional management, curriculum delivery and students learning outcomes. The following recommendations are suggested to improve teaching-learning process and instructional supervision for the achievement of the set educational goals in secondary schools. School principals should promote capacity development of teachers through intensive and regular in-house seminar/workshop to improve knowledge, skills and competence of teachers in teachers instructional task performance and quality assurance of students learning outcomes in Nigerian secondary schools. School principals should promote healthy academic competitions such as intra and inter class/school debate, quiz and essay writing among students. The school principal should provide constant and adequate feedback to the teachers on their instructional task performance to ensure periodic review and facilitate further improvement in the teaching process in secondary schools. The five empirical studies reviewed are relevant to my studies because principal has great roles to perform in supervising teachers duties, likewise instructional supervision and evaluation of students academic achievement.

2.9 Summary

This chapter has reviewed some related works on Supervisory role performance of principals on teachers' duties in secondary schools. It also looked into the assessment of supervisory role performance of principal on punctuality of teachers, the reviewed revealed that the of principal supervisory role performance on teachers punctuality can

enhance teachers effectiveness in the cause of discharging their duties. It also revealed that teachers would be conscious of being in the class at the right time because of the principal supervisory role in supervising the punctuality of teachers.

Furthermore, the supervisory role performance of principals on teachers' design of lesson plan/lesson note was also reviewed and the review revealed that lesson plan is a written structured and logically sequenced guide that outlines what a teacher intends to teach and the learning process that will lead to students' achievement of the objectives. The review identified the purpose of lesson plan which includes preparedness, on the part of the teacher, help teacher to organizes the learning process, to enhance efficient use of the time to allow for management of the class. It also revealed that lesson plan should be designed to accommodate some basic formats which involve basic information, behavioural objectives, instructional material, previous knowledge, introduction, presentation, evaluation, conclusion, student activity.

Also the review shows the supervisory role performance of principal on teachers' students' evaluation, which is very important in teaching and learning process. The review shows that teachers' students' evaluation should be properly supervised by the principals in order to improve students performance and keep the teacher informed about any learning difficulty. It is also revealed that teachers evaluation of students is a positive experience with a direct focus on students learning.

Also, the review indicated that the supervisory role performance of principal on teachers' adherence to curriculum content has to be in line with the elements of curriculum which include

- i. Purpose

- ii. Content or subject matter
- iii. Methods or learning experience
- iv. Evaluation.

It also revealed that in selecting curriculum content certain criteria have to be considered and these include

- i. Validity
- ii. Significance
- iii. Utility
- iv. Interest
- v. Learnability
- vi. Feasibility.

Also, the review revealed that supervisory role performance of principals on conduct of extra curricular activities has become a vital part of every secondary school programme intended to train boys and girls. It also revealed that extra curricular activities have a long list of activities which the students can choose from.

The review revealed that conduct of extra curricular activities are good for students, they improve their social skills. It also revealed that students' participation in extra curricular activities is encouraged and selecting performance material should be done by the teacher through the direct supervision of the principal.

However, supervising teachers duties is one of the supervisory role performance of principal and as such much is expected of the Principal and as such much is expected of the principal to have an assessment on teachers through punctuality to work, designing lesson plan/note, adherence to curriculum content, evaluation of students and conduct of

extra curricular activities. The assessment of principal supervisory role helps teachers to discharge their duties effectively and in turn have a positive effect on students' academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the main purpose is to describe the various steps and techniques employed in collecting data. It presents the research design, the population, sample and sampling techniques, the research instrumentation and administration of instrument and method for data analysis.

3.2 Research Design

A research design is the plan structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. Akogun (2000) opines that research design is the framework (or plan) for data collection in the most objective and logical manner in order to test the research objectives. He further outlines the following guidelines for developing research design:

- i. State the objectives
- ii. List the required variable
- iii. Identify the instrument for data collection, etc.

But for the purpose of this research, survey research design was used. According to Mustapha (2000), survey research is a technique in research where the desired characteristic of a given population is systematically examined. Afolabi (1993) opines that survey research involves gathering of data about a target population from a sample and generalizing the findings obtained from the analysis of the sample to the entire population. It also involves the use of questionnaire to determine the responses and

perception of the principals, teachers and students. It is used because a whole population cannot be studied. It also yields reliable data on which generalization is made to the entire population. Here the researcher simply surveyed the views of secondary school principals, teachers and students on the assessment of supervisory role performance of principals on punctuality of teachers, teachers' design of lesson plan, teachers' evaluation of students, teachers' adherence to curriculum content and conduct of extra curricular activities.

3.3 Population of the Study

According to Asika (2006) and Olayiwola (2007) population is the larger group from which a sample is selected for study. This implies that population is the group of interest to the researcher, which may take the form of individual to which the results or outcome of the study become generalized. The population of this study is all 244 schools, 6,800 SS1 & SS2 students and 2,280 teachers. Table 1 shows the breakdown of population of secondary schools in each senatorial zone in Kogi State.

Table 3.1: Breakdown of the Population

S/N	Senatorial Zones	No. of Schools	No. of Principals	No. of Teachers	No. of SS1 & SS2 Students
1	Kogi Central	34	34	419	1,015
2	Kogi East	128	128	1,217	3,993
3	Kogi West	82	82	644	1,792
	Total	244	244	2,280	6,800

Source: Kogi State Teaching Service Commission Board 2014.

3.4 Sample and Sampling Technique

A sample is that portion drawn from the population that is studied. It is what the researcher selects for the purpose of data collection and analysis. The sample size for this study was selected through the format of Nwana in Antonia (2004) that if the population is a few hundred, the sample size should be 40% population of many hundreds, the sample size should be 20%, few thousands sample size should be 10%, several thousands sample size should be 5%. Based on this study, the sample size of principals would be 40% of 244, which gives 98 principals and teachers would be 10% of 2,280 which gives 228 teachers and 5% of 6800 students which gives 340 students. This study also used the stratified sampling technique. In Kogi State, there are 21 Local Governments and as a result 40% of 21 Local Governments was used to get the desired sample the researcher worked with. Table 3.4.1 shows the 21 Local Governments in each Senatorial zone and the number of schools, principals, teachers and students.

Table 3.4.1: Local Government Senatorial Zone, number of Schools, Principals, Teachers and Students in the Study Area

S/N	Local Government	Senatorial Zone	No. of Schools	No. of Principals	No. of Teachers	No. of SS1 & SS2 Students
1	Adavi	Kogi Central	8	8	110	225
2	Okehi	Kogi Central	7	7	84	205
3	Okene	Kogi Central	13	13	162	445
4	Ajaokuta	Kogi Central	4	4	46	100
5	Ogori/Mangogo	Kogi Central	2	2	17	40
6	Ankpa	Kogi East	22	22	250	680
7	Bassa	Kogi East	9	9	40	413
8	Dekina	Kogi East	32	32	355	1055
9	Ibaji	Kogi East	9	9	47	230
10	Idah	Kogi East	7	7	100	255
11	Igalamela/Odolu	Kogi East	8	8	64	230
12	Olamaboro	Kogi East	19	19	173	520
13	Omala	Kogi East	9	9	70	245
14	Ofu	Kogi East	13	13	118	365
15	Ijumu	Kogi West	27	27	224	500
16	Yagba West	Kogi West	14	14	101	317
17	Kabba Bunu	Kogi West	11	11	84	235
18	Mopa/Amuno	Kogi West	6	6	38	155
19	Yagba East	Kogi West	8	8	60	195
20	Lokoja	Kogi West	10	10	119	330
21	Kogi	Kogi West	3	3	18	60

Source: Kogi State Teaching Service Commission Board 2014.

The eight Local Governments were picked using the stratified sampling technique. The names of the Local Government were divided into a smaller group from the larger having the same attribute and characteristics. The names of eight Local Governments chosen have 107 schools as shown on table 3. Also 20% was used to select the number of schools for the study in each Local Government sampled. For instance Adavi Local Government has eight schools and 20% of 8 schools gives 2 schools. The names of the schools from each Local Government sampled was picked using stratified random sampling. Also the same stratified random technique was used to select 21 principals, 190 teachers and 337 SS1 and SS2 students.

Table 3: The names of 8 Local Governments selected for the study, the number of schools, number of schools sampled, number of principals sampled and number of teachers sampled

S/N	Local Govt.	Senatorial Zone	No. of Schools	No. of Schools Sampled	No. of Principals	No. of Teachers Sampled	No. of SS1 & SS2 Students Sampled
1	Adavi	Kogi Central	8	2	2	20	40
2	Okene	Kogi Central	10	2	2	20	40
3	Dekina	Kogi East	32	6	6	50	74
4	Lokoja	Kogi West	10	2	2	20	40
5	Idah	Kogi East	7	1	1	15	20
6	Kabba/Bunnu	Kogi West	11	2	2	20	40
7	Okehi	Kogi Central	7	1	1	15	20
8	Ankpa	Kogi East	22	5	5	30	63
	Total		107	21	21	190	337

Source: Kogi State Teaching Service Commission Board, 2014

3.5 Instrumentation

The major instruments used for the research was structured questionnaire. A questionnaire is a list of questions or statements developed for the purpose of obtaining information from a large number of subjects that could be used for drawing conclusion to a study.

The questionnaire is designed into series of sections. Section A contains the respondent status, position in school, years of experience for principals and teachers and class for students. Section B has supervisory role performance of principal on punctuality of teachers. Section C has supervisory role performance of principals on teachers' design of lesson plan/note. Section D has supervisory role performance of principals on teachers' evaluation of students. Section E has supervisory role performance of principals on teachers' adherence to curriculum content. Section F has supervisory role performance of principals on conduct of extra curricular activities.

Section B – F was designed by the researcher using the Likert 5 point rating scale

Strongly Agreed	4 points
Agreed	3 points
Disagreed	2 points
Strongly disagreed	1 point
Undecided	0 point.

3.6 Validity of the Instrument

The content validity was used in line with Achara (2001) who asserted that content validity is usually determined by expert. So the validity of this instrument was determined by the experts in Department of Education, Faculty of Educational Foundations and Curriculum Instruction, Ahmadu Bello University, Zaria. Their observations and comments were taken care of. The final draft of the questionnaire was submitted to the expert and corrections were made before the administration of the questionnaire.

3.7 Pilot Study

Pilot study is a small study carried out prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis are adequate. Neuman (2000) asserts that the researcher may uncover aspects that need refinement through pilot testing.

A pilot study was conducted using five secondary schools outside the school that were used for the actual study. Five (5) school principals and twenty five (25) teachers and Seventy (70) SS1 & SS2 students were used. The seventy students were randomly picked by the teachers to respond to the questionnaires. The questionnaires were collected back as soon as they finished filling it.

3.8 Reliability of Instrument

Mustapha (2012) opined that reliability of the instrument is said to be reliable to the degree it measures accurately and consistently, yielding comparable results when

administered a number of times. In this regard, the reliability of the sample questionnaire is determined by Cronbach Alpha. Olayiwola (2007) opines that the higher the value of reliability co-efficient, the more reliable the instruments. The Cronbach Alpha was used and the result shows. 9310 which shows instrument is reliable.

