



# **Principals' Instructional Supervision For Improving The Academic Performance Of Students In Secondary Schools In Orumba South LGA**

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## **ABSTRACT**

The study examined the principals' instructional supervision for improving the academic performance of students in secondary schools in Orumba South LGA. Specifically the study seeks to analyze principals' instructional supervision for improved students' academic performance in secondary schools in Orumba South LGA. A total of 2 research questions were formulated to guide the study. The population comprised of all the 405 teachers in all public secondary schools in Orumba South LGA of Anambra State. The sample size was 200 respondents. The instrument for data collection was a questionnaire which was validated by 3 experts from Nnamdi Azikiwe University. The reliability coefficient was 0.70 which was determined through test-retest method. The data was analyzed through mean rating and it was found out among other things that principals' classroom visitation and curriculum implementation influence student's academic performances in Orumba North LGA. Based on the findings it was recommended among others that there should be compulsory and regular training of principals on classroom visitation, curriculum implementation and other instructional supervision techniques in their various schools.

**Keywords:** Principals' Classroom Visitation, Principals' Curriculum Implementation and Academic Performance

## **INTRODUCTION**

Education is a virtue and the purpose of education is to equip the individuals to progressively control his or her own affairs positively and contribute to societal development. It should also provide the adolescent student with the necessary skills that allow him/her to adjust easily and smoothly to the rapid physical, emotional, mental and social changes. Secondary education is a very important level of education in Nigeria where solid foundation for higher education and useful living is laid. According to the Federal Republic of Nigeria (FRN) (2013), secondary education is the form of education children receive after primary education and before tertiary stage. Specifically, the secondary education should provide an increasing number of primary school pupils with the opportunity for education of a higher quality irrespective of sex, or social, religious and ethnic background, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under our broad national aims, and live as good citizens, foster Nigerian unity with an emphasis on the common ties that unite us in our diversity, inspire its students with a desire for achievement and self-improvement both at school and in later life (NPE, 2013).

In order to achieve these objectives, the human, mental and physical resources available in the organization must be put into productive use. In the school system, instructional supervision by principals is one of the greatest tools that provide teachers with the enabling ability to perform their tasks successfully. The principal is the chief executive of the school, who provides instructional leadership by co-ordinating curricular, co-curricular programmes and also responsible for the general administration of

secondary schools. As instructional leaders, principals are responsible for the supervision, monitoring, assessment, evaluation and dissemination of current information on management and academic techniques to teachers leading to effective teaching and learning process. Supervision of instruction is the ability of principals and private evaluators to adequately monitor the activities of the teachers and students through checking the teachers' actual teachings, classroom management and the use of instructional materials (Nkwow, 2013). Ayeni (2012) put it that most principals accorded desired attention to monitoring of teachers attendance, preparation of lesson note and adequacy of diaries of work, which improve their teaching performance in schools. School principals are in a better position to provide constant and adequate feedback to the teachers to ensure periodic review and improvement of teaching and learning process.

Instructional supervision occupies a unique place in the entire education system and it becomes absolutely expedient to give it prominent attention. In a contemporary Nigeria, instructional supervision is regarded as the process of enhancing the professional growth of the teachers, the curriculum and improving the techniques of teaching in the classroom through democratic interactions between the teacher and the supervisor (Okendu, 2012). Nakpodia (2006) asserts that, instructional supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners. It helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers' weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations. Ayot and Briggs (2012), opined that ineffective instructional supervision leads to poor performance among learners. He recommends regular classroom visitations to enhance higher students' achievement level. Ngunjiri (2012), agreed with this argument that effective instructional supervision results in students getting high grades in examination while fewer supervision or lack of it lead to laxity of teachers hence poor performance. Mulins (2010) in New York observed that a supervisor's presence at work premises is vital to ensure all are kept on toes. He therefore recommended a management process of management by walking around. His observation however was not specific to a school setting but the current study is focused on a school setting. Mullins' observation concurs with the observation by (Obanya 2005), in West Africa that school performance will improve if the principal got in touch with what goes in the classroom.

