

# Dimensions and Various Instructional Supervisory Techniques Adopted by Principals in Assisting the Needy Teachers in Senior Public Secondary School in Kogi State

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**Abstract:** - This study investigated the dimensions and various instructional supervisory techniques adopted by principals in assisting the needy teachers in senior public secondary school in Kogi state, Nigeria. Two research questions were constructed and two hypotheses framed and tested accordingly. Descriptive survey research design was adopted for the study. 250 teachers were randomly selected for the study. Principal Instructional Supervisory Techniques (PIST) was used as instrument for data collection. Means and standard deviation were used to analyze research questions while chi-square ( $\chi^2$ ) statistic was used to test the null hypotheses that guided the study.  $HO_1$  shows chi-square value of 17.64,  $df = 3$ ,  $P = 0.05 > 0.000$  which revealed that the dimension of instructional supervisory practice among principals significantly influence the needy teachers in Kogi State.  $HO_2$  shows chi-square value of 74.95 at  $df = 3$ ,  $P = 0.05 > 0.000$  which revealed that supervisory techniques adopted by principals significantly influence the needy teachers in senior public secondary schools. It was recommended that the government of Kogi State through the state ministry of education should organize regular training programmes such as work shop, seminar, conferences to enable the principal acquire the knowledge and skill needed for effective instructional supervisory techniques in Kogi State.

**Key Words:** Principal, Supervision, Instructional supervisory technique, Needy teacher, Public Secondary School

## I. INTRODUCTION

The principal according to Egbunu (2003) is the administrative and academic head or leader of any post-primary school charged with the task of supervising intellectual development of students, observe and motivate teachers and as well as attend to managerial activities in school. It is very unlikely that no school can be strong and effective in educational programmes without the active and intelligent support of the school principal. The provision of education programmes and activities in any school must have personal, time, money, and facilities if they are to be effective and it is the duty of the principal to determine whether those necessities are provided or withheld (Maduabuchi, 2002). In

the recognition of this, the major roles in school aside the inspection and supervision of teachers provide comprehensive guidance programme for his students, schedules the time necessary to perform activities so that every student may have an opportunity for self development in all aspect of life, establish and maintain with the assistance of staff functional cumulative record folder. Also help in developing and articulating orientations and other programmes as well as thinking through with staff the best methods of providing educational, vocational and personal social information to students (Nwokafor, 2001).

Among this role includes, providing effective leadership in the secondary school, thereby enhancing better job performance among teachers (Ugochi, 2007). School supervision which is mainly the duty of the principal for effective attainment of secondary school goals is the process of seeking out, defining and controlling the conditions for providing the teaching, learning and environment (Babyemi, 2006). This as a result that the principal believes the teachers have resources which are untapped and it is the duty of the principal to assist the teachers to discover these resources for the ultimate benefits of the students. The manner on how effective and efficient a principal perform these roles have been a matter of concern to many educationists. Muhammed (2014) noted that senior secondary education in Nigeria schools is for a period of three years and it is for students who have successfully completed the junior secondary education programme under the supervision of a teacher.

Furthermore, Paul and Peter (2012) considered the teachers roles to be basically two divisions which are firstly concern with the activities and evaluation of students and secondly, maintaining control and generally creating the conducive environment for learning to take place. This broad roles simply put a teacher to be a source, possesses knowledge and skills to impart students. Helps in providing guidance on students' difficulties as referee who settles disputes among students, help students to develop confidence in themselves

and object of identifications that is a role model possesses traits which students may emulate and imitate. Based on this, it could be deduced that the roles of the teachers are multifaceted; this is to society at large, the school, the parents and the students. These comprehensive roles of teachers as the architect of society futures by Ogbonaya (2013) necessitate inspection and supervision of them by their boss principal to avoid an oversight of any of their roles. The inspection and supervision is partly due to the actions of some teachers in the neglect of their roles (Adetona, 2003).

It is therefore not surprising that there is mountain of pressure on effective and efficient instructional supervision practices to supervise and monitor the work and behaviour of teachers, in order to improve individual teachers' competencies no matter how proficient they are deemed to be and provide students with quality learning. The duty of ensuring that effective teaching and learning take place lies with the principal who employs various instructional performances (Akerlele, 2007). Thus, Bunkum (2003) emphasized that the quality of instruction and the use of supervisory functions of principals in schools depend on the extent to which teachers perform their tasks. Effective supervision and the extent to which principals carry out their supervisory duties are based on sound principles which serve as a directive to positive actions that are aimed at improving teaching-learning process in the school system. Such principles according to Shaibu and Isah (2018) include:

- The principle of co-operation which ensures the articulation and integration supervisor (principal) and the supervisee (teacher).
- The principle of flexibility calls for innovations as it increases and sustains the quality of teaching and learning.