3.9 Administration of the Research Instrument

The administration of the questionnaire was a personal effort of the researcher and through the assistance of principals who helped to randomly pick students and teachers. Researcher employed the services of research assistants to administer the instrument.

The researcher visited all schools at different dates to administer the questionnaires to both principals, teachers and students. After completion, the questionnaires were collected immediately in each school and were used for analysis.

3.10 Methods of Data Analysis

The data on the assessment of supervisory role of Principal on Teachers' duties in secondary schools in Kogi State were collected from the Principals, Teachers and SS 1 & SS2 students in secondary schools in Kogi State.

The data were computed using descriptive and analytical approach which permit ready and meaningful analysis and interpretation as indicated in chapter four of this study. Also the researcher takes stand on the outcome of the study through test of reliability of the assumed hypotheses to determine whether the phenomenon is valid or otherwise (accept or reject the hypotheses).

To this end, the corresponding values of f ration (deviations) are computed with the statistical table value of F (significant value at 0.05) in order to determine the significance of the deviation of means of the principals, teachers and students. Percentages/frequencies distribution where the mean and standard deviation of observed opinion from the Principals, Teachers and Students were used to determine the independence of observations or opinions of principals, teachers and students.

In order to test the null hypotheses inferential statistics ANOVA was employed using deviation formular at 0.05. The five null hypotheses formulated were rejected because the critical values are less than F ratio value and observed level of significance P (.000) which is less than 0.05.

In order to ensure that the data on the opinions of the sampled population were collected the following method for data collection was adopted.

- i. The first step towards effective data collection is that researcher familiarized herself with the nature and location of each school and respondent.
- ii. Group discussion was organized for the students to ensure that they fully understood the questionnaire.
- iii. All questionnaires were coded according to the principals, teachers and students' grouping and the professional advise from Mr. Cletos. This actually facilitate a solid base easy classifications and analysis of data collected from the field.

CHAPTER FOUR

PRESENTATION OF DATA AND ANALYSIS

4.1 Introduction

This chapter focused on the presentation, analysis and discussion of data collected from the principals, teachers and students' opinion in the questionnaire administered. Mean, frequency, percentages and ANOVA was used to summarize, analyze and give a general description of the data collected. This is because ANOVA is used to determine the significant difference of opinions between sample groups. The five hypotheses stated in chapter one was tested at the level of rejection of 0.05.

4.2 Presentation and Analysis of Data

This section deals with the frequency distribution and percentage of demographic information of the principals, teachers and students.

Table 4.2.1

Status	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Principal	21	3.8	38	38
Teachers	190	34.7	34.7	38.5
Students	337	61.5	61.5	100.0
Total	548	100.0	100.0	

Table 4.2.1 reveals the status of the principals, teachers and students. Principals had 21 (3.8%), teachers had 190 (34.7%), students 337(61.5%). The above implies that the majority of students responded to the questionnaire.

Table 4.2.2: Shows the frequency distribution and percentage of respondent years of experience

Years of experience		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	289	52.7	52.7	52.7
	1-5 yrs	65	11.9	11.9	64.6
	6-10 yrs	124	22.6	22.6	87.2
	11-15 yrs	70	12.8	12.8	100.0
	Total	548	100.0	100.0	

Table 4.2.2 shows that 65 (11.9%) principal and teacher principals, teachers and students were in the range of 1 – 5 years of teaching experience and 124 (22.6%) principals and teachers principals, teachers and students fell within the range of 6 – 10 years teaching experience. There were 70 (12.8%) who were in the range of 11-15 years teaching experience. The above implies that most of the principals, teachers and students are conversant with the supervisory roles of principals.

Table 4.2.3: Deals with the frequency distribution and percentage of Students principals, teachers and students

Classes		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	144	26.3	26.3	26.3
	SS1	192	35.0	35.0	61.3
	SS2	212	38.7	38.7	100.0
	Total	548	100.0	100.0	

Table 4.2.3 shows students principals, teachers and students according to classes. No response has 144 (26.3%) and SS1 students were 192 (35.0) and SS2 students were 212 (38.7%). The above implies that majority of students in SSII responded to the questionnaire.

Table 4.2.4: Shows frequency distribution percentage of educational qualification of the principals, teachers and students

Educational qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	163	29.7	29.7	29.7
	N.C.E	69	12.6	12.6	42.3
	BED	115	21.0	21.0	63.3
	B.A.B.SC HND	99	18.1	18.1	81.4
	Others	102	18.6	18.6	100.0
	Total	548	100.0	100.0	

Table 4.2.4 shows the educational qualification of the principals and teachers who responded to the questionnaire. Those with N.C.E. were 69(12.6%), Bachelor of Education 115 at (21.0%), B.A./B.S.C./HND were 99 (18.1%) and other qualifications were 102 (18.6%). The above implies that majority of the teachers and principals have first degree in various education courses.

4.3 In this section the descriptive analysis of responses of principals, teachers and students from 1 – 10 of the questionnaire were analyzed and discussed. It is mainly to assess the opinions of principals, teachers and students on the supervisory role performance of principals on teachers duties in Kogi State. The data obtained was analyzed using simple percentage to obtain mean score of the respondent. Anova was employed at 0.05 significant level.

Table 4.3.1 Opinions of principals, teachers and students on the Supervisory Role Performance of Principals on Punctuality of Teachers in secondary schools in Kogi State

S/N	Item Statement	Categories of Principals, teachers and students	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			F	%	F	%	F	%	F	%	F	%
1	It is the role of principal to ensure teachers come to school on time in my school.	Principals	19	90.5			1	4.8	1	4.8		
		Teachers	159	83.7	21	11.1	2	1.1			7	3.7
		Students	202	59.9	102	30.3	8	2.4	14	4.2	10	3.0
2	It is the duty of the principal to ensure teachers attend their classes on time.	Principals	20	95.2	1	4.8						
		Teachers	141	74.2	30	15.8	3	1.6	8	4.2	8	4.2
		Students	202	59.9	108	32.0	6	1.8	11	3.3	9	2.7
3	Principal often disciplines teachers who are late to school.	Principals	16	76.2	4	19.0					1	4.8
		Teachers	128	67.4	38	20.0	9	4.7	9	4.7	6	3.2
		Students	153	45.5	133	39.5	15	4.5	23	6.8	10	3.0
4	Effective supervision of Principal on Teachers encourages them to perform their duties well in the school.	Principals	16	76.2	4	19.0	1	4.8				
		Teachers	151	79.5	25	13.2	1	.5	7	3.7	6	3.2
		Students	178	52.8	129	38.3	10	3.0	10	3.0	7	2.1
5	Attendance register check punctuality of teachers in schools.	Principals	17	81.0	3	14.3			1	4.8		
		Teachers	145	76.3	25	13.2	16	8.4	11	4.5	3	1.6
		Students	178	58.8	107	31.8	6	1.8	14	4.2	11	3.3
6	Organizing training workshops and seminars for teachers can enhance their punctuality.	Principals	15	71.4	5	23.8	1	4.8			6	3.2
		Teachers	134	30.5	39	20.5	3	1.6	8	4.2	13	3.4
		Students	155	46.0	104	30.9	34	10.1	28	8.3		
7	End of the year award encourages teachers to be early in school.	Principals	17	81.0	3	14.3	1	4.8				
		Teachers	137	72.2	36	18.9	7	3.7	5	2.6	6	3.2
		Students	172	50.7	110	32.6	26	7.7	32.6	4.5	14	4.2
8	Principal encourages punctuality of teachers to school by acting as a role model.	Principals	20	95.2	1	4.8						
		Teachers	143	75.3	24	12.6	1	.5	14	7.4	6	3.2
		Students	198	58.8	82	24.3	27	8.0	15	4.5	11	3.3
9	Punctuality of teachers can be checked through specific time of resumption to school.	Principals	19	90.5	2	9.5						
		Teachers	133	70.0	41	21.6	10	5.3	6	3.2		
		Students	155	46.0	131	38.9	25	7.4	11	3.3	12	3.6
10	Teachers' punctuality makes the students to imbibe the habit of being in school early.	Principals	16	76.2	3	14.3			1	4.8	1	4.8
		Teachers	135	71.1	37	19.5			18	9.5		
		Students	190	56.4	104	30.9	8	2.4	9	2.7	25	7.4

Table 4.3.1 that 19 (90.5%) of principals strongly agree that it is the role of principal to ensure that teachers come to school early while 1(4.8%) of principal disagree to that and 1 (4.8%) was undecided. Likewise 159 (83.7%) of teachers strongly agreed that it is the role of principal to ensure that teachers come to school early, 21 (11.1%) agree to it, 7(3.7%) strongly disagree and 2 (1.1%) were undecided. The same 202 (59.9%) of students also strongly agreed that it is the role of principal to ensure that teachers comet o school early, 102 (30.3%) of students agree, 14 (4.2%) disagree, 8(2.4%) were undecided and 10 (3.0%) strongly disagree.

In respect to item 2 which sought the views of the principals, teachers and students on the duty of the principal to ensure teachers attend their classes on time. 20(95.2%) of Principals strongly agreed that it is the duty of the principal to ensure teachers attend their classes on time, 1 (4.8) agree to it and 141 (74.2%) of teachers strongly agree. 30(15.8%) of teachers agreed, 8(4.2%) disagreed, 3(1.6%) were undecided and 8(4.2%) strongly disagree to that.

Responding to Principal often disciplines Teachers who are late to school, 16(76.2%) of principals strongly agree that principals often discipline teachers who are late to school while 4 (19.0%) agree, 1 (4.8%) strongly disagree. 128(67.4%) of teachers strongly agreed that principals often discipline teachers who are late to school. 38(20.0%) agreed, 9(4.7%) disagree, 9(4.7%) were undecided and 6 (3.2%) strongly disagree. In the same way 153(45.5%) of students strongly agree that principal often disciplines teachers who come late to school, 133 (39.5%0 agree, 23 (6.8%) disagree, 15(4.5%) undecided and 10(3.0%) strongly disagree.

On the item regarding effective supervision of principals on teachers encourages them to perform their duties well in the school. 16(76.2%) of principals strongly agree while 4 (19.0%) agree, 1 (4.8%) was undecided. However, 157 (79.5%) of teachers strongly agree, 25(13.2%) agreed, 7(3.7) disagree, 1(.5%) was undecided and 6(3.2%) strongly disagree. Likewise 178(52.8%) of students strongly agree, 129 (38.3%) agreed, 10(3.0%) disagree, 10(3.0%) undecided and 7 (2.1%) strongly disagree.

In response to item 5, attendance register check punctuality of teachers in school, 17(81.0%) of principals strongly agree, 3(14.3%) agree, 1(4.8%) disagree. Also 145 (76.3%) of teachers agreed, 25 (13.2%) agree, 1(.5%) disagree. 16(8.4%) undecide, 3(1.6%) strongly disagree. The same goes with the students, 198(58.8%) strongly agree, 107(31.8%) agree, 14(4.2%) disagree 6(1.8%) undecided and 11 (3.3%) strongly disagree

On item 6 organizing workshops and seminars for teachers can enhance their punctuality, 15(71.4%) strongly agree, 5 (23.8%) agree 1(4.8%) disagree while 134 (30.5%) of teachers strongly agree, 39(20.5%) agree, 8(4.2%) disagree, 3(1.6%) undecided and 6(3.2%) strongly disagree.

