

**AN ASSESSMENT OF THE LEVEL OF PRINCIPAL SUPERVISORY  
PRACTICES IN PUBLIC SECONDARY SCHOOLS IN OVIA NORTH  
EAST LOCAL GOVERNMENT AREA OF EDO STATE**

**OBASS MARY  
EDU 1713761**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT  
FACULTY OF EDUCATION  
UNIVERSITY OF BENIN  
BENIN CITY**

**JANUARY 2024**

**AN ASSESSMENT OF THE LEVEL OF PRINCIPAL SUPERVISORY  
PRACTICES IN PUBLIC SECONDARY SCHOOLS IN OVIA NORTH  
EAST LOCAL GOVERNMENT AREA OF EDO STATE**

**OBASS MARY  
EDU 1713761**

**A PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATIONAL  
MANAGEMENT (DEM) AND SUBMITTED TO THE FACULTY OF  
EDUCATION, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF BACHELOR OF EDUCATION B.(Ed) OF THE  
UNIVERSITY OF BENIN, BENIN CITY.**

**JANUARY 2024**

## CERTIFICATION

We, the undersigned names hereby certify that this research work was carried out by OBASS MARY with Matriculation Number: EDU1713761 of the Department of Educational Management, Faculty of Education, University of Benin, Benin City.

\_\_\_\_\_  
**Dr. N. Obiweluozor**  
**(Project Supervisor)**

\_\_\_\_\_  
**Dr. D.I. Udom**  
**(Project Coordinator)**

**Date** \_\_\_\_\_

**Date:** \_\_\_\_\_

\_\_\_\_\_  
**Dr. (Mrs.) U. Momoh**  
**Head of Department**

**Date:** \_\_\_\_\_

## **DEDICATION**

This work is dedicated to God Almighty and to my supportive Husband

## ACKNOWLEDGEMENTS

All honour goes to God Almighty, my heavenly father who kept me calm through every storm and made this dream a reality.

I am profoundly indebted to my project supervisor Dr. Nkechi Obiweluozor for her invaluable support, detailed explanations, suggestions, practical advice and relevant information which helped me in writing this project.

I wish to specifically acknowledge the guidance and assistance received from my husband who is always available to support.

I also wish to appreciate my “fantastic children” whose unwavering love kept me through my five years in the institution, Eloghosa, Eseosa , Osagie and my wonderful twins Oghogho and Osasogie AKA Odion and Ovbokhan.

I could not have journeyed without my amazing reading group and friends (Mrs. Osa Gabriella Angela, Mrs. Maryann Oghobamien, Mrs. Favour Bello Imosili), and to all my fellow students of Educational Management who showed me that all i need are people with good hearts who are fun and focused to navigate through anything.

## TABLE OF CONTENTS

	<b>Page</b>
TITLE PAGE	i
CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	viii
<b>CHAPTER ONE: INTRODUCTION</b>	
Background to the Study	1
Statement of the Problem	4
Research Questions	5
Purpose of the Study	6
Significance of the Study	6
Scope and Delimitation of the Study	8
Definition of Terms	8
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>	
Theoretical Framework	9
Concept of Supervision	10
Level of Principals Instructional Supervision	15
Level of Principals Personnel Supervision	20
Level of Principals Student Supervision	25
Summary of Reviewed Literature	29
<b>CHAPTER THREE: METHODOLOGY</b>	
Research Design	31

Population of the Study	32
Sample and Sampling Technique	32
Research Instrument	32
Validity of the Instrument	33
Reliability of the instrument	33
Method of Data Collection	33
Method of Data Analysis	34
<b>CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS</b>	
Presentation Results	35
Discussion of Findings	40
<b>CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS</b>	
Summary	43
Conclusion	44
Recommendations	45
<b>REFERENCES</b>	<b>46</b>
<b>APPENDIX</b>	<b>48</b>

## ABSTRACT

This study was designed to examine the assessment of the level of principal supervisory practices in Ovia North East Local Government Area of Edo State. In order to achieve the purpose intended, three research questions were raised. The study adopted a survey descriptive research design. The sample population of the study was 100 respondents randomly selected from secondary schools in Ovia North East Local Government Area of Edo State. The instrument for the study was questionnaire which was validated through expert judgment approach and was tested for reliability through the test-re-test method with reliability index of 0.52. A descriptive statistic was adopted. The data collected were analyzed using frequency counts and percentage.

The study further shows that there is low level of principal supervision in public secondary schools in Ovia North East Local Government Area of Edo State; there was low level of personnel supervision in public secondary schools in Ovia North East Local Government Area of Edo State and there is low level of student supervision in public secondary schools in Ovia North East Local Government Area of Edo State.

Based on the findings, it was recommended that government should initiate a periodic training for principals of supervisory practices; principals should pay better attention to teachers to ensure that they carry out their duties effectively and principals should constantly engage in classroom visitation and monitoring of student's academic performance.

# CHAPTER ONE

## INTRODUCTION

### **Background of the Study**

A school is an institution designed to provide learning spaces and learning environment for students or pupils under the direction of teachers. It encompass a range of educational stages from preschool to university and they can be public {government funded} or private. In every school environment there is the administrative board who runs the operations of the school and the board is headed by the school principal who oversees all the schools activities. A school principal is the head of a school responsible for managing the schools days to day operations in overseeing the educational programs ensuring a safe and effective learning environment and acting as a main administrative figure. The principal works closely with teachers, staffs, students, parents and sometimes the boarders community making decisions related to staffing, curriculum, discipline, school event, and other managerial aspects. In every school environment especially secondary setting there must be a principal who occupies a status by virtue of his appointment by the school head. The vitality of the school rest on his functional leadership traits and he should be capable of stimulating and invigorating the teachers and students to

achieve institutional goals and objectives. The school principal provides direction and exports advises on development teaching and learning in the school. The principal's objective is to guide, lead, direct, conduct and motivate both the teaching and non teaching staff towards the achievement of the schools goals. The principals primary function includes that of exhibiting effective instructional leadership for the improvement of the diversified curriculum and quality of instructional programme, management of curriculum and instructional supervision of class activities, monitoring and evaluation of students progress, achievement, promotion and enhancement of learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning for students, supervising teachers among others (Nwite, 2016). Nebedum and Akinfolarin (2017) stated that a principal techniques for teachers as well as students as students who form the major part of the school system for effective teaching and learning. When a principal is effective in the supervision of the school activities teachers would become competent in the practice of their profession and students may have greater chances of getting the kind of education they need to play the roles in the society.