Therefore, instructional supervision is concerned with using methods, principles and practices of various techniques to establish, develop and execute the goals, policies, plans and procedures necessary to achieve educational goals (Anikweze, 2005). Supervision thus, is concerned with the provision of professional assistance and guidance to teachers and students geared towards the achievement of effective teaching and learning in the school.

According to Iheukwumere (2006) supervision provides opportunities for teachers to be groomed through discursive critical study of classroom interaction to carry out their teaching tasks in line with professional codes of conduct. If schools are not supervised adequately, it will have inimical effects on the students and the educational aim may not be achieved, therefore various instructional supervisory techniques should be applied. Many principals in the secondary schools ignore the supervision of instruction and this may lead to teachers' poor instructional performance in schools. Supervision is hence directed towards sustaining and ameliorating the teaching-learning process by keeping records of teachers and students in schools. The philosophy underlying supervision is that all human beings in the

educational system whether students, teachers, principals, administrators or supervisors are individuals of worth endowed with unique talents and capabilities. In fact, supervision according to the Federal Republic of Nigeria (2009) is meant to ensure quality control through regular inspection and continuous monitoring of instructional and educational service. The principal oversees the activities of both teaching and non-teaching staff in the school system using various supervisory techniques ensuring that they conform to the generally accepted principles of education. He also sees that high standards are maintained in the school in accordance with laid down rules and regulations.

Samuel (2016) remarked that supervision creates the awareness of sound education philosophies in teachers and makes them to be aware of educational policies and reforms in schools. Nwagu (2006), opine that supervision is that part of school administration which has particular pertinence for the appropriateness of instructional expectation (products) of educational programmes. Furthermore, Uyanga (2007) sees supervision as all efforts of designated school officials towards providing leadership to teachers and non-teaching staff aiming at the improvement of instruction. It involves the stimulation of instruction, the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction methods of teaching and the evaluation of instruction. Kelechukwu (2011) stated that when the principal is effective, the teachers become adequate and competent in the practice of their profession and the students have greater chances of getting the kind of education they need to play their roles in the society. The principal supervises his heads of departments and teachers by checking their scheme of work and lesson notes making sure they go to classes, regularly, checking absenteeism, rewarding hardworking teachers and punishing indolent ones assigning administrative duties to them and encouraging them to do the right things at the right time. He provides the materials for effective discharge of assigned duties and he encourages experimentation (Adeyemi, 2006).

Despite aforementioned scholastic view of experts on the importance of instructional supervisory practice in this modern days, the traditional practice of instructional supervision which is inimical and detrimental to the educational sector is still upheld in many quarters and locations in the country and have become a source of concern to stakeholders clamouring for an urgent change to salvage the educational system from collapsing. It is disheartening to observe that while Nigeria is still struggling to meet up with mass literacy objective of the millennium Development Goals of vision 20:20:20, supervisory practices in some state especially Kogi State is contrary to the philosophy of the National policy on Education (2009) hence the need to carry out dimensions and various instructional supervisory techniques adopted by principals in assisting the needy teachers in senior public secondary school especially in Kogi state.

It is so sad to see that instead of teachers being helped to achieve effective teaching, rather they are witch-hunted and any opportunity to correct them by their boss always amount to harassment and frightened with query (Paul and Peter, 2012). The decision making process is always autocratic as there is no cordial relationship between the teachers and principals. The supervisory practice is predominantly filled with fault finding and negative report writing against teachers by their principal. Hence, it is against this wrong notion on instructional practices in Kogi State by their principals which has generated serious outcry among stakeholders that this study seeks to investigate dimensions and various instructional supervisory techniques adopted by principals in assisting the needy teachers in senior public secondary school Kogi state.