In responding to end of the year award encourages teachers to be early in school, 17(81.0%) of principals strongly agree, 3(14.3%) agree, 1(4.8%) undecided. While 137(72.1%) teachers strongly agree, 36(18.9%) agree, 5(2.6%) disagree, 7(3.7%) undecided and 6(3.2%) strongly disagree, the same thing with the students response, 171(50.7%) strongly agree, 110 (32.6%) agree, 15(4.5%) disagree, 26(7.7%) undecided, 14(4.2%) strongly disagree.

On item 8 principal encourages punctuality of teachers to school by acting as a role model, 20 (95.2%) strongly agree that principal acting as role model encourages

punctuality of teachers. 1(4.8%) agree. Also 143(75.3%) of teachers strongly agree, 24 (12.6%) agree, 14(7.4%) disagree, 1 (.5%) undecided, 6(3.2%) strongly disagree, while 198 (58.8%) of students strongly agree, 82(24.3%) agree 15(4.5%) disagree, 27(8.0%) undecided, 11(3.3%) strongly disagree.

Responding to punctuality of teachers can be checked through specific time of resumption to school, 19(90.5%) of principals strongly agree, 2(9.5%) agree while 133 (70.0%) of teachers strongly agree, 41 (21.6%) agree, 6(3.2%) disagree, 10(5.3%) were undecided, likewise 155 (46.0%) of students strongly agreed that teachers punctuality can be checked through specific time of resumption. 131(38.9%) agree, 11(3.3%) disagree, 25(7.4%) were undecided and 12 (3.6%) strongly disagree.

In response to item 10, teachers punctuality makes the students to imbibe the habit of being in school early, 16 (76.2%) of principals strongly agree that students can imbibe the habit of being in school early through teachers punctuality. 3(14.3%) agreed, 1(4.8%) strongly disagree while 135(71.1%) of teachers strongly agree, 37(19.5%) agree, 18(9.5%) disagree. Also 190 (56.4%) of students strongly agree, 104 (30.9%) agree, 9(2.7%) disagree, 8(2.4%) undecided and 25(7.4%) strongly disagree.

4.3.2 Opinion of principals, teachers and students on the Supervisory Role of Principal on Teachers' Design of Lesson Plan/Lesson Note in Secondary Schools in Kogi State.

This section deals with the principal, teachers and students opinion on the supervisory role performance of principal on teachers design of lesson plan/notes with regards to items on Section C of the instrument. Table 4.3.2 gives details on supervisory role performance of principal on teachers' design of lesson plan as collected, analyzed and presented in frequency and simple percentage.

Table 4.3.2: Opinion of principals, teachers and students on the Supervisory Role Performance of Principal on Teachers' Design of Lesson Plan/Lesson Note

S/N	Item Statement	Categories of Principals, teachers and students	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			F	%	F	%	F	%	F	%	F	%
11	It is the duty of the Principal to ensure that teachers prepare their lesson note before going to the class.	Principals	16	76.2	4	19.0			1	4.8		
		Teachers	132	69.5	52	27.4			4	2.1	2	1.1
		Students	166	49.3	121	35.9	15	4.5	15	4.5	19	5.6
12	It is the role of the Principal to ensure that the lesson note of the Teachers is good for teaching.	Principals	15	71.4	5	23.8					1	4.8
		Teachers	126	66.3	58	30.5	3	1.6	3	1.6		
		Students	161	47.8	137	40.7	8	2.4	11	3.3	19	5.6
13	Strict supervision of lesson plan by the principal helps to boost the confidence of the teachers in discharging their duties.	Principals	16	76.2	4	19.0			1	4.8		
		Teachers	130	68.4	55	28.9	2	1.1	2	1.1	1	5
		Students	147	43.6	122	36.2	36	10.7	17	5.0	13	39
14	It is the role of the principal to give query to the teachers who fail to write lesson plan before going to the class to teach.	Principals	14	66.7	6	28.6			1	4.8		
		Teachers	135	71.1	46	24.2	4	2.1	5	2.6		
		Students	159	47.2	113	33.5	19	5.6	30	8.9	15	4.5
15	Principal ensures that teachers use the right format when writing lesson plan.	Principals	12	57.1	8	38.1					1	4.8
		Teachers	130	68.4	51	26.8	7	3.7	2	1.1		
		Students	143	42.4	135	40.1	18	5.3	26	7.7	12	3.6
16	It is the duty of the Principal to ensure that teachers' lesson notes are comprehensive.	Principals	16	76.2	5	23.8						
		Teachers	129	67.9	43	22.6	9	4.7	4	2.1	4	2.4
		Students	147	43.6	130	38.6	23	6.8	24	7.1	10	3.0
17	It is the role of the Principal to ensure that teachers include home work in their lesson plan.	Principals	15	71.4	5	23.8					1	4.8
		Teachers	118	62.1	46	24.2	4	2.1	15	7.9	7	3.7
		Students	162	48.1	127	37.7	24	7.1	9	2.7	14	4.2
18	It is the role of principal to ensure that teachers write lesson plan daily or weekly.	Principals	15	71.4	5	23.8					1	4.8
		Teachers	118	62.1	46	24.2	4	2.1	15	7.9	7	3.7
		Students	131	38.9	138	40.9	19	5.6	31	9.2	17	5.0
19	It is the duty of principal to ensure that teachers maintain lesson plan/note as required by school policy.	Principals	18	85.7	3	14.3						
		Teachers	125	65.8	34	28.4			7	3.7	4	2.1
		Students	153	45.4	128	38.0	19	5.6	22	6.5	13	3.9
20	It is the role of principal to ensure that teachers incorporate appropriate teaching method and instructional materials in their lesson plan.	Principals	19	90.5	2	9.5						
		Teachers	113	59.5	40	21.1	7	3.7	16	8.4	14	
		Students	148	43.9	126	37.4	37	11.0	19	5.6	4	

Table 4.3.2 the views of the principals, teachers and students on the supervisory role performance of principal on teachers' design of lesson plan/lesson note. 16(76.2%)

of Principals strongly agree that it is duty of principal to ensure teachers prepare lesson note before going to the class, 4(19.0%) agree, 1(4.8%) disagree. While 132 (69.5%) of teachers strongly agree that principal duty is to ensure that teachers prepare lesson note before going to the class, 52(27.4%) agree, 4(2.1%) disagree, 2(1.1%) strongly disagree, likewise 166 (49.3%) of students strongly agree, 121 (35.9%) agree, 15(4.5%) disagree, 15(4.5%) were undecided and 19(5.6%) strongly disagree.

In response to item 12 which is the role of the principal to ensure that the lesson note of the teachers is good for teaching, 15(71.4%) of the principals strongly agree that principal role is to ensure that the lesson note of teachers is good for teaching, 5(23.8%) agree and 1(4.8%) strongly disagree while 126(66.3%) of teachers strongly agree, 58 (30.5%) agree, 3(1.6%) disagree, 3(1.6%) were undecided. Also 161(47.8%) of students strongly agree, 137(40.7%) agree, 11(3.3%) disagree, 8(2.4%) were undecided, 19(5.6%) strongly disagree.

Also, the principals, teachers and students view on item 13 which is strict supervision of lesson plan by the principal helps to boost the confidence of the teachers in discharging duties. 16(76.2%) of Principals strongly agree that strict supervision of teachers' lesson plan helps to boost their confidence in discharging their duties. 4(19.0%) agree, 1(4.8%) disagree while 130 (68.4%) of teachers strongly agree, 55(28.9%) agree, 2(1.1%) disagree, 2 (1.1%) were undecided and 1(.5%) strongly disagree. Also 147(43.6%) of students agree, 122(36.2%) agree, 17(5.0%) disagree, 36(10.7%) were undecided and 13(3.9%) strongly disagree.

Principals, teachers and students view on item 14 which is, it is the role of the principal to give query to the teachers who fail to write lesson plan before going to the

class to teach. 14(66.7%) of principals strongly agreed that principal role is to give query to teachers who fail to write lesson plan before going to the class to teach. 6(28.6%) agree, 1(4.8%) disagree likewise 135(71.1%) of teachers strongly agree, 46(24.2%) agree, 5(2.6%) disagree, 4(2.1%) were undecided. Also 159(47.2%) of students strongly agree, 113(33.5%) agree, 30(8.9%) disagree, 19(5.6%) were undecided and 15 (4.550) strongly disagree.

Responding to item 15 Principal ensures that teachers use the right format when writing lesson plan. 12(57.1%) of principals strongly agree that principal ensure teachers use the right format when writing lesson plan. 8(38.1%) agree, 1 (4.8%) strongly disagree. Also 130 (68.4%) of teachers strongly agree, 11(26.8%) agree, 2(1.1%) disagree, 7(3.7%) were undecided likewise 143(42.4%) of students strongly agree, 135 (40.1%) agree, 26(7.7%) disagree, 18(5.3%) were undecided and 12(3.6%) strongly disagree.

On item 16 which sought the views of the principals, teachers and students that it is the duty of the principal to ensure that teachers lesson notes are comprehensive, 16(76.2%) of principals strongly agree that principal duty is to ensure that teachers notes are comprehensive. 5(23.8%) agree while 129 (67.9%) of teachers strongly agree, 43(22.6%) agree, 4(2.1%) disagree, 9(4.7%) were undecided, 2(2.4%) strongly disagree. Also 147 (43.6%) of students strongly agree, 130 (38.6%) agree, 24(7.1%) disagree, 23(6.8%) were undecided and 10(3.0%) strongly disagree.

Item 17 sought the views of the principals, teachers and students that it is the role of the principal to ensure that teachers include home work in their lesson plan. 15(71.4%) of Principals strongly agree that principal role is to ensure that teachers

include home work in their lesson plan. 15(71.4%) of principals strongly agreed that principal role is to ensure that teachers include home work in their lesson plan. 5(23.8%) agree, 1(4.8%) strongly disagree while 118(62.1%) of teachers strongly agree, 46(24.2%) agree, 15(7.9%) disagree, 4(2.1%) were undecided, 7(3.7%) strongly disagree. Also 162(48.1%) of students strongly agree, 127(37.7%) agree, 9(2.7%) disagree, 24(7.1%) were undecided and 14(4.2%) strongly disagree.

The principals, teachers and students response on item 18 which is, it is the role of Principal to ensure that teachers write lesson plan daily or weekly. 15(71.4%) of principals strongly agree that principal role is to ensure that teachers write lesson plan daily or weekly. 5(23.8%) agreed, 1(4.8%) strongly disagree, while 118(62.19%) of teachers strongly agree, 46(24.2%) agree, 15(7.9%) disagree, 4(2.1%) were undecided and 7(3.7%) strongly disagree. Likewise, 131 (38.9%) of students strongly agree, 138(40.9%) agree, 31(9.2%) disagree, 19(5.6%) were undecided and 17(5.0%) strongly disagree.