In order to understand the concept of classroom visitation, Gachoya (2008) explains that a classroom visitation is an impromptu visit to the classroom by a principal when teaching / learning process is going on in the presence or absence of a teacher. It is aimed at ensuring that teaching /learning process goes on well and successfully at all times. Fischer (2011) observes that through classroom visits, the supervisor can have an insight into quality benchmarks and performance. Whether this instructional supervision practice has an effect on academic performance in Tinderet sub-county of Kenya is the concern of this study. According to Chapman (2011) teachers prepare and structure their lessons better when instruction in the school is regularly supervised and this had a direct bearing on the students' academic performance. This observation indicates that such records are crucial. Another way is through supervision of curriculum implementation. During clinical observation, the supervisor takes note of the teacher's knowledge of the subject being taught, evidence of adequate planning and preparation for the lesson, lesson presentation, teacher's personality and the extent of students' participation or interaction with the teacher. These form the bases for providing constructive advice on how to improve the quality of classroom instruction. The visit may be repeated until the required improvement is achieved. Despite the obvious advantages of clinical supervision in its various forms, it has been criticized by researchers such as Garman and Hunter (2013) because it is time consuming and labour-intensive, rendering it impossible to use on any regular basis given the large number of teachers that supervisors are expected to supervise in addition to their other administrative responsibilities.

Secondary school principals seem to spend more of their official hours on the administrative functions to the detriment of effective supervision process and programmes of the school (Onuma, 2016). Continuing this, Onuma pointed out that there are public outcries, reports and comments in print and electronic media

alleging fallen standards of education in public education which reveals in part that internal supervision is probably not effectively carried by school principals in secondary schools. Irregular supervision of teachers could adversely affect their job performance. Instructional process and supervision help a lot in improving academic performance of students. This is because supervision of instruction aims at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved and well articulated (Okendu, 2012). For the purpose of this study the researcher will look into principals' classroom visitation, curriculum delivery and clinical supervision. A study by Gachoya (2008) revealed that 70% of instructional supervisors in Nyeri region assessed and advised teachers on proper instructional delivery and implementation of their findings and this translated to good performance in the region. This revelation shows how significant instructional supervision are in boosting academic performance. It seems that the required attention has not been given to instructional supervision in secondary schools in Orumba South LGA.

The researcher therefore decided to embark on this study to carry out a study on principals' instructional supervision for improving the academic performance of students in secondary schools in Orumba South LGA.

### **Statement of the Problem**

The ultimate goal of secondary education is to develop the individual's mental capacity and character for higher education for useful living within the society. Some problems hinder this goal. There is a growing concern about the realization of secondary school objectives due to doubt that many supervisors used to give little attention to instructional supervision. Consequently, there has been a steady decline in teacher's instructional task performance and student's academic performances in Orumba South LGA. The supervisors investigate the supply of teaching materials to schools for teachers to work with in order to improve classroom instruction. But due to corruption and favouritism, it has been noted that some of these supervisors are a times lobbied and influenced in the cause of doing their jobs which has resulted in poor execution of instruction in these schools. A time proper attention is not given to teachers' classroom activities, delivery of instructions, preparation of lesson notes and overall activities within the school premises. Consequently this has led to poor performances on the part of the students. The researcher therefore embarked on this study to analyze principals' instructional supervision for improving the academic performance of students in secondary schools in Orumba South LGA.

### **Purpose of the Study**

The general purpose of this study is to analyze principals' instructional supervision for improving the academic performance of students in secondary schools in Orumba South LGA.

Specifically, this study will find out-

1. Principals' classroom visitation for improving academic performance of students in secondary schools in Orumba South LGA?
2. Principals' curriculum implementation for improving academic performance of students in secondary schools in Orumba South LGA

### **Significance of the Study**

Those to benefit from this study include the education board, the principals, teachers, students as well as future researchers.

This study will be of immense benefits to the education management boards because they will see the need for providing the principals with materials for teacher instructional activities so that the principals will not be hindered in carrying out effective instructional supervision of their teachers' classroom activities in their various schools.