#### *Statement of the Problem*

In the school system, supervision is considered to be at the bedrock of any strategy to improve the quality and standard of teaching-learning process. It is a dynamic function involving and stimulating the teachers while evaluating their performance with an ultimate view to improve the entire teaching learning situation. No matter the pre-job preparation of teachers, the essence of instructional supervision can never be de-emphasized. Federal Republic of Nigeria in the Nation Policy on Education (2009) re-affirmed the importance of supervision in the school system. Government is known to have put in so much money to ensure effective educational supervision with the belief that school results would improve.

Unfortunately, Government efforts have not produced desirable result as stakeholders in Kogi State have complained about the continuous decline in students performances and the learning and teaching process in general are observed to be caused by the unfriendly instructional supervisory practices of principal in Kogi State. Thus, this study “dimensions and various instructional supervisory techniques adopted by principals in assisting the needy teachers in senior public secondary school in Kogi state-Nigeria, intends to provide answers to these questions which is the focus of this study: What dimension do principals’ instructional supervisory practices take in Kogi State senior secondary schools? What are the various instructional supervisory techniques principals adopted for needy teachers?

#### *Research Questions*

The following research questions guided the study:

- i. What dimension do principals’ instructional supervisory practices take in Kogi State public senior secondary schools?
- ii. What are the various instructional supervisory techniques principals adopt for assisting the needy teachers?

#### *Purpose of the Study*

The general purpose of the study was to investigate dimensions and various instructional supervisory techniques

adopted by principals in assisting the needy teachers in senior public secondary school Kogi state. Specifically, the study sought to:

- i. Determine the dimensions of principals’ instructional supervision in schools.
- ii. Ascertain supervisory techniques adopted for assisting the needy teachers for high performance

#### *Research Hypotheses*

The following hypotheses guided the study at 0.05 level of significance:

Ho<sub>1</sub>: There is no significant influence in the dimensions of instructional supervisory practice among principals in Kogi State.

Ho<sub>2</sub>: There is no significant influence in the supervisory technique adopted for assisting the needy teachers

## II. METHODS

The research design adopted for this study is descriptive Survey. Survey, according to Egbunu (2008) is a method of eliciting responses from subjects in any investigation activities with the use of questionnaire which is a list of questions constructed by a researcher for respondents to provide answers to as appeal to their interest in the process. This study is descriptive because it seeks to elicit secondary schools teachers’ opinion concerning principals’ instructional supervisory practices as it influence the job effective performance of teachers in public senior secondary schools in Kogi State.

#### *Population*

The total population for the study comprises of 46,725 teachers in 241 Public secondary schools located in the 21 Local Government Area of Kogi State. The choice of this population was based on the fact that these subjects are the direct source of the information about the dimensions and various instructional supervisory techniques adopted by principals in assisting the needy teachers in senior public secondary school Kogi state for the researchers

#### *Sample and Sampling Technique*

The sample size for this study is 250 teachers proportionately drawn from the 120 public Secondary Schools selected for the study. Thus, for the sake of clarity, selection was done on the basis of teachers per school. The proportionate sampling technique was used for the purpose of fairness and equity in the representation of the Public Secondary Schools across the 21 Local Government Areas of Kogi State, while stratified sampling is adopted due to the fact that the respondents, to be sampled were drawn from sub-groups based on their personal characteristics. Similarly, stratified random sampling was used to sample 250 teachers representing 50% of the population. Stratified random sampling according to Kothari (2004) is a process of selecting a sample in such a way that

identified subgroups in the population and are presented in the sample proportion that they exist in the population.

#### *Instrument for Data Collection*

The instrument used for data collection Principal Instructional Supervisory Technique (PIST). PIST was divided into two sections A and B. Section A contains the demographic data of the respondent while B contains field questions bothering on dimensions and various instructional supervisory techniques adopted by principals in assisting the needy teachers in senior public secondary schools. It was structured into four options of Strongly Agreed (SA) Agreed (A) Disagree (D) and Strong Agree (SD). The instrument was rated using evaluative points of 4-point scale which indicated as (strongly agree =4, agree =3, disagree =2, strongly disagree =1).

#### *Validation of Instrument*

PIST was subjected to the appraisal of experts in the field of Research, Measurement and Evaluation as well as Educational Administration and Planning. These experts in their respective fields were allowed to score the instruments in terms of comprehensiveness, appropriateness and clarity. The instrument was rated respectively by the experts with logical validity index of 0.77.

#### *Reliability of Instrument*

A pilot study was conducted at Redeemer Secondary School, Ankpa a private school which was not part of the sample. A total of 20 questionnaires were administered and retrieved from the 20 teachers and the result was analyzed on the SPSS and it yielded 0.78 indicating that the instrument is 78% reliable for use.

#### *Administration of Research Instrument*

The researcher visited the schools selected for the study and introduced himself to the principals and teachers in all the schools selected for the study, briefed them on the purpose of the visit and administered the questionnaires personally to teachers to elicit their responses on dimensions and various instructional supervisory techniques adopted by principals in assisting the needy teachers in senior public secondary schools after which the completed questionnaire were collected by the researcher for analysis.

#### *Method of Data Analysis*

Frequencies and percentages were used to analyze demographic variables, mean and standard deviation were used to answer the research questions while chi-square test of goodness of fit was used to test the hypotheses at 0.05 level of significance with the aid of Statistical Package for Social Sciences (SPSS) version 23, hence the type of data was generated on interval scale. The mean scores of 2.50 were accepted while the scores below 2.50 were rejected.

### III. RESULTS AND DISCUSSION

This section deals with interpretation and discussion of findings. The data collected using the instrument developed for the study were presented and analyzed using mean and standard deviation to answer research questions that guided the study. Interpretation of the analyzed data was also done.

*Research Question One:* What dimension do principals instructional supervisory practices takes in Kogi state secondary schools?

Table 1: Mean and Standard Deviation on dimension of principal's instructional supervisory practices takes in Kogi state secondary schools

S/NO	Item	SA	A	D	SD	$\bar{X}$	S.D	Remark
1.	Principals relationship to the teacher is very Cordial	248	150	80	40	2.69	1.64	Accepted
2.	Instructional Supervision is needed in school for such school to achieve its objectives	212	180	68	35	2.87	1.69	Accepted
3.	Instruction means skill and knowledge to be transferred from the teachers to the students	184	150	110	50	2.60	1.61	Accepted
4.	With proper manner from principal and respect from the teacher, supervision will entail cordiality to achieve it purpose.	204	129	42	40	2.67	1.65	Accepted
5.	Supervision is mainly to enhance teacher productivity and not harass or embarrass teachers.	208	165	70	51	2.69	1.64	Accepted
6.	Good supervision is an attribute of principal effective leadership.	206	150	80	40	2.79	1.67	Accepted
	<b>Cluster Means</b>					<b>2.71</b>	<b>1.65</b>	<b>Accepted</b>

Source: Field work, 2018.

Table 1 indicates the cluster mean of 2.71 and standard deviation of 1.65. Since the cluster mean of 2.71 is above the cut-off point of 2.5 it is accepted that principal's relationship, supervision, respect, and effective leadership are good dimensions of principal's instructional supervisory practices.

**Hypothesis One:** there is no significant influence in the dimensions of instructional supervisory practice among principals in Kogi State.



Table 2: Chi-Square analysis for Influence of the dimensions of instructional supervisory practice among principals on the needy teachers in Kogi State

Respondents	Observed Frequency	Expected Frequency	df	Level of Sign	$\chi^{2-cal}$	P.value	Decision
SA	62	64	3	0.05	17.64	0.00	Reject
A	50	63					
D	41	62					
SD	39	61					

$\chi^2_{cal} = 17.64, df=3, P=0.05>0.000$

Table 2 showed the chi-square value of 17.64,  $df = 3, P=0.05>0.000$ . The null hypothesis is not accepted therefore the alternate hypothesis is accepted. This means that there is a significant influence in the dimensions of principal instructional supervisory practices among principals in Kogi state. Based on the finding of hypothesis 1 it was revealed that dimension of principal instructional supervisory practices significantly influence the needy teachers in Kogi State. This finding is in line with the finding of Shaibu (2011) who surveyed the role of secondary school principal in the supervision of instruction that the quality of instruction and

the use of supervisory function of principals in schools depend on the extent to which teachers perform their task. While it is true that there is little agreement among scholars active in instructional supervision, it is generally accepted as a result of the findings that principal dimension of instruction of supervision is essentials for the improvement of school system to avoid educational wastage.

*Research Question Two:* What are the various instructional supervisory techniques principals adopt for assisting the needy teachers?