Item 19 which sought responses from the principals, teachers and students that, it is the duty of principal to ensure that teachers maintain lesson plan/notes as required by school policy. 18(85.7%) of principals strongly agree that principal duty is to ensure that teachers maintain lesson plan/notes as required by school policy. 3(14.3%) agreed while 125(65.8%) of teachers strongly agree, 54 (28.4%) agree, 7(3.7%) disagree, 4(2.1%) strongly disagree. Also 153(45.4%) of students strongly agree, 128(38.0%) agree, 22(6.5%) disagree, 19(5.6%) were undecided and 13 (3.9%) strongly disagree.

In respect to item 20 which is, it is the role of principal to ensure that teachers incorporate appropriate teaching method and instructional materials in their lesson plan,

19(90.5%) strongly agree that principal role is to ensure that they incorporate appropriate teaching method and instructional materials in their lesson plan. 2(9.5%) agree while 113(59.5%) of teachers strongly agree, 40(21.1%) agree, 16(8.4%) disagree, 7(3.7%) were undecided, 14(7.4%) strongly disagree and 148(43.9%) of students strongly agree, 126(37.4%) agree, 19(5.6%) disagree, 37(11.0%) were undecided and 4(1.2%) strongly disagree.

4.3.3 Opinions of principals, teachers and students on Supervisory Role Performance of Principal on Teachers' Evaluation of Students in Secondary Schools in Kogi State

This Section D deals with the frequency and percentage of the data collected from the opinions of the principals, teachers and students on supervisory role performance of principal on teachers' evaluation of students.

Table 4.3.3 Opinions of principals, teachers and students on Supervisory Role Performance of Principal on Teachers' Evaluation of Students

S/N	Item Statement	Categories of Principals, teachers and students	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		
			F	%	F	%	F	%	F	%	F	%	
21	The role of the Principal is to ensure that teachers evaluate students through continuous assessment.	Principals	14	66.7	5	23.8							
		Teachers	117	61.6	38	20.0	2	1.1	20	10.5	2	9.5	
		Students	141	41.8	157	46.6	8	2.4	13	3.9	17	5.0	
22	It is the duty of Principals to ensure that teachers evaluate note copied by the students.	Principals	14	66.7	6	28.6	1	4.8					
		Teachers	126	66.3	52	27.4	7	3.7	5	2.6			
		Students	137	40.7	161	47.8	22	6.5	6	1.8	10	3.0	
23	The role performance of Principal includes ensuring that teachers give assignment to students.	Principals	13	61.9	8	38.1							
		Teachers	125	65.8	56	29.5	1	.5	7	3.7			
		Students	150	44.5	139	41.2	31	9.2	16	4.7			
24	Principal ensures that teachers keep evaluation records of students.	Principals	12	57.1	9	42.9							
		Teachers	116	61.1	57	30.0	9	4.7	4	21	2	1.11	
		Students	135	40.1	165	49.0	28	8.3	3	.9	4	1.2	
25	Principal ensures that teachers maintain confidentiality of students' evaluation record.	Principals	11	52.4	10	47.6							
		Teachers	115	60.5	53	27.9	14	7.4	4	2.1	2	1.1	
		Students	126	37.4	180	53.4	20	5.9	7	2.1	2	.6	
26	The role performance of Principal includes ensuring that teachers communicate to parents about students' academic performance after evaluation.	Principals	9	42.9	10	47.6	2	9.5					
		Teachers	99	52.1	61	32.1	14	7.4	16	8.4			
		Students	156	46.3	139	41.2	23	6.8	9	2.7	8	2.4	
27	It is the role of principal to ensure that teachers conduct proper and thorough evaluation of students.	Principals	8	38.1	11	52.4	2	9.5					
		Teachers	122	64.2	53	27.9	3	1.6	12	6.3			
		Students	155	46.0	146	43.3	22	6.5	9	2.7	1	3	
28	Principal ensures that the teachers mark students test scripts and examination.	Principals	7	33.3	13	61.9							
		Teachers	122	64.2	56	29.5	4	2.1	5	2.6	1	4.8	
		Students	192	57.0	119	35.3	15	4.5	8	2.4	2	.6	
29	Principal ensures that teachers conduct test and assignment weekly in my school.	Principals	9	42.9	12	57.1							
		Teachers	116	61.1	60	31.6	4	2.1	5	2.6	5	2.6	
		Students	143	42.4	134	39.8	35	10.4	12	3.6	12	3.6	
30	It is the duty of principal to ensure that teachers evaluate students in three domains of learning.	Principals	12	57.1	9	42.9							
		Teachers	119	62.6	55	28.9	5	2.6	5	2.6	4	2.1	
		Students	133	39.5	145	43.0	37	11.0	13	3.9	8	2.4	

According to principals, teachers and students view on item 21 which is the role of the principal is to ensure that teachers evaluate students through continuous assessment. 14(66.7%) of principals strongly agree that principal role is to ensure that teachers evaluate students through continuous assessment. 5(23.8%) agree while 117(61.6%) of teachers strongly agree, 38 (20.0%) agree, 20(10.5%) disagree, 2(1.1%) were undecided and 13(6.8%) strongly disagree, also 141(41.8%) of students strongly agree, 157(46.6%) agree, 13(3.9%) disagree, 8(2.4%) were undecided and 17(5.0%) strongly disagree.

Item 22 which is, it is the duty of principals to ensure that teachers evaluate note copied by the students. 14(66.7%) of principals strongly agree that principal's duty is to ensure that teachers evaluate notes copied by the students. 6(28.6%) agree while 126 (66.3%) of teachers strongly agree, 52(27.4%) agree, 5(2.6%) disagree, 7(3.7%) were undecided and 161(47.8%) of students agree, 137 (40.7%) strongly agree, 6(1.8%) disagree, 22(6.5%) were undecided, 10(3.0%) strongly disagree.

The principals, teachers and students response on item 23 which is the role performance of principal includes ensuring that teachers give assignment to students, 13(61.9%) of principals strongly agree that the role performance of principal is to ensure that teachers give assignments to students. 8(38.1%) agree while 125 (65.8%) of teachers strongly agree, 56(29.5%) agree, 7(3.7%) disagree, 1(.5%) undecided and 15.0 (44.5%) of students strongly agree, 139(41.2%) agree, 16(4.7%) disagree, 31(9.2%) were undecided.

Item 24 which is principal ensures that teachers keep evaluation records of students. 12(52.4%) of Principals responded that principal ensures that teachers keep

evaluation records of students. 9(42.9%) agree and 116(61.2%) of teachers strongly agree, 57(30.0%) agree, 4(2.1%) disagree, 9(4.7%) were undecided, 2(1.1%) strongly disagree while 165 (49.0%) of students agree, 135(40.1%) strongly agree, 3(.9%) disagree, 28(8.3%) were undecided, 4(1.2%) strongly disagree.

However, the responses of the principals, teachers and students on item 25, principal ensures that teachers maintain confidentiality of students evaluation of record. 11(52.4%) of principals strongly agree that principal ensures that teachers maintain confidentiality of students' evaluation of records. 10(47.6%) agree and 115(60.5%) of teachers strongly agree, 53(27.9%) agree, 4(2.1%) disagree, 14(7.4%) were undecided and 2(1.1%) strongly disagree.

Item 26, the role performance of principal includes ensuring that teachers communicate to parents about students' academic performance after evaluation. 10(47.6%) of principals agree that role performance of principal is to ensure that teachers communicate to parents about students' academic performance after evaluation. 9(42.9%) strongly agree and 2(9.5%) were undecided while 99(52.1%) of teachers strongly agree, 61(32.1%) agree, 16(8.4%) disagree, 14(7.4%) were undecided and 156(46.3%) of students strongly agree, 139(41.2%) agree, 9(2.7%) disagree, 23(6.8%) were undecided and 8(2.4%) strongly disagree.

In respect to principals, teachers and students view on item 27, it is the role of principal to ensure that teachers conduct proper and thorough evaluation of students. 11(52.4%) of principals strongly agree that principal ensures that teachers conduct proper and thorough evaluation of students. 11(52.4%) agree, 2(9.5%) were undecided while 122(64.2%) of teachers strongly agree, 53(27.9%) agree, 12(6.3%) disagree, 3(1.6%)

were undecided and 155 (46.0%) of students strongly agree, 146(43.3%) agree, 9(2.7%) disagree, 22(6.5%) were undecided, 1(.3%) strongly disagree.

Item 28, principal ensures that the teachers mark students' test scripts and examination. 13(61.9%) of Principals agreed that principal ensures that the teachers mark students' test scripts and examination, 7(33.3%) strongly agree, 1(4.8%) strongly disagree, while 122 (64.2%) of teachers strongly agree, 56(29.5%) agree, 5(2.6%) disagree, 4(2.1%) were undecided, 3(1.6%) strongly disagree and 192(57.0%) of students strongly agree, 119 (35.3%) agreed, 8(2.4%) disagree, 15(4.5%) were undecided, 2(.6%) strongly disagree.

According to principals, teachers and students responses on item 29 which is principal ensures that teachers conduct test and assignment weekly in my school, 12(57.1%) of principals agree that principal ensures that teachers conduct test and assignment weekly. 9(42.9%) strongly agree while 116(61.1%) of teachers strongly agree, 60(31.6%) agree, 5(2.6%) disagree, 4(2.1%) were undecided, 5(2.6%) strongly disagree and 143 (42.4%) of students strongly agree, 134(39.8%) agree, 12(3.6) disagree, 35(10.4) were undecided, 12(3.6%) strongly disagree.

Item 30 sought principals, teachers and students response that it is the duty of principal to ensure that teachers evaluate students in three domains of learning. 12(57.1%) of principals strongly agreed that principal ensures that teachers evaluate students in three domains of learning, 9(42.9%) agree, while 119(62.6%) of teachers strongly agree, 55(28.9%) agree, 5(2.6%) disagree and 145(43.0%) of students agree, 13(3.9%) disagree, 37(11.0%) were undecided, 133(39.5%) strongly agree, 8(2.4%) strongly disagree.