Supervision is the act or process of overseeing, directing or managing activities, people or process to ensuring that they are being conducted correctively and effectively. It involves monitoring guiding and evaluating individual tasks to achieve desired outcome. The goal of supervision is often to ensure that standards are met, task are completed accurately and timely and that individuals have the necessary support and guidance to perform effectively. According to Uwaleke and Iyala (2016) the duty of ensuring effective teaching and learning in secondary school lies with the principal who employs the various instructional supervisory techniques to stimulate teachers to take their job seriously. There are different types of supervision - Administrative supervision, Clinical supervision, Operational supervision, Transformational supervision, Self-supervision, Strategic supervision, Performance based supervision. Instructional supervision focuses on the principals role in improving teaching and learning in the school. This involves how effectively the principals support implements the curriculum, the teachers and raises students achievement.

Peretomode (2001) stated that for teachers to perform their teaching duties effectively, the principal must always check their lesson notes to ascertain whether the content for academic objectives are fully covered in the

lesson note “A lesson note refers to a document where the teacher basically indicates the flow of the lesson and its effect on the learners. Most often, a lesson note is a hand written document where the teacher documents what is to be taught and activities the students are to engage in” He mentioned that the principal supervises teachers lesson note regularly it would enhance teachers performance in classroom. The development of a lesson note serves as a road map to effective teaching. From the foregoing the study is directed at assessing The Level Of Principals Supervisory Practices In Public Secondary Schools In Ovia North-East Local Government Area, Edo State.

### **Statement of the Problem**

It is disheartening to note that principals supervision in secondary schools seem to be ineffective due to strategies not being properly applied by the principal. The teachers effectiveness and student learning outcome is supposed central in the heart of the principal. Hence principals are expected to generate ideas, opinions and contributions to teachers effectiveness through supervision. It is observed that issues concerning students outcome and teachers personal needs, developmental need and instructional activities seem not to be taken care of during supervision by principles. There seems to be ineffectiveness in our public secondary schools as some teachers are seen in

the market place engaging in personal trade during school hours, some students aren't learning at the pace they should as because some secondary students are not articulate in grammar/use of English. It is common to see students in their uniform roaming the streets in their school uniform during school hours.

Could the level of principal supervision be the cause of this ineffectiveness in public secondary school? Therefore this study seeks to asses the level of principal supervisory practices in public secondary schools in Ovia North East Local Government Area.

### **Research Questions**

The following research questions were raised to guide the study;

1. What is the level of principal's instructional supervision in public secondary schools in Ovia North East Local Government Area Edo State?
2. What is the level of principal's personnel supervision in public secondary schools in Ovia North East Local Government Area Edo State?
3. What is the level of principal's student supervision in public secondary schools in Ovia North East Local Government Area Edo State?

## **Purpose of the Study**

The purpose of the study is to assess the level of principal supervisory practices in public secondary schools in Ovia North East Local Government Area in Edo State. In specific terms the study seeks to examine;

- ❖ The level of principal instructional supervision in public secondary schools in Ovia North East Local Government Area Edo State
- ❖ The level of principal's personnel supervision in public secondary schools in Ovia North East Local Government Area Edo State
- ❖ The level of principal's student supervision in public secondary schools in Ovia North East Local Government Area Edo State

## **Significance of Study**

This study will help the following groups; Principals, Teachers, Schools', management, educational board, the parent teachers association (PTA), and other researchers interested in supervision of instruction.

The finding of this study would serve as eye opener to the educational administrators, principals to the relevance of supervisory practices (classroom visitation and classroom observation) in carrying out their their supervisory role effectively. Finding from this study would serve as means of ameliorating

the difficulties in the administration of public secondary schools occasional by the lack of principals classroom visitation, workshops and demonstration techniques among others.

The findings of this study will help teachers to understand and appreciate the importance of supervision of instruction of effective classroom performance. It will help them understand the role of supervisors as to assist them to not harass them. This will go a long way in correcting teacher's attitude towards supervision with a view of enhancing their classroom performance. This study will help the schools' management to have understanding about the teachers perception of supervision of their performance at work. This understanding will help them formulate policies that would be teacher friendly in the sense that the perception of the teacher towards supervision can make or destroy the learning process.

Additionally, the findings may help the government to be more proactive in appointing principals for these public secondary schools and improve the management of education.

Findings from this study would be an eye opener to the authorities of education most especially supervisors (internal and external) to understand that the way they supervise has a great influence on teachers' classroom

performance and that how teachers view their influence contribute greatly to the to their performance, thereby helping supervisors to improve their interactions with teachers. The findings from this study would will serve as a contribution to existing knowledge, theories and work on supervision, teachers' effectiveness and work performance.

### **Scope and Delimitation of the Study**

The study focuses on principal's supervisory practices. Specifically, it covers principal's supervision of instructions, personnel and students. The study is delimited to public secondary schools in Ovia North East Local Government Area in Edo State.

### **Definition of Terms**

The following terms are defined as used in the study

***Principal's Supervisory Practices:*** A process where the principal evaluates his supervisory methods.

***Instructional Supervision:*** Supervision of teaching and learning process by the principal.

***Student Supervision:*** Supervising the students to ensure they meet academic goals.

*Personnel Supervision:* Supervision of the teachers in the school to ensure they are productive.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In this chapter attempts were made to review some of the available literature that are related to this study. The study is on The Assessment of the Level of Principal Supervisory Practices In Public Secondary Schools In Ovia North East Local Government Area. The review was done under the following subheadings:

- Theoretical Framework
- Concept of Supervision
- Level of Principals Instructional Supervision
- Level of Principals Personnel Supervision
- Level of Principals Student Supervision
- Summary of Reviewed Literature

#### **Theoretical Framework**

The theory adopted in this study is the Douglas Mcgregoy X and Y Theory. The theory asses that the attitude of employees towards work determines the style of management to be adopted. If you believe that your

team members dislike their work and have little motivation you'll likely use an authoritarian style of management, Theory X. On the other hand, if you believe that your people take pride in their work and see it as a challenge, then you'll more likely adopt a participative management style, Theory Y. As part of this theory, managers must be able to motivate employees. Importantly, different types of employees are motivated by different sorts of rewards.

According to the theory above the approach that you take will have a significant impact on your ability to motivate your team members. So, it's important to understand how your perceptions of what motivates them can shape your management style.

### **Concept of Supervision**

Supervision is one of the most important tasks of management. No organization, whether public or private, can work without the provision of supervision at the different levels of administration. Supervision is an important factor in the coordination process of any organization. This approach assumes that some employees are lazy or not motivated by the work (in fact, they have a distaste of the work), unambitious, avoid responsibility, is self-centered, indifferent about organizational goals, and prefers to be directed. It calls on the leader to be proactive in managing the employees and allocation

of resources. He should motivate the subordinate through specific directives, closely supervise their efforts, and take steps to motivate accordingly. However, the conceptual work indicates that different management methods leads to effective performance (reward, punishment) to influence the level of principal supervisory practices in Ovia North East Local Government Area Edo State.

### **Objectives of Educational Supervision**

Educational Supervision is carried out with certain objectives.

- To improve the teaching skills of teachers.
- To acquaint the teachers with new pedagogical approaches.
- To improve the learning environment in the school.
- To diagnose the problems faced in the process of teaching learning.
- To develop interpersonal relationships among the stakeholders.
- To integrate the elements of educational system.
- To promote cooperative educational effort in a friendly atmosphere.

### **Characteristics of Effective Supervision:**

- a. The effective supervision is directly related to the level of human interaction that can be established and maintained.

- b. Effective supervision is scientific. Successful supervisors take a personal interest in their associates with whom they work and at the same time they deal with the professional problems in an objective and impersonal way.
- c. Effective supervision is intelligently conceived: The complete success of supervision depends upon a substantial knowledge of both modern educational processes and developments psychological and emotional attributes of the people.
- d. Effective supervision has a positive motivating effect: Good supervision should encourage the teachers to improve their teaching practices instead of discourage them.
- e. Effective supervision is both analytical and integrative: supervisor has to analyze the factors responsible to make supervision effective.

### **Functions of Educational Supervision**

The functions of educational supervision are very wide and diverse. A few are discussed below:

1. Supervision should be kept adaptable and flexible in terms of:
  - The local situation
  - The experience of teachers

- The particular problems of the teachers
- The personalities and attitudes of teachers
- Available instructional materials.

2. Supervision should improve instruction through-

- Making teachers and pupils feel comfortable
- Encouraging teachers to consider newer methods and practices
- Encouraging teachers to innovate
- Making available and interpreting improved instructional materials and resources.

- Encouraging self evaluation on the part of the teacher.
- Discovering and encouraging special strengths of teachers.
- Helping teachers to see the value of immediate and long range planning.

3. Supervision should stimulate good human relations through-

- Creating mutual respect and confidence
- Recognition of individual differences among teachers
- Tolerance of opposing viewpoints
- Co-operative thinking, planning and evaluating
- Encouraging maximum growth in areas of greatest strength.

4. Supervision should develop the power of self confidence and a feeling of security through-

- Providing adequate materials
- Providing recognition and commendation for constructive efforts
- Providing opportunity for leadership
- Contributing to a sense of personal achievement and pride
- Creating situations that foster a feeling of mutual respect among teachers and co-workers
- Sharing of knowledge of current school policies
- Encouraging teachers to share common problems.

5. Supervision should develop the power of self evaluation through–

- Freedom in seeking help
- Cooperative planning of objectives
- Stimulating the desire for growth on the job
- Cultivating an objective attitude.

6. Supervision should promote the growth of both pupils and teachers through-

- Providing a continuous challenge
- Exhibiting attribute of growth
- Providing recognition for evidences of growth

- Encouraging self evaluation
- Providing resources of all types
- Providing the experiences that make for growth
- Encouraging teachers to accept professional responsibilities outside the classroom
- Encouragement of creative activities
- Encouraging experimentation

Educational supervision is a wider concept. It is an integral part of quality education. Supervision works as a quality control technique in educational institutions. It includes inspecting the work performed by subordinate in a given set-up and quality of work is directly related to the degree of supervision.

### **Level of principal's Instructional Supervision**

As observed the level of principals instructional supervision is ineffective as the goal of the school is not being met seeing that a large population of students do not understand/ are not conversant with 70% of their subjects. Some students struggle with basic definitions of subjects not to talk of deeper parts of the topic which shows that teachers are not ensuring that knowledge is impacted in the students and this is due to poor supervision of

teachers by the principal. Instructional supervision of teachers' instructional strategies and assessment methods correlate of students' academic performance in public secondary schools in Edo State.

Instructional supervision as an element of educational management was described by Oyewole and Ehinola (2014) as an improvement of the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning, and it is considered as an important activity to achieve an effective education system. Yusuf, Aminu and Ibrahim (2015) also opined that instructional supervision is the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning. It is mainly concerned with students learning in the classroom, and it is seen as a collaborative effort which involves a set of activities structured with the aim of improving the teaching and learning process (Archibong, 2012). Teachers, whether old or new on the job need necessary support in implementing the instructional programmes. Principals as school heads therefore, need to provide this support to teachers, they have to be involved in the implementation of instructional programmes by overseeing what teachers are

doing with the students. In addition, Ogbuagu (2016) posited that instructional supervision aims at seeing how the teacher manages the classroom, teachers' mastery of the subject matter and lesson delivery. This implies that instructional supervision aims at making teachers to be effective during lessons. To carry out these tasks, Sule, Ameh and Egbai (2015) stated that the school head must have supervisory capacity to enforce this task and also encourage the teachers to utilize their talents when necessary so that at the end, instruction and instructional procedures can be improved. This further means that instructional supervision is characterised by all those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom. From the foregoing, it could be said that the general consensus from the literature is that instructional supervision aims at improving teachers' instructional practices and students' learning effectively. Hence, in the context of this study, instructional supervision of school principals are narrowed to principal's supervision of business studies teachers' instructional strategies and assessment method in relation to how they correlate with students' academic performance. According to Fayombo (2015), teaching or instructional strategies are techniques, teachers use to help students become independent and strategic learners. According to Ingrid and Reginald (2015),

teachers have a sole responsibility to decide how to utilize their resources and choose strategies that will advance their students to the appropriate depth. For instance, assigning students who have low reading levels, difficult and lengthy chapters to read silently would not be an appropriate strategy because they have yet to attain acceptable levels of comprehension. Instructional strategies are therefore part of an instructional program that helps students build cognitive and problem-solving skills (Ridnour, 2011).

These instructional strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals (Alberta Learning, 2002). In the past, research on learning and teaching in schools has focused on the teacher's behaviour rather than the learners. As a result, educators have developed "learner centered" or "student-centered" pedagogy that has significantly influenced our understanding of learning and teaching (Fayombo, 2014). Similarly, just as the learners learn in different ways, so also teachers teach in different ways. In fact, effective teaching requires flexibility, creativity and responsibility in order to provide an instructional environment able to respond to the learner's individual needs (Tulbure, 2012) and the attainment of good academic performance in secondary schools.

Sule, Ameh and Egbai (2015) opined that poor academic performances could be traced to ineffectiveness of teachers to execute their daily duties and poor instructional supervisory practices by school heads. Imeokparia (2018) in his study identified several factors that often influence students' poor academic performance such as: teachers' qualification, teaching experience, instructional materials, instructional supervision and teaching strategies. As policy-makers become more involved in school reform, greater attention is given to the role instructional supervision play on students' academic achievement. The researchers also observed that some school principals in public secondary schools in Edo state have not devoted adequate time to the supervision of classroom instruction; inspection of teachers' daily lesson notes and plans; teaching methods and assessment of students' performance during and at the end of the term amongst others. Although several attempts have been made at improving principal's instructional supervision, these efforts have not been proportionately reflected in students' overall academic performance in public secondary schools in ovia north east local government area Edo state. The researcher argues that teacher professional competence consists of three components; that is, the pre-stage, the process and the product. The pre-stage component entails training aspects as well as the

personality factors of teachers; the process component entails teacher actions and classroom practices; and lastly, the product component entails the quality of the products (students produced). The extent to which teachers exercise these professional competencies to enhance maximum students' academic achievement determines the level of efficiency of teachers in work performance. Using of appropriate teaching methods and materials, reinforcement, non-verbal communication and making learning environments as conducive as possible were identified as key aspects which determine teachers' efficiency level. Aspects under the dimension of instructional supervision include action research, direct assistance, group development, curriculum development, and professional development. From the review it can be seen that there needs to be improvement in the educational processes through instructional supervision in order to impact practical knowledge on students.

### **Level of Principal's Personnel Supervision**

The "level of principal personnel supervision" typically refers to the extent to which school principals are directly involved in overseeing and evaluating teaching and other school-related activities. In many educational systems, the role of a school principal includes supervision of the teaching

staff to ensure that educational standards are met. Personal supervision needs to be improved cause some teachers are lagging behind on their topics and assignments and its unnoticed by the principal. The principal in performing their supervisory role is expected to provide conducive conditions that would establish, strengthen and Foster more collaboration that would lead to the improvement of the non-teaching staff. The principal though saddled with many roles to perform in the school, the supervisory role is very necessary for the commitment that would ensure that there is an improvement in teacher's work (Adeyemi, 2010). To this end, the principal must be willing to explore various options to ensure that he performs his or her supervisory roles. Among this has been suggested that it can be only done based on the supervisory techniques. Some of these methods suggested includes personal supervision, authoritative, laissez-faire or free rein, democratic, bureaucratic, and training supervision. Authoritative supervision is when the supervisor uses absolute power to ensure that the staffs in the school complies with their work provision (Forstall, 2019). The principal in using this pattern may need to look out for staff that would be disobedient to instructions so are to mention punitive measures to them. Though, the principal also has the option of adopting strictly to the bureaucratic supervision n(where certain working rules

and regulations are laid down by the supervisor and all the subordinates are required to follow these rules and regulations very strictly) where he would be able to lay down rules while the teachers follows these rules accordingly to ensure that their work is rightly performed (Nwakpa, 2019; Mutua; 2015).

The principal who is the leader of the school is to be aware of the unique nature of the employees and should be able to put up the right attitude that would make the employees perform their work. The principal has an enormous role to play in the leadership and administration of the school the effectiveness of the principal determines to a large extent the effectiveness of the rest of the employees. Hence the quality of the school administrator determines the level of school effectiveness. The teaching staff is an asset of employees that are very crucial in the smooth running of the school. Hence, for the reason for the improvement of their work delivery, the principal needs to perform some of the roles which have been highlighted as revealed in the study “leadership by example”. These roles are supposed to align with the current methods of supervision that fit the needs and the nature of the employees.

The theory X and Y of McGregor (1960), assumed that the theory X staffs are naturally not willing to work. Since the employee does not want to

work, he must be persuaded, compelled, or warned with punishment so as to achieve organizational goals. A close supervision is required on part of managers. The managers adopt a more dictatorial style. Employees resist change and an average employee needs formal direction. In fact, above all, they prefer continuous enjoyment without work. In light of this, the principal is at the center of making sure that even with their very nature of laziness, they are made to meet up and work towards the attainment, not its aims and objectives. This is not done by merely, giving directives, rather, it is done through a concerted effort to ensure that they do their job as prescribed in their various job descriptions in the bid to ensure that the school meets and achieved its primary objective within the minimum or even above the minimum standard given by the national policy on education (David-West & Kaegon, 2017 & Amah, 2006). As opined by Bennel (2004) even when they are regarded as very important in the educational system, it appeared that the various school heads are not very much aware of their potency. McGregor theory Y, which proposes; that working is just like fun and hence more comfortable conditions should be made certain in the workplace to ensure the effectiveness of workers. Employees can perceive their job as relaxing and normal. They exercise their physical and mental efforts in an inherent manner

in their jobs. Employees may not require only threat, external control and coercion to work, but they can use self-direction and self-control if they are dedicated and sincere to achieve the organizational objectives. If the job is rewarding and satisfying, then it will result in employees' loyalty and commitment to organization. An average employee can learn to admit and recognize the responsibility. In fact, he can even learn to obtain responsibility. Thus, we can say that Theory X presents a pessimistic view of employees' nature and behaviour at work, while Theory Y presents an optimistic view of the employees' nature and behaviour at work.

Apart from infusing motivation introducing effective personal supervision is a great start to ensuring the right knowledge is impacted in students. It is a very good process that involves a conscious and creative process of assisting an employee to become better at the work he is made to perform. Inspection is a general examination of an organizational unit, issue or practice to ascertain the extent it adheres to normative standards, good practices or other criteria and to make recommendations for improvement or corrective action, when inspections are carried out, the teacher tries to meet requirements with the sole purpose of keeping their job instead of trying to be better at the job (Agabi, 1997). Seminar and workshops conducted in school to improve the teacher

service delivery have only yielded little or no results and if this trend continues it may affect the students who are always at the receiving end (Agu, 2003; Leigha, 2010 & Ezeocha, 2000). To this end, it has become very necessary to find out the various ways the principal can explore to ensure that the teachers do their work.

Personal supervision is the process of overseeing the work of teachers with the aim of assisting them to solve their personal problems so that students can benefit maximally from the classroom activities. Personal Supervision are opportunities provided to teachers to developing their capacities towards contributing towards students' academic success.

### **Level of principal's Student Supervision**

The level of principal student supervision in Ovia North East Local Government Area is an important aspect to consider in ensuring the safety and well-being of students. A lot of students are not interested in the learning process as some of them are seen roaming the street during school hours. Some are seen running errands in banks and stores. Some students are seen with incomplete class notes, all these show that the principal is not paying necessary attention to the students which contributes to poor performance. It is crucial for principals to actively supervise students during school hours

and ensure that they are provided with a safe and conducive learning environment. Students achievement can be gotten by regular evaluation of student performance by the principals and teachers. Regular student supervision enhances higher students' achievement level. Effective student supervision results in students getting high grades in examination while fewer supervision or lack of it lead to laxity of students hence poor performance. Effective supervision plays a vital role in promoting positive student behaviors, preventing bullying and other forms of misconduct, and addressing any disciplinary issues that may arise. One of the key responsibilities of principals is to supervise students and ensure their safety and well-being. They are responsible for monitoring student activities, behavior, and interactions to ensure a safe and inclusive learning environment in Ovia North East Local government Area. The principal must make deliberate visits to the learning premises to inspect the state of learning resources, if class visits are seriously carried out, students would keep alert and study and this would influence their performance. During student visitation the principal observes how the teacher delivers information to the learner and how well it is received. However, individual case studies suggest that principals also make a difference by setting clear priorities and objectives that emphasize basic skill acquisition,

assuming responsibility for evaluations of the achievement of these objectives, organizing and participating in staff development and inservice training programs, being a consistent, assertive disciplinarian, and working with teachers to achieve a consensus on objectives, methods, and staff development programs. The reflection on the feedback received during supervision completes the cycle of learning and facilitates a deeper approach to learning (Joy and Kolb, 2009). Principals' supervision should be interactive by nature where notes are taken of the students academic struggles. In view of Kimosop (2002), feedback got through interactive analysis helps both the supervisor and the teacher in terms of shared information in that, incorporation of the supervised students' suggestions helps build his confidence hence enhancing learning process. Eshiwani (1993), is of the view that, principal must check the teaching standards by reference to schemes of work, lesson plans, records of work covered, ensure duty attendance by teacher and class attendance by students by keeping their respective registers. Okumbe (1998), opined that principals must prepare a supervision schedule indicating how the teacher maintains class discipline, the lesson presentation, provides for learner differences, mastery of content, learner involvement as well as teaching methodologies used. The principal can video tape the lesson without

disrupting the class so as to sit later with the supervised students and discuss the strengths and the weaknesses of the supervisee's in an attempt to improve the quality of students learning process.

The principal must make deliberate visits to the learning premises to inspect the state of learning resources. Principal student supervision in the form of class visitation, conferencing and teacher observation greatly influence students' performance. Gachoya (2008), asserts that the supervisors who made these visits were able to have an insight into the actual state of instruction and this reinforces performance. This means that if class visits are seriously carried out, students would keep alert and study and this would influence their performance. Another basic practice in principal student supervision is classroom observation. During classroom observation the principal observes how the teacher plans his work for delivery to learners.

Furthermore, principals are expected to actively supervise students during lunch breaks, recess, and other non-instructional times to prevent any potential incidents or accidents. In addition to physical supervision, principals also have the responsibility of supervising students' academic progress and performance. They are expected to monitor students' attendance, punctuality, and overall academic engagement to ensure that they are meeting the required

standards. The effect of principals on student achievement comes primarily through various interactions with teachers. The potential effect of this interaction can best be understood by considering what the ideal role of a principal should be. Edmonds, Cohen, Brookover, Gersten and Carnine, to mention a few, identify a number of ways in which the principal can enhance educational programs. These elements include (1) maintaining order, (2) acting as an agent of change, (3) setting clear objectives, (4) conveying high expectations for student achievement, (5) offering support and guidance to teachers, (6) providing public rewards and incentives, and (7) spending time in the classroom.

It is important for principals to establish clear expectations and rules regarding student behavior and conduct, as well as implementing appropriate disciplinary measures when necessary. The level of principal student supervision in Ovia North East Local Government Area is an important aspect to consider in ensuring the safety and well-being of students. It is crucial for principals to actively supervise students during school hours and ensure that they are provided with a safe and conducive learning environment. Effective supervision plays a vital role in promoting positive student behaviors,

preventing bullying and other forms of misconduct, and addressing any disciplinary issues that may arise.

### **Summary of Reviewed Literature**

Based on the literature reference principal leadership consist of three major components instructional supervision, personal supervision and student supervision. The analysis was performed to assess the level of principal, teacher leadership competencies and teacher learning and facilitating practice. The study is to elucidate key competencies that support an individual's ability to influence recovery as evidenced for increased student academic achievement. This study is in line with previous studies of the level of principal competence based on several aspects namely, skills, knowledge, personal qualities, financial management practices, curriculum, physical environment and facilities, student affairs, co-curricular, school administration, external relations, and human resources. This study was conducted to support the findings of previous studies which stated that the direction of the school is greatly influenced by the skills and supervisory practices of principals.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter is an outlined explanation about the research methodology adopted for the study. They are discussed under the following subheadings.

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research of the Instrument

- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

### **Research Design**

This study is designed to assess the level of principal's supervisory practices in public secondary schools in Ovia North East Local Government Area, Edo State. The survey research design was employed by the researcher in this study in order to know the level of principal supervision in public secondary schools.

### **Population of the Study**

The population of the study consists of 13(thirteen) public secondary schools principals and a total of 231 public secondary school teachers and 1556 students.

### **Sample and Sampling Techniques**

For the aim of the study, the researcher adopted simple random sampling technique. A sample of a (100) respondents was used in this study. The purposive sampling technique was used to select 1 girl's and 1 boy's

school. While the other 2 mixed public secondary schools were randomly selected by assigning numbers to all the remaining public secondary schools in order to get a fair representation sample of 4 schools in all Ovia North East Local Government Area Edo State.

### **Research Instrument**

The researcher used questionnaire for the data collection. The questionnaire questions are drawn from the questions raised in the statement of the problem and research questions. The questionnaire is divided into two sections; the section A comprises of demographic data of the respondents while the section B comprises of items that elicited responses that were used to answer the research question and hypothesis.

### **Validity of the Instrument**

The content validity of the questionnaire was established by subjecting the questionnaire to the criticism by the project supervisor to attest to the validity, thereafter necessary corrections were made and the questionnaire was approved.

### **Reliability of the Instrument**

The researcher used the test re-test reliability. The instrument was administered to (20) respondents whom are not part of the sample. Hence the

score were correlated using Pearson product moment. The reliability coefficient, after computation was found to be (0.52) which is an indication of good reliable instrument.

### **Method of Data Collection**

The administration of the questionnaire was done personally by the researchers to all respondents within the sample school in Ovia North East Local Government Area of Edo State. The researcher offered information to the respondents on how they should fill the questionnaire forms given to them and waited to retrieve the filled questionnaire from the respondents after they had answered the questions.

### **Method of Data Analysis**

The questionnaires were analyzed using mean statistics.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

#### Presentation of Results

This chapter deals mainly with the presentation, analysis and interpretation of research findings through the data collected from the questionnaire. This is presentation based on the research question.

#### Analysis of Research Questions

##### **Research Question 1: What is the level of Principals instructional Supervision in Public Senior Secondary School in Ovia North East Local Government Area.**

	N	X	$\bar{X}$	REMARK
1. The principal pays necessary attention to teaching method	100	240	2.4	Low
2. The principal inspects lesson notes of the teachers.	100	245	2.45	Low
3. The principal assess instructional material used by the teachers.	100	200	2.0	Low
4. The principal takes necessary actions when the teachers are absent from class	100	250	2.5	High
5. The Principal ensures that the environment is conducive for learning	100	248	2.48	Low
<b>Grand Mean</b>		<b>237</b>	<b>2.366</b>	<b>Low</b>

**Source: Field Survey, 2023**

##### **Scale:**

1.00 – 2.49 = Low

2.50 – 4.00 = High

Based on research question 1, The first indicator focused on whether the principal pays adequate attention to teaching methods. The average rating for this aspect was 2.4, indicating a relatively low level of attention to teaching methods. The second indicator examined whether the principal inspects teachers' lesson notes. The mean score for this indicator was 2.45, reflecting a relatively low level of attention to lesson note inspections. The third indicator assessed the principal's involvement in evaluating the instructional materials used by teachers. The mean score was 2.0, suggesting a low level of involvement in assessing instructional materials. The fourth indicator looked at whether the principal takes necessary actions when teachers are absent from class. This received a mean score of 2.5, indicating a relatively high level of responsiveness in addressing teacher absences. The fifth indicator focused on the principal's role in ensuring a conducive learning environment. It received a mean score of 2.48, indicating a relatively low level of attention to creating a conducive learning environment.

**Research Question 2: What are the level of Principals Personnel Supervision Public Senior Secondary Schools in Ovia North East Local Government Area.**

	N	X	$\bar{X}$	REMARK
1. The Principal pays attention to teachers welfare	100	230	2.3	Low
2. Teachers are made to be punctual to school	100	220	2.2	Low
3. Teachers are free to talk to the principal about work set back	100	280	2.8	High
4. Teachers are rewarded for overtime	100	250	2.5	High
5. Teachers bring family members to workplace	100	150	1.5	Low
<b>Grand Mean</b>		<b>226</b>	<b>2.26</b>	<b>Low</b>

**Source: Field Survey, 2023.**

**Scale:**

1.00 – 2.49 = Low

2.50 – 4.00 = High

Based on table 2, The first indicator examined whether the principal pays attention to teachers' welfare. The mean score for this aspect was 2.3, indicating a relatively low level of attention to teachers' welfare. The second indicator assessed whether teachers are consistently punctual to school. It received a mean score of 2.2, reflecting a relatively low level of adherence to punctuality. The third indicator focused on whether teachers feel comfortable talking to the principal about work-related issues. This received a mean score of 2.8, indicating a relatively high level of open communication between

teachers and the principal. The fourth indicator looked at whether teachers are rewarded for overtime. This received a mean score of 2.5, suggesting a relatively high level of recognition for extra effort. The fifth indicator examined whether teachers bring family members to the workplace. It received a mean score of 1.5, indicating a low level of adherence to this practice. The overall grand mean for these indicators was 2.26, which falls within the "Low" category. This suggests that, on average, the level of personnel supervision by principals in Public Senior Secondary Schools in Ovia North East Local Government Area is relatively low.

**Research Question 3: What is the level of principals students supervision in Public Senior Secondary School**

	N	X	$\bar{X}$	REMARK
1. Students stay in class during school hours	100	360	3.60	High
2. Students participate in class activities.	100	367	3.67	High
3. Students wear the school uniform always	100	375	3.75	High
4. Students carry the right hairstyle to school	100	357	3.57	High
5. There is decorum in class	100	360	3.60	High
<b>Grand Mean</b>		<b>370</b>	<b>3.638</b>	<b>High</b>

**Scale:**

1.00 – 2.49 = Low

2.50 – 4.00 = High

Based on table 3, The first indicator assessed whether students stay in class during school hours. It received a high mean score of 3.60, indicating a strong adherence to this aspect of student supervision. The second indicator focused on whether students actively participate in class activities. This indicator received a high mean score of 3.67, signifying a high level of student engagement in classroom activities. The third indicator examined whether students consistently wear the school uniform. It received a high mean score of 3.75, suggesting strong compliance with the school uniform policy. The fourth indicator looked at whether students adhere to the prescribed hairstyle guidelines. It received a mean score of 3.57, indicating a high level of conformity to the school's hairstyle policy. The fifth indicator assessed whether there is decorum in the classroom. It received a high mean score of 3.60, indicating a well-maintained and orderly classroom environment. The overall grand mean for these indicators was 3.638, which falls within the "High" category. This suggests that, on average, the level of student supervision by principals in Public Senior Secondary Schools is relatively high, with a strong emphasis on student discipline and participation.

## **Discussion of Findings**

The findings of this study can be discussed in the context of Douglas McGregor's Theory X and Theory Y, which were first introduced in 1960. These theories propose two contrasting management styles and assumptions about human nature that can shed light on the levels of supervision carried out by principals in Public Senior Secondary Schools in Ovia North East Local Government Area.

Theory X, as outlined by McGregor, suggests that individuals inherently dislike work and will avoid it if they can. It assumes that people need to be closely supervised and controlled, and they are primarily motivated by external factors such as punishment or rewards.

**Instructional Supervision:** In the context of instructional supervision, the findings indicate that the attention paid to teaching methods and the assessment of instructional materials received "Low" scores. This aligns with the principles of Theory X, where there may be a need for more control and direction in these areas. Principals may need to take a more active role in providing guidance and support to teachers in terms of teaching methods and instructional materials. **Personnel Supervision:** Similarly, the low scores for attention to teachers' welfare and ensuring teacher punctuality suggest a need

for more involvement and support in managing personnel. Theory X might imply that principals should take a more directive approach in addressing these issues, possibly by implementing stricter policies and guidelines.

On the other hand, McGregor's Theory Y proposes that people are not inherently lazy or averse to work but are motivated by higher-level needs such as self-fulfillment and self-motivation. They thrive in environments that allow them more autonomy and responsibility.

**Instructional Supervision:** The finding that principals are responsive when teachers are absent from class reflects a "High" level of responsiveness. This aligns with Theory Y, as it suggests that principals trust their teachers to be responsible and take necessary actions when needed, rather than closely monitoring their every move.

**Personnel Supervision:** The "High" scores for teachers' freedom to talk to the principal about work-related setbacks and being rewarded for overtime indicate a more supportive and less controlling approach. Principals in this context appear to recognize and reward the efforts of their teachers, which is in line with Theory Y principles.

**Student Supervision:** The generally positive findings regarding student supervision, including students staying in class, active participation, adherence

to dress codes, and classroom decorum, suggest that principals encourage an environment that promotes self-discipline and responsibility, reflecting Theory Y assumptions about the inherent potential for self-motivation in students.

In conclusion, the findings from this study suggest that principals in Public Senior Secondary Schools in Ovia North East Local Government Area exhibit a mix of Theory X and Theory Y approaches in their supervision. While there are areas that may benefit from a more directive and controlling approach, such as instructional and personnel supervision, there are also areas where a more supportive and trust-based approach, as proposed by Theory Y, is evident, particularly in student supervision. Balancing these approaches in line with the specific needs of each area could help enhance overall school effectiveness and create a conducive learning environment.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

This chapter gives us the summary, conclusion and recommendation on the level of principal's supervisory practices in public secondary schools in Ovia North East Local Government Area of Edo State.

#### **Summary**

This study investigated the level of principals supervisory practices in public secondary schools in Ovia North East Local Government Area Edo State. This study therefore was carried out in the following order. Chapter one dealt with the general introduction of the study, statement of the problem, purpose of the study, research questions, significance of the study, scope and delimitation of the study where highlighted and discussed. The chapter two dealt with the review of relevant literatures related to the study, especially on the concept of supervision and supervisory practices, objective of educational supervision, characteristics of effective supervision, functions of educational supervision, level of principal's instructional supervision, level of principal's personnel supervision and level of principal's student supervision. Chapter three dealt with the methods and procedures used for data collection in this study and was discussed in this order, Research design, sample and sampling

techniques, research instrument, validity of the instrument, reliability of the instrument, method of data collection, method of data analysis. Chapter four dealt with the analysis of data obtained and detailed discussion of the findings was also presented. Chapter five dealt with the summary, conclusion and recommendations of the study.

From the data analyzed, the following findings were obtained,

1. There is low level of principal supervision in public secondary school in Ovia North East Local Government Area of Edo State.
2. There was low level of personnel supervision in public secondary school in Ovia North East Local Government Area of Edo State.
3. There is low level of student supervision in public secondary school in Ovia North East Local Government Area of Edo State.

## **Conclusion**

Based on the research findings on the level of principal supervision in public secondary school in Ovia North East Local Government Area Edo State, we can therefore conclude that secondary schools exist to achieve academic goals and for these set goals to be achieved the principal is a designated official who is saddled with the responsibility of steering the wheels of

secondary schools success. It is there essential that the principal carry out the duty of supervision more effectively and consistently.

### **Recommendations**

1. Government should initiate a periodic training for principals on supervisory practices.
2. Principals should pay better attention to teachers to ensure that they carry out their duties effectively.
3. Principals should constantly engage in classroom visitation and monitoring of student's academic performance.

## REFERENCES

- Adepoju, T. L. (2011). A study of secondary school students' academic performance at the senior school certificate examinations and implications for educational planning and policy in Nigeria. *African Research Review*, 5(6), 314 – 333.
- Alberta Learning (2002). Health and life skills guide to implementation (K–9): Instructional strategies. Canada: *Alberta Publications*, 67 – 114. Retrieved from:<https://education.alberta.ca/media/352984/is.pdf>
- Archibong, F. I. (2012). Instructional supervision in the administration of secondary education: A panacea for quality assurance. *European Scientific Journal*, 8(13), 61–70.
- Cokley, K. O., Bernard, M., Cunnigham, D. & Motoike, J. (2011). A psychometric investigation of the academic motivation scale using a United States sample. *Measurement and Evaluation in Counselling and Development*, 34 (2), 109 – 119.
- De Angelis, R. (2014). Quality in Indian education: Public-private partnerships and grant-in-Aid schools. *Educate*, 14(2), 13 – 28.
- Eze, P. H. (2011). The relationship between instructional strategies/teacher methodologies and student performance and its implication for school leaders. ETD Collection for AUC Robert W. Woodruff Library. Paper 232.
- Fayombo, G. A. (2014). Promoting student engagement and learning outcomes in psychology course through technology infused learner-centred strategies. In F. Veiga (Ed.). Students' engagement in school. *International Perspectives of Psychology and Education, Lisboa*, 687 – 703.
- Fayombo, G. A. (2015). Learning styles, teaching strategies and academic achievement among some psychology undergraduates in Barbados. *Caribbean Educational Research Journal*, 3(2), 46 – 61.

- Federal Government of Nigeria, FRN, (2013). National policy on education. Abuja: NERDC Press.
- Fehintola, J. O. (2014). Teachers' characteristics as correlates of students' academic performance among secondary school students in Saki-west Local Government Area of Oyo State. *Journal of Educational and Social Research*, 4(6), 459 – 468.
- Beach, D.M., & Reinhartz, J. (2000). Supervisory Leadership: Focus on Instruction. Boston: Allyn and Bacon. Dipaola, M.F. & Hoy, W.K. (2008). Principles of Improving Instruction: Supervision, Evaluation & Professional Development. Boston: Allan and Bacon.
- Edoho, O.C. (2009). The challenges affecting the implementation of universal basic education in Delta State, Nigeria. *Journal of Social Science*, 2(2), 10-35.
- Eshiwani, G.S. (1993). Education in Kenya Since Independence. Nairobi: Government Printer.
- Glickman, C.D. (2001). Supervision in Transition. Alexandria, VA: ASCD.
- Gachoya, W.A. (2008). Impact of quality assurance on education quality in secondary school in Nyeri district. Unpublished M.Ed Thesis, University of Nairobi.
- Harris, B.M. (2000). Supervisory Behaviour in Education (3rd ed.). Englewood Cliff, N. J.: Prentice Hall.
- House, R.J. (1971). A path-goal theory of leader effectiveness. *Administrative Sciences Quarterly*, 16, 321 – 338
- Dewey, J. (1929). The Quest for certainty: A study of the relation of knowledge and action . New York: Minton, Balchn.
- Jarvis, P. (1987). Adult learning in the social context. London: Croom Helm.
- Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, N. J.: Prentice-Hall

## APPENDIX

### PRINCIPALS SUPERVISORY QUESTIONNAIRE (TO BE COMPLETED BY TEACHERS)

Please tick and fill as appropriate

**Section A: Demographic data**

Sex of principal: Male ( ) Female ( )\_

School type: Mixed ( ) Single ( )

**Section B: Data On The Level Of Principal Supervision**

Instruction: the level at which the supervisory practices are measured; Four point scale keys;

SA- Strongly agree

A- Agree

SD- Strongly disagree

D- Disagree

S/N	Level of Supervision	SA	A	D	SD
	<b>Instructional Supervision</b>				
1	The principal pays necessary attention to teaching methods				
2	The principal inspects lesson notes of the teachers				
3	The principal assess instructional material used by the teachers				
4	The principal takes necessary actions when the teachers are absent from class				
5	The principal ensures that the environment is conducive for learning				

	<b>Personnel Supervision</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1	The principal pays attention to teachers welfare				
2	Teachers are made to be punctual to school				
3	Teachers are free to talk to the principal about work setbacks				
4	Teachers are rewarded for overtime				
5	Teachers bring family members to workplace				
	<b>Student Supervision</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1	Students stay in class during school hours				
2	Students participate in class activities				
3	Students wear the school uniform always				
4	Students carry the right hairstyle to school				
5	There is decorum in class				