The school principal will benefit immensely from this research because the findings will help to know what they are expected to do during supervision of their schools, how to do it and what they needed to put in place for effective instructional supervision in their schools.

The findings will help teachers to do better work in instruction delivery as they will begin to enjoy all the benefits of the exercise when their principals begin to carry out effective supervision of instruction in their schools..

The students will equally benefit from the work because since they are recipients of the services of the tutorial staff of their various schools, the services will now be of the highest quality due to correct application of the findings of this study in their schools. This will then help to improve their performances.

Finally, future researchers will benefit from the outcome of this study as they will be able to use the content of this material in carrying future studies in the subject.

### **Scope of the Study**

The present study is limited to the analysis of principals' instructional supervision for improving the academic performance of students in secondary schools in Orumba South LGA which will cover principals' classroom visitation, principals' and principals' clinical observation for improving students' academic performance. This study will also cover all the public secondary schools in Orumba South LGA.

### **Research Questions**

The following research questions will guide the study:

1. what are the ways principals' practice classroom visitation to improve academic performance of students in secondary schools in Orumba South LGA?
2. what are the ways principals' practice Curriculum implementation to improve academic performance of students in secondary schools in Orumba South LGA?

### **Review of Related Literature**

#### **Principalship**

A principal is the head administrator of a school, especially a grade school or a secondary school. Encyclopedia of Education (2012) posits that the title of principal is an appropriate designation for the chief administration of a school. Udoh and Akpa (2011) refer to the principal as the executive head of a secondary school. The early school principalship was given to any teacher found to possess some sign of demonstrable administrative ability. A teacher with academic qualifications and the right type of personality could be appointed the administrative head in addition to full – time teaching duty. Many of such principals were preoccupied with such tasks as scheduling, attendance taking; reporting among others. The idea of a principal serving as a teacher as well as an administrator continues today in small urban communities and most rural areas (Ukeje, 2010). As school became more complex, the principal was relieved at least some part of the teaching duties. In Nigeria schools the principalship has evolved from the position and performance of teachers. Hence, the title of principal usually refers to the head of a secondary school or a post-primary institution ((Aderounmu & Ehiamezor, 2012).

#### **Instructional Supervision**

Instructional supervision occupies a unique place in the entire education system and it becomes absolutely expedient to give it prominent attention. In a contemporary Nigeria, instructional supervision is regarded as the process of enhancing the professional growth of the teachers, the curriculum and improving the techniques of teaching in the classroom through democratic interactions between the Teacher and the Supervisor (Okendu, 2012). Nakpodia (2006) asserts that, instructional supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers' weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations. Instructional process and supervision help a lot in improving academic performance of students. This is because supervision of instruction aims at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers professionally and thereby helping them release their

creative abilities so that through them the instructional process is improved and well articulated (Okendu, 2012). Instructional supervision is supervision of the activities involved in delivery of instruction.

### **Academic Performance**

Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important. According to Sanrock, (2016) it refers to what the students have learned or what skills the pupils have learned and is usually measured through assessments.

Bossaert, Doumen, Buyse and Verschuere (2011) defines academic performance as student's success in meeting short or long term goals in education. In the big picture according to the authors, academic performance means completing high school or earning a college degree. A student who earns good grades or awards in science has achieved in the academic field of science. He further stated that education associations and schools monitor the overall level of student academic performance to decide what, if any challenges, need to be made in the educational system. Good (2009) defines academic performance as "the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher". Academic performance includes both curricular and curricular performance of the students in the school. It indicates the learning outcomes of the students (Odeh, Oguiche, and Ivagher, 2015). In classrooms students perform their potentials efficiently, as a result of it, learning takes place: the learning outcomes changes the behavior pattern of the student through different subjects. Academic performance could be referred to as the outcome of the performance of a pupil during teaching and learning in the school.

### **Secondary School**

Secondary school can be seen as the intermediary between the primary school and the tertiary institution. Fafunwa (2008) defines Secondary School as any education given between the ages of twelve to twenty (12-20). It has also been defined as all schooling of adolescents, but this was not acceptable to many because of disagreement as to what age to include. A complete definition according to Kronenberg (2008) must include these as well as a statement of aim, functions, services and subjects taught. In addition, he stated that Secondary Schools are of various types, there was no uniform type of Secondary Schools as each reflects local characteristics and needs of the youths attending it. All these types are similar in many respects and there are features common to them all such as organization, Sex, Curriculum, Control and Support. The broad aim of Secondary Education within their overall national objectives should be.

1. Preparation for useful living within the society and preparation for higher education in specific items.  
The Secondary School should:
2. Provide an increasing number of Primary School leavers with the opportunity for education of higher equality, irrespective of sex, social status, religious or ethnic background.
3. Diversity of its curriculum to cater for the differences in talents, opportunities and roles possessed by or open to students after their secondary courses.
4. Inspire students with a desire for self-improvement and achievement of excellence
5. Foster national unity with an emphasis on the common ties that unite us in our diversity
6. Raise a generation of people who can think of themselves, respect the views and feelings of others and dignity of labour, appreciate those values specified under the broad national goals and live as good citizens.
7. Provide technical knowledge and vocational skills necessary for agriculture, industries, commercial and economic development.

To achieve the stated objectives, government planned that Secondary School education should be six years duration and be given in two stages: a Junior Secondary School stage and a Senior Secondary stage.

## **Theoretical Framework**

### **The systems theory**

The systems theory was proposed by Ludwing Von Batenlaffie in 1920. The theory states that as every system is composed of various parts which work in an interrelated manner for accomplishment of stated goals. A school exists in the form of a system because it is composed of many other groups like the tutorial staff, administrators and non tutorial staff who work together as different systems in the school for achieving the goal of the school. The principal coordinates the activities as he performs his instructional supervision tasks. Checking of teachers records of work, students' notes and classroom observation play a major role in the realization of the institutions objectives. Therefore this theory is related to this study as it supports the coordination of systems in the school through instructional supervision for accomplishing the set goal.

### **Theoretical studies**

#### **The role of the principal as an instructional supervisor**

Instructional supervision is the role of the principal in this era of development in education administration. The principal of today is not only a disciplinarian and a record keeper but also an instructional supervisor. It is only the principal who has the authority to make administrative changes necessary to improve teaching and learning situations (Nyamwamu, 2010). Unlike other forms of supervision, instructional supervision is school based and therefore an internal process. This is the reason why the role of the principal is better referred to as that of an instructional supervisor rather than simply a supervisor. In recognition of the principals' role as instructional supervisors and agents of improving academic achievement, Sushila (2004) also agrees that the Principal's role in a school is critical in determining academic performance. The principal defines the institution's mission, promote the instructional resources, and supervise teaching and learning as well as monitoring students' progress.

The principal who is an instructional supervisor must have knowledge of the processes so that he or she can be of help to the teachers. This is echoed by Mullins and Hertinger (2012) who observed that this practical and theoretical knowledge coupled with the varied experience enable the principal command respect and help the school organization to improve. This implies that the standards of working are maintained and people are working as expected and that educational goals are being achieved. The foregoing information is a clear indicator that the process of instructional supervision is significant in the school context for it helps in maintaining quality. Ngunjiri (2012) indicated that teachers' absenteeism would be the order of the day if supervision was minimized. This implies that if quality education is to be given in schools and have improved

#### **Principals' classroom visitation and Academic performance**

Mullins (2010) in New York observed that a supervisor's presence at work premises is vital to ensure all are kept on toes. He therefore recommended a management process of management by walking around. His observation however was not specific to a school setting but the current study is focused on a school setting. Mullins' observation concurs with the observation by (Obanya 2005), in West Africa that school performance will improve if the principal got in touch with what goes in the classroom. In order to understand the concept of classroom visitation, Gachoya (2008) explains that a classroom visitation is an impromptu visit to the classroom by a principal when teaching / learning process is going on in the presence or absence of a teacher. It is aimed at ensuring that teaching /learning process goes on at all times. Fischer (2011) observes that through classroom visits, the supervisor can have an insight into quality benchmarks and performance. Whether this instructional supervision practice has an effect on academic performance in Tindiret sub-county of Kenya is the concern of this study.