4.3.4 Principals, teachers and students Opinions on Supervisory Role Performance of Principal on Conduct of Extra Curricular Activities

S/N	Item Statement	Categories of Principals, teachers and students	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			F	%	F	%	F	%	F	%	F	%
31	The duty of Principal is to ensure that teachers organize extra curricular activities for students.	Principals Teachers Students	10 112 122	47.6 58.9 36.2	11 66 189	52.4 34.7 56.1	3 3 17	1.6 1.6 5.0	1 .5 6	1.8 1.8 1.8	6 2 2	3.2 .6 .6
32	The role of the principal includes encouraging teachers to motivate students' participation in extra curricular activities.	Principals Teachers Students	13 113 96	61.9 59.5 28.5	8 66 187	38.1 34.7 55.5	3 3 35	1.6 1.6 10.4	2 12 12	1.1 3.6 3.6	4 4 6	2.1 1.8 1.8
33	The Principal is expected to encourage teachers to participate in extra curricular activities.	Principals Teachers Students	11 116 104	52.4 61.1 30.9	10 62 179	47.6 32.6 53.1	5 5 34	2.6 2.6 10.1	1 .5 10	3.0 3.0 3.0	4 4 9	2.1 2.1 2.7
34	The Principal's duty is to encourage teachers to bring out the talent in students through quiz and debates.	Principals Teachers Students	11 115 78	52.4 60.5 23.1	10 67 206	47.6 35.3 61.1	1 1 36	.5 .5 10.7	2 2 9	1.1 2.7 2.7	3 3 7	1.6 1.6 2.1
35	The role performance of principal includes motivating teachers to participate in sporting activities so that students can be involved.	Principals Teachers Students	9 112 84	42.9 58.9 24.9	12 63 197	57.1 33.2 58.5	4 4 32	2.1 2.1 9.5	5 7 7	2.6 2.1 2.1	4 4 16	2.1 2.1 4.7
36	It is the duty of the principal to ensure that teachers see extra curricular activities as part of the school programme.	Principals Teachers Students	10 107 90	47.6 56.3 26.7	11 74 190	52.4 38.9 56.4	3 3 44	1.6 1.6 13.1	4 4 4	1.2 1.2 1.2	2 2 6	1.1 1.1 1.8
37	Principal is to ensure that teachers group students in various extra curricular activities in my school.	Principals Teachers Students	11 105 96	52.4 55.3 28.5	10 73 181	47.6 38.4 53.7	5 5 42	2.6 2.6 12.5	4 4 11	2.1 3.3 3.3	1 1 4	.5 1.2 1.2
38	It is the duty of the principal to ensure that teachers accompany students outside the school for inter-school competitions.	Principals Teachers Students	10 109 83	47.6 57.4 24.6	11 71 212	52.4 37.4 62.9	2 2 30	1.1 1.1 30	1 1 11	.5 3.3 3.3	5 5 5	2.6 2.6 2.6
39	Principal's duty is to ensure that teachers draw roster for extra curricular activities in the school.	Principals Teachers Students	13 105 84	61.9 55.3 24.9	7 73 203	33.3 38.4 60.2	1 4 36	4.8 2.1 10.7	5 5 4	2.6 1.2 1.2	1 1 9	.5 2.7 2.7
40	It is the role of the principal to ensure that teachers participate in training students for track events.	Principals Teachers Students	12 109 109	57.1 57.4 32.3	9 65 187	42.9 34.2 55.5	9 9 22	4.7 4.7 6.5	2 2 11	1.1 3.3 3.3	3 3 4	1.6 1.6 1.2

In respect to the principals, teachers and students response on item 31 which is, the duty of principal is to ensure that teachers organize extra curricular activities for students, 11(52.4%) of principals agree that principal's duty is to ensure that teachers organize extra curricular activities for students. 10(47.6%) strongly agree while 112(58.9%) of teachers strongly agree, 66(34.7%) agree, 1(.5%) disagree, 3(1.6%) were undecided and 189(56.1%) of students agree, 6(1.8%) disagree, 17(5.0%) were undecided, 122 (36.2%) strongly agree.

Item 32, the role of the principal includes encouraging teachers to motivate students' participation in extra curricular activities, 13(61.9%) of principals strongly agree that principal encourages teachers to motivate students' participation in extra curricular activities. 8(38.1%) agree while 113(59.5%) of teachers strongly agree, 66(34.7%) agree, 2(1.1%) disagree, 3(1.6%) were undecided and 187(55.5%) of students agree, 12(3.6%) disagree, 35(10.4%) were undecided, 96(28.5 %) strongly agree.

Item 33 sought the principals, teachers and students view that the principal is expected to encourage teachers to participate in extra curricular activities, 11(52.4%) strongly agree that principal encourages teachers to participate in extra curricular activities, 10(47.6%) agree while 116(61.1%) of teachers strongly agree, 62(32.6%) agree, 1(.5%) disagree, 5(2.6%) were undecided, 4(2.1%) strongly disagree and 179 (53.1%) of students agree, 10(3.0%) disagree, 34(10.1%) were undecided, 104(30.9%) strongly agree, 9(2.7%) strongly disagree.

In respect to response from the principals, teachers and students on item 34 which is, the principal duty is to encourage teachers to bring out the talent in students through quiz and debates, 11(52.4%) of principals strongly agree that principal encourages

teachers to bring out the talent in students through quiz and debate, 10(47.6%) agree while 67(35.3%) of teachers agree, 2(1.1%) disagree, 1(1.5%) was undecided, 115(60.5%) strongly agree, 3(1.6%) strongly disagree and 206(61.1%) of students agree, 9(2.7%) disagree, 36(10.7%) were undecided, 78(23.1%) strongly agree, 7(2.1%) strongly disagree.

The principals, teachers and students responses on item 35 which is the role performance of principal includes motivating teachers to participate in sporting activities so that students can be involved, 12(57.1%) of principals agree that principal motivate teachers to participate in sporting activities. 9(42.9%) strongly agree while 63(33.2%) of teachers agree, 5(2.6%) disagree, 4(2.1%) were undecided, 112(58.9%) strongly agree, 4(22.1%) strongly disagree and 197 (58.5%) of students agree, 7(2.1%) disagree, 32(9.5%) were undecided, 84(24.9%) strongly agree, 16(4.7%) strongly disagree.

Item 36, it is the duty of the principal to ensure that teachers see extra curricular activities as part of the school programme. 11(52.4%) of principals agree that the principal ensures that teachers see extra curricular activities as part of the school programme, 10(47.6%) agree while 74(38.9%) of teachers agree, 3(1.6%) were undecided, 107(56.3%) strongly agree, 2(1.1%) strongly disagree and 190(56.4%) of students strongly agree, 4(1.2%) disagree, 44(13.1%) were undecided, 90(26.7%) strongly agree and 6(1.8%) strongly disagree.

However, the principals, teachers and students responded to item 37 which is, principal is to ensure that teachers group students in various extra curricular activities in my school. 10(47.6%) of principals agree that principal ensures that teachers group students in various extra curricular activities, 11(52.4%) strongly agree, while 73(38.4%)

of teachers agree, 4(2.1%) disagree, 5(2.6%) were undecided, 105(55.3%) strongly agree, 1(0.5%) strongly disagree and 181(53.7%) of students agree, 11(3.3%) disagree, 42(12.5%) were undecided, 96 (28.4%) strongly agree, 4(1.2%) strongly disagree.

Item 38, it is the duty of principal to ensure that teachers accompany students outside the school for inter-school competition, 11(52.4%) of principals strongly agree that principal ensures that teachers accompany students outside the school for inter school competition, 10(47.6%) agree while 7(37.4%) of teachers agree, 1(0.5%) disagree, 2(1.1%) were undecided, 109(57.4%) strongly agree, 5(2.6%) strongly disagree and 212(62.9%) of students agree, 11(3.3%) disagree, 30(8.9%) were undecided, 83(24.6%) strongly agree.

In respect to principals, teachers and students response on item 39 which is principal's duty is to ensure that teachers draw roaster for extra curricular activities in the school, 7(33.3%) of principals agree that principal ensures that teachers draw roaster for extra curricular activities, 1(4.8%) undecided, 13(61.9%) strongly agree while 73(38.4%) of teachers agree, 5(2.6%) disagree, 4(2.1%) were undecided, 105(55.3%) strongly agree, 1(0.5%) strongly disagree and 203(60.2%) of students agree, 4(1.2%) disagree, 36(10.7%) were undecided, 84(24.9%) strongly agree, 9(2.7%) strongly disagree.

Item 40, it is the role of the principal to ensure that teachers participate in training students for track event, 9(42.9%) of principals agree that principal ensures that teachers participate in training students for track event, 12(57.1%) strongly agree while 65(34.2%) of teachers agree, 2(1.1%) disagree, 9(4.7%) were undecided, 109(57.4) strongly agree, 3(1.6%) strongly disagree and 187(55.5%) of students agree, 11(3.3%) disagree, 22(6.5%) were undecided, 109 (32.30%) strongly agree, 4(1.2%) strongly disagree.

4.3.5 Opinions of principals, teachers and students on Supervisory Role of Principals on Teachers' Adherence to Curriculum Content

S/N	Item Statement	Categories of Principals, teachers and students	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			F	%	F	%	F	%	F	%	F	%
41	It is the role of principal to ensure that teachers teach according to the content of curriculum.	Principals Teachers Students	9 111 147	42.9 58.4 43.6	11 66 165	52.4 34.7 49.0	1 9 9	4.8 4.7 2.7	10 3.0	2 1.1		
42	It is the principal's role performance to ensure that teachers break the curriculum into scheme of work.	Principals Teachers Students	10 107 131	47.6 56.3 38.9	10 73 170	47.6 38.4 50.4	1 2 17	4.8 1.1 5.0	2 1.1 7	2 1.1 2.1	4 2.1 4	2.1 1.2
43	The Principal's duty is to ensure that topics taught are in sequence of the curriculum.	Principals Teachers Students	108 127	56.8 37.7	15 72 160	71.4 37.9 47.5	1 4 33	4.8 2.1 9.8	4 2 .6	2.1 3 9	5 3	23.8 9
44	The Principal's duty is to ensure that teachers do not teach outside the curriculum content.	Principals Teachers Students	96 123	50.5 36.5	15 77 135	71.4 40.5 40.1	1 4 54	4.8 2.1 16.0	1 9 6	4.8 4.7 1.8	4 2 7	19.0 1.1 2.1
45	It is the role of principal to ensure that teachers select appropriate methodology relevant to the content.	Principals Teachers Students	100 141	52.6 41.8	14 71 144	66.7 37.4 42.7	1 7 26	4.8 3.7 7.7	9 4.7 11	3.3 3	6 1 3	28.6 .5 .9
46	It is the principal's duty that teachers in my school use different techniques for the implementation of the school curriculum.	Principals Teachers Students	105 132	54.2 39.2	11 64 157	52.4 33.7 46.6	1 14 25	4.8 7.4 7.4	7 3.7 7	7 2.1	9 4	42.9 1.2
47	The Principal's role performance is to involve teachers in curriculum implementation.	Principals Teachers Students	106 128	55.8 38.0	12 70 114	57.1 36.8 42.7	1 6 28	4.8 3.2 8.3	6 3.2 17	3.2 5.0	8 6	38.1 1.8
48	It is the role of principal to ensure that teachers select topics in the curriculum that are functional and useful.	Principals Teachers Students	107 125	56.3 37.1	12 67 156	57.1 35.3 46.3	1 6 21	4.8 3.2 6.2	8 4.2 8	2.4 13	8 3.9	38.1
49	It is the duty of principal to ensure that teachers select appropriate instructional materials such as textbooks that are relevant to the content.	Principals Teachers Students	106 146	55.8 43.3	13 72 134	61.9 37.9 39.8	1 8 27	4.8 4.2 8.0	2 1.1 12	3.6 6	7 1.8	33.3
50	The Principal's duty is to ensure that teachers enter the topics taught each week in the diary.	Principals Teachers Students	10 106 141	47.6 55.8 41.8	10 71 151	47.6 37.4 44.8	1 8 12	4.8 3.6	8 2.7	4.2 12	1 3.6	.5 3.6

Principals, teachers and students responses on item 41 which sought the opinion of principals, teachers and students on it is the role of principal to ensure that teachers teach according to the content of curriculum, 11 (52.4%) of principals agree that principal's role is to ensure that teachers teach according to the content of curriculum,

1(4.8%) was undecided, 9(42.9%) strongly agree, while 66(34.7%) of teachers agree, 9(4.7%) were undecided, 11(58.4%) strongly agree, 2(1.1%) strongly disagree and 165(49.0%) of students agree, 10(3.0%) disagree, 9(2.7%) were undecided, 147(43.6%) strongly agree.

