

School Administrators' Supervision Techniques And Teacher's Job Performance In Secondary Schools In Delta And Edo States

Dr Mrs Juliet Opha Gbada



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Dr Mrs Juliet Opha Gbada PhD

Department Of Educational Administration And Policy Studies, Delta
State University Abraka



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**SCHOOL ADMINISTRATORS' SUPERVISION TECHNIQUES
AND TEACHER'S JOB PERFORMANCE IN SECONDARY SCHOOLS
IN DELTA AND EDO STATES**

BY

GBADA, JULIET OPHA

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY
STUDIES, DELTA STATE UNIVERSITY ABRAKA**

APRIL, 2013

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GBADA, Juliet Opha

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DEDICATION

This work is dedicated to Chief B.O. Gbada (JP), my beloved husband and Dr. (Mrs.) Julie Otitiyoma Yemi-Jonathan, Mrs. Joan Ohwobevughe Enna, Miss Julia Akpevwen Gbada and Miss Jedidah Aforho Gbada, my daughters for looking forward to this day.

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ABSTRACT

The study focused on School Administrators' Supervision Techniques and Teachers' Job Performance in Secondary Schools in Delta and Edo State. The persistent decline in academic performance of secondary school students has been attributed to the ineffective and inefficient job performance of principals' and teachers. Against this background, this study investigated the school administrators' effective use of supervision techniques and teachers' job effectiveness in Delta and Edo States, Nigeria. The instrument for the study was a self-designed questionnaire which was standardized using the principal component analysis for the various components. The validity and reliability of the instrument were established using the Cronbach Alpha statistics to determine the coefficient of internal consistency of the instrument. The study is guided by eight research questions and eight hypotheses. Data for the study were obtained from primary and secondary sources. The primary data were obtained with a questionnaire administered on a sample of 2090 respondents made up of 70 inspectors, 120 principals and 1900 teachers drawn randomly from a total population of 20, 927. The research questions were analyzed using mean scores, while the null hypotheses were tested using ANOVA at 0.05 level of significance. The results showed that the most frequently used inspection techniques are Full Inspection and Surprising visits. While frequently used instructional techniques are classroom visitations and staff meetings. Effective utilization of inspection and instructional supervision techniques will enhance principal administrative effectiveness and teacher's classroom performance subject to availability of funds, human and material resources. The problems of inspections include inadequate funds and facilities, poor policies implementations and increased number of

schools. Problems of instructional supervision include crowded classrooms and poor teacher's condition of service. The possible solutions required that these factors be put in place. That there is no significant difference among school inspectors, principals and teachers views on the use of supervision techniques in secondary schools in the study areas. On account of this, the researcher recommends that inspectors should utilize more of the inspection techniques like special visits and recognition visits. This will help stem down the trend of examination malpractices and check corrupt school administrators. Supervisors should look beyond supervision techniques as major source of job performance. Adequate funding, manpower, facilities and education policy implementation, improve teachers condition of service, create conducive environment where both principal and teachers can exert their duties and improve job performance.

CHAPTER ONE

INTRODUCTION

Background to the Study

Over time, there is a general outcry over the poor performance of students in secondary schools in the country. Supervisors and teachers have been trained and acquired many experiences in their job area. It would have been expedient that those crops of staff would excel in their duties. But the reverse is the case in our secondary schools today. For instance, the Ministry of Primary and Secondary Education (MPSE, 2006), reported that performance of students who sat for the West African Senior School

Certificate Examination (WASSCE) and the National Examination Council (NECO) between 2004 and 2006 was very poor. Examination fraud has become the order of the day in schools with the active support of virile adult population. School Administrators negligence on the role of school facilities administration and maintenance and application is on the decrease. Schools are underfunded, teachers/supervisors lackadaisical attitudes to work and other related problems leading to non-achievement of school goals. Would such performance be linked to lack of instructional supervision and personnel and application of supervision techniques? It is imperative to note that the program of supervision should help to clarify and amplify educational goals and objectives and school administrators should work toward achieving them.

Education is one of the largest industries in Nigeria that appears to engage attention of everyone. A recognized catalyst encourages economic growth by increasing the supply of trained work force for higher productivity and sustainable national development. The secondary education is the education children receive after primary education and before the tertiary stage. The broad goals of secondary education shall be to prepare the individual for a living within the society. This education should be provided for self-improvement and achievement of excellent. Raise a generation of people who can think and respect other peoples' views, have the dignity of labour and others. These policy statements have left no one in doubt about

government realization of the important role supervision has to play in achieving the country's educational goals.(FRN, 2004). Any sector with such laudable broad aim requires good inspection and supervision of both material and human resources.

Lovers of education are not pleased with the level of professionalism displayed by teachers in the execution of their duties (Oghuvbu, 1998). Such trend in the education system have brought into limelight the need for efficient and effective supervision services which will provide adequate techniques, human and material resources so as to achieve school goals and objectives. In support of this, Dike (2002:102) stated that, resources could contribute to education by stimulating interest. The uses of instructional materials offer the School Administrators one of the most powerful tools for increasing supervision effectiveness, which forms basis for greater achievement of educational goals. No agreeable plan of instructional strategy achieved if materials were not available, ensure all aspects of school life are well articulated and effectively coordinated with checks and balances.

Consequently, various stakeholders in the education sector namely local authorities, state, federal government as well as international agencies have attempted to revamp and reform the supervision services. Such attempt according to Nwagwu and Nwagwu, (2004); United Nations Educational Scientific and Cultural Organization (UNESCO,2007), Jackson, (2004); Linn, (2002); Igwe,

(2001); involved monitoring and control to ensure that the main objectives and goals of education achieved through regular inspection and continuous supervision of instruction and educational services as stipulated in the National Policy of Education (FRN, 2004:55). This document states that:

'The success of any system of education is hinged on proper planning and efficient administration as a function of organization and structure proprietorship and control, Inspection and Supervision'

In line with this view, an educational system well supervised with the relevant techniques employed will most likely enhance its academics and teacher's job performance. It becomes crucial that school administrators' supervision behaviour adequately positioned for effectiveness and efficiency to influence both the principal and teacher in their job tasks. This desired expectation in education is achieve through effective supervision since it creates the awareness of sound education philosophies in supervisee and the responsibility of ensuring that effective teaching and learning taking place lies within the purview of the supervisors by employing various techniques to enhance job effectiveness.

These techniques are array of activities that the skillful school administrators utilize to bring desirable effect in teacher's behavior for achieving teaching effectiveness Peretomode, (1995:196). He sees

techniques as special ways of doing things. When applied to the classroom situation, they are special methods adopted by the supervisors to assess the extent to which a teacher can influence knowledge into the young minds in the classroom and increase administrative performance in school. Supervision techniques in education are primarily concerned with improving the teaching-learning situation in school. The major role of inspectors and principals (supervisors) is to advice, guide, and help teachers to improve their teaching to achieve school goals and objectives.

The efficiency and effectiveness of supervision is dependent on the competition of resources / factors Gbada, (1998). The importance of human resources in educational supervision can never be undermined. Obi, (2004) stated that nothing is of greater importance to a firm than the qualities and quantity of the staff it employs. Supervisors are in the main stream of educative process. Their qualification, number, attitude, leadership style, experience are very important for effective supervision because the supervisor of programmes need specific qualities and qualifications is a restatement of obvious. Other important factor prior to the discharge of supervision service is fund. Money is needed for the procurement of resources such as personnel, materials, equipment. Funds determine the quality of education and the adequacy of the learning facilities provided like visual aids, laboratories and apparatus, school plants and the like. School administrators must be provided with financial supports to enhance their work. Schools need be accessed. Ani (1995) was of the opinion that for any

school to attract the patronage of students, teachers and the entire community, the location must be strategic and the site readily accessible to staff and students in terms of nearness and transportation. A good learning environment has the advantage of fostering desirable behaviour and attitudes, encouraging supervisors visit when well-planned and properly arranged. Onyia (2002) observed that the school itself should present a healthy physical environment to make learning conducive. Facilities for supervision such as files, teachers' performance evaluation report forms, vehicles are important tools in the execution of supervision functions. Supervisors cannot carry out supervision services without vehicles to convey them to schools. Influence of society is another factor that encourages supervision. School is designed to serve the needs of the society that makes it up. Supervisors must be acquainted with the values, expectations, politics, and aspirations of the community. They should also be conversant with innovation in teaching - learning process and education in general. Knowledge of all these is very important for school administrators to perform excellently. It is imperative to know that the programmer of supervision should help to clarify and amplify educational goals and objectives and supervisors should work towards achieving them. Supervision should provide assistance in the organization and proper administration of curricular activities in schools, which are in shortfall.

Nwankwo (1984) classifies supervision, as instructional and personnel supervision. Instructional supervision he considered as set of

activity that are carried out by the principal, while the personnel supervision deals with set of activities that are carried out by the inspectors with the basic aim of sensitizing, mobilization and motivating. Wilcox and Gray (1994) see inspection as the process of assessing the quality and/or performance of institutions, services, programmes and projects by those (inspectors) who are not directly involved in them and usually specially appointed to fulfill these responsibilities. The federal inspectorate service of the Federal Ministry of Education is directly responsible for quality control and maintenance of standards in institutions below the tertiary level. Ogunu (2001) assessed the word inspection as to investigate with a view to finding fault and to ascertain that all efforts are in line with expected standards. Obi, (2004:15) however perceives 'instructional supervision as a process intended to improve learning opportunities for students'. 'He sees the supervisor as a person officially designated by the organization to interact with members of the teaching behavioural system in order to improve the quality of learning in students'. The National Teacher's Institute (NTI, 2002; 57) identify supervision as a means of improving performance to produce or accelerate development. It seeks to answer question as what are the schools or individual teacher's strength and weakness. Iyiinagolu (2006:6) sees the concept as all 'efforts of designated school officials toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of

teachers, the selection and revision of educational objectives, materials of instruction and methods of instruction'. Ohiwerei & Okoli (2010) define supervision as a process whereby an authorized person whose nomenclature is therefore call supervisor oversees to the work of others, if in line with stated standards. If not, he corrects, directs, teaches, demonstrates, assisting in teaching techniques, conferring with teachers, assisting in processing of evaluating and examination, revising curriculum and courses of study, holding conferences or group meetings and attending local, state, regional and national professional conventions to discuss issues affecting the school. The effective supervision helps the teachers and the principal in a manner that maximizes positive consequences for job performance and achievement of school goals and objectives. They are both tools of quality control in the school system are used interchangeably (Arubayi, 2006). Stakeholders and lovers of education look forward to such manifestations in the school systems, which are invisible. Would such poor performance be linked to lack of effective use of supervision techniques of instructions and personnel?

Supervisors must be acquainted with the values, expectations, politics, and aspirations of the community. They should also be conversant with innovation in teaching - learning process and education in general. Knowledge of all these are very important for administrators to perform excellently. Iyiinagolu, (2006) reiterated that supervision in the last ten years

had been operating on a low key. To him, primary school supervision no longer had the impact of the past on school development. Tobi, (2003:1) observed that there were irregular supervision of primary schools in Bayelsa State. It is therefore impossible for schools within such area to achieve the desired instructional expectations of the educational system. Teachers have shown little or no interest in their job due to lack of effective supervision on the part of school Administrators.

The role of supervision techniques cannot be undermined. Administrators utilized Supervision techniques to enhance teaching-learning situation in school. Segun, (2004) recognized the need for school supervision in today's educational system demands far greater attention. The need for supervision of Instructional cannot be undermined. Such needs as highlighted by numerous writers, National Teachers Institute manual (NTI, 2002); Asaya , (2002); Ogunu, (2001); Nwankwo, (2004); which includes seeking of co-operative participation of all persons concerned and helping the teacher to utilize her talents and potentials. It is perform democratically to give recognition to the teacher and create a cordial working atmosphere based on good human relations. Supervision of instruction exists for the purpose of improving the quality of teacher's classroom instruction and facilitating learning in the students (Oghuvbu, 2000:3) and enhances the teacher's job performance. Teachers' moral can be raised which in turn raised employee's level of self-confidence (Robins, 2005). It will go a long way to raise the tone of the school by reducing the problem of examination

malpractices, keep staff informed with the new trends in the methodology of the various subjects taught in schools. Effective inspection by the ministry in schools will create much impact on principals' awareness to rise up to their challenges to ensure accurate school records are kept for decision making and educational planning among others. Effective and efficient Principal's instructional supervision will influence on the teachers' punctuality to duty, preparing notes of lessons, employing various methods of teaching, discipline amongst others. It is unfortunate that these supervision techniques are inadequately in schools today. School administrators' roles in monitoring seem simply procedural, rarely innovative and their impacts on the quality of the secondary schools seem insignificant.

Stakeholders are becoming more conscious now than in the past about the importance of education in general and thus generate greater interest in the daily operation of the school system in particular. Enlightened parents are now more curious to know the functions of the supervisors in our educational system and thus they ask questions from educators in order to satisfy their curiosity. Such intriguing questions include, what is the cause of the falling standard in our education? What are the functions of the school? Who are the supervisors? What do they do? Why do we supervise? Whose instructions should the teachers follow? What hope is there in future for the school system? (Ojong & Bessong, 2009 & Nakpodia, (2010) these questions tend to bring to limelight the role of school administrators'

supervision techniques on the teacher job performance. Therefore, it is against this backdrop that this study will seek to investigate the extent to which school administrators' effective use of supervision techniques influence teachers' job performance in secondary schools in Delta and Edo states.

Statement of the Problem

Over the years, there been public reports of a continual decline in the standard of education and stakeholders have expressed much dismay over this trend. Federal Ministry of Education (FME, 2006). Examination malpractices is on the increase in secondary schools (Adeyemo, 2007) remarked. Vanguard, Friday, 4 May 2013 reported that WAEC delists 113 schools, bar 3321 candidates and blacklist 118. In addition, JAMB holds amid malpractices. Recorded shortages of question papers, examination started behind schedule. Students seen copying supposed answers from their cell phones hid in secluded parts to beat securities and supervisors check (Vanguard, Sunday 28 April 2013). Education, in her determination to reverse its unenviable position as front –runner in examination malpractices dismissed eight (8) principals and demoted twelve (12) others (Oghuvbu, 2000; 10).

School Administrators negligence on the role of school facilities management and maintenance and application is on the decrease. These are the entire school plants, which school Administrators, teachers and students harness, allocate and utilize for the smooth, efficient and

purposeful teaching and learning experience. Studies have shown that the condition of school facilities have strong effect on job performance. Today they are grossly inadequate to match the students' population and the available once lack maintenances. Inadequate supervisors, overcrowded classrooms, rural roads are not assessable and other resources are inadequate in supply, (Gbada, 1998 & Arubayi, 2003). Studies have shown that only 20% of secondary schools across the country have school infrastructure in adequate quantity and quality. This may spell doom for teachers and students in the teaching and learning activities. There is a total mismatch between stated policy and its execution leading to poor performance and unproductively, poor planning and motivation from the government. There are no budgetary provisions to carry out supervision activities. The schools are sedomly visited due to poor funding in education, inadequate vehicles for monitoring/supervision (Arubayi, 2006). With such trends, most stakeholders have lost confidence in the public secondary schools in Delta and Edo states. For teachers to perform excellently require productive school climate, good teaching and learning techniques, richer classroom ecology, pleasant school culture, objective administration and good physical structure (Nakpodia, 2011). All this properly harnessed will enhance teachers' effectiveness. Poor moral standards recorded among students due to teachers' and principals lackadaisical attitudes to work. Conduct of morning assemblies forgone. Incessant negative principal-teacher relationship, Principal-Inspector-Teacher strained relationship, no

application of supervision techniques and other myriads of problems so numerous to identify. These vices among others have culminated into unfavourable attitudes toward learning and therefore poor performance (Oghuvbu, 1998) and no achievement of the secondary school goals and objectives.

From the above analysis, it is imperative that such negative attitudes put up by school administrators, teachers and students alike may link to lack of inspection and instructional supervision. This therefore calls for the need to rejuvenate the supervision system. What supervision techniques to adopt and their influences on job effectiveness of the school principals and teachers. What are the problems of supervision and their probable solutions in secondary schools in Delta and Edo states?

Research Questions

The following research questions posed to direct the study:

1. What are the frequently used inspection techniques by Inspectors in secondary schools in Delta and Edo states?
2. What are the frequently used Instructional supervision techniques by Principals in secondary schools Delta and Edo states?
3. What are the influences of effective use of inspection techniques on principal's administrative effectiveness in secondary schools?
4. What are the influences of effective use of instructional supervision techniques on teacher's classroom effectiveness in secondary school?

5. What are the problems affecting effective inspections in secondary schools?
6. What are the problems affecting effective instructional supervision in secondary schools?
7. What are the possible solutions to the problems of inspection in secondary schools?
8. What are the possible solutions to the problems of instructional supervision in secondary schools?

Hypotheses

To guide the study, the following hypotheses be raised.

1. There is no significant difference among school inspectors, principals and teachers on the frequently used inspection techniques in secondary schools.
2. There is no significant difference among school inspectors, principals and teachers on the frequently used instructional supervision techniques in secondary schools?
3. There is no significant difference among school inspectors, principals and teachers on the influences of effective use of inspection techniques on principal's administrative effectiveness in secondary schools.
4. There is no significant difference among school inspectors, principals and teachers on the influences of effective use of instructional

supervision techniques on teachers' classroom effectiveness in secondary schools.

5. There is no significant difference among school inspectors, principals and teachers on the problems affecting effective inspection in secondary schools.
6. There is no significant difference among school inspectors, principals and teachers on the problems affecting effective instructional supervision in secondary schools.
7. There is no significant difference among school inspectors, principals and teachers on the possible solutions to the problems of inspection in secondary schools.
8. There is no significant difference among school inspectors, principals and teachers on the possible solutions to the problems of instructional supervision in secondary schools.

Purpose of the Study

The main purpose of the study was to identify the School Administrators effective use of supervision techniques on teachers' job performance. Specifically, the study:

- I. Examine the views of school inspectors, principals and teachers on the frequently used inspectors' inspection techniques and the various principals' instructional supervision techniques frequently used.
- II. Verify the views of school inspectors, principals and teachers on the

effective use of inspection techniques and influences on principal's administrative effectiveness.

- III. Determine the views of school inspectors, principals and teachers on the effective use of principals' instructional supervision techniques and their influences on the teachers' performance.
- IV. Ascertain the problems effecting effective inspection and instructional supervision in secondary schools.
- V. Identify the possible solutions to the problems of inspection and instructional supervision.

Significance of the Study

The findings of this study considered significant in the following ways:

- 1. The outcome of this study would provide useful empirical information to Educational planners and school administrators on the most frequently used supervision techniques by inspectors and principals in secondary schools. Since the School Administrators charged with the responsibility of administering the various techniques to enhance teaching /learning environment in schools to achieve set goals and objectives.
- 2. An understanding of the way both inspectors and principals(Administrators) view the efficiency of various supervision techniques as they affect principals' administrative effectiveness and teachers' job performance would be useful in planning to improve the output of principal, teachers' and students alike.

3. The information generated from this study would form the basis for the formulation of a comprehensive plan for the development of education at the secondary level in Delta and Edo states.
4. Information derived from the study would assist school Administrators in understanding the nature of their jobs. This would help eliminate conflicts often arise among actors in the education sector.
5. It is expedient that the findings of the study will enhance the act of teaching and learning in schools, promote peaceful coexistence amongst supervisors and supervisees, as an environment devoid of any form of rancor and acrimony with a satisfied workforce is the greatest asset any sector of the economy can compete.
6. The findings will be of great benefit to the curriculum planners who are responsible for the planning and organizing curriculum reforms improvement in secondary schools.
7. The findings will also be used by those involved in support supervision and monitoring of schools, where special emphasis will be placed on the factors which influence the school performance in secondary schools.
8. Finally, the study will provide basis for further researches in the area of supervision and its techniques and an addition to the growing literature on supervision.

Scope and Delimitation of the Study

The study delimited to the investigation of supervision techniques and their influence on principals' administrative and teachers' performance in

public secondary schools in Delta and Edo states. This study cover the forty-three (43) Local Government Areas of Delta and Edo States, split into six senatorial districts of South, North and Central senatorial districts respectively. Responses from school inspectors, principals and teachers in all public secondary schools in both States analyzed.

Limitation of the study:

1. Lack of Funds: It would have been possible to step up the sample size to make the finding generalization to many parts of the country but inadequate funds. The researcher also abandoned the work for many years due lack of fund until recently pick it up.

2. The researcher could not as well employ more research assistants as would been possible to facilitate more data collection.

3. Expert used the Statistical Package for Social Sciences (SPSS) while the others calculated manually because the analysis was not adequately reliable and dependable analyzed the reliability and content validity.

4. There was also difficulty in getting the respondents to respond to the questionnaire because of its volume that was inevitable. The researcher has to plea and pays many fruitless visits to retrieve them.

Definition of Terms

The following operational terms defined as used in the study to eradicate misinterpretation.

Effectiveness: This also refers to principal administrative performance and

teachers' classroom performance.

Inspection: They are critical examination of a school so that necessary advice is proffered to the schools by the government agents from the ministry of education (inspectors).

Inspection techniques: They are different types of inspections employed by inspectors to enhance principals' administrative effectiveness.

Instructional Supervision Techniques: Professional guide to teachers provided by principals or experienced professional heads to enhance their overall classroom performance.

Roles: Here are supervisors' expectations, method and techniques employed by inspectors on principals and principals on the teachers. They are also day-to-day functions performed by supervisors.

School Administrators: These refer to both school inspectors and school principals.

School Inspectors: They are staff based in the inspectorate division of the ministry of education and charge with the responsibility of school inspection.

School Supervision: This refers to both school inspectors' inspection and principals' instructional supervision.

Supervisors: Supervisor here used to depict both the inspectors and principals of secondary schools.

Supervisees: These include both the principal and teachers

Techniques: They are special ways inspectors and principals carry out their

Supervision Techniques. Different methods employed in solving teaching/learning process in schools. They are learning strategies. They refer to both inspection techniques and instructional supervision techniques.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the theoretical framework and review of literature related to the study, presented under the following sub-headings:

Theoretical framework;

McGregor's management theory X and theory Y

Supervision models

Principles of Supervision

The need for Supervision in Schools

Performance and Perception Overview

Perception as a predictor of Effective Performance

School Administrators Supervision Techniques

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Theoretical Frameworks: Douglas McGregor Theory X and Theory Y

In an attempt to analyze the management philosophies in which supervision behaviour of school Administrators based, Douglas McGregor's Theory X and Theory Y considered. McGregor (1960) laid out his ideas in his classic 1957 article "The Human Side of Enterprise", in which he introduced what came to be called the new humanism. McGregor argued that the conventional approach to management based on his major propositions, which he called Theory X and Y. In Theory X, he proposed that management is responsible for organizing the elements of productive enterprise - money, materials, equipment, and people-in the interests of economic ends. With respect to people, this is a process of directing their efforts, motivating them, controlling their actions, and modifying their behavior to fit the needs of the organization. Without this active intervention by management, people would be passive-even resistant-to organizational needs. Therefore must be plead with, rewarded, punished, and controlled to work. Their activities also directed, management's task was thus simply getting things done through other people. He came up with the following assumptions:

Theory X assumes the following:

- That the average person dislikes work and attempt to avoid it if he can.

- Because of their dislike for work, most people must be controlled, directed and threatened with punishment before they will work hard enough.
- The average human preferred directed, dislikes responsibility, has relatively little ambition and want security.
- People by nature are resistance to changes.

Theory X concept of dislike for work and therefore need be controlled, directed and threatened as attitude put up by the supervisee can be corrected. The objective of supervision is to enhance teaching learning. Therefore must tend to utilize the talents and potentials of all concerns. Supervision should gear towards supporting, assisting and sharing rather than directing. It should base upon democratic philosophy, which considers respect for personalities and individual differences amongst personalities. Supervision should meet the individual needs of the supervisee. Individual schools have problems peculiar to them. Supervision techniques of finding solutions to these problems may localize for optimal results.

The theory X supervisor believed that work is a source of dissatisfaction and must compensate for through pay and benefits. Teachers want less responsibility but security, they are dependent on supervisors to make decisions, solve problems, and set goals they look forward to through effective supervision techniques. Sometimes resort to the use of Carrot and stick. They set up system of rewards and punishments to entice and coerce teachers. Fundamental to the theory is a philosophy of

direction, close supervision, external control and authoritarian and directive style of leadership (Peretomode, 2009); Alan (2002) & (Warner 2008) consider the theory X supervisor as autocratic.

McGregor (1960) later came up with an alternative theory; 'Theory Y', which was based on optimistic philosophy about human nature. Theory Y managers/administrators believe that employee who learns to seek out and accept responsibility and to exercise self-controlled and self direction in accomplishing objective to which they are committed would be more productive. They also believe that the satisfaction of doing a good job is a strong motivation. McGregor simply argues for managers and supervisors to open more positive views workers and thus that possibilities can create. Theory Y managers are more appreciated than Theory X to develops the climate of trust with employees that are required for human resource development. He came up with the following assumptions:

Theory Y assumptions:

- That the physical and mental effort involved in work is natural and that individuals actively seek to engage in work.
- That close supervision and punishment threat, are not the only means or the best means to induce employees to exert productive efforts. Instead, if given the opportunity, employees will display self-motivation to put forth the effort necessary to achieve the organizational goals.
- That avoiding responsibility is not an inherent quality of human nature;

individuals will actually seek it out under proper conditions.

- That ability to be innovative and creative exists among a large, rather than a small segment of the population.
- It assumes that rather than valuing security above all other rewards associated with work, individuals desire rewards that satisfy their self-esteem and self-actualization needs.

The theory Y Administrator considered participative unlike the theory X supervisor that is autocratic. Theory Y assumptions should lead to cooperative objectives designed with input from both employees and managers, resulting in a higher commitment by subordinates to accomplish these shared objectives. The implication is that theory Y supervisors are cooperative and therefore be able to work in team to achieve school goals. Theory Y Supervisors possess leadership styles that are more participative, which would empower subordinates to seek responsibility and be more committed to goal achievement. The leadership style increases communication flow, especially in the upward direction. It should lead to control processes based on subordinates' self-control.

Work can be satisfying and challenging. It is a major opportunity to test one's talents and develop them more fully. Supervisees (teachers) want more responsibilities and challenges. They are capable of making decisions, solving problems, and setting goals for themselves if given open hands. They invest their time meeting goals and standards that they and the manager have agreed to jointly. Theory Y Supervisors trusts her teachers to manage their

own time and does not 'second-guess' them on priorities. Getting everything done is not as important as getting the right things done. Time is something you invest. Recognize that people have many priorities and achieving results is more important than putting in time.

Theory Y Supervisors were simply engaged in a seductive form of manipulation. Even as managers better matched work tasks to basic human motivational needs through participative management, job rotation, job enlargement, and other programs that emerged at least partly from McGregor's work, managers were still focusing on measures of productivity rather than measures of employee well-being. In essence, critics charge that theory Y is a condescending scheme for inducing increased productivity from employees, and unless employees share in the economic benefits of their increased productivity, then they have simply been duped into working harder for the same pay.

Contrary to the above view, Theory Y supervisors assume that people have a psychological need to work and want achievement and responsibility. Under Theory Y, the essential task of management is to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts toward organizational objectives. People who hold on to Theory Y believe that for most people, work is as natural as play; that people have capacity for self-control: that motivation also arises from the higher order needs such as self-esteem and achievement and that people, if properly managed, will be

more than willing to take on responsibility. Finally, theory Y holds that people can be creative and team spirited and that few organizations make use of the inherent abilities that people have (Warner, 2008). In terms of the practice of management, the workplace of the early twenty-first century, with McGregor's X-Y theory is a solitary and simple reminder of the natural rules for managing people, which under the pressure of day-to-day businesses all too easily forgotten. McGregor's ideas suggest that there are two fundamental approaches to managing people. Many supervisors tend towards theory X, and generally get poor performances. Enlightened supervisors use theory Y that produces better performance and results, and allows people to grow and develop (Grandy, 2004).

Application of Theory X and Theory Y using Mathis and Jackson Human Resource Managerial Philosophy (1982)

THEORY X	THEORY Y
People inherently dislike work and will avoid it if possible	People do not inherently dislike work.
Most people must be coerced, controlled, directed and threatened to get them to work.	People do not like rigid control and threats.

Most workers prefer to be directed and wish to avoid responsibility.	Under proper conditions people not only accept works also seek responsibility.
People want security above all in the work.	People want security but also have other needs such as self-actualization and esteem.
People by nature were resistance to change.	Commitment to objectives is a function of rewards associated with their achievement.

Figure 1: Summary of Theory X and Theory Y

Source: Human resources management principles, policies and practices (Peretomode, 2001:12)

Man as the human resource of any organization must be well motivated and managed to be resourceful and productive. The teacher well motivated and managed by the supervisors will increase performance. This managerial philosophy is very important because the fundamental perception/assumptions about man held by a manager go a long way to determine the management style. Such identified by Mathis and Jackson (1982:60-62) in Peretomode (2001:10-13) are:

The rational-economic view: The assumption suggests that human beings 'reasonably, logically and rationally make decisions that will enable them maximize economic gains for themselves. The implication is that supervisors will act rationally in such a manner to increase output if the environment is economically buoyant. Supervisors working with this group of teacher should take into cognizance promoting teachers' willingness by

improving their condition of service with such conducive environment, the idea 'dislike for work, need to coerced, controlled, threatened' can be overcome. Theory X supervisor may find it extremely difficult to work with such supervisees who have much need for economic reward but theory Y supervisor.

The social and human relations view: This assumption about human nature is that man by nature "a social animal, therefore is prepared to work if supervisor appeals to his social needs. A happy worker is a productive worker. A happy teacher socially cared for and working in conducive environment not controlled, but accepted and participates in making decision, leading to harmony, loyalty and satisfaction in the job can lead to increase in performance. However, the incompetent teacher certainly needs the help of the supervisor to direct him in a clear but polite manner. Ensure that teachers are performing their duties as scheduled.

Self-actualization view: This view also expressed by Maslow sees it as the desire to become everything one is capable of becoming, to fully utilize ones talents and realize ones potentialities. Supervisor's positive influence in this category can encourage high performance among teachers by permitting initiative, creativity and challenging jobs. Hobbes, (1608 – 1679) in Peretomode (2001) views about the human being assumes that man has the instinct of beast, born wicked and possessive, attempting to maximize his or her goals and opportunities until he or she is stopped by someone else who has the same disposition . This is the theory X supervisor who is coercive and threatening with punishment because of the animalistic nature of the

supervisee. To the supervisor, improving social conditions of teacher do not reduce the aggressive and inquisitive tendencies of man but increases it. Therefore, there must be strict sanctions, rules and regulations for sanity to prevail (Tucker, 1981. and Peretomode, 2001). On the contrary, Rousseau, (1712-1778) proposed that human are innately good but this goodness is prevented by organizational unjust conditions and institutions were removed, and then man natural nature will be seen. The supervisors holding to this model will be exercising theory Y who believes that job can be done without being controlled but provide proper working conditions, people are prepare to accept and seek responsibilities.

A person desires to reach his or her full potential. It is therefore the responsibility of the manager to help improve such an individual he can achieve self-actualization. A supervisor who holds on to this view and assumption inherent in theory Y will tend to satisfy the supervisee needs and personal needs, extrinsic and intrinsic. The ability to meet teachers' need will enhance job performance and achievement of school goals and objectives.

Complex few: That each person is different and that a variety of items may be motivating, depending upon: The individual worker needs, the situation the individual worker is in and what the individual worker expects in the way of the rewards for the work done.

Supervisors working with supervisee must take cognizance of these factors to increase output. Hence, the teacher required supervisors who

he/she can identify with in the time of need. Have a cordial relationship in work place and recommendation for every good job well done.

Comparing both theories, Theory X supervisors' leadership styles are likely to be autocratic, which may create resistance on the part of supervisees may yield poor performance. Communication flow is more likely to be downward from manager to the subordinates. In contrast, Theory Y may foster leadership styles that are more participative, which would empower subordinates to seek responsibility and be more committed to goal achievement. Theory Y leadership should increase communication flow, especially in the upward direction. Concerning control, Theory X is likely to achieve result in external control, with the supervisors acting as a judge; the focus is generally on the past. No wonder in the past they addressed 'snooper visors' that are out for witch hunting. The conceptual linkages between Theory X and Theory Y assumptions and managerial styles are relatively straightforward. Empirical research has clearly demonstrated that the relationship between these assumptions and managers' styles of planning, organizing, leading, and controlling have shown that 360 survey carried out on management style indicated that theory X score 36 percent which is approximately 130, while theory Y score 64 percent which is 230. This simply means theory Y should be preferred to Theory X.

Although McGregor did not believe that it was possible to create a completely Theory Y-type Administrator, however, he did believe that Theory Y assumptions would lead to more effective management. He identified

several approaches to management that he felt were consistent with the precepts of Theory Y. These included decentralization and participation in decision-making, delegation of duties, job enlargement and participative management. Unfortunately, there is no evidence to conform that either set of assumptions is valid or that accepting Theory Y assumptions and altering ones actions accordingly will increase productivity. As will become evidence later, either Theory X or Theory Y assumptions may be appropriate in a particular situation (Robbins, 2005). From the following discussion, it becomes relatively clear that theory X possessed the pessimistic view about man and theory Y is optimistic about human nature (Peretomode, 2001).

SUPERVISION MODELS

Supervision has been subjected too much criticism in recent times. All stake holders consider this service to be inefficient. The responses to such inefficiency in their services have driven many countries to attempt to reform the school systems of supervision. This has driven a group of educationists to come up with four models of supervision service. What it ought to look like, a supplication of reality and a source of inspiration to any state that adopt them. However its successes depend strongly on the context, within which it is implemented.

The models are: The classical model, the central control model, the close to school model and the School site supervision model.

These models were propounded by Organization of Eastern Caribbean States (OECS,2000) education reform strategy in the Education Reform Unit. In monitoring the functioning and efficiency of schools, three monitoring

tools were identified by the organization they are the external supervision service (inspectorate ministry of education), the internal supervision service (school heads) and examination and assessment service. Their relative importance, degree of uses was spelt out as follows:

The classical model of supervision:

This model came about as a result of the adaptation of the supervision service, the expansion of the education system and decentralization of the administration unit. Supervision first role was based on control and support in pedagogical and administration areas in primary schools. At the secondary level, their role includes the evaluation of education system. Two advantageous assets of this model are: firstly the global coverage, schools have equal chance/opportunity of being supervised and secondly are its comprehensive role. Inspectors control, support and evaluate schools.

Tracing the history of supervision in Nigeria, the story was not different. Control of schools was initially under the founding missions. Due to expansion/upsurge of education led to the promulgation of education ordinances in 1882. Government therefore has the power to monitor and assign aids or grants to schools.(Ogunsaju, (1983) in National Teachers' Institute, Inspection Manual (PDE-108, 2001). However, in contrast two other problems crop up: Firstly supervision is characterized by role conflict: the ambiguous description of the post, combining control and support while administering and pedagogy. Administrative control is given more important

attention to the detriment of pedagogical support. The second weakness of the classical model is its cumbersome structure. Co-ordination among the different levels and actors is complex. Less emphasis was laid on students' evaluation. Examination results and school accountability tools are used to evaluate the performances of teachers and / or schools (Jackson, 2004).

The Central Control Model

The weaknesses of the classical model led to the development of the central control model. This model is based on the following convictions that supervisors should concentrate on one task control. That when supervisors combine support and control as conflicting roles that this renders ineffective their interventions in the two domains. That the bureaucracy that characterizes the classical model is not only expensive, it also prevents it from functioning effectively. That external supervision cannot on its own lead to school improvement. It is the responsibility of the actors at school level (the principal, teachers, and parents association). However school inspection can be an incentive to start internal school reform, by informing the school and the public of the schools progress and weaknesses.

Here supervision controls cover administrative and all pedagogical aspects of Education. The inspection service is simple and no role overlaps. Inspections are meant to provoke schools to rise up to their responsibilities. The Theory Y supervisor must be supportive for principal and teachers to increase their performance.

The close to school support model

The classical and the central control model treat all schools as equal and use the same strategy. But schools have different characteristics such as their environment, students, teachers, parents, resources, and other differences. Supervisors should therefore take these diverse needs into account. With this in mind schools need be treated separately and supervision will have to adapt itself to the needs of each school. The model further stated that supervisors should be based so as to make regular visits. Those at the central offices should formulate policies and training. To save cost, specific cadre of administrative controllers may be created.

Supervisors are free from administrative overload and can concentrate on its essential work of offering support to the supervisees (teachers). Offices are located close to the schools for easy accessibility and flexibility in supervision service by adapting itself to the characteristics of schools and concentration on the neediest schools. However the model has some lapses such as inability to cover all schools. A strong database to identify the characteristics and needs of schools and change in supervision culture from control over a large number of schools to support of selected schools is lacking. Theory Y supervisor believe in decentralization and supervisees participation in decision-making, delegation of duties, job enlargement and participative management. This will go a long way to enhance job performance.

The school-site supervision model

This model was developed as a result of the inefficiencies of the

other models. The model is only applicable to countries or societies with few disparities and great homogeneity, well- motivated teachers and public trust on professionalism and parents' interest in Education. In school-site environment, all stake holders in Education are sufficiently close to the classroom to have a direct impact on the teaching learning process. There is no need for a formal supervision service organized by the ministry of Education. But supervision is informal relying on the individual initiative of the teachers and central – level tools to monitor schools such examination and test result as indicator.

This model puts a strong emphasis on the role of the school head (principal), the teachers and the Local community for improvement of teaching and learning process. Studies have shown that for a school to change for the better in a sustainable way, the commitment of the school –site actors is a better requirement. They believed that quality cannot be imposed from outside but within. Bureaucratic nature of the government as constraint on schools initiative is absent. Teachers, to a considerable extent are autonomous and professionals. Supervisors working with supervised should take cognizance of the latent potential of the supervisee the idea of coercing and control by the Theory X supervisor may not be tenable here but the Theory Y who is more supportive.

Considering the classical model, it is preoccupied above all with the respect of rules and regulations and its main objective is conformity to those rules. The central control level from the ministry of education,

adopting a policy at this level does not imply its realization at the local level. In other words what happen in the school and the classroom is not influenced by national policies, but by a set of formal and informal factors including the culture of the supervision service, the relationships between teachers, the principal's leadership style and the resources available. It developed a sense of public accountability in the school. Results should be made public and respond to parents demand. This improved upon may go a long way to improve performance and achievement of school goals. The close to school model tend to develop a fruitful relationship between the different actors at the school level (teachers, parents, students and the local authorities).

The issues of control in the supervision service have become obsolete, inspection teams are requested to also to give some feeds backs and advice to the teachers whom they observed. However there is no best model, no singular formulae that all system can adopt to achieve goals and objectives. However the final objective for all models is to enhance in job performance of principal administrative effectiveness and teachers' classroom performance in secondary schools and achievement of educational goals.

The OECD Models of Supervision further identified other five proven models of supervision. (Cogan, 2003)

The “skill training model”

This is a diagnostic and prescriptive approach to supervision. In the

application of this model and the supervisor begins by determining along with his teacher those elements of teaching behaviour that lead to effective teaching. Teachers' skill could as well be developed in addition to that, by attending conferences, seminars, workshop, and in- service/on the job training about help to perfect the teacher in the discharge of his duties.

Counseling Model

In this model, the supervisor deals with the teacher outside the classroom. It draws not from the teachers' classroom behaviour, but concerned about the teachers self-awareness. The model is based on the assumption that Teaching is expression of the self. Psychological changes bring about changes in teaching behavior. If one builds a sense of personal security and confidence, it will have positive results in the classroom. The solution to teaching problems lies with the teacher and the supervisor can help to improve a teacher's self-concept.

Clinical Supervision

Through a careful systematic procedure, clinical supervision tries to take account of teacher's behaviours and feelings in supportive, analytic and non-evaluative clinical supervision in eight-phases such as establishing the teacher, Supervisor clinical relation, Planning the lesson with the teacher, Planning the strategy of observation, Observing instruction by collecting the performance data and effect data, Analyzing the teaching-learning processes, Planning the strategy of the conference and the conference Renewed planning. The Theory X supervisors cannot thrive but Theory Y who are more participative and relational oriented.

Group Model

This is an increasingly important strategy that requires skills in-group processes. This model is useful for two goals; (a) To promote a learning experience; (b) To accomplish a particular task.

In the group setting, the participants will explore their own assumptions, become aware of the variety of approaches to an issue, explore alternative points of view and learn to respect others, while affirming their own individuality. In short, the supervisor invites to learn through communication with others.

Intra-Mural Model

A recent innovation in the supervision practices is the intra-mural model. Under this situation, a teacher supervises his colleague in a co-operative and supportive manner (Cogan, 2003). This would be particularly helpful in Nigeria where the member of qualified teachers could therefore champion the course of improving the effectiveness of their colleagues.

Above are the numerous approaches that we can use to arrive at the fruits of supervision in terms of the application of these models in Nigeria leaves much to be desired. Besides the shortage of supervising personnel, most supervisors in Nigeria are plagued with such problems as non-payment of allowances or touring advance. There is also the problem of lack of transportation especially the unfriendly rural areas terrain. The personal factor has also hampered the practice of some of the discussed models in Nigeria. For neither instance, clinical supervision that requires a

careful and systematic procedure cannot be attempted, nor the counseling model that requires extra technical competence. The teachers are yet to establish their competencies to carry out intra-mural model without being accused of intrusion or contravening some provisions of the law. The Theory Y supervisors can thrive very well because it required ability to be patient and create an advantageous environment for the teacher to exhibit his latent potentials. Theory Y supervisor assumes people find satisfaction in their work and function best under a leader who allows them to work towards their goals. In such institutions, control and punishment are not necessary to bring about good job performance. People are industrious, creative and seek challenges and responsibility on the job. Many supervisors tend towards theory X, and generally get poor performances. Enlightened supervisors use theory Y that produces better performance and results, and allows people to grow and develop (Grandy, 2004).

It should be clear enough that every teacher, every school, every educational complex has capabilities for supervising teachers for improved school instruction. The importance of supervision techniques for improving educational instruction in today's school cannot be taken for granted. School administrators should device various techniques of supervision and apply the appropriate technique to any of the exercises in mind. In order to do this successfully, the supervisor must be purposeful in thought, motivating and productivity of other human beings, creative in nature, humanistic in approach and capable of seeing beyond the level of those

whom he or she has to help.

Principles of Supervision:

Principles of supervision are statements of fundamental truth that serve as guide to activities which are designed by designated officials to improve instruction and facilitate teaching- learning process at all levels of education (Peretomode,1995). The concept 'supervision' identified from the Latin perspective as 'Super video' meaning to oversee. Asaya (2002) having a broader view considered it a compound word 'school-supervision' which he defined as a whole mechanism designed to accomplish the end of public education so as the internal structure of the school system is determined by the function which are carried out towards the ends.

Some administrators and educationists used the concepts, supervision and inspection interchangeable. They however argued that there is a clear distinction between the two concepts (Arubayi, 2006). Ohiwere &Okoli (2010) are of the view that supervision is not a simple task. That the field has "a variety of incompatible definitions", a very low level of popular acceptance and many perplexing and challenging problems. He alleged that the terminology of supervision causes discomfort and weakens allegiance. In some situations, supervision defined for legal and contractual purposes. However, Smith and Jeff (2005) refer to supervision as the act of watching over a task of another who may lack full knowledge of the concept at hand. Ogunu (2001) simply sees it as all efforts of designated school leadership to the teachers and other educational workers for the improvement of

instruction. It also involves the stimulation of professional growth and development of teachers, a selection and revision of educational objective; materials of instruction, methods of teaching and evaluation of instruction. It further views supervision as what school personnel does with adults and things for the purpose of maintaining or changing the operations of the school in order to directly influence the attainment of the major instructional goals of the school. Other school of thought see supervision as a way of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs, and at the same time try to emphasize the importance of good human relations in an organization (Ogunsaju, 1983).

The implication is that Supervision is simply the process whereby an authorized person whose nomenclature thereafter called supervisor sees to the work of others whether it is in line with stated standard. Otherwise, he corrects, directs, teaches, demonstrates, assisting in teaching techniques, conferring with teachers, assisting in processing of evaluating and examination and revising curriculum and courses of study, holding conferences or group meetings to discuss problems, attending local, state, regional and national professional conventions and amongst others. Onoyase (1991) is of the opinion that supervision of instruction has undergone a process of evolution since the colonial time. In the 8th century, supervision characterized by inspection for control and nonprofessionals were involved. It was a common practice that once an educationist becomes a supervisor or director of instruction he referred to as inspector.

'The impression people have about supervision during this time was that the supervisor was responsible for making judgment about the teacher and not helping the teacher on how to teach in order to make the students learn well. The supervisor's recommendation to replace a teacher was carried out immediately'.

Ohiwerei & Okoli (2010) portrays the supervisor as "any appropriately certified individual assigned with the responsibility for the direction and guidance of the work of teaching staff members." In that context, supervision as define by the administrative code and is "legally synonymous with evaluation". A broader definition comes from Daresh (2000) see "supervision as a process of overseeing the ability of people to meet the goals of the organization in which they work." He stresses that supervision seen as a process rather than as a professional role. Goldsberry, (1988) amplifies supervision as "an organizational responsibility and function focused upon the assessment and refinement of current practices". He also noted the hierarchical nature of supervision: "Because it is an organizational responsibility, it necessarily involves interaction between an organizational super-ordinate and a subordinate – meaning that legitimate authority for decision-making resides with the supervisor".

Ogunsaju, (1983) perceives supervision as way of advising, guiding, refreshing encouraging, stimulating, improving and it includes what school personnel does with adults and things for the purpose of maintaining or changing the operations of the school. In order to influence the attainment

of major instructional goals of school and over-seeing certain groups with the hope of seeking their cooperation, in order for the supervisors to be successful in their tasks of supervision.

Whawo, (1995) simply describes it as the exercise of general superintendence over the activities of function in an establishment. This he considered required the mobilization of staff through the provision of guidance, advice, encouragement and motivation in the discharge of their duties. This he further portrayed as all efforts of designated school officials towards providing leadership to the teachers and other educational workers in the improvement of instruction. This aspect of educational administration, seeks to improve classroom instruction in order to attain school goals and objectives. In the same vein, Nwankwo (1984) and Igwe (2001) classified supervision into two categories: the Instructional and Personnel supervision. Instructional supervision he defines as a set of activities are carried out with the purpose of making teaching learning purpose better appreciable for the learner. While the personnel supervision he considered to deal with set of activities carried out by the supervisor with the basic aim of sensitizing mobilization and motivating. Personnel supervision is one of the process by which school administrator attempts to achieve acceptable standards of performance and results. It is the tool of quality control in the school system.

The fundamental focus of supervision is input maximization of teaching and learning and supporting staff to achieve efficiency and effectiveness of instruction leading to increase in job performance. Asaya

(2002) in his view perceives supervision as a whole mechanism designed to accomplish the end of the public education so as the internal structure of the school system is determined by the functions carried out toward those ends. In his further analysis, he claimed that school supervision aimed at facilitating learning through effective planning and devising ways of improving teachers' professionalism and performance.

Inspection according to Arubayi, (2006) simply means to investigate. It focuses on monitoring and evaluating performance. It seeks to answer such question, as how well is the school performance relative to set standards. Nwagwu (2004) and Ofoegbu, (2004) see inspection as an instrument with which the political and administrative authorities maintain the necessary contract with the schools, teachers, pupils and the community and to ensure that the system is working satisfactorily. The oxford advanced learner's Dictionary of current English define the word, inspect as examine carefully, and visit officially to see that rules are obeyed, and work is done properly.

Onoyase (1991) simply asserts that 'supervision is an action purposely directed towards the improvement of teaching/learning processes. Nwaobasi (1984) & Oghuvbu (1998) consider supervision as a phase of school administration, which deals primarily with the achievement of appropriate, selected instructional objectives and expectations of educational services. It involves efficient management of available resources, providing favourable instructional conditions and motivating

teachers. Oghuvbu (1998) and Goldberry (1988) further came up with a definition of instructional supervision as a type of superior and subordinate relationship, with special emphasis on specialization directed positively towards the utilization of available human and instructional objectives and general educational goals for the purpose of national growth and development. He came up with formulae whereby he presumes supervision as a function whose values depend upon the values of other qualities' (variables). It is mathematically derived as $SP=f(Ski, Pi; Mi, Ev, Pur, Ui)$ where SP=Supervision, Ski= Different specialized type of knowledge and Skills, Pi= People, Mi= Materials, Ev=Environment, Pur= Purpose of organization and Ui= other factors that can contribute positively or negatively towards the achievement of organizational goals.

Obviously, supervision, be it instructional or personnel are planned programmes of activities that seek to stimulate growth and development of teachers, students, and the educational system to achieve set goals and objectives. The conceptual analysis of the study made up of two variables viz Administrators techniques of supervision as the independent variables and performance or job Effectiveness as the dependent variables. Beyond every definition, the main emphasis is on the improvement of learning and teaching processes in schools. They tend to improve all factors that affect teaching and learning in our school system. They also ensure that effective and appropriate teaching methods utilized. Supervision simply is a means of persuading people to desist from applying wrong procedures in carrying

out certain assigned function, while at the same time emphasizing the importance of good human relations in an organization. Furthermore, the Dictionary of Education gives a more comprehensive definition of the term, describing supervision as all efforts of the designated school officials geared towards providing leadership to teachers in the collective endeavour of enhancing the quality of instruction. It involves the stimulation of professional growth, the development of teachers, selection and revision of educational materials, objectives, teaching methods, as well as evaluation of instruction. The modern concept of supervision simply describes a process - one of giving and receiving help to improve teachers' performance, resolve problems that may occur between teachers and pupils or students, and encourage activities aimed at influencing the quality of teaching and learning.

From the above analysis, supervision meant to facilitate learning through planning and devising ways of improving the teacher professionally and performance to achieve school goals. These guiding principles of supervision gleaned from the works of Peretomode (1995:175-186), & Asaya (2002:95-98): They include the following: 'Supervision is a co-operative service; it seeks the co-operative participation of everybody involved. It is teamwork; teachers are entitled to supervisory help. Effective supervision techniques seek to help teachers at all times, recognize and accept general aims and then work towards the accomplishment of goals. The objective of supervision is to enhance teaching- learning process.

Supervision tends to utilize the talent and potentials of all concerns. Every stake holder in education has one function or the other to contribute to the issues of school performance which is an output of good supervision.'

Supervision should meet the individual needs of the supervisees. Individual schools have problem peculiar to them, supervisors' techniques of finding solution to these peculiar problems be localized for optimal results. The programmer of supervision should help to clarify and amplify educational goals and objectives and supervision should work towards achieving them. Supervision should provide assistance in the organization and proper administration of co-curricular activities in schools. The annual budget for education should make enough provision for supervision. They should be equipped with good vehicles to facilitate their easy movement to schools, seminars workshops and others. Matters relating to supervisors/ supervisees job performances in school are fund from budgetary provisions. Supervision requires both long and short term planning. Adequate planning is inevitable for the successful execution of supervision programmes. It should be effective in a bid to enhance the job satisfaction of teachers. This will go a long way to raise teachers moral and their level of self-confidence. Supervision should help search for and disseminate current research findings in the field of education. This is the one of the surest ways of improving classroom instructions. Programmes evaluated to determine the extent of its effectiveness. Teachers and school administrators that are involved in the supervision exercise should come up with results published.

Supervision geared towards supporting, assisting and sharing rather than directing. A good supervision based on democratic philosophy, such they consider respect for personality and individual differences and seeking to provide opportunities for the best expression of unique personality. It co-operatively determining functional groupings of staff, with flexible regrouping as necessary and inviting specialists when advisable: Basing supervision upon the assumption that teachers are capable of growth and accepting idiosyncrasies, reluctant to co-operate, and antagonistic human beings, just as it accepts reasonableness, co-operation and energetic activities. Good supervision will employ scientific method or through orderly processes will constantly derive and use data and conclusions that are more objective, more precise, impartial, sufficient, systematically organized than the data and conclusion of uncontrolled opinion. A good supervision technique judged by the results it secures. If the above principles among others identified strictly adhered to, it will go a long way to increase efficiency, effectiveness of the system, teachers' job performance will increase, and education goals attained.

The Need for Supervision in Schools

The need to have effective system of supervision in our school today cannot by undermined. Supervision of our schools in no doubt increase efficiency and effectiveness. The National policy on Education (FRN, 2004) highlighted the importance of supervision which states:" The success of any system hinged on proper planning, efficient management and adequate

financing. Administration is a function of organization and structure, proprietorship and control, inspection and supervision". Ajayi (1992) observed that supervision promote and develop favourable setting for teaching and learning. Supervision helps to improve the condition surround learning and ensure students and teachers growth. Eze (1999) pointed out that one of the purposes of supervision is to stimulate and provide guidance in the display of desirable educational practices. He noted that the supervisor as a leader in supervision tries to employ all the positive elements and skills needed for teachers' efficiency and achievement of maximum result. Oraemesi (2006) advanced two reasons for instructional supervision. To him, what teachers learn during supervision enhances their personal professional growth. It observed that supervision serves as the avenue for ascertaining teachers and schools' performance. Ogunsaju (1983) highlighted reasons for supervising schools. According to him, supervision exists to know the effectiveness of classroom management by teachers and assess the "tone" of the school amongst others. Obi(2004:13), attesting to the above statements summarized the importance of school supervision as visiting schools to assess teaching - learning situation and help teachers as co-workers to enhance educational standard.

It is generally acknowledge that the pre service programmes of teachers do not turn out finished products. The typical teacher-training programme in our colleges of education consists of general studies, concentration in teaching field and professional education (Ogunu, 2001). In

a time of rapid development in all fields of knowledge, prospective teachers cannot begin to learn in a teacher training institution all that they need to know, and may not fully gainful mastering of the techniques of instructions. It thereafter calls teachers for equipment with the help of supervisors to cover these lapses.

Whawo (1995) was of the view that every teacher employed in the government schools in Nigeria had undergone thorough teachers' training in a teachers college. It expects that a major aspect of the training exposed them to principles and methodologies of teaching why then exercise effort in supervision of techniques. If at all the competency of teachers need be further enhanced this would therefore call for experienced supervisors or educationists to supervise these young professionals in the schools. This therefore calls for immediate attention of efficient and effective supervision techniques employed by both principals and inspectors in order to enhance productivity. The concept of improvement of classroom instruction must compel supervisors to device modern techniques of instructions to replace less effective methods. The need to evolve new techniques of supervision will go a long way to help co-ordinate teachers' talent leading to achievement of educational goals and the teacher job performance.

There is need to reduce friction and conflict in schools personnel which further affect school. Ajayi, (1992) recognized that supervision techniques that will synthesis ways of reducing frictions between students and staff and between staff and educational administrators are most

needed to sustain the desired harmony. When teachers work in team spirit, their efforts are fairly harness toward goals achievement. He further recognized that the need to redefine teacher's specific work calls for the need for supervisory techniques. This would reveal the areas of teacher's weaknesses and the need to remedy such deficiency through in-service training, and other education programmes. This will boost teacher's job performance and achievement of school goals.

Good supervision techniques would strengthen the participation of teachers in school community programmes. There are essential programmes like adult education classes the school can organize for members of the community. With good leadership qualities, a high standard of supervision techniques achieved and maintained. The purpose of supervision is the utilization of both human and material resources well harmonized to achieve educational goals and objectives. However, other reasons for supervision as identified by Ofoegbu (2004: 129-133) inter alia:

- ✓ Asses and know the performance of the teachers recruited to teach in the school.
- ✓ Provide specific help to teacher with day-to-day problems
- ✓ Discover specific abilities and qualities possessed by teachers in schools
- ✓ Ascertain and evaluate teacher's classroom management and effectiveness.
- ✓ Provide opportunities for staff development and growth

- ✓ Identify the resources need of the school
- ✓ Provide both knowledge and encouragement to young and inexperienced teachers
- ✓ Supply old teachers with information; encourage them to become more involved in changes in the education system.
- ✓ Ensure the conformity of the dissenting teachers through directional leadership.
- ✓ Organize induction programmes that should serve as incentives to improve incompetent teachers.
- ✓ Assess the overall climate of the school and identify some of its most urgent needs.

Supervision in schools helps in the identification of areas of strength and weaknesses of teachers that should enhanced through effective supervision. It should conduct democratically to ensure and give recognition to the teachers and create cordial working atmosphere based on good human relations. Ensure the general guidelines provided in the curriculum are follow by teachers. Supervision should help the teacher in terms of self – discovery particularly in the area of improvisation and the use of modern / teaching aids as a basis for improvement of teaching strategies. Supervision should be adapted to meet the individual needs of school personnel's. For instance, the school units may have some problems peculiar to them. The supervision techniques of finding out solutions to such problems are localize for optimal results. Ogunu (2001) Asaya (2002)

It should help to clarify and amplify educational goals and objectives. In this regards supervision helps teachers to recognize and accept general aims of education and work relentlessly towards achieving them. It should provide assistance for proper organization of co-curricular activities for the students. The inspectorate division should make annual budget for supervision so to enhance their procurement of school facilities and equipment to increase job productivity. Adequate planning of supervision is inevitable because it will enhance successful execution of programmes. It should help to search for current research findings in the field of education, which is the surest way of improving classroom instruction (Peretomode, 2009).

In South Africa, Zechariah (2010) noted that the Inspectorate division primarily divided into management functions and advisory services. However, they argued, that the functional effectiveness in terms of quality of teaching and learning and the instruments used to assess teacher competencies are highly limited. Inspection, as a mode of monitoring education, offers the following major benefits (Wilcox & Gray, 1994). It gives inspectors an opportunity to observe classrooms and, thereby, a better basis for discussing the development of the school with head teachers (principal). It gives school inspectors an opportunity to learn about the schools, the head teachers, the teachers, the curriculum, and the students and indicates which way forward. It can be a potential learning experience for those involved. It should provide useful information for

parents in their choice of schools. It leads to a better understanding of schools. It enhances staff cooperation and public recognition that the school is on the right track and it boosts staff morale.

A major purpose of inspection is “to collect a range of evidence, march the evidence against a statutory set of criteria, arrive at judgments and make those judgments known to the public”. Maw (1996), in reflecting on the British Education (Schools) Act 1992, noted that the role of inspection in Britain is to monitor the standards, quality, efficiency, and ethos of the schools and to inform the government and the general public on these matters. Further to this, McGlynn and Stalker (1995) who wrote about the process of school inspection in Scotland cited the following three reasons for conducting school inspection. These are to: (a) report on the effectiveness of education in schools and other educational institutions and to recommend actions for improvement; (b) evaluate the arrangements for assuring quality in schools; and (c) provide frank and objective advice to the higher education authorities and to ensure that educational initiatives implemented effectively. Additionally, Wilcox and Gray (1994), in a study that explored the reactions of primary school teachers, head teachers, and inspectors to school inspection in Three Local Education Authorities (LEA) in Britain, reported that both inspectors and the school staff agreed that inspection had been valuable in reviewing the position of the school and indicating its way forward.

Therefore, inspection is concerned with the improvement of

standards and quality of education and should be an integral part of a school improvement program. The rationale for this improvement is in three folds as identified by (McGlynn & Stalker, 1995). (a) The universal recognition of the right of every child in every classroom, in every school to receive a high quality education appropriate to their needs and aptitudes. (b) The effectiveness in education system is a key influence on economic well-being of every nation. (c) The recognition of the need to equip students with the kind of education that will enable them to contribute to increasingly complex and changing society.

The need for school inspection cannot be undermined because effective inspection will go a long way to raise the tone of the school by reducing the problem of examination malpractices. It promotes the activities of the parent's teachers association and improves the school climate. Principals always keep teachers informed with new trends in the methodology of the various subjects taught in school. Support all activities designed to improve instruction in school. Ensure that the provisions of school facilities in short supply are improvised. Advocate prudence in the way and manner public funds (subventions) are spent in running schools. Give the inexperienced supervisees orientation/encouragement to participate in in-service training.

Good instructional supervision organized by the principal will encourage teachers to plan their lessons very well, be punctual in class and to teach the students. Teachers will be encouraged to provide guidance

services in school. Spurred them up to employ various methods of teaching and discipline in class and using teaching aids to enhance learning.

Performance and Perception Overview

Performance appraisal according to Onasanya (1999) is a systematic process of determining the value or worth of each job in relation to other jobs within an organization. In a similar vein, Nwachukwu (2004), views performance appraisal as the evaluation of a subordinate by a manager, to assess their characters, attitudes, potentials and past performance on the job. Odor (1995) sees it from two perspectives. Firstly was the evaluation of teacher's strength and weaknesses. Secondly was the evaluation of students' strength and weaknesses (performance). Such performance classified as classroom management, teaching techniques, professional qualification and personnel qualities. It is imperative to note from the above that supervisors' supervision techniques only cannot influence teachers' job performance. Factors such as teacher classroom management, qualification and personnel experience can exert tremendous influence. These views were further reinforced by International Institute of Educational Planning (IIEP 2002; 56) whereby they identified three factors that affect job performance as **Individual differences** such they considered as personal needs, values and attitudes, interest and abilities that people bring to their job. **Job characteristics** were the aspects of the position that determines its limitations and challenges and **Organizational practices** as human resources policies, managerial practices, and rewards systems of an

organization.

Therefore, supervisors must consider how these factors interact to affect employees (teachers) job performance. Put in an analytical manner, The Ideal Educator (2006:73) identifies the following to influence job performance and effectiveness: Availability of;

- Instructional materials for teaching/ learning enhancement
- Funds provided for the purchase of instructional materials and support the teacher financially in improvising where the real object is not available,
- Supervise the teachers during classroom teaching,
- Ensure that appropriate teaching materials are use to teach the students and improve upon where necessary.
- Organize workshops, seminar or training and retraining of teachers, and
- Ensure proper implementation of the use of industrial materials, and their adequate supervision.

The ultimate goal of the supervisor (School Administrator) is to improve the quality of classroom instruction. In doing this, they should be interested in teacher's growth and productivity of learning. In appraising/evaluating teachers job performance these factors are consider. Aghenta & Arubayi (1980) considered such factors as the organization of the supervision program, the procedure used by the personnel, the quality of the personnel involved and the characteristics of the community, all these

may go a long way to influence performance. The proper harmonization of these factors improves teachers' output and productivity.

Other ways to assess the teacher's job performance identified by Whawo, (1995) includes the teaching/learning process. That is through the academic performance/ achievement of students (the percentages of passes and failures). The outcome of such performance indicates how effective a teacher is. He can also be evaluated using instructional aides and pedagogical methods. It is expedient for supervisors to provide instructional aides and teachers could as well improvise. The extent to which utilization of these aids achieves education goals and objectives is an index for assessing teacher's success in class.

Teachers are expecting to keep records (examination scores and notes). Information documented by teachers will enable them assess their own performance. If there are more failures is an index that he/she has not performed credibly. A more practical form could be with the use of questionnaire or opinionnaire, checklist for a sizeable number of students in the class to fill. Adequately evaluated statistical, empirical information could derive to ascertain success or failure.

It should note that determining job performance or appraisal of teachers effectiveness is not an easy task because it puts the superior officer (principals and inspectors) in an unenviable position .This is precisely the situation that supervisors face in determining teacher's job performance. However, appraisers (inspectors and principals) must

therefore acquire the necessary skills for performances determination. Onasanya (1999: 116) came up with these factors among others: That supervisors must seek to perform their tasks with open minds and with view to assisting staff (supervisees) to improve their performance. Judgment and decision must be objective and devoid of bias and prejudices so that appraisers (supervisors) not seen as accusers, persecutors and judge at the same time. Job performance should not look for failures, but where an employee (teachers) performed exceedingly well in one area and failed in others, his potentials and training needs should be tailored toward remedial actions that will lead to the improvement of his performance and development of his potentials. It should be able to indicate how an employee be rewarded.

Supervisors may possess the above qualities that may aid his work. However, he may have some constrains which are traceable to the supervisee and other variables/ factors that may hinder his achievement. Some may be the complexity of man (teacher) who is a social being that cannot remotely control. There may be problem of conflict of interest and educational policies (The so call civil service syndrome) (Asaya 2002). Most Education offices are archaic and bureaucratic both outlook and execution of their duties. Others are inadequately equipped; lack of transportation, no inspection reports and follow – ups, selection of priorities, political sacred cows in the system, inexperienced and others so innumerable. All these tend to restrain supervisors that will in turn hamper job performance and

effectiveness. Teachers trained in the job as professional, why do we need to evaluate them. Mukoro (2007) pointed out that teacher's evaluation would go a long way to determine the extent to which goals are accomplished. Onoyase (1991) further buttress this assertion that one of such reason is to stimulate teacher's effectiveness in assisting students to learn. Provide principal opportunity to review what has been done and those yet undone. The ability to ascertain and verify happen require some good elements of competences and special supervision principles and techniques to achieve pragmatic results.

Perception is the way individual views the different supervision techniques that serve as a predictor to performance. For instance, a study carried out by Aso (1971) but cited by Arubayi & Aghenta (1980), revealed that principals are not satisfied with teachers' performance. It further stated that an individual performance is only a function of knowledge, skills and technical competence. Dwell on the above analyses, the researcher simply quantified job performance as a function of organizational practices, individual differences, teaching aids, training, supervision techniques, professional qualification, and other factors and variables.

Teacher's perception of supervision techniques is determined largely by the individual's perception of himself and his role (Onyemunwa, 1990), such a result of his past incident with supervision practices. Many teachers would want to avoid supervision because it is an attack on them personally. Others view supervisors as 'snooper visors', police officers, faultfinders and

with other negative perceptions. For such, many opt to avoid it. Beside this, they believe that supervisors must possess good leadership qualities. The development of good human relationship between the supervisors and the supervisee is essential in supervision techniques. A situation where supervisors possess good human relationship, both with minimum stress (Kadushin, 2004), the obvious result is of course improvement in teachers' job performance and achievement of school goals and objectives.

Thus, the way the principal perceives his roles goes a long way to enhance or hinder effective and efficient performance and achievement of school goals. Okwara (1989) noted that differences in perception might result in adopting wrong course of actions and create unwanted consequences. He further argued that two persons could see a thing differently but what each of them see is a reality to him and his reality only can guide his behaviour. Therefore, to achieve school goals, Administrators must have a perfect knowledge or accurate perception. Such right perception of supervision techniques and their utilization may increase performance and goals attainment. Both the supervisor and supervisee required good perception of educational programmers that could help them grasp the essence of supervision and their Job otherwise no remedy to teaching/learning.

Studies on teachers' perception of supervision techniques showed varieties of opinions. A study carried out by Onyemunwa (1990), disclosed that teachers did not perceive supervision techniques as improvement of

instruction. Teachers would want supervisors that would assist them solve problem of classroom management. Teachers felt they have the talent and ability to educate and handled their students. It is supervisor duty to reduce barriers that would inhibit teaching learning process. Such teachers expected to make the classroom environment and beyond to be conducive for effective teaching / learning to take place. Onyemunwa in another related study on teachers' perception of supervisor and teachers' interaction was more revealing and astonishing. He discovered that no teacher actually expect any improvement in the quality of his instruction as result of the supervisor's visit and observations in the classroom. He remarked that principals and inspectors are out of touch with the classroom and much of what they communicated during their visits involved procedural trivialities.

In another study on the perception of supervision role as perceived by teachers, principal and inspectors in selected schools in California high schools by (11EP,2002) report that teachers attitude toward supervisors were positively associated with the amount of personal contact with supervisors. On the other hand, negative attitude seemed to be associated with a lack of clarity of purposes of supervision by inspectors. He also found that significant difference existed in the perception of the three groups of Educators. The teacher expected the inspectors of schools to create a convenient forum through which constructive and purposeful advice be rendered for the sake of improving the quality of teaching and learning in schools.

Teachers perceive poor communication in the school as one of the cause of organizational or administrative inefficiency. Communication is the process of transmitting and imparting information from a sender to a receiver. Peretomode (2009), ascertained communication is an important factor in human relation. The purpose of communication in supervision is to afford both supervisor and supervisee the opportunity to discuss different aspect of the techniques of supervision. They both need to decide on the pre-observational arrangement of the classroom 'Observation techniques'. He made it clear that interactions between personnel's can only occur through proper channel and medium of communication. It is expect that performance and expectations transmitted upward, while suggestions flow downward. This is because report on teachers performance provide information required for administrative decision-making related to promotion, transfer, training, reward (positive and negative) and a host of other.

Human resources for supervision performance: The place of human resources in the achievement of instructional objectives cannot be over-emphasized. Ezeocha (1985) maintains that a leader needs work force to manipulate and direct other resources in order to be a successful leader. Eze (1999) also observed that personnel are the human resources consisting of all the individuals engaged in any organizational activities regardless of their levels with no demarcation for men and women working for the organization. A supervisor is a personnel resource in the educational system. He expected to

perform creditably in supervision of instructional activities in order to ensure functional education. They further maintained that supervisors should possess a wide repertoire of varied techniques to assist and improve effectiveness in their teachers and other supervisees. Supporting this, Ogunsaju (1985) pointed out that for a supervisor to be successful, he needs to possess certain qualities that will put him over those under his jurisdiction. He believed that a supervisor must be true to his own ideals and at the same time flexible, loyal, respecter of others beliefs, rights and dignity of those around him. These qualities are inevitable because of the complexity of the job. Commenting on this, Ezeocha, (1985:158) listed five qualities of the supervisor, as respectability, creativity and inspiration, leadership, resourcefulness, and intelligence and knowledge. He further pointed out that professionally educational supervisor must be one with broad general education, professional education, teaching skill, clear perception of roles in educative process, knowledge of instructional materials and methods, willingness and ability to continue personal and professional growth.

The need for adequate supply of qualified and competent supervisors in our educational system recognized earlier than now. Obi (2004:13) declares; 'Apart from other demands of society therefore, the education system itself needs a vast increase in facilities for secondary and higher education. A more effective balance staff of proper quality is the first step in any effort to train skilled work force, this task demands first priority'. The above opinions are very strong and clear pointers to the importance of qualified personnel

in supervisory services. It is clear that insufficient and inexperienced supervisors hamper effective supervision.

Material resources for supervision: Material resources are very essential for any organization to function effectively. According to Iyiinagolu (2006), instructional materials make teaching and learning activity, interesting and significant. Instructional materials make lesson practical, encourages pupils participation, what is learn remains vividly in pupils memory. Gbada (1998:46) out lined the following reasons for using instructional materials in schools; such as to provide meaningful resource of information in teaching and learning. To extend the horizon of experience for the learners, to provide interest compelling introduction to a wide variety of learning activities and to overcome the physical difficulties of presenting certain subject matter, for example the use of mass media. In support of this, Dike (2002:102) stated that audiovisual resources contribute to education by stimulating interest, basing learning in sense experience, providing source of information and extending the learner's experience. The use of instructional materials offers Administrators one of the most powerful tools for increasing supervision effectiveness and form basis for greater achievement of educational goals. The researcher strongly contends to this that no agreeable plan of instructional strategy be arrived at if materials are not available.

Supervisors Leadership Style of Supervision: Nwachukwu (2004) sees leadership as a social influencing factor for the attainment of goals. The way the leader approach the task and the need of the people in every

situation is what leadership style entails. The attainment of any organizational goal attributed to good leadership style, whether a leader leads well or not depends on oneself. The most important thing is that followers must see their leader as an image worthy of their respect. A good working relationship enhances productivity in an organization. Nwachukwu further maintains that a good personnel manager establishes a very close working relationship with all the departments and units within the organization. It is a known fact that the supervisor is the manager of his relationship with the supervisees.

In educational supervision, it is observe supervisors as managers' work with teachers. Each teacher uniquely endowed with special potentials. This uniqueness be acknowledged for such supervisor to attain greater success. Ogunsaju (1983) recognized that people differ from one another and a person's reaction influenced most by the way, he treated by others. An Administrator that may be operating Theory X principles may be autocratic and dictatorial issuing out directives. This makes teachers see them as enemies rather than colleagues in profession leading to conflict. Obviously, such instructional supervisor would not achieve much in an atmosphere of rancour and acrimony.

In - Service Training for Supervisors; Hornby (2000), described in-service training as something carried out while actually working on the job. It observed that in-service training is a necessity in the achievement of educational objectives since there are new methods, new knowledge and desires about learning and the use of newly developed resources. It will enhance service training of supervisors and teachers. In - service courses

give opportunity to members of staff to improve themselves skillfully. It aims at increasing professional competence of teachers, and introduces them to new educational trends and ideas. Ogunsaju (1983) simply put it that in-service training activities aim at providing the trainees with knowledge and practical skills needed to do their work. It is imperative to note that for supervisors to be effective and improve the quality of teaching and learning in our schools; they need to be current in specific educational fields and to understand the implications of technological innovations, leadership styles and other changes in education. In-service training is a veritable tool to keep them abreast of those changes.

School Administrators' Supervision Techniques

1. Inspectors Inspection Techniques

These techniques, known as forms/types of inspection are utilized by the school inspectors. Ofoegbu (2004:333) identified them as; full inspection, routine, investigative visits, advisory, recognition inspection, follow-ups, special visit, pre-opening of schools and sampling and survey, emergency or surprising visits respectively.

Full Inspection: This involves a team of inspectors who visit school for a number of days. This comprehensive form of school inspection requires all aspects of school life inspected. Such visit planned by a team of officials from the Ministry of Education headed by the most senior officer. The staff strength (teaching as well as non-teaching) the infrastructural facilities and equipment, school subjects taught, school records and account visited in the exercise. Teachers also watched delivering their lessons. The notebooks

of the students equally checked to ascertain the volume and quality of work done previously. The visit also tends to find out the punctuality and overall attendance of members of staff at work. Scrutinize some official records such as class register, admission records, class diaries, scheme of work, time tables, continuous assessment records, the overall school climate such as classroom arrangement, quality and quantity of staff, number of classrooms, class size, number of periods taught, level of discipline and relationship between the community and the school. Assess student's comportment in relation to regularity, punctuality, neatness and discipline. They also assess specific areas where attention be focused on, like conditions of physical facilities/ structures and adequacy. At the end of the visit, which may take two to three days depend on the size of the school; a staff meeting conveyed for clearing issues touching on consensus. Suggestion and recommendations made which serves as guides in the school system. This type of inspection also carried out especially when schools are seeking approval of government. New schools usually approved before they allowed writing final examinations with West African Examination Council (WAEC), National Teachers Institute (NTI) and other examination bodies. Aghenta, (1993), in his study on educational facilities specifications identifies a minimum of 0.8-1.3 square meter classroom space per student, 2.3-3.3 square meter library space per student are special requirements for secondary schools. United Nations Educational and Scientific Organisation (UNESCO, 2007); International Institute of

Educational Planning (IIEP, 2002) & Ogbodo (1998) Specification for a classroom is with a maximum enrolment of 32 (thirty-two) students per class. It is sad to note that these specifications been jeopardized. Inspectors are aware that in Ovwian secondary school a minimum of 120 students packed in a sub-standard classroom. They have no solution to such problems because facilities are over stretched, inadequate and the few ones are dilapidated. The major advantage is that it engender confidence between the school and the inspector who will not thereafter be looked upon as a detective coming to catch teachers red-handed.(Ogunu, 2001:120).

Routine Inspection: Sometimes a single or group of inspectors may visit school periodically to discuss with the school head and teachers and to report his findings both success and failures-to ministry Inspectors such visits enable the ministry visits identify the latest problems or successes of the school. He inspects various aspects of the school life, the teacher, students' facilities available and the budget, the stem of evaluation, the library and others. This is carried out with the aim of passing information to the school, see the progress of an experiment, get a general impression about the school, consult with the head or some specialist teacher, assess the reaction to an inspection report, assessing the school standards and making suggestions for possible improvement where necessary. It is to one dismal that facilities in schools today are in short supply (Arubayi 2006, Asaya, 2002 and Peretomode, 1995). The school administration and

organization generally examine during routine inspection. Written reports are also prepared and sent to the appropriate headquarters in charge. If the report needs action, it passes to the chief inspector and on to the permanent secretary or commissioner who decides what action to take.

Investigative visits carried out in response to disciplinary action. They are carried out with sole purpose of addressing particular administrative problems in the school. Such problems include the issue of fraud and theft of school property.

Records and Record keeping visits: The importance and usefulness of records and recordkeeping within the education system cannot be undermined because. Special record books or professional record books are kept for day to day school affairs. Nwagwu, (2004) advocates the necessity for accurate and up-to-date school records for the purpose of planning and administration. Financial theft and other educational problems identified; reports written and submitted to the supervising ministry (Ministry of Education) to proffer solutions. It is unfortunate that reports of such inspection do not surface again due to sacred cows in the education system. However, such reports have led to creation and split of schools into manageable sizes today.

Advisory Visit: An advisory visit purposely organized to enable inspectors' advice and encourage teachers to improve themselves. This has increased professionalism among teachers today. The non-professionals were encouraged to develop themselves that have enhanced job performance

and achievement of school goals.

Emergency or Surprising visits: Complaints or petitions be written to the Ministry about a school; a crisis in form of demonstration by students, staff misconduct or conflict that threatens the safety of school equipment may erupt. To solve such problems, team comprising various interests group and head by an inspector is delegate with some urgency to carry out unannounced investigations in the affected school. Terms of references are given, reports sent to the ministry for thorough investigation.

Recognition Inspection: Recognition inspection is a special inspection to verify the human and physical facilities adequacy and requirement of external examinations like the WAEC and NECO, such as to verify the adequacy of laboratories, classroom seats, textbooks, qualifications and experiences of staff.

Feedback and Follow-Up: The provision of feedbacks regarding findings of inspection, especially to schools inspected, should be ongoing during inspection. This should include providing oral feedback to head-teachers, teachers, and to other school personnel with opportunities for discussions and reflections with the key stakeholders, such as boards of governors, school committees and sponsors. In stressing the importance of feedback, Trethwan, (1991, cited in Thomas, 1996) advised appraisers to give feedback as soon as possible. It is a mistake to bottle up as some actions may be right or wrong in the appraiser's eyes, but feedbacks can boost such morale. Too often, an opportunity for positive feedback is lost because

appraisers are not in the habit of giving a brief but timely acknowledgement. Even negative feedback reassures the teacher that the appraiser cares. The need for feedbacks on findings of inspection expressed as follows. For example, Dean (1995), in a study that explored primary and secondary teachers' and head teachers' perceptions regarding school inspection in five local authorities in the UK, reported that participants studied felt very strongly about the importance of feedback, especially verbal feedbacks on lessons observed by inspectors. The participants in this study also felt a need for follow-up both in terms of support for working on the findings of the inspection and reviews of progress later.

There is need to facilitate appropriate follow-up after inspection of schools to ensure that schools implement suggested changes for improvement. This follow-up undertaken within a specified period to determine the extent to which the recommendations made implemented. Conclusions of the follow-up be published and copies made available to parties concerns. The Inspectorate should endeavor to establish appropriate post-inspection action plan that be tabled with the key stakeholders in the management of the schools.

Special visits: Special visits carried out in response to reports of disciplinary, financial or educational problems in the school concern. Reports written submitted immediately to supervisory ministry to prevent undue cover-up and proffer solutions. This helps to check corrupt principals who engaged in illegal collections. Culprits been made to pay back huge

sums of money collected illegally into government purse. This should serve as deterrent to others. It is also arrange for the specific purpose of looking into the teaching of some subjects like the sciences – Mathematics and the vocational.

Pre-opening of school inspection visits paid to the location of a new school seeking government approval. The essence is to verify if such school satisfies the stipulated government policies. In terms of number and facilities specification that are necessary for the running of the school. Aghenta & Arubayi (1980), in thier study on educational facilities specifications identify a minimum of 0.8-1.3 square meter classroom space per student, 2.3-3.3 square meter library space per student are special requirements for secondary schools. United Nations and Scientific Organizations (UNESCO, 2007); International Institute for Educational Planning (IIEP, 2004) & Ogbodo,(1991). Most schools do not meet with government specifications. Inspectors visit such schools to collect bribe and allow them to function to the detriment of the outputs and the education system.

Casual or Operation Visitation or Check-up Visit: This is regard as a less formal school visit by inspectors. The inspectors may just been sent to a school by a higher officer of whom he may just decide on his own to visit the two cases discussed above. Someone who regards work of the inspector as that of quality control would hardly pick up quarrels with him. In experienced and ineffective supervisors may assume the role of a

faultfinder. The teachers and school administrator are to give maximum cooperation to the supervisor. In this form of visit, formal reports not sent to schools. (Peretomode, 2009 & Whawo., (1995:185).

Sampling and survey visits paid to a number of schools over a period. The purpose is to verify specific aspects of education such as the teaching of English language, Principals or head teachers' performance. Survey or sampling visits also undertake to select a specific aspect of the school programmes for a thorough inspection. Such inspections are significant for the generation of planning data and decision-making. A decision on radical changes in the school system is derive from research evidence, if they must stand the test of time (Ogunu, 2001).

There is need to facilitate collaboration between school inspectors and school personnel, especially teachers and head teachers on matters pertaining to inspection. Commenting about teachers' involvement in school inspection, Waga (1992) proposed that teachers be encouraged to participate adequately in developing assessment procedures employed by school inspectors to evaluate teachers to enable them understand the criteria on which school inspectors commonly judge them. This collaboration will in no doubt facilitate a shared understanding of what constitutes effectiveness in education in general, and school inspection in particular and how this be evaluated. Waga, (1992) further suggests teachers should be part of inspectoral activities and should be informed the following six major aspects of inspection. (a) when to expect an inspection;

(b) the nature, type, and purpose of inspection; (c) evaluation format; (d) the inspection results; (e) the commendable aspects of the teachers' performance; and (f) the areas of improvement and strategies for making the improvements. In this collaboration, they further noted that teacher's feelings, aspirations, and attitudes toward inspection results are consider. Similarly, Kipkulei (1990:25), commenting about teacher involvement in curriculum implementation, suggested that: 'For evaluation in curriculum development to be carried out effectively, the teacher has to be involved in the process throughout the exercise. Teachers should provide data on the progress of the pupils and on the materials. Teachers' best placed to judge the quality of the materials, the depth to which the topics been dealt with and the sequencing of the topics'.

It is imperative that teachers should be involved in curriculum development. They are in position to give the first hand information as far as the system is concern. Mwanzia (1985) further suggested that the superiority-inferiority relationship between inspectors and teachers replaced by that of partnerships. On this note, Masara (1987:13) remarked, "the ideal situation is that school inspectors should be partners with teachers in the development and management of education". Furthermore, Maranga (1986) in a study designed to analyze school inspectors' perceptions of teacher-inspector relationship in Kenya, reported that 90% of the inspectors studied preferred inspectoral program in which both inspectors and teachers be inspected come together, agree on the objectives of inspection and

harmonize work towards achieving the set objectives. Additionally, Wilcox and Gray (1994) reported that teachers studied supported joint inspection in which the inspector and the school staff are involved. If these simple principles of inspections applied in Nigeria schools as in Kenya, it will go a long way to promote cordiality and improvement in teacher's job performance.

2. Principal's Instructional Supervision Techniques

The desire of educators to make classroom teaching and learning more efficient and effective gave rise to the subject matter of supervision. It expects every trained teacher been exposed to principles and methods of teaching and therefore require no supervision. However, research had it that the competencies of teachers need to been enhanced. Therefore, the progressive efficiency and effectiveness of the teachers in the discharge of their duties justify the enlistment of experienced educators to supervise them, especially the young professionals in their duty post (Whawo, 1995). Therefore, the quality of classroom instruction must improve. The strong emphasis on improvement and goals must compel supervisors to device effective techniques of supervision to replace less effective methods.

Techniques are the array of activities that the skillful instructional supervision utilizes to bring desirable effect in teacher's behavior for achieving teaching effectiveness. Peretomode, (1995) in fact sees techniques as special way of doing things. When applied to the classroom situation, they are special methods, adopted by the supervisor to assess the

extent to which a teacher can influence knowledge into the young minds in the classroom. Supervisory techniques in education are primarily concerned with improving the teaching-learning situation in school. The major role of inspectors and principals (supervisors) is to advice, guide, and help teachers to improve their teaching to achieve school goals.

A supervisor's choice of supervision method is influence by a number of factors. Six reasons for choosing different supervision methods as proposed by Bernard and Goodyear (2010:157): The supervisee's learning goals , The supervisee's experience level and developmental issues, The supervisee's learning style, The supervisor's goals for the supervisee, The supervisor's theoretical orientation and The supervisor's own learning goals for the supervisory experience. To achieve the above functions Good-Year desired the supervisor must assess the learning needs of the supervisee, shape or support the supervisee's behavior and evaluating the performance of the supervisee.

An ideal supervisor is someone who is creative yet demonstrates critical thinking. One issue endemic to all supervision situations is the challenge to think like a supervisor rather than a therapist. Seasoned practitioners tend to continue to be fascinated with therapy issues, thus focusing on client issues rather than the learning and developmental needs of their supervisees. Supervision of education is primarily concerned with improving the teaching-learning situation in schools. The major role of the supervisor is to advice; guide and help teachers to improve their teaching to

enable students improve their learning. Peretomode, (1995: 196), Whawo (1995:193) & Nwaogu (1980:213) identify these techniques amongst others as: classroom visitation and observation techniques, inter-visitation of school, micro – teaching, professional reading, field trips, demonstration, bulletin, staff meeting, research, and lecture forums techniques.

How these techniques utilize in the classroom to achieve school set goals?

Classroom Visitation and Observation: The classroom observation techniques are also known as clinical supervision. It is a way of describing or approaching supervision derives from medical experiences (Cogan 2003). One of the pioneers of the approach in education highlighted the use of direct observation in the approach. Apprentice surgeons learn their trade by first having close surveillance of their Medical Register. In this way, they began to develop their professional skills (Schon, 1987).

Goldhammer & Krajewski (1993) define clinical supervision as that aspect of instructional supervision drew upon data from direct first hand observation of actual teaching, or other professional events. It involves face-to-face and other associated interactions between the observer (supervisor) and the observed (teacher) in the course of analyzing the observed professional behaviour and activities and seeking to define and/or develop next steps toward improved performance. Here the supervisor is a mentor or a practice teacher while the teacher is an apprentice. Mentors are skilled performers who observed, consulted and their actions copied. (Waite 1995).

Supervisors are hold accountable for the quality of the service they

provide their supervisees (teachers) and clients (students) in school. Both have a responsibility to participate appropriately in the professional community they belong. However, clinical supervision gives room for feedbacks, which could further improve performance and achieve goals when managed appropriately. Of all the various aspects of the school activities that come within the purview of the supervisor, none calls for greater caution and tactics than the Classroom Observation. After all, the primary purpose of the school is to transmit knowledge, skills and values. All these activities go on, in no other place than the classroom environment. Ogunu (2001) & Ofoegbu (2004) simply identified the classroom observation as a process by which the school Administrator (supervisor) watches teacher and students in action, how he/ she teach, manage and control students in the classroom environment. Peretomode simply sees it as a situation where the teacher is working directly with the learners and the supervisor is present as a witness to observe systematically classroom events.

The clinical circle of observation involve the following steps ; Such as planning and preparation of lesson note, presentation of the lesson, teacher/students relationship, students participative management of the classroom, teacher's personality and knowledge of the subject matter and others. These steps were further grouped into three stages according to a study tagged 'consultation process' a study carried out on clinical supervision programme of colleges and universities in Indiana-1988,1991

identified three stages as Pre-observation, Class Observation and Post Observation. In the 'Pre-Observation Conference', Supervisor schedules an interview with the teacher to obtain information such as what to observe in the class such as goals and objective, how to achieve them. What are the students' roles, teaching methods, previous knowledge, sitting arrangement before the commencement of the supervision?

The second stage (class observation), requires the actual observation in the classroom. The characteristics identified for effective teaching are the Organization clarity, command and communication of subject matter, teacher- student rapport and enthusiasm. To achieve these, the following questions need addressed. Does the teacher (supervisee) master the content? Are the materials appropriate and to the level of the students? Is teacher preparing for the class? Does she/he use examples to clarify the difficult point? Is her presentation Okay and others related questions.

Finally, the third stage is the Post-classroom Observation. The study recommendations would be useful if carried out within few days of the classroom Observation .The observed problems and procedures should be discussed in-debt with the teachers. A series of questions with which to initiate a follow-up discussion questions is raise. Results of the Observations are compiling in triplicates and distribute among the teachers, the school and the supervisor.

Weimer (1991), Weimer, Parrett,& Kerna (1988), identified different

things the supervisor watch out for during the classroom Observation. To them are planning and preparation of the lesson, presentation of the lesson, relationship with the student, and Student participation teacher's knowledge of subject matter, teachers' personality, and adequately prepared lesson note, quality of speech, voice, clarity and maintenance of order in class. You will agree with me that clinical supervision focuses on helping the teachers improve their performances through analyses and feedbacks of observed events in the classroom.

Supervisors must attend to teachers need individually rather than uniform approach. In a situation where a teacher is incompetent, supervisor should be competent and diplomatic, take over the class while the teacher observed how the supervisor or an experienced teacher do it. Such will enable the teacher improve in subsequent classes. Obviously, such inexperienced teacher should be suit for training either suit for training in –service or part time for self-development. This is what Onasanya (1999) considered as supportive and facilitative intervention in which supervisors provide support and encourage the development of teachers.

It is expect that classroom visitation and observation should give the opportunity for feedbacks report of performance of teachers. However, such have faced lot of challenges. Such negative reaction to teachers' professional performance, when clinical issues are subjective can impair the decision. More so when such feedbacks concern something outside the supervision relationship, they are uncomfortable imposing their opinions on

teachers. To save such situation, the study recommends the use of videotape or audiotape to demonstrate or support the supervisors' feedbacks.

Teachers Conference/ staff meetings: Conference has been a unique techniques employed by school Administrators in our secondary schools. The place of meeting could be the teacher's classroom, the supervisor's office or the staff of a conference room. The venue chosen should be quite convenient and acceptable to the teachers and as well as the supervisor. Similarly, the time of the meeting should be convenient to both parties. Free periods may sometimes be good. The meeting may hold either before or after school hours. The important thing to note is that short and well-planned meetings produce better result than long meetings. The meeting itself should take the form of a dialogue between the chair to receive a chain of written or oral instructions and criticisms from the supervisor must be avoided. Nwagwu (2004,) who agitated its continuous use because it was an important meeting point between leaders and subordinate to improve school effectiveness. This he classified into two main areas as **staff - meeting and individual teachers' conference**. Staff meeting has the capacity to improve significant and measurable contributions to effectiveness of school objective and goals. Staffs meeting enable teachers to exchange ideas, foster good spirit and update one with problems confronting the school with the view to proffer solution. Duckworth (1983:21) & Onyemunwa (1990) disclosed that staff meeting provides

opportunity for the supervisor to encourage, recognize good works, and show determination to remedy teaching problems in secondary schools.

Ogunu (2001) further classified teachers' conferences into individual teacher conference and All – Schoolteacher conference. The individual conference has several advantages. It enables a head teacher to know the professional ambition of a teacher and provide an opportunity to discuss some of the misconceptions and misunderstanding, which a teacher may have, about government or school administration. The conference also provides a forum where a teacher praised for a work well done. This will encourage a teacher to increase his work input. Commendations amplified above the shortcomings found in a teacher. The conference may also provide an opportunity to work out details of an intended proposal such as class project. The intimate and cordial interaction during a conference makes an honest person to discuss friendly some of his classroom problems with a school head (Peretomode, 2009). Group conference according to him represents meetings that are compulsory for all teachers in a department to attend. Among others, group conferences have the advantages of team spirit among teachers and integrated understanding among the department in a school. This makes it possible for curricular and co- curricular activities to be carried out harmonious among all departments. The meetings of all staff are a good place disseminates information on new findings and recent events in education. It is a forum where ideas can exchange among teachers. When new rules and regulations passed, a

discussion of all teachers arranged for unanimous approval before implemented. General problem among staffs and students that may revolve around punctuality and regularity discussed in a group conference. An academically inclined school administrator can equally stimulate the interest of teachers for professional growth during staff meetings.

Some teachers however consider general staff meetings as an economic waste as most of the items discussed circulated in bulletins. In spite of this criticism, the techniques are encouraged if it utilized only when it is necessary.

In connection with general staff meeting, the following suggestions are worthy of note. Whawo,(1995:194-196).

- They planned well ahead of time so that every teacher who expected to attend could get the information on time. The place and time of meeting made known members in advance.
- The staff meeting holds during working hours. If a time outside school hours chosen for a meeting, they the head teacher should provide some form of refreshment and transportation for staff back and forth the meeting.
- The topic discussed should be prepared in advance with the help of the classroom teachers.
- The agenda of the meeting made available to teachers before the day of meeting. It makes the teachers and supervisors take relevant

documents along to the meeting.

- All academic staff should attend the meeting. Excusing some members be avoided, as such, a practice is an indication that the meeting is not of much importance.
- Staff meetings should be as short as possible. Meetings too long may cause some staff members' personal inconveniences.
- Staff meetings should hold in the middle of a week. While the schoolwork at the beginning of the week not be disturbed with meeting, Fridays are not equally good as well; staff may wish to travel far away from home during weekends.

Besides, most school athletics competition may be fixed towards the end of a week and thereby compel some staff to travel out of duty station. A study reports that for any type of conference to be effective, the relationship between the supervisor and the teacher should not be a master/servant relationship, but that of professional colleagues. Professional problems identified and solutions proffered which can lead to increase in teacher's job performance.

Research Techniques: The ultimate goal of school supervision is to improve instructional techniques in the classroom. This makes it imperative for a supervisor to use the process of systematic investigation to improve teaching skills and procedures. Observation itself is a technique of data gathering in research. Supervision utilizes the skill of observation as a major tool for its operation. The teaching in a classroom often presents a lot of

challenge that may need some investigation. The problems of co-curricular activities properly addressed through a research process. Supervisor help teachers get recent research findings that are necessitate for their professional growth. Such research findings may have direct relevance to what taught by a teacher. Research techniques employed for solving the classroom and professional problems of teachers encourages professional growth and creates in teachers the inquiring procedure for finding solution to educational problems. Supervisor as well as teachers in the discharge of their functions requires the skills in research. A supervisor should be able to assist a teacher to identify a research problem on teaching activities, and thereafter investigate the problem to find solution to it. Peretomode, (2009:200)

Supervisory Bulletins: Bulletins used to disseminate information so that the frequency of staff meetings might reduce. It is more economical than staff meetings. When put on stencils and duplicated in good numbers, bulletins be given to each teacher. To reduce cost, bulletins may be typewritten and pasted on a notice board for teachers to read.

The medium is use to improve the instructional programme of a school. The latest research findings, equipments and invitation to seminars and workshops passed to teachers through supervisory bulletins. Resolutions taken at a teachers' meeting or by policy makers in the Ministry of education that relate to improvement in classroom teaching disseminated in bulletins by a supervisor. Professional information that will improve the teachers'

competence circulated among staff by head teacher.

Demonstration Teaching:

This technique acknowledges the wealth of experience of a supervisor. Skillful teachers mobilized to demonstrate to younger colleagues new methods of teaching some special topics in a subject area. An external supervisor, a head teacher or a classroom teacher could give a demonstration lesson. The demonstration teaching may take one or two forms. The oldest method took the form of teaching a lesson for teachers to observe. By this, the supervisor who was probably the school head planned for a lesson assembled the instructional aides required and delivered the lesson to explicate to learn. The second and newer form requires a group of teachers to attend a seminar or workshop where experts demonstrate to participants to modern instructional devices they are expected to know. For instance, the teachers of Integrated Science in primary or secondary school invited to a seminar or workshop that purposely organized to demonstrate improvisation in teaching various topics in the subject. The experts at the training centre expect to demonstrate to the attendants. The attendants are in turn required to go to the local schools to do it for teachers in the subject area. A supervisor should properly plan demonstration lesson. If the demonstration carried out by head teacher, the target teachers informed in advance of the objective of the demonstration teaching. Where the conference strategies employ, outline of the processes that may be required should be prepared before the day of conference. Immediately the

demonstration is over, time devoted to discuss what they have seen. National Teachers Institute (NTI 2002:56-57). The use of new equipments should particularly follow the processes described above.

Microteaching: Microteaching is a process that enables a teacher to get immediate feed backs from the supervisor after lesson presentation (Whawo, 1995:196). It is the latest techniques utilized by supervisors for both pre-service and in-service teachers (Ike, 1989:12). Microteaching makes it possible for supervisors and teachers to identify, define, describe, analyze and try certain teaching skills without the risk of an actual teaching situation. Micro- teaching is a competency-based teacher education technique with in-built opportunities for inquiry and creativity in teaching. Perhaps the lessons videotaped where teachers and supervisors are privilege to listen and see themselves to identity errors, supervisors can suggest ways lesson improved upon. Micro- teaching provides the required attempts before the student teacher goes into the class to face many pupils. This could otherwise be embarrassing. It provides a low risk for the student teacher and learners. When student teacher who has never taught before goes and teaches about 40 pupils is risky. It gives immediate feedback and repetition for improved performance. It gives opportunity for rectifying mistakes quickly (Obi, 1999). It is a good interaction ground, hardworking teachers would improve their skills (Job performance) and school goals and objectives be achieved.

Teaching rigidly described as a complex task. It consists of a number

of skills that must be learnt by would be practitioners before they can develop the right competencies that will qualify them to be admitted into the profession. The training ought to attain certain competency level and be able to demonstrate certain pedagogical skills outside the acquired necessary contents. The best approach to teacher training that imparts practical skills and demonstrates competency based on teacher education is microteaching. The relevance of microteaching as identified in National Teachers Institute (NTI) (2001:8-10) include the following:

- ❖ Microteaching helps teacher education to achieve her aim of producing high quality skilled teachers. This is true because the aim of teacher education is to produce quality teachers. However, they are train to acquire a set of teaching skills through microteaching.
- ❖ Microteaching reduces the complexities of classroom teaching. It involves many complex activities; therefore, microteachings simplify the complexities of scaling down the lesson content, class size, teaching time and the skill.
- ❖ It provides teachers' education an effective method of training teachers to acquire variety of teaching skills.
- ❖ It builds up teachers' confidence by providing relaxed and controlled secured environment for trainee teachers to acquire teaching skills.
- ❖ It provides trainee teachers opportunity for immediate feedback and repetition for improving performance. It also affords trainees the opportunity they have to critically assess their own performance.

- ❖ It enables separate teaching skills practiced and perfected without the distractions of classroom management.
- ❖ It gives immediate feedback and repetition for improved performance.
- ❖ It gives opportunity for rectifying mistakes quickly through the video tapes.

Inter- School Visitation: It is form of instructional supervision techniques require teachers in a particular school visit their professional colleagues in another school. The purpose is for the acquisition of new instructional ideas. This approach is particularly helpful if the beginning or inexperienced teacher observed the experience teacher in action. This enables him/her learn how to organize materials and manage students in the classroom. (Nwaogu 2006:329). Among some of the advantages of inter-school visitation techniques of supervision are;

- o Assisting teachers learn new methods of teaching a particular subject and be aware of new modern materials.
- o Enlighten the beginning teacher on how to use new teaching aids and equipment in the classroom effectively.
- o Giving the beginning teacher the opportunity to see a supervisor or experienced teacher inaction.
- o Give the beginning teacher an insight into proper classroom management and control.
- o Share ideas on teaching methods among the experienced and less experienced teachers.

- o Helping the weak teacher to improve her teaching skills
- o Give the visiting members of the teaching staff the opportunity to have a broader view and understanding of the whole process of teaching and learning beyond their own classroom and school experience.

Workshop /Educational workshops: Workshops are programs design to give opportunity to a group of people (teachers and heads) to work a common problem affecting the school system. Such are under the guidance of knowledgeable professionals in the areas in question. Nwaogu (2004), identify such areas as methodology, instructional resources, curriculum development and professional growth of teachers. It provides an avenue for a group of people discussing possible methods of solving problems in the school environment for purpose of improving instruction.

The utilization of educational workshops to improve teaching-learning activities quite regularly found in tertiary institution in Nigeria. Workshop organized in a local school with a member of staff as a resource person. Resource persons in most cases are drawn from higher institution where specialists in areas of discussion. When school heads organize workshops for teachers, they contribute to the quality of classroom instruction.

Workshop technique has several advantages. Some of these itemized below: (Whawo, 1995:198)

- ❖ It brings together people who have a common problem to examine it with the aim of finding solution to it.

- ❖ Participants in a workshop develop individual, socially, emotionally and professionally.
- ❖ Workshops are flexible in nature. They can organize for varied objectives at different times.
- ❖ The participants have easy access to specialists in a field of study.
- ❖ It provides an open climate from both individual and group consideration of an educational problem.
- ❖ The materials that developed in at a workshop are useful in teaching.

As result of these advantages, principals, headmasters and external supervisors should encourage teacher to attend workshops. During workshop, the individual teacher had given the opportunity to present his problems without intimidation. Where a workshop designed to work on more than two problems, the supervisor should allow each teacher to determine the group work he wishes to participate.

Professional Reading and Study: A supervisor can also help teacher to obtain relevant professional and academic textbooks, journal, bulletins and magazines to read. In developed countries, financial vote is approve for the purchase of items and made available to teachers. Zealous teachers could consult such materials to broaden their knowledge in a subject area. The benefit to the above proposal is minimal especially for teachers who are lazy readers or for those who have poor attitude to private reading. A better alternative would be for teachers to be encouraged by supervisors to go for further studies in Colleges of Education and Universities. Most of the

professional courses are organized one part-time basis by some tertiary institutions for serving teachers.

Field Trips: To the average teacher field trips/excursions organized for students only. This is not true. A student head or an official from the Ministry of Education can equally mobilize teachers for field trips. When properly organized, it would enable teachers to utilize societal resources for solving school problems. Field trips for teacher not regarded as pleasure trips. They should be undertaken when there is dire academic need for them. The funding of excursion for teachers could be jointly borne by teachers and schools. Transport and accommodation provided for the school why teacher would pay for their feeding. Depending on the availability of fund, the school could equally provide refreshment for staff.

Lectures and Fora Discussions: This technique perfected among university staff over the years just like the organization of workshops and seminars. In this technique, a supervisor could approach a teacher or a specialist within a local government area to prepare an academic lecture on a specific topic that treats a current educational issue. The groups of teachers who listen to the lecture had given notice of compulsory attendance. Where a forum is to be organized, a theme subdivided into smaller topics for a group of discussion by appointed discussants. It is not necessary to give specific topics for the discussants to develop at forum, only a general topic given to them to guide them in their preparation. Teachers given such assignment would be stimulated to prepare adequately to convince their colleagues of

their competence.

Organization of supervision techniques will also go a long way to discover and co-ordinate teachers' potentials towards the achievement of Educational objectives. Whawo further identifies other benefits of instructional supervision techniques. That techniques will synthesize way of reducing friction between students and staff and between staff and Administrators (principals / inspectors) such harmonized co-operation through teamwork will go a long way to increase teacher's Job performance and attainment of goals and objectives.

Apart from team work, techniques employed in supervision can reveal to teachers the area of their weaknesses and need to remedy such deficiencies by so doing new teachers in the system can benefit from such an experienced supervisor and professional competences of teachers can be enhanced. Good supervision techniques knows no boundary in the system, it tends to foster healthy relationship between the schools community. The decision to utilize supervision techniques and the step to guide a supervisors advocated by Whawo (1995) identified these factors. Estimating or surveying the situation, identify and analyze the equipment and facilities need for using the techniques, getting people involved by sharing responsibility, directing the development through proper guidance, measuring and evaluating progress through proper reporting and for further action and providing for educational continuity.

From the above analyses, influencing the choice of supervision

techniques, a dedicated and professional supervisor may be able to discover that the techniques employed by him to handle a situation may not directly apply to other situations. Successive supervision techniques utilization requires the Administrator to device new techniques from time to time depending on the objective of his work and other variables. In bid to execute these principles, supervisors are face with myriads of problems. Asaya (2002), identifies as man's complexity as a social animal could not subject to control, lack of clear-cut education policies/standards due to incessant changes in the system. The civil service syndrome of her bureaucratic attitudes, inadequate equipment for supervision, lack of transportation, no follow- up report and selection of priority due to inexperience and accommodation problems for those visiting the villages.

Beside the problems associate with supervision techniques, which are inherent in the system, the issue is the frequently used supervision techniques, how do supervisors utilize these techniques in the schools and what influence do they have on principal's administrative effectiveness and teachers' classroom performance calls for the study.

School Administrators Expectant Roles Effectiveness

1. The School Inspectors Expectant Roles Effectiveness:

Today, inspectors' duties have enlarged to provide guidance to teachers for the benefit of the learners. This is so probably because attention is focus mainly on the child rather than on the teacher. The new philosophy is child centered. As a result of the huge government

commitment on education and societal expectations, growth and development of the nation, inspection of schools is still being carried out but teachers are now, more than ever before, regarded as equal (not inferior) colleagues. A more sympathetic attitude is now adopted by inspectors of education to point out mistakes committed by teachers as indeed any other person and to advise the latter on what to do and how such corrections should be addressed.

In the theories of leadership, motivation and communications have also influenced the development of supervision by pointing out element that could be used by supervisors to bring about instruction and administrative improvement in schools. According to National Teachers Institute manual (NTI, 2002), skills in evaluation, group process, in human relations are very vital and are required in supervision and which is acquire by educational supervisors. An important purpose of supervision is to help teachers to learn what their problems are and to seek the best method of solving them whether as individuals or as groups.

The school Administrator, as far as supervision is concerned, is presuming to be a leader who should perform an important supervisory function. For a good leader to be able to perform his duties satisfactorily, efficiently and effectively, he should possess either naturally or through training salient leadership qualities such as sympathy, initiative, tact, firmness, resourcefulness, open mindedness, honesty, humility, creativity, benevolence and others. He must be democratic, must take note of His

society, nature of man and ensure that the needs of the individuals are taken into cognizance in the process of decision-making as the needs of the school and those of the individuals may not be congruent. National Teachers Institute manual (NTI, 2002)

A good supervisor must inspire confidence, seek to guide by means of persuasion. He must be more knowledgeable than his professional colleagues in the classrooms, must be a patient listener and must avoid jumping into hasty conclusions. He must be pains taking, frank in expressing his views, and develop good rapport with His colleagues. Therefore, the inspector must be such that understands the people he supervises and be able to get the best out of them. The supervisor must be able to control situations and people in order to achieve set task or objective in which group effort is involved. A supervisor should in cooperation with the group he supervises, be able to do the following things, especially in the educational enterprises:-

- Define what the task, goals of the school should be;
- Help the school to achieve the tasks, goals and purposes that have been defined;
- Help to maintain his school by assisting to provide for the school, teachers and students needs. (Inspection manual, course 103,2002:76)

The effective Administrator should arm himself with the theory and practice of human relations maintaining a low profile in respect of his status

and authority. He must realize that his relationships with the schools are essentially human relationships with individuals not with inanimate buildings and materials. His success, therefore, depends on his ability to develop good rapport with educational forces in his area as it does on His professional knowledge and experience. As educators, we frequently take note of administrative disturbances as we work with teachers and principals. This situation is not absolute surprising, although by our nature, approach, and behaviour as professionals in our own right we can work to keep such disturbances, occurring during the school inspection operations at the barest minimum. Let us therefore try to define a balanced relationship between principal-inspector and teacher- inspector. The ideal optimum balance in such relationship is one of mutual respect. An attitude balance based on mutual respect exists only when each of the incumbents respected and encouraged to practice. Pursue the satisfactions of his position until that pursuit infringes on the right of others. The Ideal Educator,(2006).

The crucial consideration involves in this type of relationship is the mutual appreciation of the worth of each other, inherent in this type of relationship are an awareness of the role definition, leadership skills, status, intellectual honesty, communication skills, empathy and other human and personality dynamics. These human relations tools equip the inspector to maintain the needed attitude balance in his working relationship with the school as a social change agent it further reiterates.

Aiyepoku (1987) is of the view that the inspector is ideally the teacher's friend, adviser, guide, professional colleague and consultant. His primary interest should be to assist do their work better and thereby improve the standard of teaching and learning. His concern should better the education for children and help teachers to achieve that objective. He should not pretend to know everything and should in fact let the teacher realize that inspectors too are not perfect. The modern inspectors do not, force the teacher to accept every advice as gospel truth but should be willing when the occasion arises to learn from the teacher who may be practicing a method the inspector had no knowledge of it.

Inspectors' perceptions on supervisory functions are in myriads. They perceived standard in schools truncated and device means with which it revived. However, FRN (2004:59), Nwaogu, Nwaogu & Ijeoma, (2004: 302), have come up with some important aims and objectives of inspection in schools. These include:

- To make sure minimum standards of Education adhered to it. The intention was to provide minimum or relative equal opportunity for every child and to ensure standard are maintained
- To provide forum for the teacher and principals through which purposeful and constructive advice rendered for the sake of improving quality of teaching and learning in schools. Such action would go a long way to improve the quality utilization in schools.
- To make sure prudence maintained in the way and manner public

funds spent in running schools.

It has come to the knowledge of some inspectors that there are many misappropriations of funds by schools heads. Inspectors therefore step in to correct such anomalies. Violators fired when there are glaring evidences. Inspectors tend to make available to the appropriate authorities the positions of human and material resources as they concern the school through inspection reports. Inspectors' perception of the numerous difficulties that the school has to content with noted to the appropriate authorities where required solutions are provided.

- To stimulate and provide guidance in the display of desirable educational practices while noting the various negative educational practices. Issues like lateness and absenteeism of teachers negatively perceived; culprits punished by reporting to the Post Primary Education Board Asaba. Salaries deducted and paid back into the state treasury.
- To provide verifiable foundation upon which various actions initiated by the teachers and principal within school locality, the inspectors and ministry at large. Zonal offices created where teachers and principals could easily reach to launch their complaints.
- To inform relevant authorities (ministry) about the standard of achievement attained in the curriculum and activities in the school,
- To provide for the schools written advices and recommendation given verbally during the inspections

- Ensuring statutory records and accounts of the school are properly kept by the principals
- Keeping staff abreast trends in the methodology of the various subjects.
- To evaluate the aims and objectives of the school and to what extends they conform to the overall national Education policy.

In spite of all concerted efforts put in place to check and improve classroom performance of teachers, success has remained elusive. This Ogunsaju (1983), considered as imposition and authoritarian nature of school inspectors. There are no follow-ups of inspections. Some directed at faultfinding and weaknesses of teachers and principals. They are highly subjective, randomly and carry out the work haphazardly. The system therefore required overhauling to redeem the sector's image.

2. The School Principal and Expectant Roles Effectiveness:

The principal's supervisory roles cannot be undermined. He expects to possess good leadership qualities as the man considered to be at the centre of action in school. He is the internal supervisor. The desire to make classroom teaching and learning more efficient and effective has given rise to the subject matter of supervision techniques (Whawo, 1995:188). It expects that the experienced principal must be involved in the job of supervision of instruction as he further posits. Katz & Kahn (1980), see leadership quality as the ability of the leader to initiate innovate or change existing structure, when situational requirement are clear and popular support adequately provided. They further analyze that leadership has to do

with human reconciling the needs and values of employees with organizational requirement.

Supervision techniques are so vital to supervisors because they can discover and coordinate talents of the teachers towards the achievement of educational goals and objectives. A principal who lacks leadership quality may not give adequate time commitment to supervision. Such may give more time to administrative and clerical duties at the expense of pedagogical functions of the school that should take precedence over such relatively less important matters. Such principal lacking in leadership quality has no human relation skills that involve the ability to reconcile the personal needs and goals of teachers with the needs and goals of the school. Onyemalechi (1985), study of effective leadership in supervisory techniques indicates that schools where principals are able to reconcile the needs and aspiration of the teachers with the needs of the school tend to have higher teachers' job and students academic performance than those schools where the principals do not demonstrate enough concern for both teachers welfare and schools need. In fact the researcher shares this view. The instrument seeks to measure the level of performance and effectiveness based on the ability to relate well with staff as well as get the job done.

Other perceptive roles of the principal according to Nwadiana (2000) and Ogunu (2001), includes working with teachers in the development of instructional goals and objectives. He ensures constantly understood and followed up. Offer teachers and other officers with all relevant educational

resources for effective teaching. Obtain and make available for teachers all relevant educational information. Stimulate, encourage, support and facilitate all activities designed to improve instruction in school. Visit classrooms often to see how teachers teaching and inspect teachers' notes of lessons and other school records and offer professional advice for improvement. Encourage teachers to participate in service courses and workshops /group conferences where teachers gained and exchange ideas. Organize orientation programmes for new staff members and students. Ensure that the progress of each student systematically and accurately monitored, recorded and regularly communicated to parents and other related functions. In performing this function, it is imperative for principals to see his roles as that of a facilitator thereby making the resources (human and material) available and school plant and environment conducive for teaching and learning to achieve teachers' job performance and education goals and objectives.

In the work of Aghenta & Arubayi (1980), they considered the principal as a professional who is saddle with the responsibilities of improving the educational programme of the school. He must determine the educational objective, select, organize content and evaluate the effectiveness and considering the thorough knowledge of the students is very necessary. Assisting staff individually or collectively to attend induction and seminar courses for development. Create a cordial relationship between the school and the ministry. Study the type of community they find

themselves and their ability to adjust accordingly attest to principal's competency. Manage staff and students as well as non-human element in the school. To be effective here, he must show maturity, insight and diplomacy. Clarify varying value systems and be able to manage and resolve conflicts.

From the above analysis, the principal must possess the ability to recognize and meet the individual and group needs of teachers at the same time tapping their full potentials to increase productivity and contribute to the achievement of school goals and objectives.

Teachers' Classroom Management:

Classroom management has always been one of the foremost problems for teachers. Indeed the adequate control of a class is a prerequisite to achieving instructional objectives and to safeguarding the psychological and physical well being of students (Ogunu, 2001). Classroom management is the planning and execution of the school's programme as it affects teaching and learning in the classroom. Classroom management and management of students conducts are skills that teachers acquire over time. These skills are almost never visible until after a minimum of few years of teaching experience. To be sure, effective teaching requires considerable skills in managing the myriads of tasks and situations that occur in the classroom each day. Such skills are central to teaching and require consistency, a sense of fairness and courage. These skills also require that teachers understand in more than one way the psychological

and developmental levels of their students. These skills associated with effective classroom management only acquired with practice, feedback, and a willingness to learn from mistakes. Sadly, this often easier said than done. Certainly, a part of this problem is that there is no practical way to educate students to “practice” their nascent skills outside a classroom setting. A stimulating classroom environment is a constructive force for healthful living and a function of learning in the education of children. The physical facilities set the stage for instruction by improving on the physical condition of the classrooms. There should be instruction preparation of the teaching materials, good classroom discipline and understanding the causes of anti-social behavior among students. A good classroom management is inevitable if the goals of National Policy on education are achieve. (Asaya, 2000)

Personal experience and research indicate that many beginning teachers have difficulties in effectively managing their classrooms. There is no one best solution for every problem in classroom setting. Classroom teachers with many years of experience have contributed to an understanding of what works and what does not work in managing classrooms and the behavior of students. The following information represents some of the things that good classroom teachers need do to maintain an atmosphere that enhances learning. Written in straightforward, non-preachy language, and will not drive you to distraction with its length. Mandel (2010) further postulates that you know what you want and what

you do not want. Show and tell your students what you want. When you get what you want, acknowledge (recognized) it. When you get something else, act quickly and proactive. The Teachers should identify expectations for student behavior and communicate those expectations to students periodically.

Rules and procedures are the most commonly explicit expectations. A small number of general rules that emphasize appropriate behavior may be helpful. Rules pasted in the classroom. Compliance with the rules monitored constantly. Do not develop classroom rules you are unwilling to enforce. School-Wide regulations particularly safety procedures explained carefully. Desirable students behavior may vary depending on the activity, explicit expectations for the following procedures are helpful in creating a smoothly functioning classroom; Beginning and ending the period, including attendance procedures and what students may or may not do during these times. Teacher-Led Instruction indicates how students are to answer questions; for example, no student's answer recognized unless he raises his hand and called upon by the teacher. Remember, good discipline is much more likely to occur if the classroom setting and activities are structured or arranged to enhance cooperative behavior (Mandel, 2010).

In managing students academic work Mandel believes in Effective teacher-led instruction must be free from ambiguity, vague terms and unclear sequencing interruptions. Students held accountable for their work. The focus is on academic tasks and learning as the central purpose of

student's effort, rather than on good behavior for its own sake. In managing inappropriate behaviour in classroom teacher should address instruction and assignments to challenge academic achievement while continuing to ensure individual student success. Effective classroom managers practice skills that minimize misbehavior. Monitor students carefully and frequently so that misbehavior is detected early before, it involves many students or becomes a serious disruption. Act to stop inappropriate behavior not to interrupt the instructional activity or to call excessive attention to the student by practicing the following unobstructed strategies: Moving close to the offending student or students; making eye contact and giving a nonverbal signal to stop the offensive behavior. Calling a student's name or giving a short verbal instruction to stop behavior. Redirecting the student to appropriate behavior by stating what the student should be doing and citing the applicable procedure or rule. Example: "Please, look at the overhead projector and read the first line with me, I need to see everyone's eyes looking here." More serious, disruptive behaviors such as fighting, continuous interruption of lessons, possession of drugs and stealing require direct action according to school board rule. Assertive Discipline used by many schools; it is an effective way to manage behavior. Mandel, (2010)

Teacher manages the classroom by promoting appropriate use of consequence. In classrooms, the most prevalent positive consequences are intrinsic student satisfaction resulting from success, accomplishment, good grades, social approval and recognition. Students must be aware of

the connection between tasks and grades. Frequent use of punishment is associated with poor classroom management and generally avoided if possible. When used, negative consequences or punishment related logically to the misbehavior. Milder punishments are often as effective as more intense forms and do not arouse as much negative emotion. Misbehavior is less likely to recur if a student makes a commitment to avoid the action and to engage in desirable alternative behaviors. Consistency in the application of consequences is the key factor in classroom management (Asaya, 2000).

The manager-employee and teacher-student relationships are closely analogous. Teachers, in part, create the work environment, assign jobs, promote students, and socially interact with them. In the same vein, managers create the work environment, assign jobs, promote employees, and socially interact with employees. The manner in which a teacher manages his/her students is drive by the basic nature of students. The teacher is in a managerial role in the classroom; therefore, the beliefs and assumptions about the students affect the decision-making process (Huffman, 2003).

One of the most important factors to the teacher is his teaching career (Arubayi, 1987c, 1987d, 2003) identifies. He further postulates being a master or doctorate degree holder in whatever discipline does not necessarily make you an effective teacher. Teaching skill requires the gathering of relevant information and the presentation of such information

to students following prescribed methodologies (Arubayi, 1990a, 1990b, 2003:6). According to him that university lecturers make teaching their first priority and research second, so do the secondary school teachers so as to achieve set goals of education. In doing their jobs, they must assess their interaction with students in the classroom. Determining the instrument, Arubayi (2003) design the Evaluation of Teaching Instrument (EOTI) found to have a face, content and construct validity based on statistical judgmental criteria. The reliability of the instrument established using the test –re-test method after two weeks, product moment correlation utilized to establish the reliability coefficient. The result ranges from 0.76 for good organization, 0.77 for use of supplementary materials, 0.79 for flexibility of approaches toward teaching, 0.88 overall ratings, use 0.81 for teacher –students interactions, and 0.90 for clarity and effective communication respectively. These factors further expanded by Arubayi, (2003:19-22) & Egwunyenga, (2010:66-68) as follows:

- Lectures well organized to ensure maximum learning.
- Teachers are very punctual to class.
- Teachers carefully planned their notes of lesson.
- Teachers encourage students to ask question always
- Explanations are very clear.
- That class period carefully planned.
- Use examples to clarify different points.
- Teachers always return test scripts to students after marking.

- Teachers are lenient with students grading.
- Teachers varied teaching methods.
- Give assignment relevance to the topic.
- Teaching aids used contributed to students learning.
- Field trips ease my understanding of the subject.
- Teacher's use of lecture method seems appropriate for students.
- Grading criteria clearly explained to students.
- Teachers motivate students to work harder.
- Teacher leads students through logical sequence of materials.
- Teacher keeps cumulative records of students.
- Provide guidance services to students.
- Pay special attention to the problem child in the class.

An excellent supervision of instructions of this nature by the school administrator (principal) should produce the above results may go a long way to increase job performance. Murphy (2010) further maintains that there are many different practices used designed for good classroom management. As with all classroom management practices, adapt whichever methods you considered best, taking into cognizance the age, ethnicity and personality of the class as a group and of you as the teacher. Maintaining good order in classrooms is one of the most difficult tasks facing young and inexperienced teachers. The task has become more crucial over the past few decades as young people's attitudes to people in authority have changed dramatically. Some of the changes have led to

greater self-confidence in students. Others such as the acceptance of violence to achieve ends, attitudes to substance abuse and an increasing lack of respect for authority have made classroom management and life in school generally more difficult and more demanding on those who charged with maintaining positive learning environment. Much disruptive behaviour in the classroom is lightening before they become serious disciplinary problems. Such behaviour reduced by the teacher's ability to employ effective organizational practices. Such practices are at the heart of the teaching process and are essential to establishing and maintaining classroom control.

The following set of organizational practices should help to establish effective control of the classroom by the young teacher, Murphy proposed Get off to a good start; the first "honeymoon" encounter between the teacher and the students is when they formulate their impressions about the teacher. Students sit quietly, raise their hands to respond are generally well behaved. The teacher easily misled into thinking an ideal class may relax his vigilance. Students within a week will begin to test the waters to see what they can "get away with". It is during this period that the effective teacher will establish the expected ground-rules for classroom behavior.

Learning School Policies, prior to meeting the class for the first time, the teacher should become familiar with school policies concerning acceptable student behaviour and disciplinary procedures. The teacher should definitely know what the school expects from both student and

teacher regard to discipline. Establish a set of classroom rules to guide the behavior of students at once. Discuss the rationale of these rules with the students to ensure they understand and see the need for each rule. Keep the list of rules short. The rules most often involve paying attention, respect for others, excessive noise, securing materials and completion of homework / assignments. It is important for the teacher to impress on the students from the outset that he or she is organized and confident of their ability to get through the syllabus.

A teacher can be firm, yet be supportive and friendly with students. Many teachers report that it is easier to begin the year in a firm manner and relax later, than to begin in a lax manner and then try to become firm. Hoover (2010) identifies some ideas for a good classroom management; In order to teach, you must have control over your classroom. This does not mean you should act like a dictator. If you try to teach without establishing control, then the quality of teaching will suffer. Secondly, in order to have true respect, you must give it. This does not mean that you accept undesirable comments in the classroom nor does it mean that you can run a classroom without some consequences. In order to have discipline there will be consequences for bad decisions. This does not mean that consequences must be harsh to accomplish its job. Harsh consequences do not accomplish much except for breeding hatred. Consequences should fit the offense. Often the natural consequence is the best. In order to be the authority figure in a classroom, draw an imaginary line that you should not

cross. A teacher cannot always be fair, but should strive to apply the rules. A positive classroom will accomplish much more than a classroom that is filling with negativism. Classroom control, like teaching, requires personalization, what works best for you is what you should adopt.

Teacher classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. Research shows that a high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning. In this respect, it found that teachers facing such issues fail to plan and design appropriate instructional tasks. They also tend to neglect variety in lesson plans and rarely prompt students to discuss or evaluate the materials that they are learning.

The Teacher and His Roles in Preparing Students for Higher Performance

At the centre of every education process stands the teacher. What he knows and does can make a great difference. What he does not know or cannot do or fail to do can do irreparable damage to the children under his care. He is a manager of disciplinary cases, the molder of character. The rearer of human minds, the mobilize of human efforts and indeed the window through which pupils visualize the world around them (Eriba, 2010). The teaching learning process is a role model; generally learners grow up largely to be like their teachers in many ways. Targama (2012) rightly noted that those who become teachers teach the way they were taught. Gbenda (2006) posits that education is yet the greatest and most potent tool man

has invented and developed ostensibly for his continued development and progress and unwittingly for his eventual destruction, much depends on the education provided, for no nations can rise above its teachers. This is because in the final analysis, it is the teacher that translated policies and programmes into action, Education is a tool for social reconstruction, and social change and the teacher education is the foundation for its effectiveness and qualify in the school system (Onu, 2012). If the child is center of education system, teachers are the hob of the education process. It is upon their number, their education, training, quality and devotion to duty, their effectiveness and efficiency, their competence, productivity and capability that the entire educational system and enterprise depends organize education as a veritable instrument for social change and national reconstruction depends largely on the teachers. Excellent educational policies are indeed useless if there are not equally excellent teachers to see to their realization. In the same vein government may vote sufficient funds and enabling resource for education adequate materials may be provided, but unless teachers are properly trained and positioned it's to no avail. The teacher greatly affects the future of the nation citizens, for instance the average teacher before retirement affected as many as 2000 pupils or students (Onu, 2012). If it is education that unlocks the door to modernization, progress and development, it is the teacher who holds the key to the door. It takes good and dedicated teachers to produce efficient doctors, competent lawyers, functional and creative engineers. Teachers are

the main determinant of the quality of education. If they are apathetic, uncommitted, lazy, unmotivated, immoral and social, the whole nation will be doomed. If they are Ignorant in their discipline and impact wrong information, they are not only useless but also dangerous. If Student's performance will have to be improved without recourse to examination malpractice and other short cuts, the teacher must be intrinsically motivated to be committed to his work and his students (human relations), must know his discipline or subject and be committed to it, prepare his lessons well and must be a good counsellor.

The Teacher's Motivation and Job Performance

Motivation is a critical factor not only in the performance of the teacher but the students as well. The teacher must therefore, be intrinsically motivated in order to rise above his neglect in the society. Commenting teachers neglect, Ikeotunoye (1994:94) asserts 'Teachers are treated as underdogs by society and they are looked upon as people who could make it in the more prestigious and high jobs. Teachers are not expected to enjoy the good things of life as it is reflected in how governments promptly withhold teacher's salaries as the first indications of insufficient funds. The Nation has therefore sown the seeds of inferiority complex low self-esteem, dissatisfaction, bitterness hunger, nakedness and every other thing that is demeaning to the teachers'.

There is no doubt that the Nigerian teachers have suffered what president Nixon of the United States of America (USA) has called "benign

neglect” at the hands of the Nigerian society (Mailumu and Nyager, 2006). The result of this neglect has been the continued deterioration in the status of the teacher, inadequate reward for massive strategic work, poverty and social degradation resulting in poor performance of teachers and students in secondary schools. In order for the teacher to overcome his situation and circumstances, he must be intrinsically motivated to be committed to his work for higher performance (Gbada 1991).

A teacher who has passion for his work will help students to know the significance of their academic subjects to their individual and community well being. Teacher must not only be proud of their disciplines but also bring some moral lessons to bear on the subject they teach. At the moment, many teachers create a distinction between academic subjects and moral living manifested in amoral behavior, cultism, examination malpractices and violence in schools which negatively affects their performance.

The Teacher’s Lesson Planning and Human Relations for Higher Performance

The teacher who is intrinsically and extrinsically motivated with effective supervision will always plan his lessons before hand and identify different ways to achieve behavioural objectives. Good lesson preparation is crucial to good teaching and learning and produces higher performance. The teacher should present his lessons using appropriate teaching methods usually more than one method of teaching will be required for successful lesson delivery. Other characteristics the teacher should exhibit to ensure

that teaching and learning takes place for higher performance include (NTI, 2002; 98-90);

- A good knowledge about his and other related subjects
- He must be adaptable to new knowledge
- Recognize individual difference among children
- Be a good communicator, develop an enquiry mind
- Be committed available and enthusiastic
- Have a sense for humour, exhibit humility, cherish his own individuality
- Be creative, have convictions, be sincere and honest, show tolerance and understanding
- Be caring, have courage and compassion
- Must be willing to try again when there is failure
- Be versatile, adaptable and courageous
- Demonstrate ability to plan cooperatively with students
- Develop students' leadership and responsibility increasingly
- Provide democratic classroom organization and procedures
- Coordinate small and large classroom activities
- Provide for wide participation at various levels of ability
- Provide opportunity to develop attitudes deemed socially, psychologically and biologically acceptable

The classroom is an organic environment where social relationships

prevail. The teacher is teaching fellow human beings and so he must tread students/pupils with respect, dignity and care. A good and friendly classroom environment which is full of humour and respect is known to facilitate learning among pupils of all ages as well as reduce disciplinary problems. Such an environment enhances student participation in classroom activities thereby promoting learning and enhancing his/her performance. A teacher can foster this by knowing the student/pupils by name taking interest in how the child fared in class, getting to know them more deeply and personally. His question in class should be skilful and directed to the whole class he should then call by name student who should attempt to answer the question. The teacher should not ridicule a student or allow the class to ridicule a student. Rather the teacher should commend those who make good attempts and encourage those who fail to try harder next time.

Teaching in order to be effective must consider the total man. Every academic discipline can be made to not only link one aspect or component of the individual to another, but how individuals are linked to each other also how both individual and the entire environment are uniquely linked together. Such teaching will create moral individuals who have a passion for themselves, other people and the environment. This type of teaching will make for an all round success and supervisors must create such environment for teachers to exhibit their latent potentials to enhance performance. Teachers should help student to develop an understanding and appreciation of not only the privileges and

benefits they can enjoy, but also the corresponding responsibility to the nation which make these privileges and responsibilities possible. The teacher should always remain alert and Conscious about their professional as well as their national tasks and responsibilities to build the character and to shape the future of the children. It is very important that the teacher understands of the needs the students they teach: his /her current problems, recurrent pattern of life, symptoms and signs of impending trouble and well as his anxieties (Gbenda, 2012). The teacher should be involved in the emotional development of children, noting that schooling is a potentially emotion generating activity and that each child has his or her emotional problems. This may be due to the tension arising from conflicts between their desire, intolerance and prejudices of their surroundings or environment and differences in the social perception and expectation of adults and other groups in the cultural background of learners and should be made relevant and meaningful to them, supervisors must take cognizance of this. Teachers should made classroom atmosphere conducive to facilitate student's effective expression as well as enhance teacher/students relationship. When students are relaxed, positive emotions tends to be encouraged. The teacher should exercise proper care for school activities and provide physical, social and mental facilities so that children will be emotionally disposed to learn. This can be by creating a sense of warmth, love, acceptance and care in the minds of the children. Children should be educated by giving them opportunities to use their emotional energy creativity through Art, Crafts, Music, Dancing, Drama, Writing etc (Targama, 2012).\

The Teacher as Counselor for Higher Performance

In view of the dearth of professional counselors, the teacher should fill the gap (Maduwesi & Aboho). As a counselor the teacher helps teachers to know themselves and their world. Students should be helped to know, appreciate and accept their uniqueness; interest, abilities, aptitudes and capabilities, and to develop them in order to attain self-satisfaction, self actualizations and self direction. The teacher could collaborate with other professionals' supervisors through career development programmes to choose courses, subjects and careers that are uniquely suited to their interests and capabilities which by implication are helping them to maximize their potentials. Students who are been helped to develop a compassion for themselves and what they are doing will certainly take pride in their work. If a student has been helped to understand that no course, discipline, Subject, profession or career is superior to another one and that every course, career, subject, profession is critical and crucial to the development of individuals and the society, he or she will settle down to what they have interest. If students are helped to pursue disciplines or subjects they have interest and aptitude for they will be keen in attending lectures, doing continous assessments and examinations. Students who consistently attend lectures and diligently do assignments will not only perform highly, but will not need to report to examination malpractices in order to pass their examinations (Gbenda, 2011). Such students will not just be preoccupied with passing examinations, their priority will be first to acquire knowledge, skills and information in their chosen areas in order to know and appropriate the benefits

of such knowledge.

Nigeria cannot attain the millennium development goals (MDGs) and vision 20:20:20 going by the present loss of interest and low performance by students at all levels of education. While the government is encourage to increase her funding of education and the treatment of teachers, the onus of changing the educational landscape depends on teachers. Unless and until teachers see themselves as critical stake holders in education and supervised with the required techniques, all attempts to improve performance will end in a fiasco.

Problems of Supervision in Schools

Inspection problems:

The main instrument of quality control and standard of Education and inspection is effective monitoring (inspection). Hence, all aspects of Education especially the inputs properly supervised and monitored to enhance performance and achievement of school goals. Unfortunately, several constraints militate against the efforts of inspectors carrying out their assignment. Such hindrances, Nwaogu, (2004); Ogunu, (2001) and Anyawu, (2001) identified as inadequate tools and materials (books, equipment, stationery), use in institutions. Using officers outside areas of competencies there discipline. Education system and the inspectorate inadequately funded. This was reaffirmed comments in Vanguard of (April 17, 2012:18) stated that there is no gain saying the fact that inadequate funding are partly responsible for the problems in the education sector. The

2012 budget bill signed into law by the president was paltry sum of N400.15billion, representing just 8.43% of the total budget. UNESCO recommended 26% from the National budget. Inadequate training/orientation and exposure to experienced officers. Inadequate production of inspectors to cover existing over populated schools; using or employing unqualified and untrained teachers and inspectors for quality control, thus leading to poor quality in output. To further buttress this assertion, Ogunu (2001) in an empirical study showed that 88% of the 150 respondents reported that inadequate number of inspectors was a serious constraint to school inspection. It was revealed that out of the 1008 primary and 145 secondary schools in Edo state, only 15 inspectors were in the inspectorate Department of the state ministry of Education and only six (6) out of the fifteen(15) had degrees in Education. With this figure, it becomes extremely difficult for inspectors to ensure quality control in schools. The non implementation of inspections report and recommendations; gross over enrolment in school and classes, creating over – sized institutions which are impossible to manage effectively; policy instability and frequent changes of policies which lead to uncertainty and confusion. For instance with the evolution of UPE to UBE (6-3-3-4 to 9 -3 -4) schools have been thrown into a state of dilemma because government cannot match its policies with resources. Others are poor policy implementation, poor planning and decision – making School boards and parental interference in school decisions and the action of school heads have helped to compound the

problem of inspection. The risks of traveling on poorly maintained roads and to schools cited in rural areas not easily accessible to the inspectors. There was the bureaucratic nature of the ministries of Education, overcrowded facilities, lack of data, social, religious and political problems. In another related study by Arubayi (2006), it discovers the ratio of teacher to students was 1:2'272 in 1973 in primary schools and 1:647 in secondary schools respectively. These problems have posed a lot of hindrance and non-enhancement of job effectiveness.\

Instructional Supervision Problems:

The main instrument of quality control and standard of education is supervision of educational services and effective monitoring to achieve education goals and objectives. Unfortunately several constrains militate against the efforts of supervisors. Arubayi (2004); Nwaogu (2004: 335); Ogunu (2001:123); Nwadiana (2001:179); Oghuvwu (2000:64); Gbada (1998:51); Eferakeya & Ofo, (1995:229); and Ajayi (1992:17); identified some situational constraints as: Inadequacy of physical facilities including classroom, laboratories and recreational centers, overcrowded classroom. Staff inadequacy: the number of professionally trained supervisors and teachers in schools are grossly inadequate to meet the need of an effective supervision programmer in schools. It has been estimated by federal inspectorate that a total number of 2901 Primary and 3052 secondary schools inspectors are required for about 435, 210 primary and 152,596 secondary school teachers respectively (Akpofure & Ndudu, 2000:98). Other

problems are Lack of time for instructional supervision; most school principals weighed down with administrative burden at the expense of the classroom.

Lack of adequate training and orientation in instructional supervision; most new supervisors wallow in ignorance and finally supervision is muddled up. Lack of funds is yet another major problem. Such fiscal inadequacy makes it impossible for principal to organize in-service training and access to new developments in curriculum. The complexity of man being a social animal and very hard to predict put under control and can therefore set the stage for failure for both supervisor and the system. There lack of clear-cut policies and standards. Most education policies undergo incessant changes, supervisors and supervisees are place in a state of dilemma. Lack of follow-up actions is still one of the problems of supervision. Lack of transportation such as the risk of traveling in lonely roads, vulnerable armed bandits attack, poorly maintained roads, rural schools that are not easily accessible to inspectors. According to Ezewu (1984), among other factors include lack of motivation, lack of recognition and reward dissatisfaction with conditions of service and inadequate skills for performing. All these problems have gone a long to cause a dysfunction of the system and Teachers' job performance truncated.

Other Challenges to Supervision and Probable Solutions

Other Supervision challenges and probable solutions according to the National Teachers Institute manual (2001), inspectors are faced with

many challenges occasioned by contemporary situations in education and the larger society. Both situations observed are similar, complementary and influence the quality of instruction directly and indirectly at the same time. Because of the similarity of the two situations and their relationship, their impact on the teaching learning process is tremendous. Therefore, it takes the full commitment, devotion and dedication of an inspector to square up to these challenges.

Prominent among these challenges are improving the quality of instruction for both formal and non-formal education. The challenge here relates to what the inspector should do to assist the teacher. It is expedient that inspector should encourage the teacher to understand his subject matter very well, always read intensively and extensively, make a good and generous use of teaching aids, evaluate every lesson before it concludes, give follow-up activities or assignments to students at the end of each lesson. Marks and grade tests promptly. Individualize instruction as much as possible; give students' many opportunities to ask questions during the lesson. Make lessons interesting, stimulating and enjoyable and communicate in a simple, clear and effective language during lesson presentation. It is much unfortunate that most of the inspectors are inexperienced in the job therefore could render little or no remedy to the situation.

Enhance inter-personal relationships between inspectors and teachers, and between teacher and students. Inspectors expected to be

warm and friendly to teacher, accept them as professional colleagues not as subordinates or inferiors. Encourage discussions with teachers, assist where they go wrong, avoid harassment or intimidation of teachers; be fair, firm, open and transparent in their dealing with teachers, encourage teachers to be role models to their students, and develop a cordial relationship with their students, advise them to avoid instilling fears in them and advise to deal gently, decently and maturely. The school inspectors are not teachers' friends and the ability to create warm environment becomes a problem.

In enhancing the school climate, inspectors expected to assist the school in developing workable rules and regulations for staff and students. Encourage the school to enforce its rules and regulations without fear or favour. Assist the school to ensure sanctity of sanctions against violators of its rules and regulations. Promote unity, peace among staff and student. Encourage school to establish social, cultural and professional clubs and societies for staff and students. Transparency and accountability among staff, students and management must be encouraged. Insist on the right of the school authority to demand obedience and respect from staff and students. Inspectors hardly visit schools to find out their well being much more about the school community. Helping teachers to develop a better self-concept, administrators should be able to encourage them to develop a full mastery of their teaching subject, assist in cultivating a culture of reading, and admonish always to prepare adequately for their lessons. Inspectors

today lack integrity that portrays wrong impression about them to the teachers.

In order to improve the practice of supervision generally, certain measures are necessary which are clinical in nature. Principal and teachers should work together as a team and share ideas and problems of supervision. Teachers of the same subject area should feel at home to share problems, solutions and teaching strategies as they occur. They also need to jointly experiment with and test new ideas with a view to establishing the intra-mural model of supervision (Ojong and Bessong, 2009)

All this among others serve as serious constraints to both supervision and inspection in schools in Nigeria. It is imperative to note that inspection is pertinent to the growth and development of Nigeria education of which the teacher as the human resource of the system. Government should therefore pay much attention to it by providing all what it takes inspection to be effective. Effective inspection requires a genuine interest and concern for staff and school (Nwaogu, (2004).

However, there is no doubt that every organization operates within her limited resources. The problem of scarce resources is perennial and ages old. The concept also prescribes minimum input in order to sustain organization effect for the purpose of goal attainment. Therefore, effective and efficient utilization of the limited resources is therefore a prerequisite to the maintenance of standards and achievement of goals (Peretomode, 2009). To overcome the problems of supervision, (Instructional and

inspectional wise) the school Administrators must embark on the following:

- Educational policies made known to schools at the appropriate time.
- The objectives of planning, administrative, inspectorate must ensure adequate planning of all educational services.
- Ensure quality control through regular and continuous supervision of instructions and other educational services. State Ministry of Education shall have responsibility for the provision of policy and control, over secondary education with requirement of the National Policy on Education.
- Provide appropriate Education laws and ensuring their enforcement.(FRN, 2004:56-57).

There must be follow-up inspection. Schools properly inspected to redeem the image of quality of instruction that is on the decline (Ogunu, 2001). Inspectors trained for the jobs as professionals. It was further re-echoed by the National Policy on Education (FRN, 2004) Section 12 sub-section 105 documents that for inspectors to discharge their functions efficiently, a cadre of qualified staff is required in adequate numbers and quality at different operational levels by the local, state and federal authorities respectively. Quality output be matched with quality input otherwise, the quality output will not be readily accepted as per excellent (Gbada, 1998).

Inadequacy in number is a major problem that need addressed. The current upsurge of students' population, spiral increase in educational

awareness, and other factors are responsible for the decline in the ratio of supervisors to teachers. An empirical study carried out by Arubayi, (2004) reported that inspector/teacher ratio in 1973 was 1:272. This has led to the creation of zonal inspectorates, so as to bring supervision to the door steps of schools. The situation of inspector/teacher ratio may have improved but the problem of inadequate inspection is still paramount. However, we may appeal to the government to stimulate the inspectors, give incentives that will spur them to action. Planners of each ministry will as a matter of urgency and necessity, adequately stated and headed by trained education planners. It is a high time to take a proactive measure to redress the situation.

In the school system, availability, relevancy and adequacy of these physical facilities will contribute in no small measure to job performance. Punctuality should maintain among actors of supervision. Inspections results put into use in decision-making. Build more classrooms to accommodate the teaming population in schools. Organize teachers for smooth implementation of instructional programs. Principals should delegate administrative duties to their subordinates. Principals should maintain a standard in student's enrolment. Primary and secondary schools class size should not be more than 35-40 pupils respectively. The inspectorate should ensure uniformity in standard and quality control through regular inspection and continuous supervision of instructions.

Improve teacher's professionalism through regular workshops and in

-service training. Always supply useful textbooks to schools and update the curriculum. It is the duty of the Inspectorate to recommend and approve relevant textbooks (Egwunyenga, 2010:82). Maintain a cordial relationship with the school community. Teachers should look up for supervision for improvement. Supervisors are teacher's friends. Open, effective line of communication and encourage teachers to keep their records up-to-date for effective administration to achieve school goals and objectives.

Empirical Studies

Teachers' Job Performance and Effectiveness:

Various studies been carried out on determinant of performance of teachers prior to supervision techniques on job effectiveness. Over the years a group of educationist International Institute for educational planning, (11EP 2007:87-90), have come up with researches on school quality and effectiveness which bordered so much on performance, therefore came up with the following findings:

- That there is no single determinant responsible for teacher's performance but interaction of the material, human and organizational resources involved in the pedagogical process, all put together needed for quality improvement and achievement of school goals.
- That the role of the head teacher (principal), is an important element to explain teacher's performance. The functioning of a school to great extent determined by the way the education institution being handling by school Administrators.

- That increase in performance determined by the extent to what happens in schools.

That is to say the nature of relationships of the teaching staff with the pupils, with coworker and with the community, all these put together are essential medium through which the teaching-learning process in the classroom achieved. (Module 1, 2007: 21-23). Investigation carried out on the teacher quality and students performance in federal Government Colleges (Fagbamiye, Ndefo & Alani (2006) showed that academic and professional training of teachers have a direct positive bearing on the quality of performance that no educational systems may rise above the quality of its teachers.

In another related study to performance, (Ikoya & Onoyase, 2008) showed that facilities are a major factor influencing performance in school. They noted that availability, relevance and adequacy of them contribute immensely to achievement of school goals and objectives.

Another empirical study explaining the differences between high-performing and low-performing schools (Jackson, 2004), came up with the following findings: Those material conditions of teaching are important factors that can influence performance. It is difficult for a school to get good result when the basic amenities are not available. However, it also found that schools that have similar materials of teaching-learning conditions can have very different results. In spite of deplorable conditions in many schools, teachers do their work and learners do relatively well.

While in other schools with good facilities, learners' performance was very low. That is to say that the differences in results more related to the quality of the teacher than to the availability of equipment. The quality of teacher the researchers throw some light include, his/her competency, as result of training, professionalism and experiences in the job, found to be important factors to a certain degree. Competency to the researcher is subject to motivation that may be intrinsic or extrinsic. (Ogunu 2001; Eferakeya & Ofo 1995; Gbada 1991; Ezewu 1984; Akubue 1983 & Jiboyewa, 1981)

Classroom observation as a technique of supervision further identified some of the characteristics of a more efficient teaching-learning process. That is to say, the extent to which the teaching is well structured and pursued can clearly define objectives. The need for a proper control and support structure of the head teacher (principal) closely related to performance. The principal interaction between the teacher and the community (parents) is correlative characteristics for teaching-learning process the researcher further reiterated. The researcher bought this idea because in the past a wide gap created. Parents looked upon as obstacles rather than partners for quality improvement. In schools were this trend could be invented and communication channels established, the teaching learning enhanced. (Goddard 1992, Kogan, 1988 & Richards 1998)

In other studies carried out by Nakpodia (2006) reported that there was no significant relationship between principals' supervisory roles and teachers' tasks in terms of discipline maintenance; however, the hypothesis

was accepted because there was no significant relationship between the principal supervisory roles and teachers' tasks in terms of discipline maintenance. Teachers agreed that they are punctual when they are aware the inspectors are visiting the school. Edem, (1998). This simply indicates discipline has serious effect on instructional supervision, he therefore advised that both teachers and principals must try as much as possible so they operate within the limits of the teaching professions code of conduct and uphold strong and justifiable moral standard so as to engender good tasks of the students. He further proposed no significant relationship between principals' supervisory roles and teachers' tasks in terms of record keeping. The hypothesis accepted because there is no significant relationship between principals' supervisory roles and teachers' tasks. Record keeping is part parcel of instructional supervision. Record keeping shows how well the teachers and students perform in the school. A school without proper record keeping procedures is administratively deficient. There is no significant relationship between principals' supervisory roles and teachers' tasks in terms of teaching aids. The effects of teaching aids cannot be underestimated, the principal and teachers agreed that lessons could not effectively taught without teaching aids as they help the teachers teach their subject effectively. However, it was noted that majority of teachers do not use teaching aids because they are not available in the school and are expensive. The assertion of this hypothesis is in consonance with the opinion of Akinwumi (2002) that teaching aids are essential in

teaching and teachers' tasks, as they will definitely help teachers to perform their task effectively. In view of the foregoing results, the study suggests that:

- The analysis of data showed that there is no significant relationship between principals' supervisory roles and teachers' tasks in terms of discipline; because discipline involves self-control, restraint, respect for self and respect for others, hence a teacher disciplined and is a disciplinarian, consistent with Dittimiya (1998).
- There is no significant relationship between principals' supervisory roles and teachers' tasks in terms of record keeping in conformity with which suggests that a well manage business will have records for future and present management to engender better tasks.
- There is no significant relationship between principals' supervisory roles and teachers' tasks in terms of teaching aids disagrees with Arubayi (1995) which suggests that instructional materials or teaching aids must be used by teachers always to facilitate better understanding of students and to promote teachers' job tasks.

Supervision Perception and Job Performance/effectiveness:

Maranga (1986) in a study designed to analyze school inspectors' perceptions of teacher-inspector relationship in Kenya, reported that 90% of the inspectors studied preferred inspectoral program in which both inspectors and teachers to be inspected come together and agree on the objectives of inspection and harmonize work towards achieving the set

objectives.

Learning techniques have much impact on learning in a study carried out by Arisi, Ukadike & Ukadike (2006) came up with the findings that learning strategies go a long way to affluence performance in school. In a related study by Buseri (1987), indicated low percentage in social studies was traceable to the use of ineffective learning strategies.

It has also been revealed that teachers' performance have been found to depend upon the extent to which they perceived that the roles of their supervisors meet their expectations. In a study carried in Finland revealed that no relationship between the external (inspectors) and internal (principals) supervisors in relation to performance (Miller, 1999). This is mainly applicable to countries where preparation of School development plans is being officially encouraged and actively practiced. The situation is probably the worst as it only widens the gap between supervisors and the teaching staff. Both clients might as well totally use different frame works and of criteria for making judgment. Teachers referring to a professional or partnership model of evaluation while the supervisors refer to a traditional compliance.

A study carried out by Onyemunwa, (1990) disclosed that teachers did not perceive supervisory techniques as a source of improvement of instructions. Teachers would want supervisors that would assist them solve problem of classroom management. In fact teachers felt they have the talent and ability to educate and handled their students and it is just the duty

of the supervisors to reduce the barrier that would inhibit teaching learning. Such teachers inspected to make the classroom environment and beyond to be conducive for effective teaching / learning to take place. In another research, study on teachers' perception of supervisors and teachers' interaction was more revealing and astonishing. He discovered that no teacher actually expect any improvement in the quality of his instruction as result of the supervisors visit and observations in the classroom. He remarked that principal and inspectors are out of touch with the classroom and much of what they communicated during their visits involved procedural trivialities.

In another related study on the perception of supervisory role as perceived by teachers, principal and inspectors in selected schools in California high schools by 11EP (2000), reported that teachers attitude toward supervisors were positively associated with the amount of personal contact with supervisors. On the other hand, negative attitude seemed to be associated with a lack of clarity of purposes of supervision. They also found that significant difference existed in the perception of the three groups of Educationists. Ogunbowale (1984) carried out a study on the supervision behaviour of inspectors and instructional programme innovation in Ibadan Secondary Schools. 300 hundred teachers randomly sampled from ten randomly sampled secondary schools. The instrument used was the Leader Behaviour Description Questionnaire (LBDQ) and t - test used to analyze the data. The following finding made:

- That Teachers were not opposed to supervision but the style of supervision and the way and manner those appointed to supervise instructions performed their functions. Although teachers perceived supervision as not helping their professional competence, they still thought along with inspectors that inspection was not a waste of work force.
- They perceived the present supervision practices of inspection as inclining more towards the traditional practices of inspection than the modern practices.
- Teachers believed that inspectors were not actively involved in all the stages of the instructional programme innovation.

Problems of Supervision and Job Performance

Agbahiwe, (1999) studied the constraints to inspection in primary schools in Nsukka Education Zone. The entire population of 215 head teachers and inspectors used. Questionnaire used for data collection while the mean and t-test employed for data analysis. The findings were that the Inspectorate Division, Nsukka faces financial constraints, politics influence the appointment of inspectors and teachers, there is lack of computer equipment and inspectoral instrument.

Arubayi, (2004), in his investigation on regularity visits of education inspectors to schools in EDO/DELTA States, reveal that there were inadequate ratio of inspectors/teacher was 1:272 in 1973, 1:649 in 1974. It is imperative to improve quality and performance, led to the introduction of the zonal offices in the major senatorial districts in Delta State. To buttress

this assertion, it reported in an empirical study by Ogunu, (2001), that 88% of the 150 respondents reported that inadequate number of inspectors in this study that about 1,153 schools revealed that only 15 inspectors were on ground. Out of this only 6 possess degrees in education. The need of inspectors in quantity and quality in schools is imperative because it would go a long way to improve quality control in supervision and performance improvement.

There is growing shortage of trained teachers in the United States to meet the increased demands and responsibility that weigh so heavily on the principals shoulder(Fenwick and Pierce,2001; Potter,2001). Jackson (2004) in her study on principals instructional practices; a comparison of schools that make and do not make adequate yearly progress in the state of Georgia came up with following findings. The average age of principals in the states is close to fifty years (Long, 2000). It is estimated that 40 % of all principals could retire in the next decade (Ferrandino & Tirozzi, 2000), and many states will face principal shortages. A 1998 survey conducted by educational research service found that some school districts were already having trouble in filling administrative positions due to retirements, resignations, and lack of teachers' welfare. Half of the 403 school districts surveyed indicated problems in replacing elementary and secondary schools principals. Fewer qualified people want the principal job due to too little pay, too many pressure, too many hats to wear, not having enough time, too little authority and other related factors (Gilman and Givens,2001). Teachers

believed that the financial rewards of being a principal were not commensurate with the job's responsibilities.

Classroom Performance

A design of the Evaluation of Teaching Instrument (EOTI) found to have a face, content and construct validity based on statistical judgmental criteria. The reliability of the instrument established using the test –re-test method after two weeks and the product moment method utilize and the reliability coefficient was established. The result ranges from 0.76 for good organization, 0.77 for use of supplementary materials, 0.79 for flexibility of approaches toward teaching, 0.88 overall ratings, use 0.81 for teacher –students interactions and 0.90 for clarity, effective communication.

Empirical studies carried out to verify the job description of the supervisors among three countries (Uttar Pradesh, Trinidad and Tobago and Tanzania) and its impact on them came up with the following findings: that the job descriptions of supervisors generally demonstrate an overload of responsibilities, dispersion of tasks and inclusion of activities that bear little relationship to the core functions of a supervisor. (OECD, (1995); Govinda and Varghese (1993); Bangladesh MOE, (1993:45); Hopes (1991); Harvey and Williams, (1991). Such workload may create a negative impact on supervision and subsequently non-enhancement of teaching and learning tasks.

In another related study by Jackson (2004), quoting Andrews and Soder (1987) conducted a two-year study on the relationship between

principal instructional supervision and students' achievement. The study was a part of a collaborative effort of the University Of Washington College Of Education to improve a district's 67 elementary and 20 secondary schools. The researcher administered a questionnaire to all district instructional staff designed to measure 18 strategic interactions between principal and teachers in terms of the principal as resource provider, instructional resources, communicator, and visible present. Using the principal as the independent variable, the study found that the students performance with strong-principals' schools were significantly greater with students weak schools principals. On the contrary, the attributes of leadership effectiveness do not guarantee success, are not uniformly present in all supervisors and do not appear among leaders in any formulaic combination Jackson concluded.

In another related study shows that there is no significant effect of the quality of teaching personnel on performance. The student t-test showed significant effects on the quality of teaching personnel performance. The result shows that the mean is 32 and 26 while the standard deviation is 1.85 and 1.74 for quality teaching personnel and performance of students in both private and public secondary schools respectively. It means that the higher the quality of teaching personnel, the better the students' academic performance and vice-versa. Thus, students' academic performance is influence by the quality of teaching personnel in secondary schools (Oredein & Oloyede, 2007).

General conclusions are difficult to draw, and there is not one single factor, or a few factors in isolation explain differences in performance. What is important is the way different components enter into the teaching-learning process interacts with each other and such interaction is highly context-specific and enhanced.

Appraisal of Literature Review

The literatures for this study carefully reviewed and the following are the summary. The theoretical framework was based McGregor theory X and Y application. The theory described two very different attitudes toward work force motivation. McGregor felt that supervisors who followed either one or the other or both approaches would have results. However, the theory X supervisor considered autocratic while the theory Y supervisor is participative. Thus, the application of either of the theories to the principle of supervision is situational driven.

Principles of supervision are statement of fundamental truth that serves as guide to activities designated by designated authority to improve instruction and facilitate teaching-learning process. The concept supervision refers to the act of watching over or tasks of another who may lack full knowledge of the concept at hand. The guiding principle is that it must be co-operation of its participants, required effective supervisory techniques, tend to utilize talents and potentials of all. Supervision (instructional or personnel) are planned programmes of activities that seek to stimulate growth and development of teachers, students, and the educational system. The fundamental focus of supervision is input

maximization of teaching and learning and supporting staff to achieve efficiency and effectiveness of instructions leading to increase in job performance.

The need for supervision techniques in secondary schools became expedient in a time of rapid development in all fields of knowledge. Teachers could not master all that they need to know in the teacher training colleges. It therefore calls for help through supervision. The need for pedagogical improvement in the classroom instruction compelled supervisors to device modern techniques of instruction to replace less effective one. Supervisory techniques tend to reveal the areas of teachers weaknesses and the need to remedy such deficiencies through in- service training and other ability to find lasting solutions to these among other factors call for the need of supervisory techniques; such as classroom visitation and observation, microteaching, interschool visitation, workshops, staff meeting and others. The organization of these techniques will go a long way to discover and co-ordinate teachers potentials and well synthesized will reduce frictions among school clients through teamwork which may enhance job performance.

Techniques are the array of activities that the skillful supervisor utilized to bring desire able effect in teacher's behavior for achieving teaching effectiveness. Supervisor's choice of supervision techniques influenced by number of factors amongst are; supervisors and supervisees goals and orientations, learning and leadership styles. The various

techniques principal can use among others are classroom visitation and observation, workshops micro teaching field trips and others.

Job performance appraisal is not an easy task because it puts the school administrators in an unenviable position. However tasty the job may be, supervisors must seek to perform their task with open mind with the view of assisting the supervisee (teacher), must not be judgmental i.e. devoid of bias and prejudices to improve teacher job performance. Many variables such as material and human resources, physical facilities, social factors, organizational practices, all these well harmonized will enhance performance.

Perception gives wrong views and therefore creates unwanted consequences. Two persons could see thing differently but to such an individual may be a reality that can guide his behavior. Organizations advised to have accurate perception to guide them in their judgment. Both the supervisors and the supervisees required good perception of educational programmes that could help them grasp the essence of supervision and their job otherwise no remedy to teaching learning process in school.

Inspection is a process whereby schools examined and evaluated in such a way that advice given for the improvement of teaching and learning. The inspectors are the external supervisors from the education ministry. Inspection techniques are full inspection, routine, investigative, advisory visit, follow-ups, survey visits and others. Their perception of standard and

control in schools have been truncated therefore provide forum for both principals and teachers and other stake holders through which purposeful and the sake of improving quality of teaching and learning in school and capacity utilization be achieved. The study review showed that there is need to facilitate collaboration between the school inspectors and school personnel on matters pertaining to inspection. Such collaboration will no doubt facilitate a shared understanding of what constitute effectiveness in education.

The study reviewed showed that effective school administrators should arm themselves with the theory and practice of human relations maintaining a low profile in respect of their status and authority. Supervisor –supervisee relationship must be one of mutual respect. A study further confirmed that effective leadership in supervision techniques indicates that in schools where the principals are able to reconcile the needs aspiration of the teachers with needs of the school tend to have higher teachers' job performance and students academic achievement.

The teacher is the hub of the education system. The study reviewed showed that one of the most important factors to the teacher is his teaching career. Possessing a higher degree in any discipline does not necessarily make you an effective teacher. Teaching is a skill that requires the gathering of relevant information and the presentation of such information to students following prescribed methodologies. Study postulate good classroom management must take into cognizance the age

of the learner, availability of school facilities, the teacher experiences, personality of the class.

Supervision in secondary schools today is battling with myriads of problem that has posed much hindrance to the education sector. Studies showed that there are inadequacies of physical facilities, staff inadequacy, and time constrains, lack of adequate training, lack of funds, complexity of man as social animal, lack of clear-cut policies and standard, no inspection follow-up, lack of transportation and others. Nevertheless, since the problems of supervision are numerable, agents and clients (stakeholders) of education should be able to improvise and not to allow the situation to degenerate into crisis because the result would be no performance on the part of the school administrators, teacher, students and system in general. Resources are limited in supply posted allot of setbacks. To address this situation the study recommended effective and efficient utilization of the limited resources is therefore a prerequisite to the maintenance of standards and achievement of goals.

A critical review of the above literature indicates that school administrators' effective use of supervision techniques and principals / teachers job performance have not been given adequate attention. Therefore, this study aims to ascertain the frequently used supervision techniques and influences of supervision techniques on both the principals and teachers job performance, the problems of supervision and the possible solutions in secondary schools in Delta and Edo states.

CHAPTER THREE

RESEARCH METHOD AND PROCEDURES

This chapter deals with the general procedure for executing the study. It explains the research design, the population of the study, sample and sampling techniques, development of research instrument, validity of instrument, reliability of instrument, method of data collection and analysis.

Research Design

The research design for the study is descriptive survey. Descriptive research studies have the general objective of revealing the characteristics of a particular unit situation or a group as well as the incidence or occurrence of certain features or characteristics within a group or population. The purpose of descriptive survey according to (Yomere & Agbonifo (1999:19) is to portray the current condition. Therefore, it involves the collection of data the purpose of describing existing conditions.