#### **Principals' Curriculum Implementation**

Curriculum is a school's plan for all the learning experiences the learner is expected to engage in under the guidance of the school. Curriculum can be defined as the set-out-knowledge, skills and attitudes which the learner is expected to be exposed in the schools. The classroom teachers are the key factors in curriculum delivery because they select and set up the learning opportunities which are meant to enable

the learners acquire desired knowledge, skills and values articulated in the curriculum. Observations have shown that the fact that a curriculum has been so well designed to feature appropriate experiences is no guarantee that corresponding appropriate experiences will result. This is why the principals must come in to supervise and assist the teachers in the curriculum delivery to avoid deviations and errors,

The types of educational experience that will result in the end will depend on how well the teachers delivered the curriculum. Principals assign teachers and charge them with teaching students in the assigned classrooms of various classes. They plan, implement and evaluate lessons. They help the teachers to define lesson objectives, specify instructional alternatives, select among alternatives to enhance instructional effectiveness. The task of curriculum delivery involves implementing curriculum policies and innovations. In doing this, the teacher is provided with a variety of resources to enhance students learning.

### **Empirical Studies**

Ebirim (2012) conducted a study on the extent of supervision of instruction in Federal Government College (FGC) in Imo State and Enugu State. The study adopted descriptive research design. Five research questions and two null hypothesis guided the study. The population of the study was 452 comprising 415 teachers and 37 supervisors. Stratified random sampling technique was used to draw a sample of 208 teachers. All the 37 supervisors were sampled making a total of 245 teachers. Data was collected using a structured questionnaire. Mean and standard deviation and t-test statistic were used to answer and analyze the research questions and the two hypothesis respectively. The study revealed that to a great extent supervision is carried out in FGCs and the supervision of instruction is perceived by teachers as involving monitoring and assisting teachers to improve their delivery of instruction. It also revealed that imposing personal ideas on teachers by supervisors, teachers refusing to cooperate with supervisors among others are some of the factors that hinder supervision of instruction in FGC. It was recommended that effort should be made in improving in supervision of instruction in the school. This study is related to the present study as both of them utilized the same research design, instrument for data collection, both were carried out in secondary schools. The variation is however in the fact that this study combined research questions with hypothesis in the study. Again mean and standard deviation was used for analyses and stratified random sampling was used whereas in the present study different tools were employed.

Kolawole (2012) carried out a comparative study of instructional supervision roles in secondary school principals and inspectors of the Ministry of Education in Lagos State. Design of the study was the descriptive research design, Two hypothesis used were tested at 0.05 level of significance. Population of study was 80 comprising of principals and inspectors. Twenty principals (20) and twenty inspectors (20) were randomly selected for the study. Instrument for data collection was a questionnaire which was of two sets- one each for the principals and the other for the inspectors. Pearson product moment was used to analyze the data collected and to test the relationship between the two. Mean rating was used for data analyses while validation was done by experts. The results revealed that among other things that there is significant relationship between instructional supervision of principals and that of inspectors. . It was recommended that both the principal and the inspector should work together in carrying out supervision of instruction in schools. This study is related to the present study as they both made use of the descriptive research design, structured questionnaire for collection of data. Also they both made use of mean rating for the analyses of the data. However they differed in the population and sample size. Also these study employed the use of hypothesis while the present study did not. Again groups of people were used as respondents in this study whereas in the present study only teachers were used as respondents.

Akudo (2007) conducted a comparative study on the influence of supervision of instruction on teacher effectiveness in primary schools in Onitsha Education Zone. The research was to find out what influence both internal and external supervision have on the effectiveness of primary school teachers in Onitsha Education Zone. Descriptive research design was used and two research questions and one hypothesis guided the study. A total of 2350 teachers served as the population of the study whereas a total

of 905 primary school teachers were randomly sampled. The instrument for data collection was a forty item questionnaire. The reliability coefficient was 0.73. Mean and standard deviation were used to analyze the two research questions and t-test statistic was employed in testing the only hypothesis. Major findings of the study showed that supervision, either internal or external has tremendous positive influence on the effectiveness of primary school teachers. It was recommended among other things that instructional supervision should be encouraged and carried out on regular bases in primary schools. Like other studies reviewed this study related to the present study in both of them utilized the same research design, instrument for data collection, both were carried out in secondary schools and also carried out in Anambra State of Nigeria. The variation is however in the fact that this study combined research questions with hypothesis in the study. Again mean and standard deviation was used for analyses and t-test statistic is used. Moreover both of the study also differed in population and sample size. It can therefore be seen that all the studies reviewed in this empirical study related to the present study as they are all made on instructional supervision apart from the fact their areas of study differed from the present study.

### **Summary of Literature Review**

The theories and empirical studies enumerated in this chapter form the backbone of this study. First, the following terms were reviewed which includes the concept of principalship, instructional Supervision, academic Performance and secondary school were reviewed. The study was anchored on the systems theory. The review of the theoretical studies covered roles of the principals as instructional supervisors, principals' classroom visitation and Academic performance and principal's curriculum implementation. The empirical studies reviewed the works of other researchers that was relevant to this study. It was found out from the review that the available literature was not made on influence of instructional supervision in Orumba South LGA and this created a gap in literature. It was therefore to fill this gap that made the researcher to embark on this study.

## **METHODS**

### **Research Design**

The research design used for the study is descriptive survey. Survey according to Akuezuilo & Agu (2013) means a method of obtaining information from various groups or persons mainly through questionnaire or personal interview. With descriptive survey research design, the researcher will be able to collect information through a questionnaire from a group of people which will be analyzed and the results generalized to the entire population. In this study therefore a part of the population will be administered the questionnaire and the result will be generalized to cover the entire population of the study.

### **Area of the Study**

Orumba South is a Local Government Area in Anambra State, south-central Nigeria Umunze is the headquarters of Orumba South. Other towns that make up the local government are the following towns Akpujiogu,

Umuomaku, Eziagu, Ezira, Ubaha, Ihite Umuchukwu, Nawfija, Ogboji, Ogbunka Owerre-Ezukala, Agbudu, Onneh ,Obuluhu, Uhuala, Ubaha akwaosa, Akata, Enugwu-Umuonyia, Isiulo and Alaohia. They have infrastructural facilities like electricity, good roads and good communication network. Many of them have private bore-holes that serve as their major source of water supply. The people in the local government are mainly traders, civil servants and farmers. The local government was chosen for this study because of their love and interest in education of their people.

### **Population of the Study**

The population size was 405. This comprised 405 secondary school teachers in the 16 public secondary schools in Orumba South L.G.A.

Sources: Resources and Statistics P.P.S.S.C. Enugu 2019.



### **Sample and Sampling Technique**

The sample of 200 teachers was used for the study. In other to make sure that the entire population was represented in the study, a simple random sampling technique was applied on the population to select 10 schools out of the 16 schools. The selection was done without replacement to give all the schools equal chances of being selected. Again 20 teachers were randomly selected from each of the 10 schools selected which was also done without replacement. A total of 200 samples were selected for the study.

### **Instrument of Data Collection**

The researcher formulated a questionnaire- Analysis of principal's instructional supervision practices for improved academic performance questionnaire (APISPIAPQQ) which covered various instructional supervisory practices by principals. The questionnaire was divided into two parts-part A and Part B. Part A sought for information about the respondents while part B contains the 15 items separated into 4 research questions. The questions with the 15 items was structured under a 3 point scale of strongly agreed (SA) 4points, agree (A) 3points, disagree (D) 2points and strongly disagreed (SD) 4points.

### **Validation of the Instruments**

The questionnaire was validated by 3 experts of which copies of the questionnaire submitted to two experts in Department of Educational Management and Policy department and one expert from Measurement and Evaluation in Department of Educational Foundations, all from Faculty of Education, Nnamdi Azikiwe University, Awka Anambra State. The final edition of the instrument was obtained after the researcher effected the necessary corrections required. The experts were to examine the content of the instrument in line with the purpose of the study and for appropriate content, construct and face validation of the items, in terms of their content relevance, items clarity and design. After scrutinizing the instrument, they offered useful suggestions which led to a modification of the questionnaire before the final copy was produced.

### **Reliability of the Instrument**

Reliability of the instrument was tested to ensure that the instrument was reliable. The researcher distributed 10 copies of the questionnaire amongst ten (10) teachers within five (5) secondary schools in Awka South LGA OF Anambra State, which was not part of the study. The researcher administered the questionnaire and also waited for them to complete the questionnaire before retrieving them. Thereafter, the copies of the questionnaires were collated and their scores calculated using the Cronbach Alpha formula. Results of the distributed copies of the questionnaire yielded a reliability coefficient of 0.70. The method of using Cronbach Alpha formula to calculate scores was adopted in order to ensure the internal consistency for reliability of research instrument which was arranged in clusters.

However, the result indicated the internal consistency of the instrument, which is considered satisfactory and stable for the study. Therefore, the reliability of the questionnaire showed that the instrument was reliable, dependable and likewise trust-worthy. Nworgu (2015) identified that the Cronbach Alpha statistical method refers to the degree of consistency with which the item of an instrument measures a given trait and provides a measure of how homogeneous or otherwise the items are.

### **Method of Data Collection**

The distribution of copies of the questionnaire was done by the researcher who engaged the services of four research assistants. These research assistants received briefings and instructions about the location of primary schools and how to relate with the teachers for their maximum cooperation on filling the questionnaire. The researcher administered the questionnaires by hand with the research assistants to ensure maximum recovery of the instrument administered. Whereby this was not possible such teacher was given a space of one day to complete the questionnaire. Both the researcher and research assistants waited for the teachers completion of the questionnaire and immediate collection employed. The exercise of distributing copies of the questionnaire took a period of three week and the 200 copies of questionnaire were also retrieved and gathered for appropriate collation and analysis.

### **Method of Data Analysis**

The data will be obtained from the questionnaire compiled, analyzed and used in answering the research questions based on four point scale. The mean for scaling items will be computed by multiplying the

frequency of the responses by the value of scaled items and dividing the total with the number of respondents.

Scaled items	values
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

**Decision Rule**

$$\begin{aligned}
 F &= \text{frequency} \\
 \bar{X} &= \text{mean} \\
 \bar{X} &= \frac{4+3+2+1}{4} = \frac{(SA, A, D, SD)}{4} = \frac{10}{4} \\
 &= \frac{\Sigma fx}{n} = \frac{10}{4} = 2.5
 \end{aligned}$$

If  $\bar{X}$  is below 2.5, it is considered rejected

If  $\bar{X}$  is 2.5 and above, it is considered accepted.

**PRESENTATION AND ANALYSIS OF DATA**

**Research Question 1:** *What are the ways principals’ classroom visitations is practiced to improve academic performance of students in secondary schools in Orumba South LGA?*

**Table 1: Mean rating of ways principals’ classroom visitation is practiced to improve academic performance of students in secondary schools in Orumba South LGA**

S/N	Items	X	Decision
1.	Visiting teachers in classroom when teaching	2.7	Accepted
2.	Observes teaching and learning activities	3.2	Accepted
3.	Checking student’ notebooks during class activities	2.6	Accepted
4.	Ensuring the teacher carries everybody in the class along	2.8	Accepted
5.	Having post classroom visitation discussion with teachers	3.0	Accepted
<b>Grand Mean</b>		<b>2.9</b>	<b>Accepted</b>

Table 1 reveals that the mean of teachers’ responses on items 1, 2, 3, 4, and 5 fell within 2.50 and above, which is all met the criterion for the acceptance region. Therefore, the grand mean which were 2.9 shows that respondents accepted that these items constitute ways principals’ practice classroom visitation to improve academic performance of students in secondary schools in Orumba South LGA

**Research Question 2:** *What are the ways principals’ curriculum implementations is practiced to improve academic performance of students in secondary schools in Orumba South LGA?*

**Table 2: Mean rating ways principals’ curriculum implementations is practiced to improve academic performance of students in secondary schools in Orumba South LGA**

S/N	Items	X	Decision
6.	Attend classes regularly and teach their lessons	2.69	Accepted
7.	Giver assignment to students, mark and return them to students	2.88	Accepted
8.	Organize extra lessons to cover their syllabus	3.04	Accepted
9.	Improvise teaching and learning materials for effective curriculum delivery	3.27	Accepted
10.	Improvise teaching and learning materials for effective curriculum delivery	3.45	Accepted
<b>Grand Mean</b>		<b>3.07</b>	<b>Accepted</b>

Table 2 shows that all the mean of the teachers' responses to the items fell above 2.5 (acceptable mean). The grand mean which was 3.04 showed that teachers agreed that these items constitute ways principals' practice clinical observation to improve academic performance of students in secondary schools in Orumba South LGA.

**Summary of Findings:**

The findings showed that teachers

1. Principals' classroom visitations influence secondary student's academic performance in secondary schools in Orumba South LGA
2. Principals curriculum implementation influences secondary student's academic performance in secondary schools in Orumba South LGA

**DISCUSSION OF THE FINDINGS**

**Principals' classroom visitation**

The analyses of the items in research question 1 showed that respondents accepted that visiting teachers in classroom when teaching, observing teaching and learning activities, checking student' notebooks during class activities, ensuring the teacher carries everybody in the class along and having post classroom visitation discussion with teachers are ways principal use classroom visitation to influence student's academic performances. Mulins (2002) in NewYork observed that a supervisor's presence at work premises is vital to ensure all are kept on toes. He therefore recommended a management process of management by walking around. His observation however was not specific to a school setting but the current study is focused on a school setting. Mullins' observation concurs with the observation by (Obanya 2005), in West Africa that school performance will improve if the principal got in touch with what goes in the classroom. In order to understand the concept of classroom visitation, Gachoya (2008) explains that a classroom visitation is an impromptu visit to the classroom by a principal when teaching / learning process is going on in the presence or absence of a teacher. It is aimed at ensuring that teaching /learning process goes on at all times. Fischer (2011) observes that through classroom visits, the supervisor can have an insight into quality benchmarks and performance.

**Supervision of curriculum implementations by principals**

The analyses of the items in research question 2 showed that respondents accepted that principals in implementing curriculum in schools makes sure that students attend classes regularly and teach their lessons, gives assignment to students, mark and return them to students, organizes extra lessons to cover their syllabus, improvise teaching and learning materials for effective curriculum delivery and improvise teaching and learning materials for effective curriculum delivery. According to Chapman (2011) teachers prepare and structure their lessons better when instruction in the school is regularly supervised and this had a direct bearing on the students' academic performance. This observation indicates that such records are crucial. Another way is through supervision of curriculum implementation. Curriculum implementation involves day to day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum (Obanya, 2008). Ahmadi and Lukman (2015) indicated that it is the process of putting curriculum into action through an implementation agent such as principals, education officials, parents among other agents). Only effective curriculum implementation ensures achievement of the objectives for which the curriculum was designed to attain. For effective implementation of curriculum to take place, quality assurance and standards is key. Ayeni (2012) concluded that challenges that principals faced in the tasks of institutional governance, resource inputs, curriculum delivery and students learning require effective collaboration and goal-oriented synergetic interrelationship between the school and the relevant stakeholders in its environment.

**CONCLUSION**

Based on the result of this study, it is concluded that

1. Principals' classroom visitations influence secondary student's academic performance in Orumba South LGA

2. Supervision of curriculum implementation by principals influences secondary student's academic performance in Orumba South LGA

## **RECOMMENDATIONS**

Based on the result of this study, the following was therefore recommended-

1. That principals be given special training on how best to carry out classroom visitation in their schools
2. Effort should be made by both the government and administrators to improve curriculum implementation through careful supervision of the exercise
3. Also all findings and recommendations as a result of supervision of instructional activities should successfully implemented.

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