In respect to principals, teachers and students response on item 42, it is the principal's role performance to ensure that teachers break the curriculum to scheme work, 10(47.6%) of principals agree that principal ensures that teachers break the curriculum to scheme of work, 1(4.8%) undecided, 10(47.6%) strongly agree while 73(38.4%) of teachers agree, 2(1.1%) disagree, 2(1.1%) were undecided, 107(56.3%) strongly agree, 4(2.1%) strongly disagree and 170(50.4%) of students agree, 7(2.1%) disagree, 17(5.0%) were undecided, 131 (38.9%) strongly agree and 4(1.2%) strongly disagree.

Item 43 which sought opinions of principals, teachers and students on the principal's duty is to ensure that topics are taught in sequence of the curriculum, 15(71.4%) of Principals agree, 1(4.8%) undecided, 5(23.8%) disagree. 72(37.9%) of teachers agree, 4(2.1%) disagree, 4(2.1%) were undecided, 108 (56.8) strongly agree and 160(47.5%) of students agree, 2(.6%) disagree, 33 (9.8%) were undecided, 127 (37.7%) strongly agree, 3(.9%) strongly disagree.

Item 44 which is on the principal duty is to ensure that teachers do not teach outside the curriculum content, 15 (71.4%) of principals agree that principals ensure that teachers do not teach outside the curriculum content, 1(4.8%) disagree, 1(4.8%) undecided, 4(19.0%) strongly disagree while 79(40.5%) of teachers agree, 9(4.7%) disagree, 4(2.1%) were undecided, 96 (50.5%) strongly agree, 2(1.1%) strongly disagree

and 135 (40.1%) of students agree, 6(1.8%) disagree, 54(16.0%) were undecided, 123(36.5%) strongly agree, 7(2.1%) strongly disagree.

In respect to principals, teachers and students opinions on item 45, it is the role of principal to ensure that teachers select appropriate methodology relevant to the content, 14 (66.7%) of principals agree that principal ensure that teachers select appropriate methodology relevant to the content, 1(4.8%) undecided, 6(28.6%) strongly disagree while 71(37.4%) of teachers agree, 9(4.7%) disagree, 7(3.7%) undecided, 100 (52.6%) strongly agree, 1(.5%) strongly disagree and 144 (42.7%) of students agree, 11(3.3%) disagree, 26(7.7%) were undecided, 141(41.8%) strongly agree, 3(.9%) strongly disagree.

Item 46 it is the principal's duty that teachers in my school use different techniques for the implementation of the school curriculum, 11(52.4%) of principals agree, 1(4.8%) undecided, 9(42.9%) strongly disagree while 64(33.7%) of teachers agree, 7(3.7%) disagree, 14 (7.4%) were undecided, 105 (54.2%) strongly agree and 157 (46.6%) of students agree, 7(2.1%) disagree, 25(7.4%) were undecided, 132(39.2%) strongly agree, 4(1.2%) strongly disagree.

However, the principals, teachers and students response on item 47, the principal role performance is to involve teachers in curriculum implementation, 12(57.1%) of principals agree that principal involve teachers in curriculum implementation. 1(4.8%) undecided, 8(38.1%) strongly disagree while 70(36.8%) of teachers agree, 6(3.2%) disagree, 6(3.2%) were undecided, 106(56.8%) strongly agree and 144 (42.7%) of students agree, 17(5.0%) disagree, 28(8.3%) were undecided, 128(38.0%) strongly agree, 6(1.8%) strongly disagree.

Item 48, it is the role of principal to ensure that teachers select topics in the curriculum that are functional and useful. The principals, teachers and students opinions are as follows: 12(57.1%) of principals agree that principal ensures that teachers select topics in the curriculum that are functional and useful, 1(4.8%) undecided, 8(38.1%) strongly disagree while 67(35.3%) of teachers agree, 8(4.2%) disagree, 6(3.2%) were undecided, 107(56.3%) strongly agree and 156(46.3%) of students agree, 8(2.4%) disagree, 21(6.2%) were undecided, 125(37.1) strongly agree, 13(3.9%) strongly disagree.

However, the principals, teachers and students opinion on item 49 which says it is the duty of principal to ensure that teachers select appropriate instructional materials such as textbooks that are relevant to the content, 13(67.9%) of principals agree that principals ensure that teachers select appropriate instructional materials that are relevant to the content, 1(4.8%) undecided, 7(33.3%) strongly disagree while 72(37.9%) of teachers agree, 2(1.1%) disagree, 8(4.2%) were undecided, 166 (55.8%) strongly agree and 134(39.8%) of students agree, 12(3.6%) disagree, 27(8.0%) were undecided, 146(43.3%) strongly agree, 6(1.8%) strongly disagree.

Item 50 which sought principals, teachers and students opinion on the principal's duty is to ensure that teachers enter the topics taught each week in the diary, principals 10(47.6%) of principal agree, 1(4.8%) undecided and 10(47.6%) strongly agree while 71(37.4%) of teachers agree, 8(4.2%) disagree, 106(55.8%) strongly agree. 1(.5%) strongly disagree and 15 (44.8%) of students agree, 9(2.7%) disagree, 12(3.6%) were undecided, 141(41.8%) strongly agree and 12(3.6%) strongly disagree.

4.4 Testing of Hypotheses

The researcher formulated five hypotheses in a null form for the study. Those were intended to objectively determine the opinions of the principals, teachers and students on the supervisory role performance of principal on teachers' duties in secondary schools in Kogi State. The statistical method adopted was Analysis of Variance (ANOVA) at 0.05 level of significance.

Hypothesis 1

There is no significant difference in the opinions of principals, teachers and students supervisory performance role of principals and punctuality of teachers/students.

Table 4.4: Summary of Analysis of Variance on no Significant Difference in the Opinions of principals, teachers and students on the Supervisory role Performance of Principals and Punctuality of Teachers and students

Variables	Sum of Squares	Df	Mean Square	F	Prob.
Between Groups	1274.700	2	637.350	18.356	.000
Within Groups	18922.891	545	34.721		
Total	20197.591	547			

A look at table 4.4 shows the calculated f-ratio value (18.356) at 545 df 2 at the level of 0.05. The critical value (5.19) is less than f-ratio value (18.356) and observed level of significance P(.000) is less than 0.05. This means that there is a significant difference in the opinions of principals, teachers and students on the supervisory role performance of principals, and punctuality of teachers. Therefore, the null hypothesis is rejected.

Hypothesis II

There is no significant difference in the opinions of principals, teachers and students on the supervisory role performance of principals and teachers design of lesson plan/lesson notes.

Table 4.5: Summary of Analysis of variance on no significant difference in the opinions of Principals, Teachers and Students on the assessment of supervisory role performance of principals and teachers design of lesson plan/lesson notes.

Variables	Sum of Squares	Df	Mean Square	F	Prob.	Critical value
Between Groups	2320.382	2	1160.191	4.223	.000	5.19
Within Groups	28385.419	545	52.083			
Total	30705.801	547				

From the table 4.5 above table shows the calculated f-ratio value (22.276) at 545 df 2 and the level of 0.05. The critical value (5.19) is less than f-ratio value (22.276) and observed level of significance P(.000) is less than 0.05. This means that there is a significant difference in the opinions of principals, teachers and students on the supervisory role performance of principals on teachers' design of lesson plan and lesson notes. Therefore, the null hypothesis is rejected.

Hypothesis III

There is no significant difference in the opinions of principals, teachers and students on the supervisory role performance of principals' and teachers' evaluation of students.

Table 4.6: Summary of Analysis of Variance on there is no Significant Difference in the Opinions of principals, teachers and students Supervisory Role Performance of Principals and Teachers' Evaluation of Students.

Variables	Sum of Squares	Df	Mean Square	F	Prob.	Critical value
Between Groups	494.316	2	247.158	5.912	.003	5.19
Within Groups	22784.954	545	41.807			
Total	323279.270	547				

From the table 4.6 the calculated f-ratio value (5.912) at 545 df 2 and the level of 0.05. The critical value (5.19) is less than f-ratio value (5.912) and observed level of significance P(.003) is less than 0.05. This means that there is a significant difference in the opinions of principals, teachers and students on the supervisory role performance of principals' and teachers' evaluation of students. Therefore, the null hypothesis is rejected.

Hypothesis IV

There is no significant difference in the opinions of principals, teachers and students on the Supervisory role Performance of Principals and conduct of extra curricular activities.

Table 4.7: Summary of Analysis of Variance on there is no Significance Difference in the Opinions of principals, teachers and students on the Supervisory Role of Principals and Conduct of Extra Curricular Activities

Variables	Sum of Squares	Df	Mean Square	F	Prob.	Critical value
Between Groups	2088.079	2	1044.039	26.372	.000	5.19
Within Groups	21575.956	545	39.589			
Total	23664.035	547				

From the table 4.7 above shows the calculated f-ratio value (26.372) at 545 df 2 and the level of 0.05. The critical value (5.19) is less than f-ratio value (26.372) and observed level of significance P(.000) is less than 0.05. This means that there is a significant difference in the opinions of principals, teachers and students on the supervisory role performance of principal and extracurricular activities. Therefore, the null hypothesis is rejected.

Hypothesis V

There is no significant difference in the opinions of principals, teachers and students on the supervisory role performance of principals' and teachers' adherence to curriculum content.

Table 4.8: Summary of Analysis of variance on there is no significance difference in the opinions of principals, teachers and students on the supervisory role performance of principals' and teachers' adherence to curriculum content

Variables	Sum of Squares	Df	Mean Square	F	Prob.	Critical value
Between Groups	1117.401	2	558.039	7.219	.000	5.19
Within Groups	42180.475	545	77.395			
Total	43297	547				

From table 4.8 shows the calculated f-ratio value (7.219) a t 545 df 2 and the level of 0.05. The critical value (5.19) is less than f-ratio value (7.219) and observed level of significance P(.001) is less than 0.05. This means that there is a significant difference in

the opinions of principals, teachers and students on supervisory role performance on teachers or principal adherence to curriculum content. Therefore, the null hypothesis is rejected.

4.9 Summary of Hypotheses Testing

The summary of hypotheses testing shows the five null hypothesis stated and after tested, the results were restated showing significant difference in the opinions of the principals, teachers and students

S/N	Hypotheses	Statistics	Sign	Results	Restate
H01	There is no significant difference in the opinions of principals, teachers and students on the supervisory role performance of Principals and punctuality of Teachers.	ANOVA	0.05	Rejected	There is a significance difference in the opinions of principals, teachers and students on the supervisory role of Principals and punctuality of teachers.
H02	There is no significant difference in the opinions of principals, teachers and students supervisory role performance of Principals and Teachers' design of lesson plan/lesson note.	ANOVA	0.05	Rejected	There is a significant difference in the opinions of principals, teachers and students on the supervisory role performance of Principals and Teachers' design of lesson plan/lesson note.
H03	There is no significant difference in the opinions of principals, teachers and students on the supervisory role performance of Principals and Teachers' evaluation of Students.	ANOVA	0.05	Rejected	There is a significant difference in the opinions of principals, teachers and students on the supervisory role of Principals and Teachers' evaluation of Students.
H04	There is no significance difference in the opinions of principals, teachers and students on the on the supervisory role performance of principals and conduct of extracurricular activities.	ANOVA	0.05	Rejected	There is a significance difference in the opinions of principals, teachers and students on the supervisory role performance of principals and conduct of extracurricular activities.
H05	There is no significance difference in the opinions of principals, teachers and students on the of supervisory role performance of principals and teachers' adherence to curriculum content.	ANOVA	0.05	Rejected	There is a significance difference in the opinions of principals, teachers and students on the supervisory role of principals and teachers' adherence to curriculum content.

H01: There is a significant difference in the opinion of principals, teachers and students on supervisory role performance of principal and punctuality of teachers and

- students in secondary school in Kogi State. This is indicated by the P value of (.000) as seen in the hypotheses table.
- H02: There is a significant difference on the opinion of principals, teachers and students on supervisory role performance of principal and teacher's design of lesson plan and note in secondary school in Kogi State. This is indicated by the P. value of (.000) as seen in the hypotheses table.
- H03: There is a significant difference on the opinion of principals, teachers and students on supervisory role performance of principal and teachers evaluation of students in secondary school in Kogi State. This is indicated by the P. value of (.003) as seen in the hypotheses table.
- H04: There is a significant difference on the opinion of principals, teachers and students on supervisory role performance of principal and conduct of extracurricular activities in secondary schools in Kogi State. This is indicated by the P. Value of (.000) as seen in the hypotheses.
- H05: There is a significant difference on the opinion of principals, teachers and students on supervisory role performance of principals and teachers adherence to curriculum content this is indicated by the P value (.000) as seen in the hypotheses table.

4.10 Summary of Major Findings

1. The findings disclosed that principals used attendance register to monitor the punctuality of teachers.
2. It was discovered that principals made sure teachers prepared lesson note/plans before going to the class to teach.

3. Principals ensured that teachers evaluated students through continuous assessment and principal also monitored teachers as they evaluated note copied by the students.
4. Principal allowed teachers to organize extra curricular activities in schools.
5. Principal ensured that teachers break curriculum into schemes of work for easy preparation of lessons and also used appropriate methodology while teaching.

4.11 Discussion of Findings

This section presents the discussion of findings of the study.

The first stated hypothesis of there is no significant difference in the opinions of principals, teachers and students on supervisory role performance of Principals on Teachers' punctuality, indicated a significant difference. Going by the study, the principals, teachers and students agree that the supervisory role performance of principal can only be felt when teachers are dedicated to their duties, however the following findings were made; that principal monitored teachers' punctuality in the class, discipline teachers that comes late to school. The principal, teachers and students also agree that principal encourage teachers' punctuality through the end of the year award to teachers who comes early to school. This is in line with the view of Philip (2012) who says giving prizes and award to teachers who resume work early is a great honour that can make other teachers to emulate the habit of being in school early. Also in the finding, the principal, teachers and students agreed that principal monitors teachers' punctuality through attendance register. This implies that the relationship between the principal, teachers and students remain the primary place where regular attendance and punctuality

of teachers is required. This is in line with Miller (2009) who asserted that the principal should have attendance record of teachers through their daily entry into the school. It was also discovered in the findings that organizing training and seminars for teachers can help to enhance their punctuality to school and principal as the head of the school has to constantly make provision for workshops and seminars on punctuality.

Going by the findings, the principals, teachers and students agreed that principals ensure that teachers prepare their lesson note before going to the class to teach, also principal ensures that teachers' lesson note is good for teaching. This is in line with Reuben (2010) who asserted that apart from serving as a teacher's guide, lesson plan/note helps to deepen teachers' thoughts and knowledge of the topic that he/she intends to teach. From the findings, it is also discovered that principal gives query to the teachers who fail to write lesson plan before going to the class to teach so that it will serve as a detriment to others. Also principal ensures that teachers use the right format in writing lesson plan. This is in line with Denise (2008) who opines that there are many formats for lesson plan, but most lesson plans should contain the following:

- i. Basic information
- ii. Behavioural objectives
- iii. Instructional material
- iv. Previous knowledge
- v. Introduction
- vi. Presentation
- vii. Evaluation
- viii. Conclusion

xi. Students' activity. The study also reveals that principal ensures that teachers' lesson notes are comprehensive. This is in line with Usman (2009) who opines that effective teaching that leads to students' attainment of set objectives results from a combination of teachers skill at planning lesson properly and professionalism at delivering instructions in the classroom. Also revealed from the finding is that principal ensures that teachers include homework in their lesson plan and teachers write lesson plan/lesson note weekly. From the findings, it was also revealed that principal ensures teachers incorporate appropriate teaching method and instructional materials in their lesson plan. This is in line with Christopher (2005) who asserted that methods are the means or ways that the teacher uses to teach the students. He further stressed that the choice of methods depends on what to teach, who to teach and the level of competence, as a teacher appropriate method should be used during the delivery of a lesson. Likewise, Jekayinfa (2001) stressed that instructional material related to the basic contents of a course or a lesson helps indepth understanding of such a lesson by the students.

The null hypothesis which is there is no significance difference in the opinions of principals, teachers and students on the supervisory role performance of principal and teachers' evaluation of students indicated a significant difference as principals, teachers and students agreed that principals ensure that teachers evaluate students through continuous assessment. This is in line with Chris (2012) who opines that evaluation of students is very necessary as it helps in the students' academic development. Going by this study the following findings were made. Principal ensures that teachers evaluate the note copied by the students and making sure that teachers give assignments to students. Principal also makes sure that teachers keep evaluation records of students. It was also

revealed in the study that principal helps to ensure that teachers keep the confidentiality of students' evaluation records. Likewise, in the finding, it was revealed that principals ensure that teachers communicate to parents about students' academic performance after evaluation because this will help the parents to dictate the area of academic weakness in their children early. This is in line with Mend (2012) who opines that communication is the process of conveying information through writing, speaking or using some other medium. He went further to stress that communication is very important in a school setting from principal to teachers, teachers to students, principal/teachers to parents and vice versa. Also in the finding, it was revealed that teachers mark students' test scripts and examination scripts through strict supervision of the principal. It was also discovered that teachers conduct test and assignments weekly through strict supervision of the principals and lastly principal ensures that teachers evaluate students in the three domains of learning. This is inline with Yusuf (2012) who opines that cognitive domain refers to intellectual tasks, psychomotor refers to muscular skills and affective domain referring to feelings and emotions.

There is no significant difference in the opinions of principals, teachers and students on the supervisory role performance of Principals and conduct of extra curricular activities. This hypothesis indicated a significant difference by the fact that Principals, Teachers and Students agreed that principal ensures that teachers organize extra curricular activities for students. Also revealed in the findings include the following. Principal encourages teachers to motivate students' participation in extra curricular activities. This is in line with George (2008) who opines that extra curricular activities enhance the educational process.

Also in the finding is that principal encourages teachers to participate in extra curricular activities and equally encourages teachers to bring out the talent in students through quiz and debates. That is why secondary schools have different clubs in which the students belong to. The finding reveals that principals motivate teachers to participate in sporting activities so that students can show more interest. This is why teachers are chosen to be house masters in various houses in secondary schools. Likewise principal ensures that teachers group students in various extra curricular activities according to the talent of each student. This is in line with Charlse (2007) who asserted that extra curricular activities contribute to the intellectual, physical and social development of the students. Also in the finding is that principal allows teachers to accompany students outside the school for inter house competition. Lastly, principal also allows teachers to draw up roaster for all extra curricular activities in the school. Also principal ensures that teachers participate in training the students for track events.

There is no significant difference in the opinions of principals, teachers and students on the supervisory role performance of Principal and Teachers' adherence to curriculum content. This hypothesis indicates a significant difference as Principals, Teachers and Students all agreed that principal ensures that teachers teach according to the content of the curriculum. This is in line with Jackson (2000) who opines that teachers who adhere to curriculum content are influenced greatly by the standard based movement. All students are taught the same body of knowledge. The finding also reveals that teachers break the curriculum into scheme of work. This is in line with the opinion of Taralee (2005) who opines that the topics in the curriculum have to be broken into weeks for easy preparation of lessons. The study reveals that principal makes sure

that teachers do not teach outside what is in the curriculum content, likewise teachers make use of appropriate methodologies relevant to the content through supervision of principals which is in line with Palmer (2004) who asserted that teachers need to vary their teaching methodology according to the relevance to the content. The study also reveals that principal involves teachers in curriculum implementation and the Principal also ensures that Teachers use different techniques for the implementation of the school curriculum. From the study, it reveals that principals make sure that teachers select appropriate instructional materials like textbooks which are relevant to the curriculum content in order to facilitate students to learn. It is also revealed in the study that teachers enter the topics taught each week in the diary to enable the principal to know the areas teachers have not been able to cover in the scheme of work.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings. It presents conclusions drawn from the study. The chapter finally presented some recommendations arising from the findings.

5.2 Summary

The study titled “Assessment of Supervisory Role of Principal on Teachers’ Duties in Secondary Schools in Kogi State” sought to determine the influence of Principal supervisory roles on teachers’ duties. A total of five research objectives were formulated, five research questions were raised, five hypotheses were formulated and five basic assumptions were formulated. The significance of the study was outlined and the scope of the study includes 21 Principals, 190 Teachers and 337 SS1 and SS 2 students in secondary schools in Kogi State. Various concepts and studies relevant to the study were reviewed. Among those reviewed were: meaning of supervision, meaning of supervisory role, concept of duty, assessment of supervisory role of principal on teachers’ punctuality, assessment of supervisory role of principal on teachers’ design of lesson plan/lesson note, assessment of supervisory role of principal on teachers’ evaluation of students, assessment of supervisory role performance of principal on conduct of extra curricular activities and assessment of supervisory role of principal on teachers’ adherence to curriculum content. The study has five empirical studies of work of other people that is related to the study.

The main design adopted for the study is survey research design. The population of the study is 244 principals, 2,280 teachers and 6,800 students in Local Government in Kogi State. However, eight Local Governments were sampled with 21 schools and 21 principals and 190 teachers randomly picked and 337 SS1 and SS2 students randomly picked. The sample size for the study is 548. Questionnaire was used to gather the responses from the principals, teachers and students and the questionnaire was designed using the Likert rating scale. The content validity was used and pilot study was carried out in 5 secondary schools in Kogi State with 5 principals, 25 teachers and 70 SS1 and SS2. The reliability of the instrument was determined using Cronbach Alpha and the result shows $\alpha = .9310$.