Table 3: Mean and Standard Deviation of the various instructional supervisory techniques principals adopt for needy teachers

S/NO	Item	SA	A	D	SD	$\bar{x}$	S.D	Remark
1.	Teachers are motivated through the principal’s supervisory role.	196	144	34	15	3.02	1.74	Accepted
2.	Principal personal initiative for supervising the teachers is commendable	204	129	36	38	2.71	1.65	Accepted
3.	How well principal do relates to the teacher weakness	236	198	38	48	2.70	1.70	Accepted
4.	Principal helps the teachers in selecting Instructional materials	180	165	60	40	2.61	1.62	Accepted
5.	Staff meeting is an appropriate forum use by principal to give instructional directive to teachers.	160	228	48	35	2.36	1.53	Accepted
6.	The act of delegating instructional duties to teacher is also a supervisory techniques use by principals.	184	150	110	50	2.60	1.61	Accepted
7.	Some principals go as far as teaching the student too as part and techniques of their supervisor practices in school.	176	54	48	35	2.58	1.60	Accepted
	<b>Cluster mean</b>					<b>2.65</b>	<b>1.63</b>	<b>Accepted</b>

Table 3 indicates the cluster mean of 2.65 and the standard deviation of 1.63. Hence the cluster mean of 2.65 is above the cut-off point of 2.50; it means that various instructional supervisory techniques principals adopted for needy teachers such as motivational role, initiatives and relationships affect job performance of teachers.

**Hypothesis Two:** there is no significant influence in the supervisory technique adopted for assisting the needy teachers.

Table 4: Chi-Square Analysis for Influence of the supervisory techniques adopted for assisting the needy teachers.

Respondents	Observed Frequency	Expected of sign.	df	Level	$\chi^{2-cal}$	P.value	Decision	Frequency
SA	49	64	3	0.05	74.95	0.00	Reject	
A	48	63						
D	17	62						
SD	15	61						

$\chi^2_{cal} = 74.95, df=3, P=0.05>0.000$

Table 4 revealed the chi-square value of 74.95 at  $df=3$ ,  $P=0.05 > 0.000$ . The null hypothesis is not accepted therefore the alternate hypothesis is accepted. It means that the supervisory techniques adopted by principal to assist the needy teachers have significant influence on job performance. Findings based on Hypothesis 2 indicated that supervisory techniques adopted by the principal significantly influence the needy teachers in senior secondary schools. This finding is in agreement with the findings of Adegbemile (2014) who revealed the influence of principal supervisory strategy on teacher's effective job performance in Cross River State based on location of school. That principal as a general manager supervises his heads of department and checking their scheme of work and lesson note, making sure they go to classes regularly, checking absenteeism, reward hardworking teachers and punishing the indolent ones as well as assigning administrative duties to them and encourage them to do the right thing at the right time. This therefore means that the kind of guidance and aspiration a principal has with teacher guarantee the efficacy of instructional supervision in schools.

#### IV. CONCLUSION

The analyses made above which are targeted toward the objective of this study and answer to research questions show it clearly that effective principal instructional supervisory practices are critical and veritable tools to propel teachers for better job performance which in turn influence senior secondary school students' achievement in Kogi State.

It is very imperative to say without missing words that the dimension of principals' instructional practices in Kogi State Public senior secondary schools is friendly, cordial, interactive, and corrective and based on mutual trust and respect which is an effective criterion for attaining success and goal achievement in which school is not an exception. Delegation of duties, selection of instructional materials and the attitude of leading by example are the instructional supervisory practice adopted by principals in Kogi State which have helped the needy teachers to grow and perform better. Motivation, personal initiative, interpersonal relationship between principal and the needy teachers, assistance in the selection of instructional materials, regular staff meetings, delegation of instructional directives, teaching of students by principals themselves amongst others are all supervisory techniques adopted by principals in Kogi state for assisting the needy teachers.

#### V. RECOMMENDATIONS

As a result of the findings of this study and the conclusion that follow suite, the following recommendations are put forward as deduce by the researcher for the benefits of the readers which are stated below.

1. The government of Kogi State through the state ministry of education could organize regular training programmes for school principals such training programmes could be carried out through work shop,

seminar, conferences to enable the principal acquire the knowledge and skill needed for various instructional supervisory techniques in Kogi State.

2. Principals need to constantly maintain a close interpersonal relationship with the needy teacher such interpersonal relationship should be developed through an informal manner to help teachers to achieve their social needs and boost their morale for high job performance.

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