

## **Internal Supervisory Functions of Principals in Public Secondary Schools**

**Ateb, Thomas Andortan**

Department of Vocational Education  
University of Calabar, Calabar

**Atsu, Ashi Liwhu**

Department of Vocational Education  
University of Calabar, Calabar

**Atah, Cletus Akpo**

Department of Vocational Education  
University of Calabar, Calabar

---

### **Abstract**

*The study sought to find out how internal supervisory functions of principals are carried out in public secondary schools in Ogoja Education Zone Cross River State. To achieve the purpose of the study, two (2) specific purposes guided the conduct of this study with two corresponding research questions. Two null hypotheses were formulated for the study. The design of this study was a descriptive research design. The population of the study was one thousand nine hundred and fifteen 1, 915 comprised 1,838 teachers and 77 principals in the seventy-seven (77) public secondary schools in Ogoja Education Zone Cross River State. The sample of the study was 405 comprised of 367 teachers and 38 principals representing 20% and 50% of the population respectively drawn through random sampling technique. The instrument used for data collection was a structured questionnaire titled “Internal Supervisory Function of Principals in Public Secondary Schools Questionnaire” (ISFPSSQ) which was validated by three experts. The reliability of the instrument was done through the split-half test method which yielded a Cronbach alpha coefficient of 0.87. The data collected were analyzed using mean and standard deviation for the research question and a t-test was used to test the null hypotheses at a 0.05 level of significance. The findings of the study revealed that Principals carried out instructional supervision functions, staff development functions, in public secondary schools. The findings further revealed that there was no significant difference in the mean ratings of principals and teachers on internal supervisory functions of principals in public secondary schools in the Ogoja Education Zone. