

**PRINCIPALS' INSTRUCTIONAL SUPERVISION AND TEACHERS' PERFORMANCE
OF SECONDARY SCHOOLS IN DANKO WASAGU LOCAL GOVERNMENT
AREA KEBBI STATE, NORTH-WEST NIGERIA.**

BY

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DECLARATION

I hereby declare that this thesis is my original work and has never been submitted to any university or institution of higher learning for an academic award.

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Date

APPROVAL

I confirm that the work reported in this research is carried out by the candidate under my supervision.

.....
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.....
Date

DEDICATION

I Dedicate this work to my late father Umaru Gado Ribah may his soul rest in peace ,my mother Tani umaru Gado and my beloved wife Ladi Danasabe ,my daughters Alheri Danasabe ,Vanesa Danasabe Zipporah Danasabe and my son Suleiman Danasabe may God bless them all.

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ABSTRACT

This study entitled principals' instructional supervision and teachers' performance is presented as a result of a study conducted in secondary school in Danko Wasagu local area of Kebbi state Nigeria. The objectives of the study were to determine principal instructional supervision, to assess teachers' performance, and to establish the relationship between principals' instructional supervision and teachers' performance. The researcher employed descriptive correlational design,. The correlational design was used to find the relationships of the two variables principals' instructional supervision and teachers' performance. A thirty item questionnaire was design based on 4-point liker's scale was distributed to principals and teachers to obtain the primary data. Frequencies and percentages were calculated for descriptive statistics while Pearson's coefficient correlation was used to measure the relationship between variables, using (SPSS version 16.0) the findings of the study indicated on principals' instructional supervision with an overall mean was (2.78)which indicated that principals of the secondary school perform their instructional supervision and the findings of the study on teachers' performance indicated an overall mean of (2.57) which imply that teachers perform their school responsibilities. The findings on the relationship between principals' instructional supervision and teachers 'performance was indicated by the R and sig value (R-Value=0.000 and sig=0.01),this was so because the sig-value was less than 0.05 which is the required level of significance in order to declare a significant relationship, the null hypothesis was therefore rejected and this implies that improvement on principal instructional supervision through monitoring of teachers attendance on daily bases, ensuring the professional development of teachers and assisting of teachers when they have problems in their lessons .while teachers performance will increase when teachers' fill in their weekly scheme of work on the first day of the term ,prepare the scheme of work using the curriculum . The researcher concluded that the principals should intensify more effort in their instructional supervision in term of inspecting student note books to ascertain the level of coverage of topics and supporting teachers in their lesson, in terms of scheme of work, lesson plan and lesson note this will help to improve teachers' performance. The study also recommend that Government and professional bodies in the education sector should organize periodic capacity development workshops for teachers of secondary schools on teachers' performance in terms of how to prepare their scheme of work, preparation of lesson plan and lesson notes, various methods of lesson delivery which can help them to improve in their teachers' performance as well as teaching and learning processes in secondary schools.

CHAPTER ONE

INTRODUCTION

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives, research questions, hypothesis, and scope of the study and significance of the study.

1.1. Background of the study

The background of the study includes historical, theoretical, conceptual and contextual perspectives.

1.1.1 Historical Perspective

Education is aimed at imparting knowledge and skill, and inculcating human values which help in personal and professional growth. It is the 'education' which constitutes an essential pre-requisite for achieving national goal of inclusive development and equitable justice to the society at large. Giving quality education is the priority of each and every nation, it forms the basis of socio economic and personal growth, an indicator of national progress. Of late, there have been high expectations from schools in terms of transparency and accountability to improve the quality of education. This demand has augmented the need for better supervision of in house activities of schools. Shilpa, (2015) Emphasizing the role of supervision for teachers, observed that the quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to educational delivery. Verspoor (1991)

Organizations supervise and evaluate employee performance for a variety of reasons including retention, promotion and accountability for completing job related tasks. Education is not different as it requires supervision of classroom instruction to evaluate teachers' effectiveness. Also, education aimed at bringing about a positive change in behaviour of the learner. The behavioural change can only occur in learners based on the amount of instruction given to them at any level of education vis-a-vis how such instruction is been delivered during the teaching and learning process. However, well packaged instruction at any level of education without effective supervision during the delivery period, such instruction may

fail to achieve its desired results. In Nigeria, education is on the concurrent list of government and this makes the issue of instructional supervision to vary from one state to another. However, some states have adequate arrangement in place to effectively supervise instruction at all level of education, particularly in secondary schools while some states failed to put necessary machineries in place to effectively supervise instruction in their secondary schools, (Nwaogu, 1980).

The broad goals of secondary education include, among others, the preparation of the individual for useful living within the society. Thus, in order to achieve the stated goals, there is need for effective supervision of instruction in secondary schools. In general, instructional supervision is geared towards the improvement of the teaching and learning situation for the benefit of both the teacher and the learners. Evidence from previous studies conducted by scholars (Handal & Lauvas, 1987; Gregory, 2005 & Bilesanmi, 2006) showed that instructional supervision has always been regarded as an essential and integral part of school administration and basically geared towards the improvement of all factors in teaching and learning.

Blumberg (1985) notes that at this time supervision began to focus on improving instruction. He offers the following quote from an 1845 document titles the annual report of the superintendent of common schools of the state of New York. “Too much reliance ought not to be placed upon visitation to the schools, to give methods to the teacher and efficacy to his instructions. Instruction is the primary object of visitation, and more instruction can be given to teachers of a town when assembled together in one day” Blumberg asserts that although supervisors were no longer clergy, that were no less evangelical. Within a given country, Superintendent stated. “The only salvation for the republic is to be sought for in our school”.

Supervision of instruction in present day Nigeria could be traced to the 1982 Education Ordinance. It was the first attempt by the colonial administration to establish any form of control over the development and growth of schools. The ordinance provided for the Establishment of a general board of education which was to appoint an inspector of schools in West Africa. This appointment marked the beginning of the recognition of the need for a form of supervisory service in the educational system. The Federal Republic of Nigeria, (2013)

identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluating students' progress and achievement, promoting and enhancing learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of secondary school principals. The educational policy also makes it clear that one of the cardinal objectives of administration in education is to ensure quality control through regular and continuous Supervision of instruction and other educational services.

1.1.2Theoretical perspective

This study adopted the psychological theory of supervision which was explored in education by planturroot (2006), according to this theory ,organization stands as a body where it has other parts of the body that work together and it has a head that delegate duties to other parts of the organization, this head serve as an overseer who supervises the function of each part of the organization, This theory is in line with my study in which the principal stands as the instructional supervisor who delegate and supervises the performance of teachers in the organization.

According to this psychological theory the growth and management of an organization is carried out by the use of the three advocated philosophers namely, essentialism, experimentalism and existentialism. The supervisor will determine and direct the parts of the organization according to these three philosophers.

1.1.3. Conceptual perspectives

(Marecho, 2012). View supervision as a coinage that was derived from two Latin words: 'super' and 'video'. Super means 'over' or 'above', while video means 'to see'. Therefore, taken together, super-video simply means 'to see from above' or to 'oversee'. According to Mohanty (2008), education supervision carries the same general concept and is applied to both academic and administrative tasks. Administrative functions of supervision included providing physical facilities to the teachers, checking the safety and security of the school plant, maintaining proper service conditions and redressing grievances of teachers in time, checking the accounts and records of the school and maintaining proper distribution of work load. The academic

tasks included monitoring of instruction, providing guidance to teachers for improving teaching evaluation and assessment of pupil's achievement.

According to Okumbe (1998), supervision is considered as that phase of educational administration that helps in the effectiveness of instruction. Glathorn (1990), stress out in his view point, sees supervision as the comprehensive setoff services and processes that is used to help teachers in facilitating their professional development so that teachers can attain their goals. Supervision is divided into two; there is general supervision and the instructional supervision.

Ijaiya (1991) is of the view that school supervision is all the legitimate efforts made by designate professionals to assist the classroom teachers to improve on his competence so that he became a staff propelling practitioner as well as ensuring favorable setting for effective teaching and learning. Similarly, Glickman et al. (2004) shared the above idea as supervision denotes a common vision of what teaching and learning which can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community. According to Igwe, (cited in Enaigbe, 2009) indicated that to supervise means to direct, oversee; guide to make sure that expected standards are met. Durotulu (2002) also supported the above statement that supervision is a “the day -to-day guidance of all educational operations, coordination of the detailed work and cultivation of good working inter-personal relations among all people involved in the teaching-learning process”.

Furthermore, according to Chiovere (1995) supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of defects attainment of stated aims, objectives and goals of an education system at a given level. It is therefore evident that a principal as a supervisor should be a leader with requisite skills for effective discharge of his/her supervisory role. Similarly, the definitions of supervision highlighted above imply that the focus of supervision in a school is mainly related with providing professional assistance for teachers, the improvement of instruction and increasing of students' learning performance.

Instructional supervision is concerned with the student learning in the classroom. It is also referred to as clinical supervision and plan to assist teacher in his/her classroom performance (Sergiovanni & Starratt, (1993). Okumbe (1998) as well view instructional supervision as a help

in the formation and implementation of the scheme of work. It is also used in the evaluation of instructional program and how instructional resources are delivered. Instruction supervisor helps to conduct and coordinate staff in-service. He advice and assist the teachers that are involved in instructional activities.

The helping aspect of supervision involves facilitating, supporting, guiding and assisting teachers to improve their performance professionally. The purpose of this supervision is to see that teachers maintain and improve their classroom instruction, the principal play the overseeing function by offering advisory and consultancy services in the areas of subject specialization and giving policy direction and guidance which also helps to improve teachers performance, the principal who is the head of school ensures that classes are held, students work are marked and check ,teachers prepare and have the scheme of work and lesson plan ,punctuality of teachers and students, monitoring and fair appraisal of all teachers performance.

On the other hand principals and vice principals of schools who are the head teachers play an important role in assisting teachers to grow professionally through staff development training program. He also offers guidance on the principal instructional in classroom teaching so as to improve teacher performance.

Teacher Performance

Teachers' Performance - refers to lesson preparation, involvement of co-curricular activities of work, pupil discipline management, counselling and guidance, participating in staff meetings, actual teaching, routine assessment of learners, maintenance of record of work covered and learners' records and time management. Performance implies a combination of doing a job effectively and efficiently, with a minimum degree of employee created disruptions (Decenzo & Robbins, 1998). By performance therefore the researcher's operational definition implied: teacher's overall classroom management, effective teaching, motivation to teach, school and classroom punctuality as well good team work.

Katarasibwa (2006) looked at Teacher performance as the process by which the teacher is able to attain a maximum requirements level of their job in an effort to fulfill the school objectives. Teacher performance must be geared towards promoting the process of teaching and learning for

the benefit of the pupils through proper use of lesson plan and lesson notes during the lesson. In this study, teacher performance is conceptualized as the extent to which the teacher achieves school objectives through lesson preparations which involve making schemes of work, lesson plans, record of work done, preparing and using learners' registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners' discipline, involvement in co-curricular activities, counselling and guidance, are all means by which teachers' performance can also be achieved.

1.1.4. Contextual perspective

Danko-Wasagu Local Government is among the twenty one (21) Local Government Areas of Kebbi State, Nigeria. It covers a geographical land area of four thousand two hundred and eight (4,208) square kilometers. It is boarded in the south by Sakaba Local Government area of Kebbi State, in the west by Zuru Local Government of Kebbi State, and in the North – East by Bukkuyum Local Government of Zamfara State. Danko/Wasagu lies between latitude 11°N and longitude 5°E and 6°E of the equator (Girma, 2008). The estimated population of the Local Government Area is about two hundred and sixty five thousand, two hundred and seventy one (265,271) people (NPC. 2006 as cited in Girma 2008). The topography of the local government is flat low land area with a fertile soil covered by sandy soil, sometimes coarse in texture with the several fadama and alluvial plain suitable for Agricultural activities. The local government is made up of eight administrative districts namely: Danko, Wasagu, Ribah, Waje, Kanya, Bena, Kyabu and Wari districts. The weather is marked by a single rainy season and long dry season. The average rainfall is 720mm, the rainy season period is between May to October and the length of rainy season is about four to five months. The mean temperature range is 31°C and 38°C respectively. Hence, the months of November to February are particularly cold due to dry harmattan and from March to May are generally hot and wet as in the tropics (Girma, 2008).

During this months of May to August this is the period which the external examinations are written nationwide. Most of the teachers in this area are farmers and consist a high level of indigenes of that area, which is also far from the state capital most teachers do not accept posting in this area except few. The teachers are more concern about their farming activities these are

some the real problems on ground which could have attributed to high level of poor performance of principal supervisory activities in the school which affect the general performance of schools in the external examinations. The researcher intends to look at the relationship between principal instructional supervision and teachers' performance in secondary schools in Danko Wasagu local government area of Kebbi state.

1.2. Statement of the Problem

The basic goal of secondary education in Nigeria is to develop the individual's mental capacity and character for higher education and useful living within the society (FRN, 2013). In spite of the societal demand for teacher performance in education and the need for thorough supervision in schools, there is a growing concern about the realization of secondary education objectives due to doubt that many principals give little attention to supervision of instructional activities in secondary schools. The recent poor instructional competence and performance of teachers which results in students' poor academic performance has been a subject of concern to stakeholders of education in Kebbi state.

This development motivated the researcher to carry out a study to investigate the relationship between principals' instructional supervision and teacher's performance OF secondary schools in Danko Wasagu local government area of Kebbi state, Nigeria.

1.3 Purpose of the study

The purpose of this study is to find out the relationship between principal instructional supervision and teachers' performance in secondary Schools in Danko Wasagu Local Government Area of Kebbi state, Nigeria.

1.4 Specific Objectives

The following specific objectives were,

- i. To determine the level of principals' instructional supervision in secondary Schools in Danko Wasagu Local Government Area, Kebbi state.
- ii. To assess the level of teachers' performance in selected Government Secondary Schools in Danko Wasagu L.G.A, Kebbi state.

- iii. To establish the relationship between principals' instructional supervision and teachers' performance in secondary Schools in Danko Wasagu L.G.A., Kebbi State.

1.5. Research Questions

The study answers the following research questions,

- i. What is the level of principals' instructional supervision in secondary Schools in Danko Wasagu Local Government Area, Kebbi State?
- ii. What is the level of teachers' performance in secondary Schools in Danko Wasagu L.G.A., Kebbi state?
- iii. Is there a relationship between principals' instructional supervision and teachers' performance in secondary Schools in Danko Wasagu Local Government Area, Kebbi State?

1.6 Null Hypothesis

Ho: There is no significant relationship between principals' instructional supervision and teachers' performance in secondary Schools in Danko Wasagu L.G.A., Kebbi state, Nigeria.

1.7 Geographical scope

The study was conducted in secondary Schools in Danko Wasagu Local Government Area of Kebbi state, Nigeria. Danko Wasagu is one of the 21s Local Government Areas that made up Kebbi state.. It covers a geographical land area of four thousand two hundred and eight (4,208) square kilometers. It is boarded in the south by Sakaba Local Government area of Kebbi State, in the west by Zuru Local Government of Kebbi State, and in the North – East by Bukkuyum Local Government of Zamfara State. Danko/Wasagu lies between latitude 110 N and longitude 50 and 60E of the equator (Girma, 2008). There are twenty five secondary schools in the study area and twenty five government secondary schools were selected justification for this sample size was for the researcher to be able to get a more reliable and accurate data, questionnaire was the instrument used for data collection.

1.7.1. Content Scope.

This study focused on principals' instructional supervision and teachers' performance in secondary schools in Danko Wasagu local government area of Kebbi state, Nigeria. Principals' instructional supervision include internal supervision, instructional supervision, inspection of lesson notes and inspection of scheme of work while teachers' performance include timely scheme of work, timely lesson planning, maintenance of record of work covered, lesson delivery/actual teaching , and teachers' physical presence in school.

1.7.2. Time scope

This research was conducted between May 2017 to December 2017.

1.8 Significance of the Study

The study will be of importance to the following stakeholders in education:-

1. **Zonal Inspectorate Division of the Ministry of Education:-**The study will provide relevant information to educational administrators on the relationship between principals' instructional supervision and teachers' performance. This information will serve as a basis for the educational administrators to strengthen the policy on principals' instructional supervision to improve teacher performance. It will assist the Zonal Inspectorate Division of the Ministry of Education in Danko Wasagu and Kebbi state with new knowledge on the importance of principals' instructional supervision of schools to improve teacher performance.
2. **Principals and vice principals: -**It will help principals of schools on various areas to supervise in schools so as to assess teachers' performance, and also to improve, prioritize, and re-strategize the process of principal instructional supervision.
3. **Teachers:-**The outcome of this research study will provide teachers with new knowledge on the importance of preparing scheme of work, lesson plan and lesson notes and the relationship between principal instructional supervision and various factors that affect teachers' performance.
4. **Academic research:-**The study will also serve as a source of information for other researchers who wish to carry out a study on a similar study in other parts of the state.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the theoretical Review, conceptual framework, related studies and summary of the gap identified.

2.1 Theoretical review

The underlying theoretical foundation in this study will be grounded by psychological theory of supervision explored in education by Planturroot (2006).according to this theory, organization stands as a body where it has other parts of the body that work together and it has a head that delegate duties to other parts of the organization, this head serve as an overseer who supervises the function of each part of the organization, This theory is in line with my study in which the principal stands as the instructional supervisor who delegate and supervises the performance of teachers in the organization.

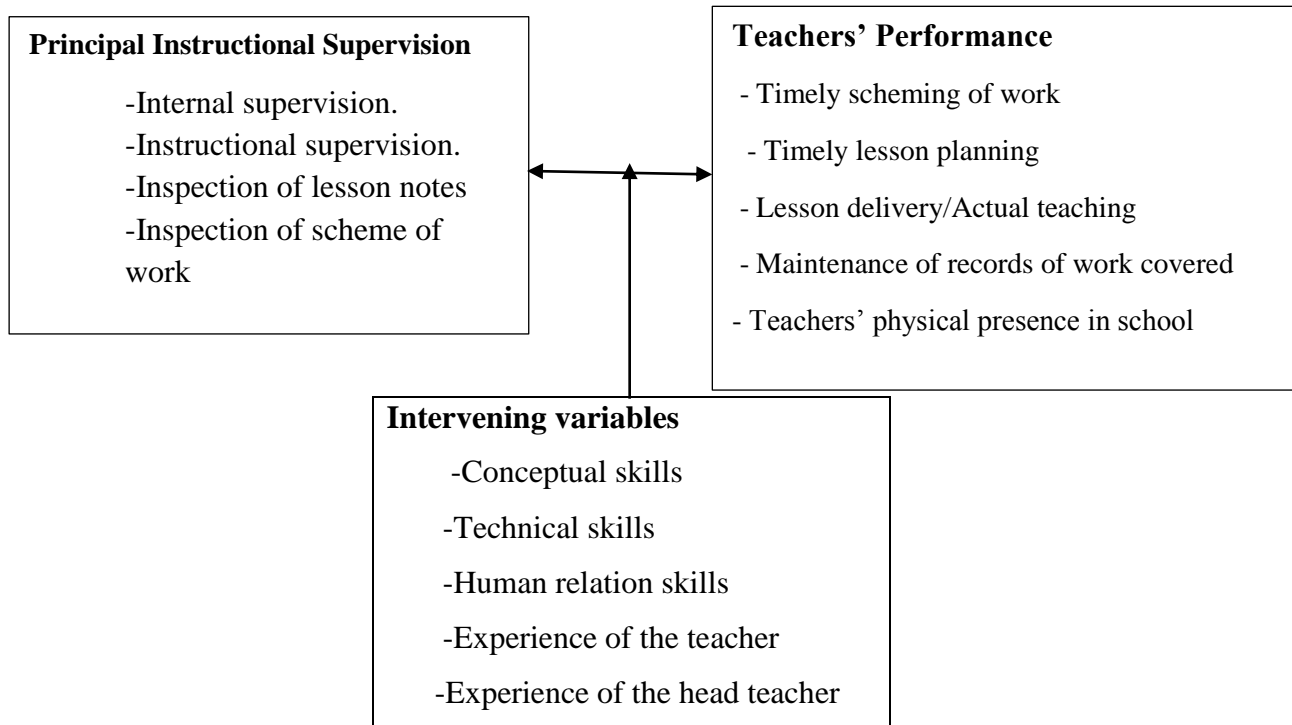
According to this psychological theory, the growth and management of an organization is carried out by the use of the three advocated philosophers namely, essentialism, experimentalism and existentialism. The supervisor will determine and direct the parts of the organization according to these three philosophers. The supervisor who is authoritative in nature holds the philosophy of essentialism. The supervisor, who uses this approach in his or her supervision, holds his goal of improving the school, classroom instruction and growth of the institution with little room for collaboration with others. This limits the teachers' growth and for this reason this study will not adopt it. The experimentalism and existentialism philosophers, experimental approach can be used in supervision, when this type of approach is used, the school is improved when a supervisor holds onto his or her goal of improving classroom instruction and organizational growth, by allowing the involvement of the teachers (body).supervision becomes developmental because of collective action of others is encouraged through their involvement. This kind of supervision believes that teachers need to learn the truth of their time but not to be contented with that parcel of knowledge.

In the use of existentialistic approach in supervision, he clearly accomplish his goals through continues holding onto his goals, by facilitation of the teachers. The supervisor listens to his staff and assists them as needed. Supervisor who is well experienced can use this approach because it gives him opportunity to delegate duties to dependable people. The body that is the teacher must be strong to adequately carry the objective of the goals and mission of the organization. This theory is relevant to this study which seeks to investigate the principals' instructional supervision and teachers' performance. The principal by virtue of his position as the manager of the school is expected to assume a leading role of instructional supervision. Hence for the principal to succeed in his instructional supervision he has to work along-side with others and through others that existentially and experimentally as advocated for in this Planturroot theory.

2.2 Conceptual framework

Independent variable (IV)

Dependent variable (DV)



Source; Adapted and modified by the researcher, from Decenzo and Stephens (1998), as well as Bascal (1999).

Figure 1. The diagram showing the relationship between Principals' instructional supervision and teachers' performance and the intervening variables which can affect the IV and DV.

According to Glickman (2010), posits instructional supervisors, need required skills to carry out the supervisory role of checking the scheme of work, lesson plan and lesson notes of teachers and also give feedback for improvement in instructional effectiveness. The three basic skills required by principals are conceptual, interpersonal and technical skills to effectively carry out his instructional supervisory role. The principal requires the conceptual skills which helps him to have a knowledge about teaching teachers and where they to be corrected to improve teacher performance. In essence, the principal needs to know the different part of the school and how it

fit together towards achieving the school mission. Conceptual skills provide the principals with the ability to view changes or to estimate the value of school strategies.

The technical skills enable the principal to have that ability to use the knowledge, method and techniques of instructional supervision so as to support the teacher in the instructional activities which helps to improve teacher performance. The principal may not have all the technical skills but should at least possess overall knowledge of the function of supervisors, that knows how to prepare scheme of work, preparing of lesson plan, induction of new teachers and possessing of clinical supervision knowledge is also important for effective supervision.

The human relation skills also are of great important. The principal interact the teachers in school in most cases during instructional activities .the principal therefore require human relation skills to be able to motivate, facilitate, coordinate and get along with teachers to improve their performance and to achieve instructional goals. Instructional supervisor need to know how their interpersonal interaction affect individual group of teachers. This will assist them to enhance a positive relationship that will help them achieve the goals of the school. The basic skills of supervision are learned by the principals through training and experience. This exercise help the principal to improve on their basic skills of instruction of supervision.

Ijaiya (1991)is of the opinion that instructional supervision is all the efforts made by instructional professionals to assist the classroom teachers to improve on the competence so that he became a staff propelling practitioner as well as ensuring favorable setting for effective teaching and learning. Similarly, Glickman et al. (2004) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community. According to Enaigbe, (2009) indicated that to supervise means to direct, oversee; guide to make sure that expected standards are met. Durotulu (2002) is of the view that supervision is a “the day -to-day guidance of all educational operations, coordination of the detailed work and cultivation of good working inter-personal relations among all people involved in the teaching-learning process”.

According to Tyagi, (2010), a supervisor is a person that is shouldered with the responsibility of conducting instructional monitoring, those involve this supervision include the principal, vice

principal, zonal inspectorate division, heads of staff in the department, class coordinators /form coordinators. The concept of instructional supervision is a classroom supervision conducted by external and internal supervision for the purpose of guidance, support and continues evaluation of teachers to improve their performance; this can be achieved through teaching and learning process and professional development in a collegial approach.

Nwachukwu (2014) is of the view that Supervision is a complex process that must play a prominent function in all education systems. Ideally, supervision is a partnership between supervisors and supervisees, in which both partners are actively involved in the planning and direction taken. Feedback and guidance are essential components of learning and development and so it is vital that supervisors provide supervisees with both. In return, supervisees must demonstrate an openness and commitment to the process, along with a strong sense of self-motivation and self-improvement

Teachers' Performance - In this study, teachers' performance refers to lesson preparation, involvement of co-curricular activities of work, pupil discipline management, counselling and guidance, participating in staff meetings, actual teaching, routine assessment of learners, maintenance of record of work covered and learners' records and time management.

Internal supervision

Wiles (1992) and Johnes (1998) classified supervision into two groups they include internal and external supervision of instruction but for the purpose of this study, the researcher will be looking at internal supervision. Ndu , Cho and Okeke (1997) mentioned some techniques of internal supervision of instruction which include classroom visitation, demonstration, observation conferences and evaluation techniques which serve as the tools to be adopted so as to drive home internal supervision of instruction, they are of the option that understanding the techniques by the supervisor and supervisees will definitely improve the quality of educational output which will help to achieve the goals on which the school was established. Teacher's performance can also be improved when teachers imbibe the classrooms activities in order to get a better result.

Wiles (1992) is of the view that internal supervision is an activity of supervision that is carried out by the school principal or headmasters or appointed by heads so as to improve teaching and learning. Internal supervision can be conducted on a daily basis. The principal is shouldered with the responsibility of instructional supervision of classroom visitation, examines teachers teaching materials, (lesson notes and other resources), he observes the teaching strategies and techniques used by the teacher and also takes note of classroom interaction between teachers and students for the purpose of improving teacher performance. Zuingh and Obi are in agreement with the above definition on internal supervision, it indicates that internal supervision of instruction is concerned with the principal's instructional supervision of overseeing the work of a teacher directly or regularly with the aim of assisting teachers to improve on their performance.

Eneasator (2001) is also of the opinion that internal supervision of instruction is a road map of quick communication that serves as a lesson between people who have problem and who can help an effective internal supervision of instruction requires that the principal vice principals and their agents must ensure a clear statement of aims and objectives, delegation of authorities, division of labour and elements in internal supervision it is the responsibility of the principal or vice principal to check and go through the teachers lesson plan and lesson notes, class attendance, books, diaries and registers.

Belts (2000) is of the view that the duties of the principal is to check teachers attendance register, class attendance book, enrollment book, students exercise books, students assignment book and projects and most often checks the teachers marks students assignment. Other aspects to check by principals include the teacher's ways of dressing, his relationship with students, fellow teachers as well as heads of departments. All these are elements that help to assess teacher performance in the school.

Internal instructional supervision involves Motivation of Teachers towards High Performance If teachers perform excellently well in the classroom, no doubt educational objective would be achieved. It is only through internal and external instructional supervision that this can be achieved, for majority of human beings tend to work harder and better under supervision

than otherwise. In addition, material advice and incentives must be supplied to add more impetus to the performance of teachers by principals who are the instructional supervisors in the school.

Lesson plan

According to Aminike et al (2000) is of the view that preparation of a lesson plan by teachers in a school is an appropriate method of promoting teacher performance. It helps to guide the teacher during the delivery of lesson. Beech (2002) is of the opinion that since there are different students from different background and characteristics which involve range in abilities of students create a several problems for teachers. As stated by kame'emu and sumouns (1999 as cited in Houston & Beech 2002) the best source of action to meet the challenges is for the teacher to design a suitable lesson plan to improve in his performance.

According to Farrell (2002) he define Lesson plan as a written description of the process in which a sub-topic of a subject is arranged or broken down systematically in to step by step by the teacher on how to cover the a particular unit during the lesson.

2.3 Related Studies.

Related studies presented an analysis of previous research studies carried out on aspects of principal instructional supervision and teachers' performance with an aim to draw meaningful relation to the prevailing situations in secondary school in Danko Wasagu local government area of Kebbi state.

Glickman (2010) explains that instructional supervisors need required skills to carry out the supervisory role of checking the scheme of work, lesson plan and lesson notes of teachers and also give feedback for improvement in instructional effectiveness. The three basic skills required by principals are conceptual, interpersonal and technical skills to effectively carry out his instructional supervisory role. The principal requires the conceptual skills which helps him to have a knowledge about teaching teachers and where they to be corrected to improve teacher performance. In essence, the principal needs to know the different part of the school and how it fit together towards achieving the school mission. Conceptual skills provide the principals with the ability to view changes or to estimate the value of school strategies.

The technical skills enable the principal to have that ability to use the knowledge, method and techniques of instructional supervision so as to support the teacher in the instructional activities which helps to improve teacher performance. The principal may not have all the technical skills but should at least possess overall knowledge of the function of supervisors, that is knowing how to prepare scheme of work, preparing of lesson plan, induction of new teachers and possessing of clinical supervision knowledge is also important for effective supervision.

The human relation skills also are of great important. The principal interact the teachers in school in most cases during instructional activities .the principal therefore require human relation skills to be able to motivate, facilitate, coordinate and get along with teachers to improve their performance and to achieve instructional goals. Instructional supervisor need to know how their interpersonal interaction affect individual group of teachers. This will assist them to enhance a positive relationship that will help them achieve the goals of the school. The basic skills of supervision are learned by the principals through training and experience. This exercise helps the principal to improve on their basic skills of instruction of supervision.

A related research was conducted by Okafor (1998) to investigate the effect of internal supervision on teacher performance. He administered a twenty item questionnaire on a sample of 370 respondents. The respondent's mean ratings indicate that internal supervision of instruction has an overall positive effect on teacher performance. Treatment of the responses to t-test reveals no significant differences between male and female teachers, experienced teachers and novice, qualified and unqualified teachers. In discussing the findings, Okafor notes that since internal supervisors and the teachers are in same school, supervisory interaction between them ought to be more effective. On the basis of the effective internal supervision of instruction, teachers will be able to acquire the additional knowledge and competencies to be able to cope with new demands, new problems and new challenges. He does recommend regular and comprehensive supervision, enhanced principal-teacher relations, and improved school funding and suitable motivational policies as measures that will enhance the validity of internal supervision of instructions.

Akubue (1981) also carried out a study of the in-service needs of secondary school principals in instructional supervision in Enugu Municipal of Enugu State. The study used a

sample of 700 respondents. The instrument used for data collection was questionnaire tagged ‘supervisory competencies of principals’ (SCOP). Data collected were analyzed using means, standard deviation and chi-square. The findings showed that principals exhibited 70 out of 150 competencies listed for effective supervision. Again the results of this work showed that the internal supervisors lacked competencies for effective supervision. The study recommended in-service education for supervisors of instruction (principals and other categories of supervisors). The study was also in line with the research carried out in anambra state Nigeria by againam.

Againam (1985) investigated internal supervision of instructions by principals as perceived by teachers in Onitsha education zone of Anambra State. Questionnaires were used to collect data from a sample of 700 respondents. Mean and standard deviation were used to analyze the data. The findings indicated that principals delegated their vice principals or heads of departments to carry out supervision. That notwithstanding, the results showed that the respondents favored internal supervision by principals as having a powerful influence in classroom instructions. The study recommended that principals in addition to delegating responsibilities should sometimes engage in direct supervision of teachers and provision of additional monetary benefits to motivate them to supervise instructions regularly.

A similar research was conducted by Ekaette, et.al, (2016) on instructional supervision and teacher effectiveness in public secondary schools in Uyo Akwa Ibom state, Nigeria. The findings indicated that there is a significant difference in teachers’ effectiveness based on classroom observation. Teachers in schools where instructional supervision was adequate were more effective than those that had inadequate instructional supervision. The study was in agreement with the study conducted by Olawoye (2009), in his study on ‘ influence of supervision of instruction on teachers’ classroom performance’ were a total of 223 samples were used ,he adopted a stratified random sampling techniques, he also applied ex-post design in his research. In his findings it indicated interaction with supervisors influence to a great extent their class room performance and adequate teaching material suggested by instructional supervisors helps them to teach more effectively to a great extent.

Also Nwoke (1997), conducted a research on instructional supervision of school in secondary school in Enugu education zone, problems and strategies for improvement' a total of 184 samples were used in the study , which include 10 supervisors ,10 principals and 164 teachers. The researcher used mean score and z-test in analyzing the data collected. The researcher came up with the findings that supervision is a sort of assistance to teachers also that teachers do not like to be observed by supervisors. Supervision enables the ability and qualities of individual teachers to be identified, classroom visitation is very important also in-service training in promoting effective teacher performance and lastly through supervision individual potentials are developed.

Tuoyo (2000) sees supervision as the practice of monitoring the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving educational goals. Nwaogwegbe (2007) concisely stated that supervision affords the teacher an opportunity for knowledge update. Burton, Carper and William (2011) summarized supervision as an “efforts made by the school head to support teachers to become more effective in their job and equally access professional development on the job”. Therefore, the principal need to improve teaching and learning and the professional growth of the teacher through supervision of instruction. To fully carryout these responsibilities, the school principals should have a broad knowledge and skills of principals' instruction supervision which will play a great role in improving teachers' performance.

Ezeocha (1990) asserts that supervision of instruction focuses on the improvement of teaching and learning and to assist teachers to know and accept the objective of the organization. In a similar vein, Norsiri (1997) affirms that supervision of instruction enhances effective teaching and learning in schools. Obi (2000) added that supervision of instruction is one of the best examples of educational leadership that focuses exclusively on the achievement of the desired instructional practices in educational organizations. Eze (1996) affirmed that supervision of instruction is all programme activities and actions school administrator apply to improve instructional process which will also support the teachers to perform their responsibilities as teachers in the school system.

In the above view, the school principal is the change agent whose responsibility is to provide variety of supervisory techniques for the teacher to see the need for change, plan for change and practice new behavior for effective teaching and learning. The implication of supervision of instruction is that the supervisor (school principal) has to supervise the activities of the teacher and resources available for instructions; discover teachers' weakness and offer suggestions for improvement for the achievement of stated school goals.

According to Chivore (1995) supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of deficits for the attainment of stated aims, objectives and goals of an education system at a given level. Adepoju (1998), is of the view that instructional supervision is an interaction between the principal instructional supervisor and the teacher for the improvement of an activity. It is also a combination or interaction of processes procedures and conditions that are seriously designed to advance the work effectiveness of the teacher. He also interact actively with the principal when he is present in school regularly prepare his lesson note before the commencement of his lesson which improve teacher performance.

However, some principals are not effective in their instructional supervision because they do not involve the teachers in major decision making. In highly performing schools, which have reversed the trend of poor performance and declining achievement, the principal sets the pace leading and motivating staff to perform to their highest potential (Bush & Oduro, 2006).

Chivore, (1995).also noted that the principal who is the instructional supervisory head of the school visits the classes in order to supervise the teacher in the actual classroom situation observation made by the supervisor and later being explained to the teacher with the aim of making correction for the improvement of teaching and learning. Students note books are also being cross-checked with a view to ascertaining the quality and quantity of what the student are taught. Schemes of work and lesson plans are also being checked by the supervisors in order to ensure that teachers are abiding by the scheme of work as provided by the schools.

Supervision is a process of stimulating growth and the means of helping teachers to help them. Parthy (1992) saw supervision as a task of improving instruction through regular monitoring and in-service education of teachers. Supervision to Bar (1993) involves providing expert

assistance to teachers to help them acquire more skills and competencies for effective teaching. Supervisors are therefore to supervise, guide and direct the instructional activities of teachers in line with the professional conduct. From these definitions above, it can be deduced that the main center of focus of supervision is the classroom teacher who as a curriculum implementer, tries to shape the destiny of class instruction. To this end, it is a service rendered to teachers, focusing on how to help them understand and accept themselves, their abilities patterns of interest, emotional make-up and background preparation and helping them set realistic goals for themselves.

Supervision is supposed to bring about improvement in instruction. Nwaogu (1980) writing on the meaning of supervision, supervision is the process of bringing about improvement in instruction by working with people who work with pupils. Still on supervision, he continued “the process of supervision is to facilitate learning of pupils”. Adequate supervision therefore is concerned with making adequate provision for all of the conditions which are essential to effective learning through effective teaching. According to him, the chief function of supervision is to improve the learning situation of children that supervision is a service of activity that exists only to help teachers to do their job better. Supervision is directly and primarily concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers. Good supervision releases energies of people in creative ways to solve individual and common problems. Kweku and Eric (2014) supported that supervision is an effective method that could help achieve good results as far as teaching and learning are concerned. This means that it is very important for teaching and learning procedure to be constantly monitored and reviewed to ensure the total achievement of the objectives.

In the context of education, supervision refers to the roles played by an education officer (or supervisor) in being responsible and making sure that teachers do their work effectively. Educational supervision is the process or the act of seeing to it that the policies, principles and methods established for achieving the objectives of education are properly and successfully carried out. This process involves using expert knowledge and experience to oversee, evaluate and cooperatively improve the conditions and methods of doing things connected with the teaching-learning problems in schools. The primary objective of supervision is to enhance the quality of instruction in the schools. The learner is the focus

of attention in the process of supervision. Nduka (1987) said in supervision, one person (the supervisor) tries to help the other person (the teacher or supervisee) improve the way he or she is teaching. He went further to say that supervision is a process of planned changes. The supervisor being the change agent whose responsibility is to provide the variety of resources that may be necessary for the teacher to see the need for change, to plan for change, to enact new behaviour and to test out its effectiveness. Firz(2006) described supervision as a process of directing, helping, guiding and stimulating growth in the subordinates in order to improve the quality of instruction. Mgbodile (1986) sees supervisor as somebody whose basic aim is to help teachers understand and accept themselves for what they are, their abilities, patterns of teaching, emotional make-up e.t.c. and having done this, to set realistic goals for themselves.

To conclude, in the words of Ogunsaju (1983), supervision does not imply that the staff must be ordered about and kept constantly under surveillance at all times to make sure that work that needs to be done is done properly at the right time. Supervision is interaction between and among two or more people. Thus, it is an inescapable fact that wherever more than one person is involved in an act, interaction is bound to take place in form of some types of established relationships; hence supervision is evident through interaction for the purpose of achieving the goals of the school (enterprise).

The Principal as an Instructional Supervisor

The role of the principal as an instructional supervisor has now more than ever before become very crucial on the issue of instructional improvement towards effective learning in secondary schools. The National Policy on Education (2004) in Nigeria recognizes the need to ensure quality control through regular inspection and continuous supervision of instruction and other services if the laudable national educational objectives are to be meaningfully achieved. Odiba (1995) opined that the title of principal is an appropriate designation for the chief executive of a single school. This however, does not mean that his responsibility is limited to a particular building but rather to an organizational segment for a programme, a level of instruction, or a group of grades housed in one building complex or two or more buildings substantially distant from each other.

The modern approach to supervision has given the principal a greater responsibility which imposes upon him the duties of planning, organizing, coordinating, supervising, directing and controlling the quality of the various activities necessary to accomplish the goals of the school.

According to Dull (2003), the modern concept of instructional supervision therefore, expects the principal to play the following roles: Visit classroom regularly to observe teachers, Organize conference with teachers collectively and individually to discuss ways of improving instruction for effective learning, teach demonstration lessons, Organize induction courses for newly posted and recruited teachers, ensure that instructional goals are achieved, ensure that instructional materials are available, Help teachers with classroom management, evaluate teachers' effort in relation to the schools pre-determined objectives, and Motivate and lead teacher into professional maturity.

Supervision of Instruction

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

Purpose of Supervision

The goal of supervision is that of quality control. That in a school, every teacher uses his optimal capability to achieve the expected level of performance. Supervision helps the new teacher to understand the purposes, responsibilities and relationships of his position and the directions of his efforts. Supervision also gives guidance to members of the school system, so that they can be self-directing and thus function effectively with minimum supervision. From

the above points, it is basic that the purpose of having supervisors in our schools is to control the quality of education received by our children. It lays emphasis on the classroom performance of teachers, especially on the duties assigned to them. With the huge amount spent on education yearly by the government, the parents would like to have a feedback to the success or failure of the system where they have huge investment. In the school system, the supervisors are representing the interest of the government and from them the government has adequate feedback.

In the school system, the supervisors are quality controllers. In the school, the role of supervisors is that of monitoring officers of the school programme. (Olowoye and Alani, (2000),Ogunsaju (1983) gave the following reasons for supervising schools. The reasons are:

To know the performance of the teachers recruited to teach in the school system. To determine whether a teacher should be transferred, promoted, retained, or dismissed.

- i. To improve the incompetent teachers.
- ii. To discover special abilities or qualities possessed by teachers in the schools.
- iii. To provide a guide for staff development.
- iv. To know the effectiveness of classroom management by the teachers.
- v. To know the direction of the school (whether science or art oriented).
- vi. To assess the “tone” of the school and identify some of its most urgent needs.

School supervision is aimed at assisting teachers to teach the learners under their care in the most effective way. The purpose of supervision can be classified into: Teacher Improvement Purposes and Non–Teacher Purposes.

Teacher–Improvement Purposes, ensuring that teachers do their assigned work effectively, Ensuring that teachers are capable of carrying out their teaching responsibilities, ensuring that new teachers receive training to enable them function effectively on the job. Ensuring that teachers are given assistance when they need it, Provide professional information to teachers who need it, Guiding teachers to the sources of instructional materials, Providing technical assistance to teachers when required such as in the preparation and use of teaching aids,

Ensuring that discipline is maintained in the classroom, Maintaining high morale among the teachers.

In the school system according to Ukeje (1992), instructional supervision relates to guiding and coordinating the work of teachers and all connected with school work in such a way that students' learning is facilitated. From the above definition, one can see that there is need for principal instructional supervision in schools for the improvement of instruction. Principals assume that teachers have resources which are untapped and it is the function of the supervisor to help discover these for the ultimate benefit of the students when this is done. Nwokafor (1987) sees the main task of the supervisor as that of creating conducive atmosphere for the teachers to be able to achieve desired changes in the learners in consonance with the peculiar needs of the environment. Supervision also helps to discover and upgrade areas of weakness of the teachers through organized seminars and workshops as forms of in-service education within the country or in other countries in which such problems have being experienced and solutions found to them. Supervision also helps teachers to identify their problems, thereby, making work easier. This is because a problem well defined is a problem half solved. Solutions to these problems can be achieved through discussions and interactions. Supervision also helps improve their teaching functions.

(Ekundayo et al., 2013) also noted that Planning for better Instructional planning is considered to be the first step in improving classroom instruction. It is therefore recommended that supervisors help teachers to develop and improve their skills in instructional design and to use models of Instruction to guide this instructional planning. Instructional planning includes lesson plans, unit plans and year plans.

Use of modern methods of teaching: Methods of teaching are an important part of effective instruction in the classroom. The supervisor should thus help teachers to learn/know about modern methods of teaching and to apply these in the classroom. It Helps teachers to work together: In order to accomplish school goals and objectives, teachers must learn to work together. One of the aims of instructional supervision is thus the enhancement of cooperation among teachers.

Planning and implementing: All developmental and planning activities need guidance and direction at every stage. The right type of supervision is thus concerned with helping teachers in planning, in the selection of strategies and resources, and in monitoring and evaluating those strategies.

In the educational setting, the principals of secondary schools are the chief administrators of these schools. The principals are responsible for implementing the educational policy of the country in secondary school and usually report to the delegate for secondary education in their area (Blackman and Fenwick, 2000). The functions of the principals among others include scheduling, budgeting, instructional supervision, maintenance of physical plants and custodial services to students and staff as well as playing the role of a liaison officer between the school, and the ministry and community (Educational Research Service, 2000).

According to Bhella (1982) the responsibilities of the principals are too bulky for them, thus the position of the vice principal to whom other functions are also delegated. This view is supported by Educational Research Service (2000,) who opined that the principal is often aided in his responsibilities by vice principal(s) and other administrative staff, with most of the functions centered around planning, supervising instructions, attendance and discipline, time tabling, record keeping, co-curricular activities, staff and students' affairs. This is in line with Fullan, (2007) he states in his research that there is no effectiveness in principal instructional supervision in class because principal and vice principals spend most of their time in their offices managing facilities, monitoring students' indiscipline, purchase of office material thereby devoting less

Importance of instructional supervision of schools

Chukwu, (2012) in his study is of the view that achieving the purposes of educational supervision and the achievement of the goals of education is much easier. This becomes more imperative due to increased cry globally about immorality and corruption in the education sector. The educational supervision is of utmost importance in the following area which plays a very important role in the improvement of teachers' performance

Proper guidance from experts: The purpose of supervision is to provide academic guidance by an experienced teacher or expert/specialist in different school subjects so that newer or junior

teachers are able to develop their skills and capacity so as to perform better in their assigned jobs in schools.

Classroom management: Both teachers and school management agree that discipline is among the most serious problems in schools today. Supervision can help teachers to acquire better classroom management skills. Among its other aims, supervision should seek to enable teachers to develop preventive and corrective measures of discipline in the classroom (Ekundayo et al., 2013)

Planning for better instruction: Instructional planning is considered to be the first step in improving classroom instruction. It is therefore recommended that supervisors help teachers to develop and improve their skills in instructional design and to use models of instruction to guide this instructional planning. Instructional planning includes lesson plans, unit plans and year plans.

Use of modern methods of teaching: Methods of teaching are an important part of effective instruction in the classroom. The supervisor should thus help teachers to learn/know about modern methods of teaching and to apply these in the classroom. Helps teachers to work together: In order to accomplish school goals and objectives, teachers must learn to work together. One of the aims of supervision is thus the enhancement of cooperation among teachers.

Planning and implementing: All developmental and planning activities need guidance and direction at every stage. The right type of supervision is thus concerned with helping teachers in planning, in the selection of strategies and resources, and in monitoring and evaluating those strategies time or no time to instructional matters.

Principals' supervisory role on teachers' performance

The principal is saddle with responsibilities which are very important in the realization of the set goals of education and also maintain standard .the principals' supervisory roles for teachers' performance according to Shuaibu (2016) in his study is of the opinion that the principals' supervisory role in terms of teachers' utilization of relevant instructional material. Is very important. Teaching and learning would be more effective when teachers are provided with relevant instructional material. This material refers to those items which the teacher uses in class

to help him deliver his lesson successfully. These materials include textbook, charts, globe, audio visual material chalk board.

Gerlack et.al. (1980) is of the view that instructional material are categorized into six. They include

Still pictures- these are photographs or prints sketches ,cartoon ,charts ,graphs and maps which are used by the teacher to improve his performance in his job.

Audio Materials- these are photographs, records and audio tapes which are mostly used for the visually impaired students in class which helps in their learning.

Motion pictures- these are films which consist of a series of still pictures taken in rapid succession. These films are projected through the use of a projector machine which help to give illustration of motion which also enhance teaching and learning, and as well improve teacher performance.

Programmed and a computer assisted programmed instruction- in programmed instruction information is presented ,usually in small steps and the presentation is controlled in computer assisted instruction ,the computer presents nearly all the instruction and it records the students' response.

Real things stimulation and modern include people, actual object or events, models, cut, way, and specimen. Simulation is a simplified, operational model of a real life situation that provides students with various participation in a variety of roles and events

Television – is an electronic system of transmitting still and moving images with accompanying sound through space

Principal role of staff development for improving teachers' performance

Secondary school system comprise of all the academic and non- academic staff within the system. It is the primary responsibility of the principal to establish a process that will ensure that every academic and non-academic staff contributes meaningfully to the development and success of the school. Adesina (1980) is also of the opinion that personal management in the school

system includes recruitment selection, induction, security, compensation, motivation, and the general satisfaction, of all employees, in the school. Teachers who are the academic staff are most important in the academic school system that the principal relates too frequently apart from this, quality of teaching staff determines to an extent the success of instructional activities. Adelabu (1989) is also of the view that among other responsibilities of the principal is that the principal interest is in the employment of strong facility members who shows evidence of a willingness to strive for improvement, that the role of the principal is to give more attention to the proper orientation of his new staff members to improve teacher performance. The principal should also intensify and make constant effort to stimulate in-service growth.

Performance

(Herath & Rosli, 2013). Is of the opinion that performance may mean different things to different people depending on the perspective from which one approaches it. It may imply efficiency, economy, results, or return (profits) on investment. Some scholars (Feng, 2010) have viewed performance as the behavioral aspect that defines the way in which organizations, teams and individual employees get work done; it is the output record of a specific job function or activity at a given time (Armstrong, 2003).

According to Katarasibwa (2006), teacher performance is the extent to which teachers in a school achieve the requirements of their assign responsibilities in an effort to fulfil school required goals and objectives the school system. Teacher performance must be geared towards promoting the process of teaching and learning for the benefit of the students. In his study, teacher performance is conceptualized as the extent to which the teacher achieves school objectives through lesson preparations which involve making schemes of work, lesson plans, record of work done, preparing and using learners' registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners' discipline, involvement in co-curricular activities, regular presence in the school.

However, some principals are not effective in their leadership styles because they do not involve the teachers in major decision making. In highly performing schools, which have reversed the trend of poor performance and declining achievement ,the head teacher sets the pace leading and motivating pupils and staff to perform to their highest potential (Bush & Oduro, 2006).

2.4 Gaps Identified

Studies have shown that similar variables were used, but no one has directly attempted to relate principals' instructional supervision and teachers' performance'. A contextual gap which this study attempted to bridge, because no study was conducted in Danko Wasagu local government area in Kebbi state. This study used psychological theory of supervision explored in education by planturroot while other studies used other theories.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, target population of the study, sample size, sampling techniques, research instruments, reliability and validity, data gathering procedure, data analysis, ethical consideration and limitations of the study.

3.1 Research Design

The design adopted in this study was Descriptive Correlational design. Hence the justification for using correlational designs was to find the relationships between the two variables principals' instructional supervision and teachers' performance. According to Robinson (1976), Borg and Gall (1979), correlation studies include all research projects in which an attempt is made to discover or clarify relationship through the use of correlational statistical method.

3.2 Target Population

The population of this study consisted of 601, principals and teachers from 25 secondary schools in Danko Wasagu Local Government of Kebbi State.

3.3 Sample size

The sample size of the study was 292 comprising of 25 principals, 50 vice principals and 217 teachers obtained by using the Kreycies and Morgan (1970) table of determining sample size.

Table 3.1: Showing population and sample size

S/N	Category	Population	Sample size
1	PRINCIPALS	25	25
2	VICE PRINCIPALS	50	50
3	TEACHERS	536	217
TOTAL		601	292

Source: Danko Wasagu zonal education office, 2017

3.4 Sampling technique.

Universal Sampling was used to choose the principals and vice principals. While systematic random sampling method was used to the sample size of teachers 217 from a list of names obtained from each school

3.5 Research Instrument

3.5.1 Questionnaire

The instrument used for data collection for this research was a self-constructed closed ended questionnaire for principals' instructional supervision and teachers' performance Questionnaire which consisted of fifteen questions. According to Ordho (2004), questionnaires allow for measurement for or against a particular viewpoint and emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonable quick space of time. The structured questions intend to ascertain the relationship between principals' instructional supervision and teachers' performance of secondary Schools. These items in the questionnaire are classified into a four point Linkert Scale which the respondents are required to respond by indicating one option ranging from strongly agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The choice of this instrument is because it serves as the best instrument to find out relevant results to this research.

3.6 Validity of the Research Instrument

3.6.1 Validity

In order to test the validity of the instrument, the researcher availed the questionnaire to experts in the field to check each item for relevance with regards to the content matter. Manga (2012).

The questionnaire was rated under two level of relevance that is relevant and in-relevant, the questionnaire that were rated relevant and in-relevant were calculated as ratio of the total number of questions in the questionnaire and then .The researcher Calculated the content Validity index (CVI) using the formula below:

$$\text{CVI} = \frac{\text{item rated as strongly agreed and agreed. (3 and 4)}}{\text{Total number of items}}$$

$$30 / 36 = 0.83$$

Table 3.2: Determination of Validity of Instrument

	Relevant items	Non-Relevant Items	Total
Rater 1	25	5	30
Rater 2	26	4	30
Rater 3	24	6	30
Total	75	15	90

$$CV = \frac{75}{90} = 83.3\%$$

The acceptable rate that researcher preferred was 0.7 that resulted from the division of the corrected questions out of the total questions.

Hence, the CVI was 0.83 so the instrument was considered valid. According to Amin (2005), CVI of 0.7 and above are considered valid.

3.7 Reliability of the Research Instrument

In order to ascertain the reliability of the research instrument, The researcher served questionnaires to thirty respondents who are not the actual respondents of the study their responses are recorded then after two weeks thirty questionnaire were served on the same respondents for the second time and their responses were recorded. The two sets of responses were compared and found to be very much similar. Therefore, the instrument was considered to be reliable.

Table 3.3: Cronbach's alpha reliability of the study constructs

Construct variable	Number of items	Cronbach's Alpha
All	30	0.85

As shown from the table 3.3 above, that the Cronbach's alpha was 0.85, knowing that the minimum Cronbach's alpha should be 0.70 to say that the instrument is reliable. The researcher therefore, concluded that the questionnaire used was reliable.

3.8 Data Collection Procedure

3.8.1 Before the Data Gathering

In this stage the researcher obtained a transmittal letter from the College of Education, Open, Distance and e- learning, Kampala International University, which he presented to the local authorities in the field. He then make preparations based on the conditions in the field of study. The researcher made an assessment of the weather condition, literacy level and linguistics characteristics in the study area so as to determine the best methods to use as well as preparing questionnaires.

3.8.2. During the Data Gathering.

1. The respondents were requested to answer all the items and not to leave any part of the question unanswered.
2. The researcher and the assistant emphasized the retrieval of the questionnaires within five (5) days from the date of distribution.
3. On retrieval, the entire returned questionnaire was checked to see whether all were answered.

3.8.3 After The Data Gathering

At this stage, the researcher organized the data obtained from the field systematically in preparation for presentation analysis, and presentation, using the statistical package for social sciences (SPSS).

3.9 Data analysis

All collected data was properly coded into SPSS Version 16.0 analyzed using descriptive statistics and Pearson's Linear Correlation Coefficient (PLCC). The former was used to analyzed to assess teachers' performance and principal instructional supervision while the later was used to determine the relationship between principals' instructional supervision and teachers performance.

TABLE 3.4 Showing response mode and interpretation

#	Mean Range	Response Mode	Interpretation
4	3.26-4.00	Strongly Agree	Very high
3	2.51-3.25	Agree	High
2	1.76-2.50	Disagree	Low
1	1.00-1.75	Strongly Disagree	Very low

The researcher used Pearson's linear correlation coefficient (PLCC) to analyze the relationship between principal instructional supervision and teachers' performance.

3.10 Ethical Consideration

This was involved in seeking permission by the researcher from the relevant authorities, sought with respect to the respondent's views. It also involved explaining to the respondents the purpose of the study. Respondents were assured that the information obtained from them will be used for academic purposes only. The researcher made sure that he used only those techniques for which he is qualified by education, training and experience. Whenever in doubt, the researcher seeks clarification from the research community especially his immediately supervisor and research colleagues. The researcher ensure that data is interpreted according to general methodology standard and made sure that elements that are irrelevant to data interpretation are excluded from the report. The researcher keeps all the information given to him very confidential and use it only for purposes indicated as the justification of the study. In order to avoid plagiarism, all quoted literature was properly cited and referenced.

3.11 Limitations of the Study

The study was limited with respondent honesty and personal bias in responding to the questions on the questionnaire which do not actually reflect the matter to overcome this limitation the researcher ensure that respondents were briefed on the intention of the study and guided on how to respond effectively.

1. The study was limited with failure to retrieve some questionnaire, to overcome this limitation the researcher, ensure that questionnaire retrieval was guaranteed.
2. The research assistants may bring inconsistencies in-time of administration or wrong explanation to the respondents and assistant were oriented and briefed on the procedure adequately.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter present analyzes and interprets. The data collected from the field .Data analysis and interpretation was based on the research objectives. Below are the data presentations and analysis of research findings.

4.1 Respondent Rate.

A total of 292 questionnaire were distributed, but only 259 were retrieved from the respondents given a total of 88.7% rate according to Amin.(2005), if the questionnaire retrieval rate is greater than 70% it is enough to consider the data obtain in a research study.

Table 4.1 Response rate of Principals and Teachers

Respondents category	Sample size	Actual return	percentage
Principals and teachers	292	259	88.7

4.2 Demographic Characteristics Of The Respondents.

The objective of this study was to show the profile information of respondents as to Gender, Age, Qualification, and Working experience.

**TABLE 4.2: Frequency and Percentage Showing the Demographic of the Principals.
(n=63)**

VARIABLE	FREQUENCY	PERCENTAGE
PRINCIPAL'S GENDER		
MALE	43	68.25
FEMALE	20	31.74
TOTAL	63	100
PRINCIPAL 'S AGE		
40-45	10	15.87
46-50	30	47.61
51-55	15	23.80
56-60	8	12.69
TOTAL	63	100
PRINCIPAL'S QUALIFICATION		
VARIABLE	FREQUENCY	PRECEN
HND	5	7.93
BACHELORS	45	71.42
MASTERS	13	20.63
TOTAL	63	100
PRINCIPALS' WORKING EXPERIENCE		
1-10 YEARS	18	28.57
11-20 YEARS	30	47.61
21-30 YEARS	10	15.87
ABOVE 31 YEAR	5	7.93
TOTAL	63	100

Source: Primary Data 2017

Table 4.2 shows the demographic characteristics of the Principals of the Secondary schools selected for the study. As shown, male respondents were the dominant 43 (68.25%), as compared female respondents with 20 (31.74%).hence implying a gender gap since majority of principals of government secondary schools in Danko Wasagu local government area of Kebbi are male. Result in table 4.2 indicated that majority of respondents in this sample ranged between 46-50 years of age,30 (47.61%),these also implied that majority of the respondents in this sample were in their middle adulthood ,these were followed by those between 51-55 years of age constituting 15(23.80%),40-45years also has 10 (15.87%) and only 8(12.69%) were 56-60 years.

With respect to education qualification, the study showed that bachelor's degree holds 45(71.42%) dominated the study, Master's degree 13(20.63%)and Higher National Diploma

(HND) constituted the least with 5(7.93%),hence observing that majority of the principals in secondary in schools in Danko Wasagu local government area of Kebbi state are relatively high with Bachelor's degree.

With respect to the number of years spent at work ,result in table 4.1 indicated that majority of principals in secondary schools in Danko Wasagu local government area of Kebbi state had word as principals between 11-20 years.(47.61%); 18(28.57%)had worked for 1-10 years 10(15.87%) had also worked for 21-30 years and only 5(7.93%) worked as principals for 31 years and above ,hence implying that the principals in secondary schools in Danko Wasagu local government area of Kebbi state had high working experience as principals.

TABLE 4.3: Frequency and Percentage Showing the Demographic of Teachers (n=196)

VARIABLE	FREQUENCY	PERCEN
TEACHER'S GENDER		
MALE	102	51.8
FEMALE	94	47.7
TOTAL	196	100
TEACHER'S AGE		
20-25 YEARS	15	7.7
26-30 YEARS	25	12.7
31-35 YEARS	60	30.5
36-40 YEARS	42	21.3
41-45 YEARS	23	11.7
46-50 YEARS	20	10.2
ABOVE 50 YEARS	11	5.6
TOTAL	196	100
TEACHER'SQUALIFICATION		
DIPLOMA	25	12.7
NCE	90	45.7
HND	33	16.8
BACHELORS	43	21.8
MASTERS	5	2.5
TOTAL	196	99.5
WORKING EXPERIENCE		
1-10 YEARS	18	27.9
11-20 YEARS	30	45.7
21-30 YEARS	10	25.4
ABOVE 31 YEAR	5	.5
TOTAL	196	100

SOURCES: PRIMARY DATA, 2017

Table 4.3 results indicated that majority of the respondents in this sample were male 102(51.8%) compared to female respondents 94(47.7%),hence implying a gender gap since majority of teachers of secondary schools in Danko Wasagu local government area of Kebbi state are male.

Result in table 4.3 indicated that majority of respondents in this sample ranged between 31-35 years 60(30.51%),hence this implied that majority of the respondents in this sample were in their middle adulthood ,these were followed by those between 36-40 years 42(21.3%),26-30 years also has 25(12.7%),41-45 years constituted 23(11.7%),46-50 years has 20(10.2%)and 20-25years has 15(7.7%)and lastly 50 years and above constituted 11(5.6%),hence observing that majority of the teachers in secondary schools in Danko Wasagu local government area of Kebbi state are in their middle adulthood.

With respect to educational qualification, the study showed that national certificate in education (NCE) Holds 90(45.7%) dominated the study, Bachelor's 43(21.8%), Higher National Diploma (HND) 33(16.8%) Diploma 25(12.7%),lastly Masters constituted 5(2.5%), hence ,observing that majority of teachers in secondary schools in Danko Wasagu local government area of Kebbi state are high with national certificate in education (NCE).

With respect to the number of years Spent at work results in table 4.3 indicated that majority of teachers in secondary school in Danko Wasagu local government area of Kebbi state had worked as teachers for 11-20 years (45.7%),18(27.9%)worked for 1-10years ,then 10(25.4%)had worked for 21-30 years and 5(2.6%)also worked from 31 years and above .hence implying that the teachers of secondary schools in Danko Wasagu local government area of Kebbi state had a relatively high working experience.

4.2 principals' instructional Supervision

The independent variable in this study was principals' instructional supervision and it is broken into fifteen questions each of this question was based on four point liker scale where respondents were asked to indicate the extent to which they agree or disagree with each question, and their responses were analyze using SPSS and summarized in the table 4.4 bellow.

Table 4.4: Mean showing principals' instructional Supervision. (n=63)

N O	Item/Questions	4	3	2	1	MEA N	STD	Mean interpretation
	PRINCIPAL INSTRUCTIONAL SUPERVISION							
	Internal supervision							
1	The principal monitors teachers attendance register on daily bases	23 36.5	23 36.5	11 17.5	6 9.6	3.00	.967	Very high
2	The principal helps to ensure professional development of teachers	20 31.7	26 41.3	8 12.7	9 14.3	2.90	1.01	High
3	Principal help teachers when they have problems in their lessons	10 15.9	15 23.8	20 31.7	18 28.6	2.26	1.05	Low
4	Principal Supervision assist teachers to improve their teaching process	26 41.3	19 30.3	12 9.0	6 9.5	3.03	0.99	Very high
	Average mean					2.79		High
	Instructional supervision							
5	principal checks how teachers prepare their lesson plans and lesson notes on daily bases	16 25.4	30 47.6	7 11.1	10 15.9	2.82	0.99	High
6	principal supervises teachers during teaching and learning to ascertain lesson effectiveness	26 41.3	20 31.7	9 14.3	8 12.7	3.01	1.03	Very high
7	principal checks scheme of work to ensure that it is adhere to	32 50.8	14 22.2	5 7.9	12 19.0	3.04	1.16	Very high
8	principal visit classes, inspects books and student's note books	10 15.9	12 19.0	24 38.1	17 27.0	2.23	1.02	Low
	Average mean					2.77		High
	Inspection of lesson notes							
9	Principal checks weekly diaries to ensure topics coverage	23 36.5	24 38.1	12 19.0	4 6.3	3.04	0.90	Very high
10	Principal perform his duty of instructional supervision accordingly.	25 39.7	21 33.2	9 14.3	8 12.7	3.00	1.03	Very high
11	.I like interacting with my instructional supervisors to get more ideas about how to improve my class performance	27 42.9	19 30.2	12 19.0	5 7.9	3.07	0.97	Very high
12	Interaction with instructional supervisor scares me because he criticizes rather than assist me improve my class performance.	24 38.1	22 34.9	10 15.9	7 11.1	3.00	1.00	Very high
	Average mean					3.02		Very high
	Inspection of scheme of work							
13	Interaction with my supervisor makes me to look for more information on my subject(s) to improve my class instruction	20 31.7	26 41.3	11 17.5	6 9.5	2.95	0.94	High
14	Adequate teaching materials as suggested by instructional supervisors help me teach more.	10 15.9	8 12.7	18 28.6	27 42.9	2.01	1.09	Low
15	Interaction with supervisor makes me discover new abilities and qualities for my teaching.	17 27.0	13 20.6	15 23.8	6 9.5	2.46	1.17	LOW
	Average mean					2.47		LOW
	Overall Mean					2.78		High

SOURCES: PRIMARY DATA, 2017

Result in Table 4.4: Indicate that the principal instructional supervision with overall mean (2.78), hence the research question on the objective one was to examine the level of principal instructional supervision their overall response in indicted with mean (2.78) which is rated high this shows that principals perform their instructional supervisory role regularly. The construct on principal monitors teachers attendance register on daily bases was rated very high was indicated with (mean =3.00), implying that the principals' monitors teachers' attendance register on daily bases is used as a means of principal instructional supervision in secondary schools in Danko Wasagu local government area of Kebbi state.

Regarding supervisors of school help to ensure professional development of teachers, results indicated that this construct was rated as high and this was indicated by the mean (mean =2.90), hence, implying that supervisors of schools helps to ensure professional development of teachers with the aim of increasing the teachers performance in government secondary school in Danko Wasagu local government area of Kebbi State. Still results indicated on principals help teachers when they have problems in their lesson was rated low with a (mean=2.26).this shows that there is no effect on this aspect.

With respect to principal supervision assist teachers to improve in their teaching process, results indicated that this construct was rated as very satisfactory and this was indicated by the mean (mean=3.03), hence, implying that principal instructional supervision helps to assist teachers to improve in their teaching process in government secondary school in Danko Wasagu local government area of Kebbi state ,still results indicated that principals always check how teachers prepare their lesson plans and lesson notes on daily bases with a mean (2.82) which this construct was also rated high.

Regarding the principals supervises teachers during teaching and learning to ascertain lesson effectiveness, results indicated that this construct was rated very high, this was indicated with mean (mean =3.01), implying that the principals always supervises teachers during teaching and learning to ascertain lesson effectiveness, in secondary schools in Danko Wasagu local government area of Kebbi state. The results on the principals check through the scheme of work to ensure that it is adhere to indicate that the construct was also rated high with mean (mean =3.04),hence ,implying that principals always checks through the scheme of work to ensure that

it is adhere to With respect to the principal visit classes and inspects books and students note book indicated that the construct was rated low with (mean=2.23),hence implying that principal visit classes and inspect books and students note book in secondary school in Danko Wasagu local government area of Kebbi state. Still the results indicated on the construct principals check weekly dairy to ensure topics coverage the weekly dairy was indicated very high with mean (mean =3.04),hence .implying that principals always checks the weekly diary to ensure topic coverage. With respect to principals perform the duty of instructional supervision accordingly was rated very high with mean (mean=3.00),hence ,implying that principals do perform their duties according to the principles of instructional supervision in secondary school in Danko Wasagu local government area of Kebbi state.

With respect to I like interacting with my instructional supervisors to get more ideas about how to improve my class performance was rated very high with mean (Mean =3.07) hence ,implying that teachers in this school are very in-tested in interacting with their instructional supervisor so that they can have more ideas and improve in their class room performance. still the result indicated on the construct interacting with my instructional supervisor scare me because he criticize rather than assist me improve in my teachers' performance was rated very high with mean (Mean = 3.00), hence, implying that teachers in this schools are scare when they meet their instructional supervisors in secondary schools in Danko Wasagu local government area of Kebbi state. Results indicated on the construct interacting with my supervisor makes me look more information on my subject to improve my performance was rated high with mean (Mean =2.95) hence, implying. With respects to constructs on adequate teaching materials as suggest by instructional supervisors help me teach more, was rated low with mean (mean =2.01) hence, implying that instructional material suggested by instructional supervisor may not help to teacher more .still the results indicated on interaction with supervisor makes me discover new abilities and qualities for my teaching was rated low with mean (mean =2.46) hence, implying that teachers do not discover new abilities in them when the interact with their instructional supervisors.

4.3 Teachers' performance

The dependent variable in this study was teachers' performance and it was broken into fifteen constructs teachers performance questions and each of this question was based on four point linker scale where

respondents were asked to indicate the extent to which they agree or disagree with each question, and their responses were analyzed using SPSS and summarized in table 4.4 below.

Table 4.5: Mean Showing Teachers' Performance. (n=196)

NO	Item/Questions	4	3	2	1	Mean	STD	Mean Interpretation
TEACHERS' PERFORMANCE								
Timely scheming of work								
1	Teachers complete schemes of work by the first day of the term.	80 40.6	73 37.1	23 11.7	20 10.2	3.08	.964	Very high
2	Teachers prepare lesson plans and lesson notes before conducting the lessons	60 30.5	43 21.8	27 13.7	66 33.5	2.49	1.24	Low
3	Teachers follow the curriculum to prepare their weekly scheme of work.	76 38.6	60 30.5	50 25.4	10 5.1	3.03	.92	Very high
Average mean						2.86		High
Timely lesson planning								
4	Teachers always come with lesson plans in class.	73 37.1	46 23.4	40 20.3	37 18.8	2.79	1.13	High
5	Teacher-student relation improve teacher's performance.	41 20.8	62 31.5	35 17.8	58 29.4	2.43	1.12	Low
6	Teacher lesson preparation helps in successful lesson	63 32.0	40 20.3	39 19.8	54 27.4	2.57	1.20	High
Average mean						2.59		High
Lesson delivery, actual teaching								
7	Teachers constantly fill in weekly diary.	39 19.8	59 29.9	35 17.8	69 32.5	2.36	1.13	Low
8	Teachers are punctual and wait till closing hours.	27 13.7	61 31.0	43 21.8	65 33.0	2.25	1.06	Low
9	Teachers go for further training to improve their teaching and learning.	58 29.4	52 7.95	47 23.9	36 18.3	2.68	1.08	High
Average mean						2.43		Low
Maintenance of record of work								
10	Teacher attend PTA meetings to discuss matters affecting the school and Students.	63 32.0	57 28.9	26 13.2	50 25.4	2.67	1.17	High
11	Teachers regularly attend their lessons	45 22.8	47 23.9	58 29.4	46 23.4	2.46	1.08	Low
12	Teachers maintain a record of covered work.	59 29.9	63 32.0	40 20.3	34 17.3	2.75	1.06	HIGH
Average mean						2.62		HIGH
Teachers physical presence								
13	Teachers create a friendly learning environment.	35 17.8	41 20.8	62 31.5	58 29.4	2.27	1.07	Low
14	Teachers participate in staff meetings.	46 23.4	40 20.3	49 24.9	61 31.0	2.36	1.15	Low
15	There is guidance and counseling of students by teachers.	65 33.0	45 22.8	49 24.9	37 18.8	2.70	1.12	High
Average mean						2.44		Low
Overall Mean						2.59		High

SOURCES: PRIMARY DATA, 2017

The result in table 4.5 Teachers' Performance, shows, the overall mean in this construct Teachers' performance is (Mean 2.57) and it was indicated high. Hence implying that teachers in secondary school in Danko Wasagu local government area of Kebbi state perform their work effectively.

With respect to the construct on all teachers complete scheme of work by the first day of the term was rated very high (Mean 3.08) hence implying that all teachers complete scheme of work by the first day of the term teachers in secondary schools in Danko Wasagu local government area of Kebbi state. Still results indicated on teachers prepare their lesson plan and notes before conducting their lesson was rated low with (Mean 2.49), hence implying that teachers do not prepare their lesson plan and notes before they conduct their lessons. The construct on teachers follow the curriculum to prepare their weekly scheme of work is rated very high with (Mean 3.03), hence implying that a majority of the teachers in these schools follow the curriculum to prepare their weekly scheme of work.

With respect to the construct on teachers always come with lesson plan in class, was rated high with (Mean 2.79),hence implying that majority of the teachers of government secondary school in Danko Wasagu local government area of Kebbi state teachers always come with lesson plan in class which help them to have an effective performance, still on the construct of teacher-student relationship improve teacher performance is rated low with (Mean 2.43),hence implying that teachers do not have teachers- student relationship which will help them to improve and perform their work effectively.

With respect to the construct on teacher lesson preparation help successful lesson was rated high with (Mean 2.57) hence implying that teacher lesson preparation help successful lesson in their classes. Still results on the construct on teachers constantly fill in the weekly dairy was rated low with (Mean 2.36),hence implying that teachers do not constantly fill in their weekly dairy of work in secondary schools in Danko Wasagu local government area of Kebbi state. With respect to construct on teachers and wait till closing hours was rated low with a (Mean 2.25) hence implying that teachers are not punctual in their attendance and they leave schools before closing hours.

With respect to the construct on teachers do go for further training to improve their teaching and learning was rated high with (Mean 2.68) hence implying that the teachers of secondary school in Danko Wasagu local government area of Kebbi state always go for further training to improve in their teaching and learning which help them to perform their work effectively. Still the result indicated on teachers do attend PTA meeting to discuss matter affecting the school and students was rated high with (Mean 2.67) hence implying that teachers of this schools do attend PTA meetings so as to discuss importance issues affecting the school and students. The construct on teachers regular attend their lessons was rated low with a mean (2.46), hence this indicated that teachers do not attend their lessons regularly secondary schools..

Still on the construct teachers' maintain a record of work covered was rated high with (Mean 2.75) hence implying teachers' maintain a record of work covered in secondary school in Danko Wasagu local government area of Kebbi state. With respect to construct teachers create a friendly learning environment which was rated low with (Mean 2.27) hence implying that teachers do not create a friendly learning environment which also affect their performance. teachers participate in staff meetings was rated low with (Mean 2.36) hence implying that only few staff attend staff meetings. With respect to construct on there is guidance and counseling of students by teachers was rated high with Mean (2.70),hence implying there is regular guidance and counseling of students by teachers in secondary schools in Danko Wasagu local government area of Kebbi state.

Table 4.6: Pearson Correlation between principals' instructional Supervision and Teachers' Performance in secondary schools in Danko Wasagu Local government area of Kebbi state.

Variables correlated	Mean	r-value	Sig	Interpretation	Decision Ho
Principal instructional supervision VS Teachers' performance	2.78 2.59	0.000	0.01	Positive relationship	Rejected

**correlation is significant at the 0.01 level (2-tailed)

Source; Researchers' computation table, 2017

The Pearson's linear correlation coefficient (PLCC) result in table 4.6; indicated that principal instructional supervision has a significant relationship on teachers' performance in secondary schools in Danko Wasagu local government area of Kebbi state Nigeria, since the sig value (0.01) was far less than 0.05, which is the maximum level of significant required to declare a significant relationship. Therefore this implies that principal instructional supervision as a factor that significantly affects teachers' performance. Based on these result, the stated null hypothesis was rejected and hence implying that the increase in principal instructional supervision increased teachers' performance in Danko Wasagu local government area of Kebbi state, Nigeria.

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the findings, conclusion, and recommendation and suggests area that needs further research.

5.1 Discussions.

This study was set to find out the principal instructional supervision and teachers' performance of secondary schools in Danko Wasagu local government area of Kebbi state. The following specific objectives guided this study and these were i), to determine principal instructional supervision in secondary schools in Danko Wasagu local government area of Kebbi state. ii) To assess teachers' performance in secondary school in Danko Wasagu local government area of Kebbi state and iii) To establish the relationship between principal instructional supervision and teachers performance of secondary schools in Danko Wasagu local government area of Kebbi state.

5.1.1 Principals' instructional supervision.

The first objective of this study was to determine principals' instructional supervision of secondary school in Danko Wasagu local government area of Kebbi state, the findings indicated; with an overall mean (2.78) therefore this implies that there is an effective instructional supervision by principal of schools, which helps to increase the teachers' performance. This finding is also in line with Parthy (1992) who noted that instructional supervision stimulates the growth of teachers in their professional performance. Bar (1993) also supported that principal instructional supervision provide expert assistance to teachers to help them acquire more skills and competences for effective teacher performance. Kwebu (2014), noted that it is assumed that effective school supervision is likely to improve teachers' professional performance and subsequently enhance the general output of students in the school. Instruction support of principal when teachers have problems is low with a mean of (2.26) and principal visit classes to inspect books, and students note books is also rated low this imply that the principal do not

support their teacher in class and do not have time to visit them in class to inspect note of students. This also in line with the findings of (Fullan 2007) who stated that there is no effectiveness in supervision in classroom because principals and vice principals spend much time in their offices managing facilities, resolving students indiscipline, purchase of office and facilities thereby devoting less time or no time to instructional matters.

5.1.2: Teachers' performance

The second objective of this study was to assess teachers' performance of secondary schools in Danko Wasagu local government area of Kebbi state. The result indicated high with an overall mean of (2.57) therefore this imply that there is a high teachers' performance in terms of completion of scheme of work by the first day of resumption in school, proper use of the school curriculum to prepare their weekly scheme of work which was also rated very high level. This is in line with the study conducted by Olawoye (2009), through adequate teaching materials, provision of adequate teaching facilities, availability of instructional materials, attendance in seminars organized by instructional supervisors, improve teachers' performance.

5.1.3 Relationship between principal instructional Supervision and Teachers Performance.

The third objective of this study was to establish the relationship between principal instructional supervision and teachers 'performance, the results indicated a significant relationship between principal instructional supervision and teachers' Performance, since the sig value (0.01) was far less than 0.05, which is the maximum level of significant required to declare a significant relationship. Therefore this implies that principal instructional supervision as a factor significantly affects teachers' performance. The null hypothesis was rejected a relationship exist and meaning that improvement in principal instructional supervision can also increase teachers' performance in secondary school in Danko Wasagu local government area of Kebbi state. The study further revealed that principal instructional supervision strategies significantly affect teachers' performance, the coefficient correlation; section also revealed that all aspects of principals' instructional supervision strategies account for the biggest influence on teachers' performance. The findings is in line with Nwachukwu (2014) who stated that instructional Supervision is a complex process that must play a prominent function in all education systems. Ideally, instructional supervision is a partnership between supervisors and supervisees, in which

both partners are actively involved in the planning and direction taken. Feedback and guidance are essential components of learning and development and so it is vital that supervisors provide supervisees (teachers) with both. In return, supervisees must demonstrate an openness and commitment to the process, along with a strong sense of self-motivation and self-improvement (Ani, 2007).

Chukwu, (2012).in his study indicated that Proper guidance from experts is one of the purpose of supervision which is to provide academic guidance by an experienced teacher or expert/specialist in different school subjects so that new recruit or junior teachers are able to develop their skills and capacity so as to have an effective teacher performance.

5.2 Conclusions.

Based on the findings of the study the following conclusions were drawn.

1. Objective One Principal instructional Supervision

There is a positive effect which indicated high, this shows that principals carry out their instructional supervision effectively, through regular monitoring of teachers attendance by instructional supervision, ensuring professional development of teachers hence concluding that effective principal instructional supervision, plays a vital role in supporting the teachers performance, principal helps teachers when they have problems in lesson and visiting of principal to inspect books of students to ensure coverage should be improved therefore, the principal should intensify more effort in his instructional supervision in term of inspecting student note books to ascertain the level of coverage of topics and supporting teachers in their lesson, in terms of scheme of work, lesson plan and lesson notes in school secondary school in Danko Wasagu local government area of Kebbi state.

2. Objective Two Teachers' Performance

There is a positive effect with a high level on teachers completion of scheme of work on the first day of the term, use of curriculum to prepare the scheme of work and teachers' lesson preparation helps in successful lesson is rated high hence, it indicate that there is high level of teachers' preparedness to improve their performance. In conclusion on their relationship with students and filling of weekly dairies which was rated low teachers should intensify more effort to improve on their relationship with student and always fill in their weekly dairy. This will help

to indicate the level of teachers' performance in secondary school in Danko Wasagu local government area of Kebbi state. Teacher performance should be increase through regular supervision of teachers' presence in school preparation of lesson plan and lesson notes.

3. Objective Three Relationship between principals' instructional Supervision and Teachers' Performance

Due to the findings indicating a significant relationship between principals' instructional supervision and teachers' performance the null hypothesis is rejected, hence concluding that improvement in principal instructional supervision can also increase teachers' performance in secondary schools in Danko Wasagu local government area of Kebbi state. This indicate that inspectorate division and principals should always try to find some mutually acceptable solution that partially satisfies teachers' performance during their instructional supervision.

5.3. Recommendations

Based on the findings and conclusions of the study, the following recommendations were made in order to improve instructional supervision for the achievement of the set educational goals in secondary schools in Danko Wasagu local government area of Kebbi state .

1.The researcher recommend that the school principals should provide adequate instructional materials and facilities through Parents-Teachers Associations, (PTA), Old Students' Associations, Non-Governmental Organizations (NGOs), Communities, Philanthropists and other Development Partners, to enhance effective principal instructional supervision processes in secondary schools in Danko Wasagu local government area in Kebbi state Nigeria.

2. The researcher recommends that Government and professional bodies in the education sector should organize periodic capacity development workshops for teachers of secondary schools on teachers' performance in terms of how to prepare their scheme of work, preparation of lesson plan and lesson notes, various methods of lesson delivery which can help them to improve in their teachers' performance as well as teaching and learning processes in secondary schools.

3. The researcher recommend to the principals and zonal Inspectorate division of Danko Wasagu to put moderate emphasis on both the goals of principal instructional supervision and the

relationship with teachers' Performance. The principals who are managers of the schools should always listen to teachers' problems and challenges and help to introduce possible solution so that both can share ideas this can make them both feel as one, hence getting back to work to achieve the goals of the school.

Contribution to knowledge

The following are some of the strategies used on principals' instructional supervision to improve teachers' performance, monitoring of teachers' attendance registers on daily bases, ensuring professional development of teachers, assist teachers and suggest how they can improve their teaching supervision of teachers during teaching and learning, class visitation by principal to check students not books and the following are the measurement of teachers performance, completion of scheme of work on the first day of the term, proper use of school curriculum to prepare scheme of work, use of lesson plan during lesson, proper preparation of lesson plan it helps them to deliver successful lesson.

5.4 Area for further study

Prospective researcher scholars and even students are encouraged to carry out study on the following areas.

1. Principals' instructional supervision and teachers' effectiveness can be conducted in another local government area of Kebbi state Nigeria.
2. The effect of principal instructional supervision and Teachers effectiveness of government secondary school in other part of Nigeria can also be conducted by new researchers.
3. Perception of teachers on principal instruction supervision and students' performance in government secondary school in other parts of Kebbi state, Nigeria.

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APPENDIX I: TRANSMITTER LETTER

 **KAMPALA INTERNATIONAL UNIVERSITY**

Qigsha Road-Kansanga
P.O. Box 20000, Kampala, Uganda.
Tel: +256-414-266813, +256-414-267834
Fax: +256-414-501974 Cell: +256-701-883392
E-mail: admissions@kiu.ac.ug
Website: www.kiu.ac.ug

College Of Education, Open and Distance E-Learning
Office of the Principal

26th May, 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

SUBJECT: PERMISSION TO CONDUCT A RESEARCH STUDY IN YOUR ORGANISATION

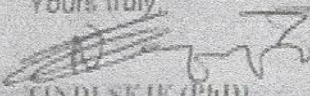
With reference to the above subject, this is to certify that Mr. **DANASABE UMARU** Reg No.1163-07096-05563 is a bonafide student of Kampala International University pursuing Master Degree in Educational Management and Administration.


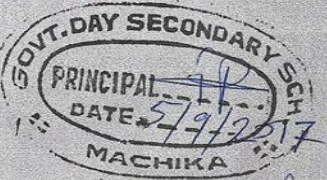
He is currently conducting a field research entitled, "Principal school supervision and Teachers' morale of secondary schools in Danko Wasagu Local Government area of Kebbi State, Nigeria"

This area has been identified as a valuable source of information pertaining to his research project. The purpose of this letter therefore is to request you to avail him with the pertinent information as regards to her study.

Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

TINDI SEJE (PhD)
AG. PRINCIPAL (CEODL)
tindi.seje@evaluation.com
+256 752 553 123

I wish to notify the authority concerned that project staff have made his survey in the school mentioned below, G.D.S.S. Machika.

APPENDIX II: LETTER TO THE RESPONDENTS

DEAR SIR /MADAM

I am a student for Masters in Educational Management and Administration at Kampala International University ,Uganda and currently pursuing a thesis titled “ principals’ instructional supervision and teachers’ performance in secondary schools in Danko Wasagu local government area of Kebbi state Nigeria “. In view of this empirical investigation, I may request you to be part of this study by answering the questionnaires. I am rest assured that the information you would provide shall be kept with utmost confidentiality and will be used for this academic purpose only.

As you answer the questionnaire, please do not leave any item unanswered. Furthermore, I may retrieve the filled questionnaire within five days from the date of the distribution.

Thank you very much in advance.

Yours faithfully,

Danasabe Umaru.....

APENDIX III: INFORMED CONSENT

In signing this document, I am giving my consent to part of the study of Danasabe Umaru that will focus on “Principals’ Instructional Supervision and Teachers’ Performance in Danko Wasagu Local Government area of Kebbi state Nigeria”.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to draw my participation any time.

I have been informed that the research is voluntary and that the result will be given to me if I ask for it.

Initials: _____

Date: _____

APPENDIX IV: (MAP OF RIBAH, DANKO WASAGU LOCAL GOVERNMENT)



Ribah

 **MORE INFO**

 **DIRECTIONS**

APPENDIX V: QUESTIONNAIRE FOR TEACHERS

Dear Sir /Madam

I am Danasabe Umaru a student of Kampala International University Kampala Uganda, pursuing a master's degree in educational administration and management and conducting a research on principal instructional supervision and teachers' performance in secondary schools in Danko Wasagu local government area of Kebbi state Nigeria. Your response to this questions will be kept strictly confidential only be used for research team and be used only for academic purpose.

This questionnaire is designed to assist the researcher complete the academic research project.

You are required to choose any option that best suit your opinion by using a tick (✓) in the pox provided.

This questionnaire is designed to assist the researcher complete the academic research project.

SECTION A: Respondent's Demographic Characteristics.

GENDER

Male []

Female []

AGE

40-45 []

46-50 []

51-55 []

56-60 []

EDUCATIONAL QUALIFICATION

HND []

BARHALORS []

MASTERS []

WORKING EXPERIENCE AS PRICIPAL

1-10 []

11-20 []

21-30 []

ABOVE 31YEARS []

SECTION 'B' SCHOOL SUPERVISION (PRINCIPAL)

In this section, please rate the following statement using linker scale; where

4-Strongly Agree (SA)

3-Agreed (A)

2-Disagree (D)

1-Strongly Disagree (SD)

	PRINCIPAL INSTRUCTIONAL SUPERVISION	SA 4	A 3	D 2	SD 1
	PRINCIPALS' INSTRUCTIONAL SUPERVISION				
1	The principal monitors teachers attendance register on daily bases				
2	The principal helps to ensure professional development of teachers				
3	Principal help teachers when they have problems in their lessons				
4	Principal Supervision assist teachers to improve their teaching process				
5	principal checks how teachers prepare their lesson plans and lesson notes on daily bases				
6	principal supervises teachers during teaching and learning to ascertain lesson effectiveness				
7	principal checks scheme of work to ensure that it is adhere to				
8	principal visit classes, inspects books and student's note books				
9	Principal checks weekly diaries to ensure topics coverage				
10	Principal perform his duty of instructional supervision accordingly.				
11	I like interacting with my instructional supervisors to get more ideas about how to improve my class performance				
12	Interaction with instructional supervisor scares me because he criticizes rather than assist me improve my teacher performance.				
13	Interaction with my supervisor makes me to look for more information on my subject(s) to improve my instruction performance				
14	Adequate teaching materials as suggested by instructional supervisors help me teach more.				
15	Interaction with supervisor makes me discover new abilities and qualities for my teaching.				

APPENDIX VI: QUESTIONNAIRE FOR PRINCIPALS AND VICE PRINCIPALS

Dear Respondent

I am Danasabe Umaru a student of Kampala International University Kampala Uganda, pursuing a master's degree in educational administration and management and conducting a research on principal instructional supervision and teachers' performance in secondary schools in Danko Wasagu local government area of Kebbi state Nigeria. Your response to these questions will be kept strictly confidential only be used for research team and be used only for academic purpose.

This questionnaire is designed to assist the researcher complete the academic research project.

You are required to choose any option that best suit your opinion by using a tick()in the pox provided.

SECTION A: Respondent's Demographic Characteristics.

GENDER

Male []

Female []

AGE

20-25 []

26-30 []

31-35 []

36-40 []

41-45 []

46-50 []

Above 50 years []

EDUCATIONAL QUALIFICATION

DIPLOMA []

NCE []

HND []

BARCHALORS []

MASTERS []

WORKING EXPERIENCE AS PRINCIPAL

1-10 []

11-20 []

21-30 []

ABOVE 31YEARS []

SECTION 'B' TEACHERS' PERFORMANCE

In this section, please rate the following statement using linkert scale; where

4-Strongly Agree (SA), 3-Agreed (A), 2-Disagree (D), 1-Strongly Disagree (SD).

	TEACHERS' PERFORMANCE	SA 4	A 3	D 2	SD 1
1	Teachers complete schemes of work by the first day of the term.				
2	Teachers prepare lesson plans and lesson notes before conducting the lessons				
3	Teachers follow the curriculum to prepare their weekly scheme of work.				
4	Teachers always come with lesson plans in class.				
5	Teacher-student relation improves teacher's performance.				
6	Teacher lesson preparation helps in successful lesson				
7	Teachers constantly fill in weekly dairy.				
8	Teachers are punctual and wait till closing hours.				
9	Teachers go for further training to improve their teaching and learning.				
10	Teacher attends PTA meetings to discuss matters affecting the school and Students.				
11	Teachers regularly attend their lessons				
12	Teachers maintain a record of covered work.				
13	Teachers create a friendly learning environment.				
14	Teachers participate in staff meetings.				
15	There is guidance and counselling of students by teachers.				

APPENDIX VII: TABLE OF DETERMINING SAMPLE SIZE CARECY AND MORGAN

TABLE 1
Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.