The survey research used to enable systematic gathering of information from respondents (inspectors, principals and teachers) with the aid of questionnaire (Peretomode, 1995). The study found out from the school inspectors, principal and teachers views on the frequent use of supervision techniques, the influence of the effective use of these techniques on principals' administrative effectiveness and teachers' classroom performance, the problems of effective supervision and the possible solutions.

Population of the Study

The target population for this study consisted of all the inspectors, principals and teachers in public secondary schools in Delta and Edo states amount to 20,927. Out of this figure, 702 are inspectors, 1,210 are principals and 19,015 are teachers of secondary respectfully.

Sample and Sampling Techniques

The sample for the study was 2,090 respondents. Out of these, seventy ;(70) inspectors, 120 principals, 1,900 of teachers were selected respectively. Twenty (20) local government areas also representing forty-six percent (46%) of the total number of forty-three (43) Local Government Areas in the six senatorial districts respectively of Delta and Edo states also selected randomly. The multi-stage-sampling technique employed to select the samples for the study, which involves selecting samples in stages. It is useful when the population is large and widely spread. Selection has to be in stages (Ofo, 1994; Yomere & Agbonifo, 1999; Peretomode & Ibeh, 2010).

The first stage involves forty-three (43) Local Government Areas of Delta and Edo states as shown in Appendix xii and Appendix xiii. This further randomly stratified into three groups according to their senatorial districts as shown on Appendix xiv and Appendix xv. A proportionate selection of three (3) local government areas from Delta South, three (3) from Delta Central and four (4) from Delta North, bringing the total to ten (10) local government area in Delta. In Edo south, four (4) Edo North three (3) and Edo central three (3) making twenty (20) in all represent forty-six percent (46%) in both local government areas.

The second stage involves a random sampling from each of the sampled zones, school inspectors from the chosen local government area with a total sample of seventy; (70) inspectors (Delta 35 and Edo 35).

The third stage involves random sampling of school principals, a total sample of 120 principals (Delta 60 and Edo 60).

The fourth stage involves 1,900 teachers randomly selected as well (Delta 950 and Edo 950) respectfully.

Development of Research Instrument

The research instrument used for the study is a questionnaire titled Inspectors and Principals Supervision Techniques Questionnaire (IPSTQ). This self made instrument was divided into eight (8) sections A, B, C, D E, F, G and H. Section A consist of the demography, Sections B consist of Inspectors' inspection techniques (IIT) and Section C consist of Principals' instructional supervision techniques (PIST) both with ten items in each questionnaire for both Inspectors, Principals and Teachers respectively. These sections (B-C) have the responsive options of a four point Likert scales of Always (ALL), Occasionally (OC), Rarely Done (RD), Never Done (ND) respectively. The weighting is 4,3,2,1.

Section D consists of the influence of inspection techniques on principal's administrative effectiveness. It contains fifteen (15) items to find out the views of Inspectors, Principals and Teachers' on effective use of the inspection techniques on principals' administrative effectiveness. Section E consists of the influence of instructional supervision techniques on

teachers' classroom performance. It contains fifteen (15) statements designed to find out the views of inspectors, principals and teachers on the influence of effective use of instructional supervision techniques on teacher's classroom performance. Section F consists of the problems of inspection with ten (10) statements designed to find out why School Inspectors could not carry out their supervision functions. Inspectors, principals and teachers are to supply the information required to find out how these problems limit the principal administrative effectiveness.

Section G consists of the problems of instructional supervision with ten (10) statements designed to find out the problems of instructional supervision in schools. Inspectors, principals and teachers are to supply the information required to find out how these problems affect teacher classroom performance. Section H consists of the probable solutions to the problem of supervision (inspection and instructional) with fourteen (14) items respectively.

Sections D- H have the response options of Strongly Agreed (SA), Agreed (AG), Disagreed (DA) and Strongly Disagreed (SD) respectively.

Validity of the Instrument

The instrument designed by the researcher for the study scrutinized by experts and the supervisor himself and found that they were in line with the objectives of the study. Discussions held with some senior colleagues in school and the department. Their inputs, suggestions and corrections help to improve the final draft. In other words, the face validity considered adequate.

The content and construct validity of the instrument (IPST) were estimated using the Extraction method; Principal Component Analysis and the Rotation Method; Varimax with Kaiser Normalization of the Cronbach (1972) Alpha index matrix was used in estimating the content and construct validity. Appendix iii-ix showed content validity of the entire instrument shown by the total cumulative variance of all factors. This showed a high correlation coefficient.

The construct validity of the instrument estimated by the rotated factor loading, the Eigen values used to select factors that actually measure similar construct. The inspection techniques scales of ten items range between 0.55 and 0.81. The instructional supervision techniques scale range between 0.58 and 0.81, Impact of inspection scale is 0.50 and 0.81, Impact instructional supervision 0.50 and 0.81 and Problems of inspection is 0.48 and 0.74. The problems of instructional supervision scale are 0.50 and 0.84 and the probable solutions to problems of supervision are 0.33 and 0.82 respectively.

Reliability of the Instrument

To determine the reliability of the instrument, the pilot test collated using forty (40) respondents. With the help of an expert, the researcher calculated the internal consistency using the Cronbach Alpha index method. The Cronbach Alpha used to test internal consistency reliability coefficient. The reliability for scale B=0.87, C=0.83, D=0.85, E=0.87, F=0.77, G=0.84, H=0.84 respectively. This was considerably high enough to ensure the credibility of the instrument.

Method of Data Collection

Data was collected with the use of questionnaire designed for inspectors, principals and teachers respectively -Inspectors and Principals Supervision Techniques Questionnaire (IPSTQ). The researcher visited all the schools selected for the study appointed research assistance in each school. The researcher obtained the list of the number of the teachers in the school with the help of the research assistance. No research assistance appointed in the ministry, as the numbers of inspectors were relatively small. The researcher therefore personally administered the questionnaire to them to gather information on the effective use of administrators' supervision techniques on job performance. The completed questionnaire, collected at appointed date.

Method of Data Analysis

In analyzing the data generated from the study, the following descriptive and inferential statistics were required. The eight research questions answered using the simple mean, while the eight hypotheses were tested using the inferential statistics the analysis of variance (ANOVA) at 0.05 level of significant. ANOVA used to test between means of two or more groups. It is a test of significance, mean differences among independent variables like the inspectors, principals' and teachers' views on the use of supervision techniques as the Independence Variables (IV), while principals' and teachers' job performance as the dependent variables (DV).

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION

This chapter presents the results of analysis of data in the study. The data collected from the responses of 2090 subjects collated and analyzed on the bases of the independent and dependent variables used in the study. The results based on the views of school inspectors, principals and teachers respectively. Each research questions and hypothesis reproduced and the outcome of data analysis presented in Tables 4.1-16

Research Question 1:

- What are the frequently used inspection techniques by inspectors in secondary schools in Delta and Edo states?

Table 4.1: Mean of Inspection Techniques

S/ N	INSPECTION TECHNIQUES	INSPECTORS		PRINCIPALS		TEACHERS		TOTAL	MEAN LEVEL	USAGE LEVEL
		SCORES	MEAN	SCORES	MEAN	SCORES	MEAN			
1	Full inspection	232	3.31	381	3.18	5891	3.1	6504	3.11	H
2	Routine inspection	196	2.8	315	2.63	5092	2.68	5603	2.7	M
3	Investigative visits	201	2.87	327	2.73	5203	2.74	5731	2.74	M
4	Advisory visits.	201	2.87	299	2.49	5046	2.66	5567	2.66	L
5	Recognition inspection	190	2.71	301	2.51	4824	2.54	5313	2.54	L
6	Follow up inspection	184	2.63	327	2.73	4781	2.52	5266	2.52	L
7	Special visits	183	2.61	285	2.38	4702	2.47	5170	2.47	L
8	Pre-opening of school visits	198	2.83	314	2.62	5215	2.74	5727	2.74	M

9	Surprising visit	228 3.26	373 3.11	5779 3.04	6380	3.04	H
10	Record keeping visits	198 2.83	321 2.68	5285 2.78	5804	2.78	M
	AGGREGATE MEAN	2011 2.9	3236 2.7	51818 2.73	57065	2.73	M

Key: 4.00-3.00=H (High usage), 2.99-2.50=M (Moderate usage), 2.49-0.5=L (Low usage)

The result of the analysis in table: 4.1 show the mean difference in the views of inspectors, principals and teachers as regard the use of inspection techniques. Cluster mean of 2.73 indicate a moderate mean aggregate. This simply showed that inspection techniques are frequently used in two different ways only. Full inspection and Surprising visits are the most frequently used from the respondents. Followed closely are pre-opening of school visits, investigative visits and routine visits, advisory and record keeping visits are moderately used. While recognition, follow-up and special visits usage are low in secondary schools in Delta and Edo states respectively.

Research Question 2:

What are the frequently used instructional supervision techniques by Principals in secondary schools in Delta and Edo states?

Table 4.2: Mean of Instructional Supervision Techniques

S/ N	INSTRUCTION AL SUPERVISION TECHNIQUES	INSPECTORS	PRINCIPALS	TEACHERS	TOTAL	AGG MEAN	USAGE LEVEL
		SCORES MEAN	SCORES MEAN	SCORES MEAN			
1.	Classroom visitation	214 3.57	331 2.76	5313 2.8	5858	3.8	H
2.	Inter-school visitations	193 2.76	309 2.58	4974 2.62	5476	2.62	L
3.	Micro-teaching	205 2.95	330 2.75	5452 2.87	5987	2.87	M
4.	Staff meetings	244 3.5	399 2.83	6091 3.21	6734	3.22	H
5.	Research	190 3.02	302 2.52	5015 2.64	5507	2.63	L
6.	Professional Reading	216 3.09	350 2.92	5548 2.92	6114	2.93	M

7.	Demonstration Teaching	201 2.87	327 2.71	5224 2.75	5752	2.75	M
8.	Field trips	195 2.79	315 2.63	5086 2.68	5596	2.68	L
9.	Lecture forum	205 2.93	354 2.95	5463 2.88	6022	2.88	M
10.	Supervisory bulletins	187 2.67	308 2.57	5015 2.64	5015	2.64	L
	AGGREGATE MEAN	2050 2.98	3325 2.72	53181 2.8	5855 6	2.8	M

Key: 4.00-3.00=H (High usage), 2.99-2.70=M (Moderate usage), 2.69-0.5=L (Low usage)

The result of the analysis in table: 4.2 show the mean difference among school inspectors, principals and teachers on the use of instructional supervision techniques. Cluster mean of 2.8 indicate a moderate mean aggregate. This simply showed that instructional supervision techniques frequently used are only Classroom visitations and Staff meetings. On the other hand, interschool visits, field trips, supervisory bulletin and research techniques usage are the least rated in secondary schools in Delta and Edo states respectively.

Research Question 3: What are the influences of effective use of inspection techniques on principal's administrative effectiveness?

TABLE 4.3: Mean Influence of Inspection Techniques on Principal's Administrative Effectiveness

S/N	INFLUENCE OF SCHOOL INSPECTION ON PRINCIPAL'S ADMINISTRATIVE EFFECTIVENESS	INSPECTORS	PRINCIPALS	TEACHERS	TOTAL	AGGR MEAN	INFLUENCE LEVEL
		SCORES MEAN	SCORES MEAN	SCORES MEAN			
1	Organize orientation program for the new teacher	203 2.9	324 2.7	5209 2.74	5736	2.74	M
2	Helps support all activities designed to improve instructions in school.	202 2.89	328 2.73	5285 2.78	5815	2.78	M

3	Progressive reports of students are communicated to parents on time	219	3.14	367	3.06	5733	3.02	6319	3.02	H
4	Promotes the activities of Parents Teachers Association in school	214	3.06	341	3.16	5373	2.83	5928	2.84	M
5	Advocate prudence in the way public funds (subventions are spent in running schools	192	2.74	315	2.63	5014	2.64	5521	2.64	L
6	Raise the tone of the school by reducing the problem of examination malpractice	199	2.84	324	2.7	5223	2.75	5746	2.75	M
7	Helps to ensure the provision of school seats, classroom, other Facilities in short supply	212	3.03	332	2.77	5311	2.8	5855	2.8	M
8	Helps to keep schools informed of new methods of teaching.	200	2.86	326	2.72	5230	2.75	5756	2.75	M
9	Makes available for teachers all relevant educational information	221	3.16	356	2.97	5753	3.03	6330	3.03	H
10	Accurate school records are kept for decision-making/ Educational planning.	226	3.23	374	3.12	5883	3.1	6483	3.1	H
11	Encourages teachers to Participate in in-service training.	205	2.93	349	2.91	5483	2.89	6037	2.89	M
12	Submits accurate reports about school activities to the Ministry.	207	2.96	346	2.88	5484	2.89	6037	2.89	M
13	Always keep staff informed with new trends in the methodology of the various subjects taught.	206	2.94	339	2.83	5471	2.88	6016	2.88	M
14	Assess teachers' notes of lessons often.	229	3.27	386	3.22	6121	3.22	6736	3.22	H
15	Principal always keep teachers informed of written or verbal recommendations given during Inspection.	228	3.26	379	3.16	6026	3.17	6633	3.18	H
AGGREGATE TOTAL		3163	3.9	5186	2.90	82599	2.9	90948	2.9	M

Key: 4.00-3.00=H (High usage), 2.95-2.50=M (Moderate usage), 2.49-0.5=L (Low usage).

The result of the analysis in table: 4.3 show the influences of effective use of inspection techniques by inspectors on principal's administrative effectiveness in secondary schools. The cluster mean of 2.9 indicate a moderate mean aggregate. This simply showed that inspection techniques usage on principal administrative effectiveness was high in five different

ways. Items such as progressive reports of students communicated to parents on time, makes available for teachers all relevant educational information. Accurate school records are kept for decision making, educational planning, assess teachers' notes of lessons and other records. Often principal always keep teachers informed of written and verbal recommendations given during inspection. All these had the highest usage. While organize orientation program for the new teachers, helps support all activities designed to improve instructions in school. Promotes the activities of parents' teachers association in school, advocate prudence in the way public funds (subventions) is spend in running schools. Raise the tone of school by reducing examination malpractices, helps to ensure the provision of school seats, classroom, and other facilities in short supply. Helps to keep schools informed of new methods of teaching, encourages teachers to participate in in-service training, submits accurate reports about school activities to the ministry and always keep staff informed with new trends in the methodology of the various subjects taught are moderately use in secondary schools in Delta and Edo states. This simply indicates that effective utilization of school inspection will enhance principal administrative performance moderately.

Research Question 4: What are the influences of effective use of principals' instructional supervision techniques on teachers' effectiveness?

TABLE 4.4; Mean Influence of Principal's Instructional Supervision Techniques on Teachers' Classroom Effectiveness

S/ N	INFLUENCE OF SCHOOL	INSPECTORS	PRINCIPALS	TEACHERS	TOT AL	AGGR MEAN	INFL UENC
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	INSTRUCTIONAL SUPERVISION ON TEACHERS' PERFORMANCE						E LEVEL
		SCORES MEAN	SCORES MEAN	SCORES MEAN			
1	Teachers provide guidance services to students.	227 3.24	380 3.17	5948 3.13	6555	3.14	H
2	Teacher pays special attention to the special child in the class	184 2.64	329 2.76	5290 2.78	5803	2.78	M
3	Teachers are very punctual to class	227 3.24	386 3.24	6177 3.25	6790	3.25	H
4	Teacher gives assignment relevant to the topic.	231 3.3	385 3.21	6094 3.21	6710	3.21	H
5	Always return test script to students after marking	218 3.11	337 3.14	6016 3.17	6571	3.14	H
6	Motivates students to work harder	243 3.41	412 3.43	6529 3.44	7184	3.44	H
7	Keeps cumulative records of students	240 3.44	410 3.41	6509 3.43	7159	3.43	H
8	Teachers carefully planned their lesson notes	245 3.5	409 3.41	6380 3.36	7034	3.37	H
9	Offers individual help to students	211 3.01	354 2.95	5713 3.01	6278	3.0	H
10	Teacher encourages students to ask questions always	240 3.43	403 3.36	6369 3.35	7012	3.36	H
11	Employs various methods of teaching/discipline in the classroom	229 3.27	385 3.21	6131 3.23	6745	3.22	H
12	Teacher uses teaching aids to	236 3.37	397 3.31	6281 3.31	6914	3.31	H

	enhance leaning.									
13	The teacher is well prepared for each class	230	3.41	399	3.33	6323	3.33	6961	3.33	H
14	Teacher completes school records	230	3.29	382	3.18	6323	3.33	6702	3.21	H
15	Teacher uses recent teaching methods.	217	3.1	373	3.11	5919	3.12	6509	3.11	H
	AGG TOTAL	3417	3.04	5741	3.21	91769	3.22	10097	3.22	H

Key: 4.00-3.00=H (High usage), 2.95-2.50=M (Moderate usage), 2.49-0.5=L (Low)

The result of the analysis in table: 4.4 showed the mean influences of effective use of principal's instructional supervision techniques on teachers' effectiveness. The cluster mean of 3.22 indicate a high mean aggregate. This simply showed instructional supervision techniques influence on teacher classroom effectiveness was high in all ways but in items two only. This simply means principal's application of instructional supervision techniques can spur up teachers to provide guidance services to students increase their punctuality to class, motivate students to work harder, keep cumulative records of students, carefully plan their lesson notes. It is imperative that teacher encourages students to ask questions always, employs various methods of teaching/discipline in the classroom, teacher is well prepared for each class and complete school records in secondary schools in Delta and Edo states.

Research Question 5:

What are the problems affecting effective inspection in secondary schools?

TABLE 4.5; Mean Problems of Effective Inspection

S/ N	INSPECTION PROBLEMS	INSPECTORS		PRINCIPALS		TEACHERS		TOTAL	AGG. MEAN	PROBLEMS LEVEL
		SCORES	MEAN	SCORES	MEAN	SCORES	MEAN			
1	Inadequate inspectors to cover existing over populated schools.	215	3.07	369	3.08	5789	3.05	6373	3.05	H
2	Inspection reports follow-ups never seen.	207	2.96	369	3.08	5780	3.04	6356	3.04	H
3	Poor professional training given to inspectors	206	2.97	361	3.01	5597	2.95	6164	2.95	M
4	Inspectors have no time to organize inspection services.	190	2.71	323	2.69	5223	2.75	5736	2.75	M
5	Teaching facilities inadequately supplied to school.	238	3.4	416	3.47	6420	3.38	7074	3.38	H
6	Indiscipline behavior of some inspectors does not give them the moral justification to visit schools	204	2.91	355	2.96	5673 2.98		6232	2.98	M
7	Lack of clear-cut Educational policies	228	3.26	388	2.23	6136 3.23		6752	3.23	H
8	Schools located in rural areas have no access roads during rainy seasons	226	3.23	395	3.29	6133	3.23	6754	3.23	H
9	Teachers perceive inspection negatively	174	2.49	317	2.64	5030 2.64		5521	2.64	L
10	Education policies implementations are very poor.	213	3.04	372	3.1	5879	3.09	6464	3.09	H
11	Inadequate manpower From ministry of education	214	3.06	368	3.07	5767	3.04	6349	3.04	H
12	School inspectors uncooperative attitude	189	2.7	326	2.72	5225	2.75	5740	2.75	M
13	Lack of fund from the inspectorate division	223	3.63	372	3.1	5834	3.07	6429	3.07	H

14	Political influence in school heads.	195	2.79	333	2.79	5329	2.8	5857	2.8	M
15	Increase number of schools.	216	3.09	371	3.09	5966	3.14	6553	3.14	H
	AGG. TOTAL	3138	3.02	5435	2.94	85781	3.01	94354	3.01	H

Key: 4.00-3.00=H (High usage), 2.95-2.50=M (Moderate usage), 2.49-0.5=L (Low usage).

The result of the analysis in table: 4.5 shows the mean differences in the views of inspectors, principals and teachers as regard the problems effecting inspection in secondary schools. A cluster mean of 3.01 indicate a high mean aggregate. This simply showed that inspection problems were high in nine different ways. Item five (5) had the highest problem level from the respondents. Which indicate teaching facilities are inadequately supply to schools and lack of funds from the inspectorate division? Schools located in rural areas inaccessible during rainy seasons. Increased number of schools, education policies implementations are very poor, inadequate skilled inspectors to cover existing over populated schools, lack of clear-cut policies/standards of Educational programmers, inadequate manpower from ministry of education and follow-ups inspection reports are never seen. Moderate problems such as poor professional training given to inspectors, indiscipline behavior of some inspectors does not give them the moral justification to visit schools for inspection are also identified. However items like Inspectors have no funds to organize inspection services, teachers' perceived inspection negatively, indiscipline behavior of some inspectors does not give them the moral justification to visit schools for inspection and uncooperative attitude of school inspectors also possess moderate problems level in secondary schools in Delta and Edo States.

Research Question 6:

What are the problems affecting effective instructional supervision in secondary schools?

TABLE 4.6; Mean Problems of Effective Instructional Supervision

S/ N	INSTRUCTIONAL SUPERVISION PROBLEMS	INSPECTORS	PRINCIPALS	TEACHERS	TOTAL	AGG. MEAN	PROBLEMS LEVEL
		SCORES MEAN	SCORES MEAN	SCORES MEAN			
1	Classrooms in most schools are overcrowded.	259 3.7	452 3.77	7050 3.71	7761	3.71	H
2	Teachers' condition of services is poor	232 3.31	418 3.48	6434 3.39	7084	3.39	H
3	Poor leadership qualities of some principals	197 2.81	343 2.86	5565 2.93	6105	2.93	M
4	Gross over enrolment in schools making it impossible to manage	222 3.17	393 3.28	6267 3.3	6882	3.3	H
5	Government does not supply useful text books to schools	245 3.5	426 3.55	6607 3.48	7278	3.48	H
6	Supervisors are not trained for the job	189 2.7	334 2.78	5277 2.78	5800	2.78	M

7	Using teachers in tasks outside their disciplines	180 2.57	319 2.66	5097 2.68	5596	2.68	M
8	Professional teachers inadequate in some disciplines in rural schools	203 2.9	351 2.93	5623 2.96	6177	2.96	M
9	Lack of cooperation among teachers	204 2.91	362 3.01	5678 2.99	6244	3	H
10	Principals are too busy with administrative jobs.	183 2.61	340 2.83	5345 2.81	5868	2.81	M
	TOTAL/AGG MEAN	2114 3.02	3738 3.12	58943 3.1	64794	3.1	H

Key: 4.00-3.00=H (High usage), 2.99-2.50=M (Moderate usage), 2.49-0.5=L (Low usage).

The result of the analysis in table: 4.6 show the mean of the views of inspectors, principals and teachers as regard the problems affecting effective instructional supervision in secondary schools. The cluster mean of 3.1 indicate a high mean aggregate. This simply showed that instructional supervision problems on teachers' classroom effectiveness were high in five different ways. Items 1, 2, 4, 5 and 9 had the highest mean problem levels from the respondents that mean principals application of instructional supervision techniques hindered by overcrowded classrooms, teachers poor condition of service, gross over enrolment in schools making it impossible to manage and government does not supply useful textbooks to schools. It is imperative to note that problems like poor leadership qualities of some principals, supervisors not trained for the job, uncooperative attitudes of staff members/ supervisors, professional teachers are inadequate in some disciplines in rural areas. The rural areas terrains are unfriendly. Principals

are so busy with administrative jobs posed moderately. All this makes it extremely difficult to carry out their instructional supervision effectively and efficiently in secondary schools in Delta and Edo States.

Research Question 7:

What are the possible solutions to the problems of inspection in secondary schools in Delta and Edo states?

TABLE 4.7: Means Possible Solutions to Inspection Problems

S/ N	INSPECTION SOLUTIONS	INSPECTORS		PRINCIPALS		TEACHERS	TOTA L	AGG. MEA N	SOLUTIO NS LEVEL
		SCORES MEAN		SCORES MEAN		SCORES MEAN			
1	Adequate inspectors must be employed to make up the teaming Population in school	236	3.37	413	3.44	6532 3.44	7181	3.44	H
2	Rural roads must	246	3.51	422 3.51		6653 3.5	7321	3.5	H

	be made motor able in any season						
3	Clear-cut policy implementation	239 3.41	408 3.4	6464 3.4	7111	3.4	H
4	Inspection budget must be set aside yearly.	234 3.34	401 3.34	6405 3.37	7040	3.37	H
5	Inspectors must be trained for their job	247 3.53	423 3.53	6661 3.51	7331	3.52	H
6	Supervisors must undergo professional training for the job.	234 3.34	404 3.37	6336 3.33	6974	3.34	H
7	Principal always delegate administrative duties to their subordinates	207 2.96	366 3.05	5872 3.09	6445	3.08	H
	TOTAL/ AGG MEAN	1643 3.35	2837 3.38	44923 3.38	4940 3	3.38	H

Key: 4.00-3.00=H (High usage), 2.99-2.50=M (Moderate usage), 2.49-0.5=L (Low usage).

The result of the analysis in table:4.7 shows the mean of the views of inspectors, principals and teachers as regard the possible solutions to the problems of inspection in secondary schools in Delta and Edo states. A cluster mean of 3.38 indicate a high mean. This simply showed that inspection solutions were high in all items.Which means adequate inspectors must be employed to make up the teaming population in school, rural roads must be made motor able in any season, there must be clear policy implementations, inspection budget must be set aside yearly. Inspectors must create a pleasant working environment. It is imperative to

note that supervisors must undergo professional training for the job and principals should always delegate administrative duties to their subordinates in secondary schools in Delta and Edo states respectively.

Research Question 8:

What are the possible solutions to the problems of instructional supervision in secondary schools in Delta and Edo states?

TABLE 4.8: Mean Possible Solutions to the Problems of Instructional Supervision

S/N	INSTRUCTIONAL SUPERVISION SOLUTIONS	INSPECTORS	PRINCIPALS	TEACHERS	TOTAL	AGG. MEAN	SOLUTIONS LEVEL
		SCORES MEAN	SCORES MEAN	SCORES MEAN			
1	Teachers should be friendly to supervisors.	217 3.1	372 3.1	5925 3.12	6514	3.11	H
2	Create a favourable school climate.	234 3.34	395 3.29	6313 3.32	6942	3.32	H
3	Education policies implementations be made known to school	234 3.34	408 3.4	6438 3.39	7080	3.38	H
4	Inspection results be put into use in decision-making	233 3.33	405 3.36	6430 3.38	7069	3.38	H
5	Promote teachers willingness to improve academic standard	243 3.47	418 3.48	6610 3.48	7271	3.48	H
6	Principals should be trained to possess special Leadership qualities	236 3.37	412 3.43	6444 3.39	7092	3.9	H
7	Teachers should always look up for supervision for improvement	230 3.29	309 3.25	6153 3.24	6692	3.24	H
	TOTAL/AGG MEAN	1627 3.32	2719 3.33	44313 3.33	48659	3.33	H

Key: 4.00-3.00=H (High usage), 2.99-2.50=M (Moderate usage), 2.49-0.5=L (Low usage).

The result of the analysis in table: 4.8; shows the views of inspectors, principals and teachers on the possible solutions to the problems of instructional supervision in secondary schools in Delta and Edo states. The cluster mean of 3.33 indicate a high mean aggregate. This simply showed that instructional supervision solutions were high in all items.

This signifies that supervisors should create conducive school climate, ensure education policies implementations be made known to school, inspection results must be put into use in decision making, promote teachers willingness to improve academic standard. It is imperative to note that teachers should be friendly to supervisors. Teachers always look up to supervision for improvement in secondary schools.

Hypothesis 1;

There is no significant difference among school inspectors, principals and teachers on the frequently used inspection techniques in secondary schools.

Table 4.9; ANOVA F- test on the Frequently Used Inspection Techniques

Source of variation	Sum of Squares	Df	Mean Square	Cal F	Cri F
Between Groups	157.52	2	78.76	0.00061	3.07
Within Groups	269,822,038.48	2087	1292870		
Total	269,822,196	2089			

Significant at 0.05

The result in table 4.9 showed no significant difference among school inspectors, principals and teachers in the frequently used of inspection techniques. This is shown by the calculated F value of 0.00061 at df(2,2089) is less than the table F value of 3.07, therefore it is not significant at 0.05 level of probability. On the strength of this, the null hypothesis of no significant difference among school inspectors, principals and teachers on the frequently used inspection techniques was accepted.

Hypothesis 2;

There is no significant difference among inspectors, principals and teachers on the frequently used instructional supervision techniques in secondary schools in Delta and Edo states.

Table 4.10; ANOVA F-test on the Frequently Used Instructional Supervision Techniques

Source of variance	Sum of Squares	Df	Mean Square	Cal F	Cri F
Between Groups	125.49	2	62.745		
Within Groups	283,771,985.9	2087	135,971.23	0.000461	3.07
Total	283,772,111.5	2089			

Significant at 0.05

The result in table 4.10 showed no significant difference among school inspectors, principals and teachers in the frequently used instructional supervision techniques. This is shown by the calculated F value of 0.000461 at df(2,2089) is less than the table F value of 3.07, therefore it is not significant at 0.05 level of probability. On the strength of this, the null hypothesis of no significant difference among school inspectors, principals and teachers on the frequently used instructional supervision techniques was accepted.

Hypothesis 3;

There is no significant difference among school inspectors, principals

and teachers on the influence of effective use of inspection techniques on principal's administrative effectiveness in secondary schools in Delta and Edo states.

Table 4.11; ANOVA F-test on Influence of Inspection Techniques on Principals

Administrative Effectiveness						
Source of variance	Sum of Squares	Df	Mean Square	Cal F	Cri F	
Between Groups	209.04	2	104.68	0.000480	3.07	
Within Groups	454,847,136.6	2087	217,943			
Total	6 454,847,345.7	2089				

Significant at 0.05

The result in table 4.11 showed no significant difference among school inspectors, principals and teachers on the influence of effective use of inspection techniques on principals' administrative effectiveness. This is shown by the calculated F value of 0.000480 at $df(2,2089)$ is less than the table F value of 3.07. Therefore it is not significant at 0.05 level of probability. On the strength of this, the null hypothesis of no significant difference was accepted.

Hypothesis 4;

There is no significant difference among school inspectors, principals

and teachers on the influence of instructional supervision techniques on teachers' classroom effectiveness in secondary schools in Delta and Edo states.

Table 4.12; ANOVA/ F- test on Influence of Effective use of Instructional Supervision on Teachers' Classroom Performance.

Source of variables	Sum of Squares	Df	Mean Square	Cal F
Cri F				
Between Groups	12,170.4	2	6085.2	0.0004528
3.07				
Within Groups	5,608,650,518.0	2087	2,687,422.4	
Total	5,608,662,688.4	2089		

Significant at 0.05

The result in table 4.12 showed no significant difference among school inspectors, principals and teachers on the influence of effective use of instructional supervision techniques on teachers' classroom effectiveness. This is shown by the calculated F value of 0.0004528 at df(2,2089) is less than the table F value of 3.07. Therefore it is not significant at 0.05 level of probability. On the strength of this, the null hypothesis of no significant difference is accepted.

Hypothesis 5;

There is no significant difference among school inspectors, principals and teachers on the problems affecting effective inspection in secondary

schools in Delta and Edo states.

Table 4.13; ANOVA/ F- test on Problems of Effective Inspection

Source of variable	Sum of Squares	Df	Mean Square	Cal F	Cri F
Between Group	9.758	2	4.8792	0.0002074	3.07
Within Groups	491020928	2087	233,276		
Total	491020937.758	2089			

Significant at 0.05

The result in table 4.13 showed no significant difference among school inspectors, principals and teachers on the problems of inspection. This is shown by the calculated F value of 0.0002070 at df(2,2089) is less than the table F value of 3.07. Therefore it is not significant at 0.05 level of probability. On the strength of this, the null hypothesis of no significant difference was accepted.

Hypothesis 6;

There is no significant difference among school inspectors, principals and teachers on the problems affecting effective instructional supervision in secondary schools in Delta and Edo states.

Table 4.14; ANOVA/ F- test on Problems of Effective Instructional Supervision

Source of variable	Sum of Squares	Df	Mean Square	Cal F	Cri F

Source of variable	Sum of Squares	Df	Mean Square	Cal F	Cri F
Between Groups	48.5	2	24.25	0.0001441	3.07
Within Groups	351109168.5	208	168,236.3		
Total	357,109,217	209			

Significant at 0.05

The result in table 4.14 showed no significant difference among school inspectors, principals and teachers on the problems of instructional supervision. This is shown by the calculated F value of 0.0001441 df(2,2089) is less than the table F value of 3.07, therefore it is not significant at 0.05 level of probability. On the strength of this, the null hypothesis of no significant difference among school inspectors, principals and teachers on the Problems of instructional supervision was accepted.