From the analysis of the data it shows that 337 students representing 61.5% were students, 190 teachers representing 34.7% were teachers and 21 (3.8%) representing principals. While 65 (11.9%) have 1-5 years teaching experience, 124(22.6%) have 6-10 years teaching experience and 70 representing 12.8% have 11-15 years teaching experience. 69 representing 12.6% have N.C.E., 115 (21.0%) have B.Ed, 99 (18.1%) have BA., B.SC, HND and 102 (18.6%) have additional qualification like M.Ed, M.Sc. Data analyzed revealed that

- i. Principal checks teachers' punctuality by checking the attendance register, discipline teachers who come late to school. Principal also encourages punctuality of teachers by giving them prizes and award at the end of the year. Also principals do classroom visitation to ensure that teachers adhere to time management and classroom management

- ii. Principal checks teachers' lesson plan/note before the teacher goes to the class to teach and principal also makes sure the lesson plan/note is good for teaching. Likewise principals give query letter to teachers who fail to write lesson plan.
- iii. Principal ensures that teachers evaluate students through continuous assessment and also ensure that teachers evaluate note copied by the students. It was also revealed that teachers mark students' test scripts and examination scripts.
- iv. Principal makes sure teachers organized extra curricular activities for students. It was also revealed that principal encourages teachers to motivate students' participation in extra curricular activities and also supervise teachers drawing roaster for extra curricular activities.
- v. Principal ensures that teachers teach according to the curriculum content. The finding also reveals that teachers break the curriculum into scheme of work for easy preparation of lessons. It also reveals that principals supervise teachers to select appropriate instructional materials like textbooks which are relevant to the curriculum content.

The recommendations of the study include:

- i. Principal should intensify more and more in discharging their supervisory roles so that teachers can be dedicated to their duties by encouraging them to be more punctual. Also merit award should always be given to teachers who are punctual to school annually.
- ii. Relevant textbooks should be provided by the State Government for students in order to help the students in their learning, also the textbooks will help teachers in preparation for their lesson.

- iii. Principals should ensure always that teachers break the content of each topic to be taught into weeks and enter into the diary.
- iv. Government and principals should ensure that the number of students in each class do not exceed 35-40 for effective evaluation of students.
- v. School authority should also provide more sporting facilities for the students in order to encourage more participation of students in various sports.

5.3 Conclusions

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

1. Principal checks punctuality of teachers through attendance register and also do classroom visitation.
2. The principals, teachers and students also believe that principals check teacher lesson note before teaching
3. Principals ensured that teachers break the curriculum content into scheme of week.
4. Principal made sure teachers evaluate students note and
5. Teachers participate in the conduct of extracurricular activities.

The assessment of supervisory role of principals on teachers can enhance teachers' effectiveness in the cause of discharging their duties. It can also be concluded that Principal monitoring teachers' punctuality to school can help in proper coordination of school activities which also include teaching and learning in the classroom. Likewise

proper supervision of principal on teachers' evaluation of students will go a long way to improve the students' ability in comprehending what they are taught. It can also be concluded that as principals discharge their supervisory role in supervising teachers adherence to curriculum content it will make the teachers more conversant with the curriculum.

5.4 Recommendations

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

1. Principal should intensify more efforts in supervision of teachers and students punctuality. Also merit award should be given to teachers who are punctual to school annually.
2. Relevant textbooks should be provided by the State Government for students in order to help the students in their learning. Also, the textbooks will help teachers in preparation of their lessons. Likewise principal should make sure teachers' lesson notes are comprehensive for teaching before they go to the class to teach.
3. Principal should make sure that teachers break the content of each topic to be taught into weeks and enter into the diary always.
4. Government and the Principal should ensure that the number of students in each class do not exceed 35-40 for effective evaluation of students. Also Principals should establish ways through which teachers can communicate to parents about the students' academic performance after evaluation.
5. The school authority should also provide more sporting facilities for the students in order to encourage more participation of students in various sports.

5.5 Suggestions for Further Studies

Further studies should be carried out in the following areas:

1. This study should be repeated in other schools 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 secondary schools.
3. Study should be carried out on the assessment of leadership styles of Principal on Teachers' commitment to work in secondary schools.

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APPENDIX A

QUESTIONNAIRE ON THE ASSESSMENT OF SUPERVISORY ROLE PERFORMANCE OF PRINCIPAL ON TEACHERS' DUTIES IN SECONDARY SCHOOLS IN KOGI STATE

Dear Respondent

The researcher is a master degree student of Ahmadu Bello University (A.B.U.) Zaria studying "The Assessment of Supervisory Role of Principals on Teachers' Duties in Secondary Schools in Kogi State.

Do kindly give your response as honest as possible. All information given will be treated with confidentiality.

Anibasa O. Florence (Mrs.)

SUPERVISORY ROLE OF PRINCIPAL INVENTORY. A QUESTIONNAIRE FOR PRINCIPALS, TEACHERS AND STUDENTS

INSTRUCTION:

Tick the column that expresses your opinion.

SECTION A

PERSONAL DATA

1. Status
 - a. Principal ()
 - b. Teacher ()
 - c. Student ()
2. Years of teaching experience
 - a. 1-5 years ()
 - b. 6-10 years ()
 - c. 11-15 years ()
3. What class are you? For students only.
 - a. SS1 ()
 - b. SS 2 ()
 - c. SS 3 ()
4. Educational qualification (Principal and Teachers)
 - a. N.C.E. ()
 - b. B.Ed ()
 - c. B.A., B.Sc, HND ()
 - e. Others specify _____

B: Supervisory Role Performance of Principal on Punctuality of Teachers and Students in Secondary Schools in Kogi State

		Strongly agree	Agree	Undecided	Strongly disagree	Disagree
1	It is the role of principal to ensure that teachers come to school on time.					
2	It is the duty of Principal to ensure that teachers attend their classes on time.					
3	Principal often disciplines teachers who are late to school.					
4	Effective supervision of principal on teacher encourages them to perform their duties well in the school.					
5	Attendance register checks punctuality of teachers in the school.					
6	Organizing training workshops and seminars for teachers can enhance their punctuality.					
7	End of the year award encourages teachers to be early in school.					
8	Principal encourages punctuality of teachers to school by acting as a role model.					
9	Punctuality of teachers can be checked through specific time of resumption to school.					
10	Teachers punctuality makes the students to imbibe the habit of being in school early.					

C. Supervisory Role Performance of Principals on Teachers' Design of Lesson Plan and Lesson Notes in Secondary Schools in Kogi State

		Strongly agree	Agree	Undecided	Strongly disagree	Disagree
1	It is the duty of the Principal to ensure that teachers prepare their lesson plans/notes before going to the class.					
2	It is the role of the principal to ensure that the lesson plan/note of the teacher is good for teaching.					
3	Strict supervision of lesson plan by the principal helps to boost the confidence of the teachers in discharging their duties.					
4	It is the role of the Principal to give query to teachers who fail to write lesson plan/note before going to the class to teach.					
5	Principal ensures that teachers use the right format when writing lesson plan/note					
6	It is the duty of the principal to ensure that teachers lesson notes/plans are comprehensive.					
7	It is the role of the Principal to ensure that teachers include home work in their lesson plan/notes.					
8	It is the role of the principal to ensure that teachers write lesson plans/notes daily or weekly.					
9	It is the duty of the principal to ensure that teachers maintain lesson plan/note as required by the school policy.					
10	It is the role of the principal to ensure that teaches incorporate appropriate teaching method and instructional materials in their lesson plan/note.					

D. Supervisory Role of Principals on Teachers' Evaluation of Students in Secondary Schools in Kogi State

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	It is the role of principal to ensure that teachers evaluate students through continuous assessment.					
2	It is the duty of the principal to ensure that teachers evaluate the note copied by the students.					
3	The role performance of principal includes ensuring that teaches give assignment to students.					
4	Principal ensures that teaches keep evaluation records of students.					
5	Principal ensures that teachers maintain confidentiality of students' evaluation record.					
6	The role performance of principal includes ensuring that teachers communicate to parents about the students' academic performance after evaluation.					
7	It is the role of the principal to ensure that teachers conduct proper and thorough evaluation of students.					
8	Principal ensures that teachers mark students' test scripts and examination.					
9	Principal ensures that teachers conduct test and assignment weekly in my school.					
10	It is the duty of principal to ensure that teachers' evaluate students in the three domains of learning.					

F. Supervisory Role Performance of Principals on Teachers' Adherence to Curriculum Content in Secondary Schools in Kogi State

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	It is the role of the principal to ensure that teachers teach according to the content of the curriculum.					
2	It is the principal's role performance to ensure that teaches break the curriculum into scheme of work.					
3	The principal's duty is to ensure that topics taught are in sequence of the curriculum.					
4	The principal's duty is to ensure that teachers do not teach outside the curriculum content.					
5	It is the role of principal to ensure that teachers select appropriate methodology relevant to the content.					
6	It is the principal's duty to ensure that teachers in my school use different techniques for the implementation of the school curriculum.					
7	It is the principal's role performance to involve teachers in curriculum implementation.					
8	The principal's duty is to ensure that teachers enter the topics taught each week in the daily.					
9	It is the role of principal to ensure that teachers select topics in the curriculum that are functional and useful.					
10	It is the duty of Principal to ensure that teachers select appropriate instructional materials such as text books that are relevant to the content.					

E. Supervisory Role Performance of Principals on the Conduct of Extra-Curricular Activities in Secondary Schools in Kogi State

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	It is the duty of principal to ensure that teachers organize extra curricular activities for students.					
2	The role of the principal includes encouraging teachers to motivate students' participation in extra curricular activities.					
3	The principal is expected to encourage teachers to participate in extra curricular activities.					
4	The principal's duty is to encourage teachers bring out the talent in students through students quiz and debates.					
5	The role performance of the Principal includes motivating teachers to participate in sporting activities so that student can be involved.					
6	It is the duty of the Principal to ensure that teachers see extra-curricular activities as part of the school programme.					
7	Principal is to ensure that teachers group students in various extra-curricular activities in my school.					
8	It is the duty of the principal to ensure that teachers accompany students outside the school for inter-school competitions.					
9	Principal duty is to ensure that teachers draw roaster for extra-curricular activities in the school.					
10	It is the role of the principal to ensure that teachers participate in training students for track events					

APPENDIX B

NUMBER OF SCHOOLS PER SENATORIAL ZONE AND LOCAL GOVERNMENT AREA OF KOGI STATE

EASTERN SENATORIAL DISTRICT 128

1.	Ankpa	22
2.	Bassa	9
3.	Dekina	32
4.	Ibaji	9
5.	Idah	7
6.	Igalamela/Odolu	8
7.	Olamaboro	19
8.	Omala	9
9.	Ofu	13
	Total	128

WESTERN SENATORIAL DISTRICT – 82

1.	Ijumu	27
2.	Yagba West	14
3.	Kabba/Bunu	11
4.	Mopa/Amuno	6
5.	Yagba East	8
6.	Lokoja	10
7.	Kogi	3
	Total	82

CENTRAL SENATORIAL ZONE – 34

1.	Adavi	8
2.	Okehi	7
3.	Okene	13
4.	Ajaokuta	4
5.	Ogori/Mangogo	2
	Total	34

SUMMARY

East	128
West	82
Central	34
Total	244

Source: Kogi State Teaching Service Commission Board, 2014.

APPENDIX C

KOGI STATE TEACHING SERVICE COMMISSION BOARD

After thorough review of criteria for appointing principals for Kogi state secondary schools. The followings are what is expected before anyone can be appointed as principals.

1. Years of experience in service
2. Additional qualification
3. Good records of service on dedication to work
4. Successful in all promotion examinations.

Source: Kogi state teaching service commission Board (2014)