Hypothesis 7;

There is no significant difference among school inspectors, principals and teachers on the possible solutions to the problems of inspection in secondary schools in Delta and Edo states.

Table 4.15; ANOVA/ F- test on Possible Solutions to Inspection Problems

Source of variable	Sum of Squares	Df	Mean Square	Cal F	Cri F

Source of variable	Sum of Squares	Df	Mean Square	Cal F	Cri F
Between Groups	2.03	2	1.015	0.00014654	3.07
Within Groups	289,101,896.77	2087	138,525		
Total	289,101,898.8	2089			

Significant 0.05

The result in table 4.15 showed no significant difference among school inspectors, principals and teachers on the possible solutions to the problems of inspection. This is shown by the calculated F value of 0.000147654 (0.000148) df(2,2089) is less than the table F value of 3.07, therefore it is not significant at 0.05 level of probability. On the strength of this, the null hypothesis of no significant variation in the views of inspectors, principals and teachers as regard the possible solutions to the problems of inspection was accepted.

Hypothesis 8;

There is no significant difference among school inspectors, principals and teachers on the possible solutions to the problems of instructional supervision in secondary schools in Delta and Edo states.

Table 4.16; ANOVA/ F- test on Possible Solutions to Instructional

Supervision Problems.

Source of variable	Sum of Squares	Df	Mean Square	Cal F	Cal F
Between Groups	49.9	2	24.95	0.0001816	3.07
Within Groups	286,695,440.1	2087	137,372		
Total	286,695,490	2089			

Significant 0.05

The result in table 4.16 showed no significant difference among school inspectors, principals and teachers on the possible solutions to the problems of instructional supervision. This is shown by the calculated F value of 0.0001816 at $df(2,2089)$ is less than the table F value of 3.07, therefore it is not significant at 0.05 level of probability. On the strength of this, the null hypothesis of no significant difference among school inspectors, principals and teachers on the solutions to the problems of instructional supervision was accepted.

Discussion of Findings

Arising from the findings listed above, the following discussions made in this study in relation to how the findings agree or disagree with the materials reviewed in literature as well as current issues in the area under study;

1. The frequently use inspection techniques in secondary schools.
2. The frequently use instructional supervision techniques in secondary

schools.

3. The influences of effective use of inspection techniques on principal's administrative effectiveness
4. The influences of effective use of instructional supervision techniques on teachers' classroom effectiveness.
5. The problems affecting effective inspection in secondary schools
6. The problems affecting effective use of instructional supervision in secondary schools
7. The possible solutions to the problems of inspection in secondary schools
8. The possible solutions to the problems of instructional supervision in secondary schools

1. The frequently used Inspection Techniques;

The findings clearly specified that inspection techniques like full inspection and classroom visitations frequently used. While routine, investigative visits, advisory inspection, pre-opening of schools and sampling and survey visits and others are moderately use by school inspectors. The finding of no significant difference was not in consonant with Maranga (1986), Onyemunwa (1990), Miller (1999) & IIEP (2002) who purported no significant difference but Oghuvbu (1998). There was no significant difference in their views meaning they both held esteem the absolute role of the school inspectors be undermined. Supervision is a cooperative service, which seeks the participation of persons concerns it is

a team activity. The main objective is to enhance teaching and learning, offer all possible assistance to the teachers, establish and maintain a cordial relation with the supervisees. Supervise the implementation of school curriculum, to help diagnose the problems and shortcomings in the implementation of the curriculum. Identify some of the indiscipline problems encountered in schools, monitor and to provide guidance on how they can improve performance. There is need for collaborations between school inspectors and school personnel like the head teacher and teachers on matters pertaining to inspection and its technique. They required a situation where they collaborate while supervisors require central control. Commenting about this involvement Olembo (1992) proposed teachers be encouraged to participate adequately in developing assessment procedures employed by school inspectors to evaluate teacher to enable them understand the criteria on which school inspectors commonly judge them. This collaboration will in no doubt facilitate a shared understanding of what constitute effectiveness in education. Enough inspection techniques not put to use which may not give room for effectiveness in the system.

However the application of inspection techniques in secondary schools are not considered as the sole factor that can improve school administrators effectiveness rather in collaboration with other factors such as leadership qualities, sympathy, initiative, conducive environment, honesty, resourcefulness, humility, creativity, funds and others. He must be democratic, understand the nature of man and ensure the needs of the

supervisees taken into cognizance in the process of decision-making (NTI, 2002). Nwagwu and Ijeoma (2004) acknowledge this by identifying the inspector's perception of supervision functions as making sure minimum standard of education adhered to, prudence in fund management, making available human and material resources, ensure conformity to national policies and a host of others. To the principal and teachers, these are in short supply to schools, which do not enhance job performance. Supervisees required the theory Y environment to perform effectively as well.

2. The Frequently used Instructional Supervision Techniques;

The findings showed that there was no significant difference among school inspectors, principals and teachers on the frequently used instructional supervision techniques by principals in secondary schools in Delta and Edo states. This finding is consistent with Oghuvbu (1998) of no significant variations but Eyike (1981). Although these other studies utilized only Delta, and Edo state was not included. That principal instructional supervision technique such as classroom visitation and staff meeting were frequently use. This is in agreement with Weimer (1991), Parrett, Kerna and Weimer (1988) identified different things the supervisor watch out for during the classroom Observation. To them planning and preparation of the lesson, presentation of the lesson, relationship with the student and their participation. Teacher knowledge of subject matter, teachers' personality, and adequately prepared lesson note, quality of speech, voice, clarity and maintenance of order in class are paramount. The classroom visitation

focuses on helping the teachers improve their performance through analyses and feed backs of observed events in the classroom. Staff meeting is another contact or meeting point between principal and teachers. Ofogolu in Nwagwu (2004, Ed) who agitated its continuous use because it was an important meeting point between leaders and subordinate to improve school effectiveness.

Staff meeting has the capacity to improve and make significant and measurable contributions to effectiveness of school objectives and goals. Staff meeting enable teachers to exchange ideas, foster good spirit and against oneself with problems confronting the school with the view to proffer solutions. Duckworth (1983) and Onyemunwa (1990) in support of this disclosed that staff meeting provides opportunity for the supervisors to encourage, recognize good work, and show determination to remedy teaching problems in secondary schools. Ogunu (2001) in a study reports that for any type of conference to be effective, the relationship between the supervisor and the teacher should not be a master/servant relationship, but that of professional colleagues.

Lecture forum, inter-school visitation, microteaching, educational workshops, professional reading, demonstration teaching and field trips are moderately used. Whawo (1995) and Nwagwu, (2004) in consonance recognized that microteaching, demonstration teaching, inter-school visitation enables the teacher to get immediate feed backs from the supervisor after lesson presentation. It is a good interaction grounds and

hardworking teachers would improve their skills and enable them organize materials and manage students in the classroom. Nwaogu, (2004), identify specific areas as methodology, instructional resources, curriculum development and professional growth of teachers are developing with aid of educational workshops. This was not in consonant with Oredin & Oloyode, (2007) who argues that teacher classroom effectiveness was not determined by these factors alone but interaction of materials, humans, classroom physical conditions, personal experiences and leadership qualities, quality of teaching personnel, school plant and organizational resources. All put together needed for quality improvement. This calls for corroboration of inspectors, principal and teachers on issues that dwell on supervision. Nwadiana (2001) attest to the fact that working with teachers would lead to the development of instructional goals and objectives. Such by making available relevant educational information, stimulate, encourage, support and facilitate all activities design to improve instruction.

Organization of supervision techniques will also go a long way to discover and co-ordinate teachers' potentials towards the achievement of Educational objectives. Whawo further identifies other benefits of instructional of supervision techniques. Those techniques will synthesize way of reducing friction between student and staff and between staff and Administrators (principals / inspectors), such harmonized co-operation through team work will go a long way to increase teacher's Job performance.

3. The Influences of Effective use of Inspection Techniques on Principal's Administrative Effectiveness

The findings showed that there was no significant difference among school inspectors, principals and teachers on the influences of effective use of inspection techniques on principal administrative effectiveness in secondary schools, in Delta and Edo States. This was in consonant with Oghuvbu (1998, 2000). The experiences of high impact level inferred that effective inspection will encourage principals and teachers to work harder and students progressive report are communicate to parents on time. Principal makes available for teachers all relevant educational information. Accurate school records kept for decision-making. Assess teachers notes of lesson and other records often and always keep teachers informed of written or verbal recommendations given during inspection. This finding was in consonant with Nwagwu & Ijeoma (2004), NPE (2004) & Ojelabi, (1981) on the importance of inspection in schools.

The experience of moderate impact level imply that principal rarely organize orientation programme for the new teachers. Rarely support all activities designed to improve instructions in schools. Hardly keep schools informed of new method of teaching. This stand to reason that principals are busy with administrative activities such as admission of new students engaged in illegal collections and therefore had little or no time to attend to issues of orientation of new entrants to the school. Principal moderately promotes the activities of the parents-teachers association/activities in schools. This body will help check mate principal's nefarious acts so they

can do everything possible to avoid it. A situation where they function, principals collide with PTA chair to defraud the central pause. They ought to be prudent in the way public funds (subventions) spent in running schools. They rarely submit accurate reports about school activities to the ministry. Enrolment figures inflated with fictitious names to attract more funds (subvention). They barely encourage teachers participate in-service training and would hardly keep staff informed with new trends in methodology of various subjects taught. The school inspectors have put in so many checks and balance for the education system sanitations but lacks follow-up. This Ogunsaju (1998) considered as imposition and authoritarian nature of the inspectors, lacks follow-ups, such attitude cannot enhance efficiency. It is with effective inspection, principal will perform their roles excellently.

4. The Influences of Effective Use of Instructional Supervision Techniques on Teachers' Classroom Effectiveness

The findings also showed that there was no significant difference among inspectors, principals and teachers on the influences of effective use of instructional supervision techniques on teachers' classroom effectiveness in Delta and Edo States. This was in line with Oghuvbu (1998, 2000) of no significant difference. His finding was restricted to Delta State only. It is expedient to note that with effective instructional supervision, teachers will provide guidance services to their students, offer individual helps to students during lessons, encourage them to ask questions and give assignment relevant to the topic. Factors responsible for this can be

traceable to Principal effective supervision of instructions. The experiences of high impact levels simply implied that teachers carefully planned their lesson notes, employ various methods of teaching, teaching aids, discipline in the classroom. Teachers complete school records, return students marks test scripts. A finding, supported by Nwadiana (2001), Ogunn (2001), Egwuyenga (2001), & Arubayi (2003) who further insisted that principals must provide relevant educational resources for teachers to exhibit their talents potentials excellently. Murphy (2010) maintained that a good classroom management must put into cognizance the child and teachers to achieve efficiency and effectiveness. Teachers rarely pay special attention to the special child in the class. It is expedient to note that such a child, be send to a special school where equal treatment offered.

5. The Problems Affecting Effective Inspection in Secondary Schools

The study showed that there is no significant difference among school inspectors, principal and teachers on the problems affecting effective inspection in secondary schools in Delta and Edo States. This finding was in agreement with, Ogunu (2001), Eferakeya, & Ofo (1995). These findings indicate that there are problems which inspectors, principals and teachers identified in the school system that need redress. This is show in table 4.13. The experiences of high level of the problems were inadequate inspectors and facilities to cover existing over populated schools. These

findings were in agreement with Arubayi (2006), Nwaogwu (2004), Ogunn (2001), Oghuvbu (2000), Akpofure & Ndudu(2000), Gbada (1998) & Ajayi (1992).

Other problems identified from the study include lack of clear - cut education policies and implementation. Inadequate funding from the inspectorate made supervision extremely difficult. There are no vehicles to move about by inspectors. They are not to spend their money for official jobs. This has culminated into undue collections from schools visited. There are occasions whereby principals and teachers have to foot bills through support of kola, Oghuvbu (2000). The rural terrains are not friendly especially during the rainy season; there are no follow-up inspections, Anyawu (2006).

The provision of feed backs in inspection cannot be undermined hence Trethwan (1991) & Thomas (1996) counsel appraisers to give feed backs as soon as possible because such can boost the moral of the appraisees (teachers and principals) and reassures them that supervisors care and are in touch. This finding was in consonant with Dean (1995) in a study that explored primary and secondary school teachers and head teachers' perceptions regarding school inspection in five local authorities in the United Kingdom. In his report, participants studied felt very strongly the need for feedbacks.

The experiences of moderate problems level perception are poor professional training given to inspectors. This is in agreement with Amini

(1998) and Nwaogu (2006) who proposed that the person who would lead in instructional improvement need to secure fundamental understanding of the humanities, sciences and the social sciences. The problem of political influence of school heads rated moderately. Appointment of heads of school inferred politically to a certain degree. This finding was in consonant with Agbahiwe (1999) who studied the constraints to inspection in Primary schools in Nsukka Education Zone. Such have led to the demotion of corrupt principals who paid their way to obtain the position of head. The present commissioner of Education in Delta State has reinstated those who qualified to be heads of schools and redeployed unqualified principals to schools as classroom teachers or vice principals.

6. The Problem Affecting Effective Instructional Supervision in Secondary Schools

The study showed there was no significant difference among school inspectors, principals and teachers on the problems affecting effective instructional supervision in secondary schools in Delta and Edo states. This finding was in agreement with Oghuvbu (2000). The experiences of high level of the problems included overcrowded classrooms due to over enrolment in schools making instructional supervision management extremely difficult. Other researchers that have provided strong agreement were Nwagwu & Ijeoma (2004) & Okebukola (2000) there is the problem of co-operation among teachers and between teachers and supervisors. Ideally, supervisors should see himself as a co-worker or colleague in profession

working co-operatively with the group, sharing ideas, discussion and problems which supervisors take the responsibility of co-coordinating their activities. The problem of inadequate funding as attested to by Amadi (2011) is a regrettable woe as facilities have decayed so much that rehabilitation is almost an impossible task. The experiences of moderate impact level of the instructional supervision problem simply mean that principals have poor leadership qualities, which may impair teacher classroom performance to a certain degree. Supervision is a function of leading, co-coordinating and directing the work of others to accomplish designated goals with minimum friction and maximum harmony. Professional teachers are inadequate in some disciplines in the rural areas making it difficult for schools to achieve academic excellence, which gives room to examination malpractices. Using teachers in a task outside their discipline posed a moderate problem. This many lead to gross incompetence. Principals are too busy with administrative job. This is not enough reason to shy and stay away from their instructional supervision functions. Sometimes they are busy with enrolment and admission, P.T.A fee collections and others. Jobs of this nature can be delegated to head teachers though division of labour whereby principals co-ordinates and receive feedbacks, this will give him ample opportunity to oversee instruction though supervision which may go a long way to improve Teachers classroom performance.

7. Possible solutions to the problems of inspection

The study showed that there was no significant difference among

school inspectors, principals and teachers on the possible solutions to the problems of inspection in Delta and Edo states secondary school. The finding clearly indicates that adequate inspectors be employed to make up the teaming population in school. This was in agreement with Arubayi (2004), Ogunu (2001) & Akpofure(2000) that the inspector/ teacher ratio was not commensurate and therefore agitated for an increase. This led to the creation of zonal inspectorates to bring supervision to the doorsteps of school.

The issue of rural roads made assessable in any season. This is in agreement with Ogunu (2001) who identified the risk of travelling on poorly maintained roads and schools cited in rural areas are not accessible to inspectors. Supervisors provided with cars suitable for their job to meet with the demands of their job. Train supervisors on and for the job Okebukola (2000) attest to this. They must have ideas of the sciences, and humanities and human relationship qualities. A mediocre supervisor monitored it. Due to inexperience in the job, he may adopt the traditional fault -finding techniques, which may not lead to job effectiveness and attainment of goals and objectives. They must benefit from regular in-service training in the form of workshops, seminars, and other long and short – term courses that would expose them to better courses leading to effectiveness and efficiency in the job. Employment of the inspectors, provision of mobility and training in the job are all subject to the availability of funds. Inspection budget must be set aside yearly. Education utilizes large amount of a country's available

resource in Nigeria, Peretomode (2000). It is the second highest budget to defense. Funding school inspection should be a priority. Principals must always delegate administrative duties to their subordinates. This will create a further relief on the clouded functions of principal in school. This to great extent depends on the principal leadership style. Be democratic and create good/ cordial relationship and satisfaction of need on the job, will motivate teachers willingly contribute to the common cause by utilizing their own skills and abilities and results will be attained.

The issue of lack of clear-cut policies in education are usually not clearly spelt out because of the incessant changes in the system. Supervisors and supervisees therefore placed in a state of dilemma. Government should spell out one policy at a time and not beclouding the system. For instant the issue of 6-3-3-4, today we talk about 6-5-4 at another time 9-3-4. Take a stand and work out the modality to achieve set goals.

8. Possible Solutions to the Problems of Instructional Supervision;

The study showed that there was no significant difference among school inspectors, principals and teachers on the possible solutions to the problems of principal instructional supervision in secondary schools in Delta and Edo States.

The findings clearly indicate possible solutions to the problems of instructional supervision includes, maintaining a standard in students enrolment and principal's delegation of administrative duties to subordinates. Policy implementations made known to school at the

appropriate time and foster good sense of co-operation with school authority. Teachers' regularity and punctuality to duties, adequate and regular preparation of lessons notes. Raise the tone of school to avoid exam malpractices, inspire teachers towards meaningful academic work and other related factors are significantly correlated to the teachers classroom effectiveness in secondary school in Delta and Edo states. This finding was synonymous to Oghuvbu (2000) which stated that school inspectors, principal and teachers perception of effectiveness was as high with a minimum percentage of 73% and their view differences was not significant. Teachers always look forward to school heads, which will promote their willingness to improve academic standards. They look forward to a very pleasant school climate where good and cordial relationship be maintained to allow them executive their pedagogical potentials. Teachers will be friendly to supervisors who listen to their problems and would always look forward to supervision for improvement.

Determinants level of difference among Inspectors, Principals and Teachers.

There was an indication that inspectors, principals and teachers recognized the roles of the school administration on their administration / application of supervision techniques on the principal's administrative effectiveness and the teacher's classroom performance. That effective and efficient application of these techniques will influence and enhance performance and achievement of school goals and objectives. A situation where perception varies may not be encouraged. This would probably widen

the gap between the supervisors and the supervisees. Teachers required situation where they collaborate with the supervisors while the supervisors required the central control. Supervision is a co-operative service. It seeks the co-operative participation of all concerned. The objective is to enhance teaching and learning. Supervision should be adapted to meet the needs of the school personnel. The school system have some problems peculiar to them, supervision techniques are required to find solutions to such problems which may be localized for optional results.

However, certain factors impede the effectiveness and efficiency in performance of school actors, for instance the complexity of man itself. Asaya (2000) recognized him as a complex animal and very hard to predict, hence supervising him is a tasking duty. The findings in this study has also recognized that both of them recognized that school administrators do not employ enough of the techniques as shown in tables 4.1 and 4.2, some essential ones recognized by them include the recognition visits, follow-up special visits, inter-school, research, field trip and supervisory bulletins.

The inspectors, principals and teachers unanimously perceived the influence of supervision on principal administrative effectively and teachers' classroom effectiveness the same way. This was significantly high as shown in tables 4.3 and 4.4. The study recognized, that effective inspection would influence much on principal to ensure that school are always informed of new methods of teaching. Accurate records kept for decision-making. Students' progressive reports communicated to parents and

guardians. Teachers' notes of lessons often assessed and informed of written or verbal recommendation given during inspection. Motivate them to work harder, keep cumulative records of students, teachers will carefully plan their lesson notes teachers make use of teaching aids to enhance learning, are well prepared for the class and others.

The findings also emphasized on the need to provide funds for organization of inspection services, the need for training in and on the job, negative perception of inspection, uncooperative attitudes of schools inspectors and other staff members, professional teaches are inadequate in some disciplines especially in rural areas and others. Therefore, inspectors, principals and teachers from the study perceived the efficiency of effective supervision possibly. Ability to harmonize these solutions and be pragmatic in implementation will enhance performance in their duty task and schools goals and objectives achieved.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

Summary

The study investigated school Administrators effective use of supervision techniques on teachers' job effectiveness in secondary schools in Delta and Edo States. It therefore examines the frequently used inspection and instructional supervision techniques. Inspectors, principals and teachers perceived influences of effective use of inspection techniques on principal's administrative effectiveness and influences of effective use of instructional supervision techniques on teachers' classroom performance, problems of inspections and instructional supervision and the possible solutions to the problems of supervision (inspection and instructional) in secondary schools in Delta and Edo states. The discussions of the findings based on the various issues rose in the Research Questions and Hypotheses.

The study adopted a descriptive survey and instrument used was

researched designed Questionnaires captioned IPSTQ – Inspectors/Principals Supervision Techniques Questionnaire. The targeted population for this study consisted of all inspectors, principals and teachers in public secondary schools in Delta and Edo States amounting to 20,927. Out of this figure, 702 are inspectors, 1,210 are principals and 19,015 are teachers of secondary schools respectively. The sample for the study was 2,090 respondents. Out of this are 70 inspectors, 120 principals, 1,900 of teachers used. Twenty (20) local government areas also representing forty-six percent (46%) of the total number of Local Government areas in their senatorial districts of Delta and Edo states respectively as shown in Appendix x- xvi. The multi-stage-sampling technique adopted to select the samples for the study, which involves selecting samples in stages. The Instrument used for data collection was questionnaire captioned IPSTQ. The data were analyzed using means. Analysis of Variance (ANOVA) used to test significance difference among school inspectors, principals and teachers perception at 0.05 significant levels.

Summary of the findings:

Arising from the data analysis, the following findings arrived at:

1. There is no significant difference in the views of inspectors, principals and teachers in the frequently used inspection techniques in secondary schools in Delta and Edo States. The most frequently used inspection techniques identified were 'Full inspection and Surprising visits techniques'. Moderately used are sampling / survey visit,

investigative visits, pre-opening of schools visits, routine visits and advisory visits.

2. There is no significant difference in the views of inspectors, principals in the frequently used instructional supervision technique by secondary school principals in Delta and Edo States. The most frequently used instructional supervision techniques were classroom visitations and staff meetings. Others moderately used were micro-teaching, lecture forum, professional reaching and demonstration reading.
3. There is no significant difference, in inspectors, principals and teachers, influences of effective use of inspection techniques on principal's administrative effectiveness in secondary schools in Delta and Edo States. Effective use of inspection techniques will influence on principal administrative effectiveness in the following ways:
 - Teachers' notes of lessons and other schools records often assessed.
 - Principal keeps teachers informed of written or verbal recommendation given during inspection.
 - Progressive reports of students communicated to parents on time.
 - Accurate school records kept for decision making\ education planning.
 - Make available relevant educational information.
4. There is no significant difference in inspectors, principals and teachers, influences of effective use of instructional supervision

techniques on teacher's effectiveness in secondary schools. Effective use of instructional supervision techniques will influence on teacher's effectiveness in the following ways:

- Help to motive students to work harder.
 - Keep cumulative records of students.
 - Provide guidance service to students.
 - Teachers are very punctual to class.
 - Teachers give assignment relevant to the topic.
 - Always return tests scripts to students after marking.
 - Teachers carefully planned their lesson notes.
 - Offer individuals help to student during lesson,
 - Encourage students to ask questions always.
 - Employ various methods of teaching / discipline in the classroom.
 - Use teaching aids to enhance learning.
 - Complete school records.
5. There is no significant difference in the views of inspectors, principal and teachers on the problems of inspection in secondary schools.
- The problems are:
- Inadequate teaching facilities
 - lack of clear –cut policies and implementation
 - Inadequate funding from the inspectorial
 - Unfriendly rural terrains
 - Increased number of school

6. There is no significant difference in the views of inspectors, principal and teachers as regard the problems of instructional supervision in secondary schools. The problems are;
- Overcrowded classrooms,
 - Useful textbooks are not supplied to schools and
 - Poor teachers condition of service.
7. There is no significant difference in the views of inspectors, principal and teachers as regard the possible solutions to the problems of inspection in secondary schools. The possible solutions are;
- Employ adequate inspectors
 - Supervisors must be trained,
 - Rural roads must be made accessible,
 - Spelt out educational policies,
 - Inspection budget must be set aside and
 - Delegate administrative duties to subordinates
8. There is no significant difference in the views of inspectors, principal and teachers as regard the possible solutions to the problems of instructional supervision in secondary schools. The possible solutions are;
- ❖ Principal should be trained to possess special leadership qualities
 - ❖ Inspection results must be put to use in decision making
 - ❖ Teachers should look up for supervision for improvement.
 - ❖ Education policy implementation must be made known to

schools

- ❖ Create favourable school climate
- ❖ Promote teachers willingness to improve academic standard

Conclusion

Based on the results of the findings, the researcher drew the following conclusions:

The most frequently used inspection techniques were full inspections and surprising visits and instructional supervision techniques were classroom visitations and staff meetings in secondary schools in Delta and Edo states. It recommended that school administrators should employ more of supervision techniques such as recognition visits very well to ascertain the adequacy and requirement for external examination, such as staff quality and quantity, physical facilities like laboratories to stem down the trend of examination malpractices and indiscipline in secondary schools.

The effective use of inspection techniques will influence principals' administrative effectiveness by keeping accurate school records and communicated to parents, for decision making and educational planning, ensure teachers notes of lessons are assessed and principal keeps teachers informed of written or verbal information given during inspections. The effective use of principal's instructional supervision techniques will influence teachers' performance by being punctual to class, motivating students to work harder, keep students cumulative records, carefully planned their lesson notes and encourage students to ask questions.

The problems of supervisions include inadequate funds, inspectors and facilities, poor policies implementations, no follow-up results of inspections, overcrowded classrooms, poor teacher's condition of service, unfriendly school climate and others. The possible solutions included providing adequate funds for the inspectorate division to provide the right skilled work force and the required teaching facilities needed to improve instruction and increase performance in secondary schools in Delta and Edo states.

Recommendations

This study tailored towards understanding the frequently used inspection and instructional supervision techniques, the school administration effective use of supervision techniques and job effectiveness. The views of the school inspectors, principals and teachers sought to verify the influence of effective use of supervision techniques, the problems of supervision and the possible solutions. Based on the findings and conclusions of this study, the following recommendations made;

1. School administrators should utilize more of supervision techniques to enhance teaching and learning in secondary schools.
2. School inspectors should utilize recognition visits very well to ascertain the adequacy and requirement of external examination; such as staff quality and quantity, physical facilities like laboratories to stem down the trend of examination malpractices and indiscipline in secondary schools.
3. Special visits as inspection techniques should be encouraged. This will

help to identify corrupt principals and teachers who made to retribute all illegal collections in double folds, which, may serve as deterrent to other school actors.

4. Supervisors should encourage the use of research techniques in secondary schools. This makes it imperative for a supervisor/supervisee to use the process of systematic investigation to improve teaching skills and procedures.
5. School principals should utilize inter-school visitation supervision techniques. This will assist teachers learn new methods of teaching a particular subject and the use of new and modern equipment like the computer and good classroom management and control.
6. Provide adequate funds for the inspectorate division to provide the right skilled work force and the required teaching facilities needed (secondary school textbooks, charts, etc.) to improve instruction and increase output. The need to meet the teaming school population of crowded classrooms, required to build more classes, Liaise with private organization (companies operating in the area) to help provide facilities in schools.
7. Supervisors should be friendly to supervisees by creating a favourable working atmosphere of cordiality through support, guidance and not the stereotype of traditional form of inspection. They are both colleagues in profession. Community, work with the school management to curb cases of indiscipline.

8. Supervisors be trained on and in the job to enable, they possess high leadership qualities through regular seminars and workshops, conferences and in service training. Liaise with management consultants and facility officers, human resource management to train supervisors and supervisees. This helped to evolve new pedagogical techniques and acquisition of management / administrative skills.
9. Principals and teachers condition of service must not be compromise. A convenient environment free from any form of rancour will motivate and encourage classroom effectiveness.
10. Principals should devout more time to supervision of instructions rather than spending more time in administration functions at the expense of the classroom. Be a role model to the teacher. Principal should delegate duties to head teachers. Decentralize the system and allow the concept of division of labour take its cause in school administration. This will help raise the tone of school and school goals and objectives achieved.
11. Adequate and professional inspectors employed to meet the teaming population of school growth and promote teachers willingness to improve academic standard. Give teachers opportunity to go for higher degrees like Masters and PhD in Education. Approve study leave for the qualified teachers and principals.
12. Policy implementation must be made known to stakeholders, inspectors, principals and teachers should work together to plan

policies affecting the school system.

13. Inspectors should visit schools regularly to check all forms of school records, and recommendations made during visit, published for stakeholders to appreciation. Performed schools/heads be rewarded adequately without being politicized.
14. Review school sizes. The ideal of one principal in charge of a school population of 5000 will not give room for effective administration and clinical supervision. Large schools split into manageable sizes

Educational Implication of the Study:

The principles of supervision are fundamental truth that serves as guide to activities designed by designated officials to improve instructions and facilitate teaching – learning process in schools. Therefore, the findings in this study have far-reaching implication for supervisors of education in Nigeria schools.

The findings have established a no significant difference in the views of inspectors, principals and teachers on the effective use of inspection and instructional supervision techniques in secondary schools in Delta and Edo states. This therefore calls for collaboration of both actors of the school system to be fully involved in planning supervision strategies. Education planners should take into cognizance that effective use of supervision techniques will increase the principal's administrative effectiveness and teachers' classroom performance. However, other factors including leadership qualities, initiative, suitable environment, honesty, humility,

creativity, benevolent, resourcefulness, funds, quality of instructions can as well enhance performance. However, the need for supervision techniques is expedient because they help to synthesis ways of reducing friction among actors of education. Many of the techniques are not fully utilized which may impede performance. Supervisors are counseled to increase the number of techniques employed vary their usage which may be situational driven.

However, all forms of visits to schools by inspectors, and principals to the classroom planned. Supervision required both short term and long term planning. Adequate planning is inevitable for the successful execution of supervision programmers. Sometimes give room for impromptu visits to check attitudes of principals and teachers. The findings of the study as regard principal instructional techniques application have a far-reaching effect on the teachers' effectiveness. Teachers look forward to principal's supervision as internal heads. Principal too create approving environment for teachers to exhibit their latent and potentials as trained colleagues in the profession.

The understandings of the problems of supervision have far-reaching obvious implication in the education system. No organization survives without adequate funding and management of human and materials resources. Adequate supplies of human, physical facilities and school plant will help to cushion the effect of supervision (inspections and instructional) problems in secondary schools in Delta and Edo states. The need for training both supervisors and supervisees in the job cannot be obtain for

granted. Training activities equip the trainees to contribute meaningfully to the realization of educational objectives in school and in the understanding of how the social economic and cultural values of the society may influence school effectiveness.

Suggestion for further Studies:

The study, based on 'School Administrators Supervision Techniques and Teachers Job Performance in secondary schools in Delta and Edo states', it is suggested that further research be carried out on the following areas.

- 1 This study duplicated in other states especially the northern states where the standard of education is relatively lower. It is expectant with effective and efficient use of supervision techniques can enhance job performance and improve outputs.
- 2 The study is replicate in another area with different cultural settings like the tertiary institutions (colleges of education, monotethnics and polytechnics).
- 3 Replicated this topic in primary schools in Delta and Edo states to enhance teachers' outputs and increase academic excellent of the secondary school new entrants.
- 4 The school inspector' supervision roles and the principal's job performance.
- 5 The school principal's supervision roles and teachers' job

performance.

Contributions to Knowledge:

- 1 The study established that the most frequently used supervision techniques in secondary schools were full Inspection, Surprising visits, classroom visitations and staff meetings.
- 2 The study also showed the effective use of supervision techniques would enhance principals' administrative effectiveness and teachers' classroom performance in secondary schools.
- 3 The study identified the major problems of supervision in secondary schools are inadequate funds and facilities, poor educational policies implementations, overcrowded classrooms and teacher's poor condition of service.

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APPENDIX I

SCHOOL ADMINISTRATORS' SUPERVISION TECHNIQUES AND TEACHER'S JOB PERFORMANCE IN SECONDARY SCHOOLS IN DELTA AND EDO STATES

Postgraduate student is conducting a research under the supervision of the department of educational administration and policy studies of the faculty of Education DELSU, Abraka. You should fill quite free and relax to answer all questions objectively. Information provided treated with much confidence. The questionnaires are for inspectors, principals and teachers of secondary schools in Delta and Edo states. Please complete each questionnaire and hand it over to the researcher or agent in your school. Do

not write your name on the questionnaire.

Thanks for anticipated co-operation.

GBADA, JULIET OPHA
(Student)

SECTION A: DEMOGRAPHY

Please fill or indicate by placing a tick ☐ in the box provided

1. Name of School / Office: -----
2. Local Government: -----
3. Senatorial District: Delta and Edo Central ☐ Delta and Edo North ☐
Delta and Edo South ☐
4. Status of Respondent: Inspector ☐ Principal ☐ Teacher ☐

SECTION B: FREQUENTLY USED INSPECTORS INSPECTION TEACHNIQUES

Below is a list of Inspection techniques in Schools for inspector's effective supervision.

Tick those options that are frequently used, using the four scale ratings:

AL – Always, **OC** – Occasionally, **RD** – Rarely done, **ND** – Never done

S/N	INSPECTION TECHNIQUES	AL	OC	RD	ND
1	Full inspection				
2	Routine inspection				
3	Investigative inspection				

4	Advisory inspection				
5	Recognition inspection				
6	Follow-up inspection				
7	Special visits				
8	Pre-opening of school visits				
9	Surprising visits				
10	Record keeping visits.				

SECTION C: FREQUENTLY USED PRINCIPALS INSTRUCTIONAL SUPERVISION TECHNIQUES

Below is a list of instructional supervision techniques employed in schools by principals. Tick those options that are frequently used, using the four scale ratings:

AL – Always, **OC** – Occasionally, **RD** – Rarely done, **ND** – Never done

S/N	INSTRUCTIONAL SUPERVISION TECHNIQUES	AL	OC	RD	ND
1.	Classroom visitations				
2.	Inter-school visitations				
3.	Micro-teaching				
4	Staff meetings				
5.	Research				
6.	Professional reading				
7.	Demonstration teaching				
8.	Field trips				
9.	Lecture forum				
10.	Supervisory bulletins				

SECTION D: INFLUENCES OF EFFECTIVE USE OF INSPECTION TECHNIQUES ON PRINCIPAL'S ADMINISTRATIVE EFFECTIVENESS

Tick those options that appeal most using, the four scale rating;

SA – Strongly Agreed, **AG** – Agreed, **DA** – Disagreed, **SD** – Strongly Disagreed

SN	INFLUENCE OF SCHOOL INSPECTION	SA	AG	DA	SD
1.	Organize orientation program for the new teacher				
2.	Helps support all activities designed to improve instructions in school.				
3.	Progressive reports of students are communicated to parents on time				
4.	Promotes the activities of the Parents Teachers Association Activities in school				
5.	Advocate prudence in the way public funds (subventions) are spend in running schools				
6.	Raise the tone of the school by reducing the problem of examination malpractices				
7.	Helps to ensure the provision of school seats, classroom, other facilities in short supply				
8.	Helps to keep schools informed of new methods of teaching				
9.	Makes available for teachers all relevant educational information				
10.	Accurate school records kept for decision-making/ educational planning.				
11.	Encourage teachers to participate in in-service training.				
12.	Submits accurate reports about school activities to the ministry				
13.	Always keep staff informed with new trends in the methodology of the various subjects taught.				
14.	Assess teachers' notes of lessons.				
15	Principal always keep teachers informed of written or verbal recommendations given during inspection.				

SECTION E: INFLUENCES OF EFFECTIVE USE OF PRINCIPAL'S INSTRUCTIONAL SUPERVISION TECHNIQUES ON TEACHERS' CLASSROOM EFFECTIVENESS

Tick those options that appeal most, using the four scale rating;

SA – Strongly Agreed, **AG** – Agreed, **DA** – Disagreed, **SD** – Strongly Disagreed

SN	INFLUENCE OF INSTRUCTIONAL SUPERVISION ON TEACHERS EFFECTIVENESS	S A	A G	DA	SD
1.	Provides guidance Services to students.				
2.	Teacher pays special attention to the special child in the class.				
3.	Teachers are very Punctual to class.				
4.	Teacher gives assignment relevant to the topic				
5.	Always return test script to students after marking				
6.	Motivate students to work harder				
7.	Keep cumulative records of students				
8.	Offer individual help to students during lessons.				
9.	Offers individual help to students during lessons				
10.	Teacher encourages students to ask questions always.				
11.	Employ various methods of teaching/discipline in the classroom.				
12.	Teacher uses teaching aids to enhance leaning.				
13.	Teachers are preparing for each class.				
14.	Teacher completes school records.				
15.	Teacher uses recent teaching aids /methods.				

SECTION F: PROBLEMS OF EFFECTIVE INSPECTIONS IN SECONDARY SCHOOLS

Below is a list of problems affecting effective school inspections?

Tick those options that appeal most, using the four-scale rating;

SA – Strongly Agreed, **AG** – Agreed, **DA** – Disagreed, **SD** – Strongly Disagreed

S/N	PROBLEMS OF SCHOOL INSPECTION	SA	AG	DA	SD
1	Inadequate inspectors to cover existing over populated schools				
2	Follow-ups of inspection reports never seen				
3	Poor professional training given to inspectors				
4	Inspectors have no time to organize inspection services.				
5	Teaching facilities are inadequately supplied to school				
6	Indiscipline behavior of some inspectors does not give them the moral justification to visit schools for inspection.				
7	Lack of clear-cut policies/standards of Educational Programmes				
8	Schools located in rural areas have no access roads to them during the rainy seasons				
9	Teachers perceived inspection negatively				
10	Education policies implementations are very poor.				
11.	Inadequate work force from the ministry of education				
12.	School inspectors Uncooperative attitudes				
13.	Inadequate funding from the inspectorate division				
14.	Political influences in school heads.				
15	Increased number of schools				

SECTION G: PROBLEMS OF EFFECTIVE INSTRUCTIONAL SUPERVISION

Below is a list of problems affecting effective instructional Supervision in schools? Tick those options that appeal most, using the four scale rating;

SA – Strongly Agreed, **AG** – Agreed, **DA** – Disagreed, **SD** – Strongly Disagreed

S/N	PROBLEMS OF INSTRUCTIONAL SUPERVISION	SA	AG	DA	SD
1.	Classrooms in most schools are overcrowded.				
2	Teachers' conditions of services are poor.				
3	Poor Leadership qualities of some principals				
4	Gross over enrolment in schools making it impossible to manage				
5.	Government does not supply useful text books to schools				
6.	Supervisors are not trained for the job				
7.	Using teachers (officer) in tasks outside their disciplines				
8.	Professional teachers are inadequate in some disciplines in rural areas.				
9	The rural areas terrains unfriendliness				
10.	Principals are too busy with administrative jobs.				

SECTION H: PROBABLE SOLUTIONS TO THE PROBLEMS OF EFFECTIVE SUPERVISION

Below is a list of probable solutions to the problems of effective supervision (inspection and instructional Supervision) in school. Tick those options that appeal most, using the four-scale rating;

SA – Strongly Agreed, **AG** – Agreed, **DA** – Disagreed, **SD** – Strongly

Disagreed

S/N	INSPECTION SOLUTIONS	SA	AG	DA	SD
1.	Adequate inspectors employed to make up the teaming population in school.				
2.	Rural roads made motor able in any season.				
3.	Clear-cut education policy implementation				
4.	Inspection budget must be set aside yearly				
5.	Inspectors trained for their job.				
6.	Supervisors must undergo professional training for the job.				
7.	Principal always delegate administrative duties to their subordinates				
	INSTRUCTIONAL SUPERVISION SOLUTIONS				
8.	Teachers are friendly to supervisors.				
9.	Create a favourable school climate.				
10.	Education policies implementations must be made known to school				
11.	Inspection results put to use in decision-making.				
12.	Promote teachers willingness to improve academic standard.				
13.	Principals trained to possess special leadership qualities.				
14.	Teachers should always look up for supervision for improvement.				

APPENDIX II: IPSTQ Table of Content Validity Estimate

VARIABLES	NO OF ITEMS	EXPLAINED VARIANCE (%)	UNEXPLAINED VARIANCE (%)	TOTAL
Inspection techniques	10	58	42	100
Instructional Supervision Techniques	10	68	32	100
Influence of inspection techniques	15	68	32	100
Influence of supervision Techniques	15	61	39	100
	15	75	25	100
Problems of school Inspection	10	66	34	100
Problems of instructional Supervision	14	74	26	100
Probable solutions to supervision problems				

**APPENDIX III: Showing Content and Construct Validity of Inspection
Techniques Scale (1TS)**

Total Variance Explained

Component	Initial Eigen values		
	Total	% of Variance	Cumulative %
1	4.708	47.081	47.081
2	1.088	10.881	57.962
3	.942	9.420	67.382
4	.816	8.162	75.544
5	.654	6.544	82.088
6	.543	5.434	87.522
7	.421	4.210	91.732
8	.379	3.790	95.522
9	.301	3.006	98.528
10	.147	1.472	100.000

Extraction Method: Principal Component Analysis

Total variance explained

Component	Rotation Sums of Squared Loadings	
	% of Variance	Cumulative %
1	39.047	39.047
2	18.914	57.962
3		
4		
5		
6		
7		
8		

9		
10		

Rotated Component Matrix

	Component	
	1	2
VAR00007	.813	
VAR00004	.768	
VAR00006	.742	
VAR00005	.726	
VAR00008	.652	
VAR00009	.638	
VAR00010	.618	
VAR00003	.547	
VAR00001	.003	.853
VAR00002	.250	.656

Extraction Method: Principal Component Analysis
 Rotation Method: Varimax with Kaiser Normalization

**APPENDIX IV: Showing Content and Construct Validity of
Instructional Supervision Techniques Scale (ISTS)**

Total Variance Explained

Component	Initial Eigen values		
	Total	% of variance	Cumulative %
1	4.051	40.507	40.507
2.	1.440	14.398	54.905
3.	1.324	13.240	68.145
4.	.861	8.611	76.756
5.	.700	7.004	83.760
6.	.493	4.928	88.688
7.	.385	3.854	92.542
8.	.334	3.339	95.881
9.	.249	2.488	98.369
10.	.163	1.631	100.000

Extraction Method: Principal Component Analysis

Total variance explained

Component	Rotation Sums of Squared Loadings	
	% of Variance	Cumulative %

1	30.558	30.558
2	21.102	51.660
3	16.484	68.145
4		
5		
6		
7		
8		
9		
10		

Extraction Method: Principal Component Analys

Component Matrix

	Component		
	1	2	3
VAR00015	.785		
VAR00014	.768		
VAR00020	.733		
VAR00018	.677		
VAR00017	.661		
VAR00019	.660		
VAR00013	.646		
VAR00016	.583		
VAR00011		.808	
VAR00012			.652

Extraction Method: Principal component Analysis

**APPENDICE V: Showing Content and Construct Validity on Influence of
Inspection on Principals Administrative Effectiveness
Total Variance Explained**

Component	Initial Eigen values		
	Total	% of Variance	Cumulative %
1	5.309	35.391	35.391
2	2.023	13.485	48.876
3	1.589	10.593	59.469
4	1.271	8.475	67.944
5	.853	5.686	73.631
6	.795	5.303	78.934
7	.627	4.178	83.112
8	.565	3.767	86.879
9	.514	3.426	90.305
10	.423	2.817	93.122
11	.287	1.914	95.036
12	.252	1.681	96.717
13	.188	1.254	97.971
14	.179	1.194	99.165
15	.125	.835	100.000

Extraction Method: Principal Component Analysis

Total Variance Explained

Component	Rotation Sums of Squared Loadings	
	% of Variance	Cumulative %
1	19.845	19.854
2	19.355	39.200
3	16.846	56.046
4	11.898	67.944
5		
6		
7-		
8		
10		
11		
12		
13		
14		
15		

Extraction Method: Principal Component Analysis

Component Matrix

	Component			
	1	2	3	4
VAR00032	.802			
VAR00031	.775			
VAR00034	.743			
VAR00030	.731			
VAR00024	.707			
VAR00025	.629			
VAR00027	.604			
VAR00023	.575			
VAR00028	.548			
VAR00021	.546			
VAR00026	.515			
VAR00035	.500			
VAR00022		.708		
VAR00029			.634	
VAR00033			.625	

APPENDIX VI: Showing Content and Construct Validity on Influence of Instructional Supervision on Teachers Classroom Effectiveness

Total Variance Explained

	Component	Initial Eigen values		
		Total	% of variance	Cumulative %
Extraction Method: Principal Component Analysis	1	4.796	47.959	47.959
	2.	1.286	12.864	60.823
	3.	.884	8.839	69.661
	4.	.842	8.423	78.084
	5.	.659	6.594	84.678
	6.	.473	4.727	89.406
	7.	.408	4.081	93.487
	8.	.315	3.147	96.634
	9.	.193	1.934	98.567
	10.	.143	1.433	100.000
Total variance explained	Component	Rotation Sums of Squared Loadings		
		% of Variance	Cumulative %	
	1	31.801	31.801	
	2	29.022	60.823	

3		
4		
5		
6		
7-10		

Extraction Method: Principal Component Analysis

Component Matrix

	Component	
	1	2
VAR00038	.802	
VAR00043	.797	
VAR00044	.777	
VAR00036	.735	
VAR00037	.729	
VAR00040	.726	
VAR00042	.631	
VAR00041	.628	
VAR00039	.497	
VAR00045		.586

Extraction Method: Principal Component Analysis
 2 component extracted.

APPENDICE VII: Showing Construct and Content Validity on Problems of Inspection

Total Variance Explained

Component	Initial Eigenvalues		
	Total	% of variance	Cumulative %
1	4.091	27.274	27.274
2.	2.514	16.762	44.037
3.	2.138	14.253	58.289
4.	1.419	9.462	67.751
5.	1.113	7.422	75.173
6.	.773	5.153	80.325
7.	.679	4.527	84.853
8.	.574	3.827	88.680
9.	.451	3.009	91.689
10.	.332	2.216	93.905
11.	.293	1.950	95.855
12.	.202	1.349	97.204
13.	.171	1.137	98.341
14.	.158	1.051	99.391
15.	.091	.609	100.000

Extraction Method: Principal Component Analysis

Total variance explained

Component	Rotation Sums of Squared Loadings	
	% of Variance	Cumulative %
1	18.960	18.960
2	17.899	36.859
3	13.261	50.120
4	12.621	62.741
5	12.432	75.173
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

	Component				
	1	2	3		
VAR00053	.741				
VAR00056	.685				
VAR00055	.631				
VAR00057	.620				
VAR00058	.551				
VAR00054	.551				
VAR00047	.516				
VAR00048	.597				
VAR00049	.611				
VAR00060		.596			
VAR00046			.717		
VAR00051	.480				
VAR00050			.581		
VAR00052				.555	

VAR00059			.559		
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Extraction
Method: Principal Component Analysis

Component Matrixes Extraction Method: Principal Component Analysis

of Instructional Supervision

Total Variance Explained	Total	% of variance	Cumulative %
1	3.772	37.720	37.720
2.	1.483	14.827	52.547
3.	1.302	13.015	65.563
4.	.767	7.670	73.232
5.	.725	7.248	80.481
6.	.579	5.789	86.270
7.	.536	5.364	91.634
8.	.368	3.682	95.315
9.	.258	2.581	97.896
10.	.210	2.104	100.000

Extraction Method: Principal Component Analysis

Total variance explained

Component	Rotation Sums of Squared Loadings	
	% of Variance	Cumulative %
1	24.785	24.785
2	24.618	49.403
3	16.159	65.563
4-10		

Extraction Method: Principal Component Analysis

Component Matrix

	Component		
	1	2	3
VAR00062	.841		.
VAR00063	.746		
VAR00064	.719		
VAR00061	.647		
VAR00065	.632		
VAR00070	.555		
VAR00069	.503		
VAR00066		.567	
VAR00068	.501		
VAR00067	.851		.569
VAR00064	.850		
VAR00066	.783		
VAR00065	.662		
VAR00061		.837	
VAR00063		.791	
VAR00070		.673	
VAR00062		.666	
VAR00067			.808
VAR00069			.617
VAR00068			.609

Extraction Method: Principal component analysis

APPENDIX IX: Showing Content and Construct Validity on Possible

Solutions to the Problems of Supervision

Component	Initial Eigen values		
	Total	% of Variance	Cumulative %
1	6.370	33.526	33.526
2	2.507	13.194	46.720
3	1.612	8.482	55.202
4	1.329	6.993	62.195
5	1.224	6.443	68.638
6	1.087	5.719	74.356
7	.994	5.230	79.587
8	.764	4.023	83.609
9	.633	3.333	86.942
10	.491	2.583	89.525
11	.452	2.377	91.902
12	.315	1.657	93.559
13	.309	1.625	95.183
14	.268	1.410	96.593
15	.243	1.280	97.873
16	.181	.953	98.826
17	.103	.542	99.367
18	.080	.423	99.791
19	.040	.209	100.000

Extraction Method: Principal Component Analysis

Component	Rotation Sums of Squared Loadings	Cumulative %
	% of Variance	
1	20.262	20.262
2	12.783	33.045
3	12.646	45.691
4	19.076	55.767
5	9.886	65.653
6	8.704	74.356
7		
8		
9		
10		
11		
12		
13		
14		
15		

Extraction Method: Principal Component Analysis
Component Matrix

	Component					
	1	2	3	4	5	6
VAR00081	.823					
VAR00078	.789					
VAR00079	.765					
VAR00080	.765					
VAR00085	.740					
VAR00086	.698					
VAR00077	.694					
VAR00084	.669					
VAR00089	.618					
VAR00087	.591					
VAR00073		.623				
VAR00071		.587				
VAR00088	.330					
VAR00074		.565				
VAR00076		.525				
VAR00075		.500				
VAR00083	.424					
VAR00082	.418					
VAR00072				.422		

Extraction Method: Component Analysis

APPENDIX X: Showing Distribution of Local Government Areas in their Senatorial Districts and Sampled L.G.A

SENATORIAL DISTRICTS	L.G.A	40% SAMPLED L.G.A
	Ethiope East	
	Ethiope West	
	Okpe	
	Sapele	Udu
Delta Central	Udu	Ughelli South
	Ughelli North	Uvwie
	Ughelli South	
	Uvwie	
	Aniocha North	
	Aniocha South	
	Ika North-East	
	Ika South	Aniocha South
Delta North	Ndokwa East	Ika North East
	Ndokwa West	Ndokwa West
	Oshimili North	Ukwuani
	Oshimili South	
	Ukwuani	
	Bomadi	
	Burutu	
	Isoko North	
Delta South	Isoko South	Isoko North
	Patani	Patani
	Warri North	Warri South
	Warri South	
	Warri South-West	

SOURCE: Post Primary Education Board and Office of the Head of Civil Service Commission; Directorate of Establishments, Pensions Department of Management Services, Asaba October 2008

Appendix XI: Showing Sampled Local Government Area in Edo state

SENATORIAL DISTRICT	LGA	56% SAMPLED LGA
	ESAN WEST	
	ESAN CENTRAL	ESAN CENTRAL
EDO CENTRAL	ESAN NORTHEAST	ESA WEST
	ESAN SOUTHEAST	ESAN SOUTHEAST
	IGUEBEN	
	ETSAKO EAST	
	ETSAKO WEST	
EDO NORTH	ETSAKO CENTRAL	ETSAKO WEST
	AKOKO EDO	AKOKO EDO
	OWAN EAST	OWAN EAST
	OWAN WEST	
	OREDO	
	EGOR	
EDO SOUTH	OVIA NORTHEAST	OREDO
	OVIA SOUTHWEST	EGOR
	IKPOBA OKHA	OVIA SOUTHWEST
	UHUMWODE	ORIONWON
	ORIONWON	

SOURCE: Ministry of Education, Benin City, Edo State June 2012

APPENDIX XII: Showing of Number of Schools, Inspectors and Teachers in

each Local Government Area of Delta State

S/N	L G A	INSPECTORS	PRINCIPALS	TEACHERS	
1	ANIOCHA NORTH	13	33	347	
2	ANIOCHA SOUTH	20	34	393	
3	BOMADI	10	16	71	
4	BURUTU	11	31	110	
5	ETHIOPE EAST	25	43	474	
6	ETHIOPE WEST	19	28	326	
7	IKA NORHT EAST	14	37	816	
8	IKA SOUTH	14	34	768	
9	ISOKO NORTH	23	33	319	
10	ISOKO SOUTH	5	37	319	
11	NDOKWA EAST	9	36	179	
12	NDOKWA WEST	14	39	299	
13	OKPE	14	23	274	
14	SHIMILI NORTH	8	18	322	
15	SHIMILI SOUTH	9	21	801	
16	PATANI	18	16	85	
17	SAPELE	14	37	886	
18	UDU	13	18	398	
19	UGHELLI NORTH	23	70	1160	
20	UGHELLI SOUTH	27	38	406	
21	UKWANI	4	25	446	
22	UVWIE	24	27	1014	
23	WARRI NORTH	13	12	583	
24	WARRI SOUTH	16	33	820	
25	WARRI SOUTHWEST	17	8	96	
	GRAND TOTAL	377	747	11,722	

SOURCE: Post Primary Education Board and Office of the Head of Civil Service Commission; Directorate of Establishments, Pensions Department of Management Services, Asaba October 2008

APPENDIX XIII: Showing of Number of Schools, Inspectors and Teachers in each Local Government Area of Edo State

S/N	L G A	INSPECTORS	PRINCIPALS	TEACHERS	
1	AKOKO EDO	12	29	259	
2	EGOR	10	12	656	
3	ESAN CENTRAL	8	14	657	

4	ESAN NORTHEAST	7	12	200	
5	ESAN SOUTHEAST	10	17	153	
6	ESAN WEST	7	17	283	
7	ETSAKO CENTRAL	6	7	68	
8	ETSAKO EAST	9	13	105	
9	ETSAKO WEST	12	26	272	
10	IGUEBEN	6	6	94	
11	IKPOBA OKHA	11	19	530	
12	ORHIONWON	13	28	265	
13	OREDO	18	13	649	
14	OVIA NORHTHEAST	13	28	375	
15	OVIA SOUTHWEST	7	13	118	
16	OWAN EAST	19	26	2,578	
17	OWAN WEST	8	9	98	
18	UHUNWODE	14	20	237	
	TOTAL	190	299	7,392	

SOURCE: Ministry of Education, Benin City, Edo State June 2012

APPENDIX XIV: Showing Distribution of Sampled Inspectors, Principals and Teachers, Delta State

SENATORIAL DISTRICT	SAMPLED L.G.A. 40%	INSPECTORS	PRINCIPALS	TEACHERS
DELTA CENTRAL	UDU	3	5	95
	UGHELLI SOUTH	3	8	105

	UVWIE	5	7	116
TOTAL		11	20	316
DELTA NORHT	ANIOCHA SOUTH	4	5	80
	NDOKWA SOUTH	3	6	76
	UKWUANI	3	4	80
	IKA NORTH EAST	3	5	80
TOTAL		13	60	316
DELTA SOUTH	PATANI	3	7	34
	WARRI SOUTH	3	6	182
	ISOKO NORTH	5	7	102
TOTAL		11	20	318
GRAND TOTAL		35	60	950

SOURCE: Post Primary Education Board and Office of the Head of Civil Service Commission; Directorate of Establishments, Pensions Department of Management Services, Asaba October 2008

APPENDIX XV: Showing Distribution of Sampled Inspectors, Principals and Teachers, Edo State

SENATORIAL DISTRICT	SAMPLED L.G.A. 56%	INSPECTORS	PRINCIPALS	TEACHERS
EDO CENTRAL	ESAN N/EAST	3	6	105
	ESAN WEST	3	17	116
	ESAN S/EAST	5	7	95
TOTAL		11	20	316
EDO SOUTH	OREDO	4	5	80

	EGOR	3	4	80
	OVIA N/EAST	3	6	76
	IKPOBA OKHA	3	5	80
TOTAL		13	20	316
EDO NORTH	ETSAKO	3	6	70
	AKOKO EDO	3	8	68
	OWAN EAST	5	6	180
TOTAL		11	20	318
GRAND TOTAL		35	60	950

SOURCE: Ministry of Education, Benin City, Edo State June 2012

APPENDIX XVI: Showing Summary of Samples Sizes

SENATORIAL DISTRICTS	INSPECTORS	PRINCIPALS	TEACHERS	TOTAL
DELTA SOUTH	22	33	450	505
DELTA CENTRAL	25	33	710	768
DELTA NORTH	23	54	74	817
TOTAL	70	120	1,900	2,090

Source: fieldwork

APPENDIX XVII: ANOVA CALCULATION

$$\text{Step I: } \sum X_1 = \text{find } \frac{\sum (X_1)^2}{N}$$

$$\text{Step II: } \sum \sum X_2 =$$

$$\text{Step III: find TSS} = \sum \sum X_2 - \sum (X_2)$$

$$\text{Find BSS} = \frac{\sum X_1^2}{N} + \frac{\sum X_2^2}{N} + \frac{\sum X_3^2}{N} + \frac{\sum X_4^2}{N}$$

$$\sum \sum (X_2) - \sum (X_2)$$

$\overline{N}$

Summary Table

Sum of V	Sum of square	DF	Ms	Fcal	Fcri	Lev
BSS	$\frac{X_1^2}{N} - \frac{X_2^2}{N}$	2				
WSS	TSS- BSS	N-3				

HYPOTHESES

$$\begin{aligned}
 Sst &= 271,380,289 - 1,558,093 \\
 Sst &= 269,822,196 \\
 Ssb &= 57,773.2 + 87,264.1 + 1,413,213.2 \\
 &= 1,558,251 - 1,558,093 \\
 &= 157.52 \\
 Ssw &= 269,822,038.52 \\
 Mst &= \frac{Sst}{N-1} = \frac{129,163.3}{N-1} \\
 Msw &= \frac{Ssw}{N-1} = \frac{129,287.4}{N-1}
 \end{aligned}$$

$$\begin{aligned}
 M_{ss} &= \frac{S_{st}}{N-k} = \frac{78.76}{k-1} \\
 F &= \frac{M_{st}}{M_{sw}} = 0.00061 \\
 M_{sw} &= 6.1410^{-3}
 \end{aligned}$$

SUMMARY OF ANOVA

SUM OF V	Sum Square	Df	Ms	Fcal	Fcrit	level
Between group	157.52	2	78.76	0.00061	3.07	Not significant
Within groups	269,822,038.48	2087	126,287			
Total	269,822,196	2089				

HYPOTHESES

$$\begin{aligned}
 S_{st} &= 285,411,640,575.6 \\
 &= 283,772,111.4 \\
 S_{sb} &= 60,035.7 + 92,130.2 + 1,488,536 \\
 &= 125.49 \\
 M_{sb} &= 26.745 \\
 S_{sw} &= 283,771,985.91 = \\
 M_{sw} &= 135,991.2
 \end{aligned}$$

$$F = \frac{Msb}{Msw} = \frac{26.745}{135,991.2}$$

$$F = 0.000461$$

SUMMARY OF ANOVA

SUM OF V	Sum Square of	Df	Ms	Fcal	Fcri	level
Between group	125.49	2	62.745	0.000461	3.07	Not significant
Within groups	283,771,985.48	2087	135,971.2			
Total	283,772,111.5	2089				

HYPOTHESES 3

$$\begin{aligned} Sst &= 458,805,020 - 357,674 \\ &= 454,847,346 \end{aligned}$$

$$Ssb = 142,992.4 + 224,121.6 + 3,590,839.4$$

$$Msb = 194.68$$

$$Ssw = 454,847,346 - 209.4 = 44,847,136.6$$

$$M_{sw} = 217,947$$

$$F = \frac{M_{sb}}{M_{sw}} = \frac{104.68}{217,943}$$

$$F = 0.000480$$

SUMMARY OF ANOVA

SUM OF V	Sum of Square	Df	Ms	Fcal	Fcri	level
Between group	209.04	2	104.68	0.000480	3.07	Not significant
Within groups	454,847,136	2087	217,943			
Total	454,847,345.04	2089				

HYPOTHESES 4

$$S_{st} = 565,823,807 - 4,961,11$$

$$= 5,608,662,688.4$$

$$S_{sb} = 266,235.6 = 274,659 = 4,432,394.4$$

$$= 4,973,289 - 4,961,118.6$$

$$M_{sb} = 6,085.2$$

$$S_{sw} = 5,608,650,518.0$$

$$M_{sw} = 2,687,422.4$$

$$F = \frac{Msb}{Msw} = \frac{12,170.4}{2,687,422.4}$$

$$F = 0.0004528$$

SUMMARY OF ANOVA

SUM OF V	Sum Square	Df	Ms	Fcal	Fcri	level
Between group	12,170.4	2	6085.2	0.0004528	3.07	Not significant
Within groups	5,608,650,518.0	2087	2,687,422.2			
Total	5,608,662,688.4	2089				

HYPOTHESES 5

$$Sst = 4,952,805,922 - 4,25$$

$$= 491,020,957.8$$

$$Ssb = 140,672.2 + 24.6180 + 3,872,831.6$$

$$= 4,259,664$$

$$Msb = 4.8792$$

$$Ssw = 491,020,957.8$$

$$Msw = 235,276$$

$$F = \frac{Msb}{Msw} = \frac{4.878}{9.758}$$

$$F = 0.00020784$$

SUMMARY OF ANOVA

SUM OF V	Sum Square of	Df	Ms	Fcal	Fcri	level
Between group	9.758	2	4.8792	0.00020784	3.07	Not significant
Within groups	491,020,9289	2087	235,276			
Total	491,020,957.758	2089				

HYPOTHE

$$Sst = 353,108,800$$

$$= 351,109,217$$

$$Ssb = 63,842.8 + 116,438.7 - 20,088,848.5 - 2,008,800$$

$$= 48.5$$

$$Msb = 24.25$$

$$Ssw = 351,109,168.5$$

$$Msw = 168,236.3$$

$$F = \frac{Msb}{Msw} = \frac{24.25}{168,236.3}$$

$$F = 0.0001441$$

SUMMARY OF ANOVA

SUM OF V	Sum Square	of	Df	Ms	Fcal	Fcri	level
Between group	48.5		2	24.25	0.000144 1	3.07	Not significant
Within groups	351,109,168.5		208 7	168,236. 3			
Total	351,109,217		2089				

HYPOTHESES

$$Sst = 290,209,077 - 1,167,778.2$$

$$= 289,101,898.8$$

$$Ssb = 38,563.6 + 67,071.4 + 106,215.2 - 1,167,780.2$$

$$= 2.03$$

$$Msb = 1.015$$

$$Ssw = 289,101,896.77$$

$$M_{sw} = 138,525$$

$$F = \frac{M_{sb}}{M_{sw}} = \frac{1.015}{138,525}$$

$$F = 0.000014654$$

SUMMARY OF ANOVA

SUM OF V	Sum Square	of	Df	Ms	Fcal	Fcri	level
Between group	2.03		2	1.015	0.00014654	3.07	Not significant
Within groups	289,101,896.72		2087	138,525			
Total	289,101,898.8		2089				

HYPOTHESES 8

$$S_{st} = 287,828,360$$

$$= 286,696,490$$

$$S_{sb} = (37,818.13 + 61,608 + 1,033,495) - 1,132,920$$

$$= 49.9$$

$$M_{sb} = 24.95$$

$$S_{sw} = 286,696,490.1$$

$$M_{sw} = 137,372$$

$$F = \frac{M_{sb}}{M_{sw}} = \frac{24.95}{137,372}$$

$$F = 0.0001816$$

SUMMARY OF ANOVA

SUM OF V	Sum Square of	Df	Ms	Fcal	Fcri	level
Between group	49.9	2	24.95	0.0001816	3.07	Not significant
Within groups	286,695,440.1	2087	137,372			
Total	286,695,490	2089				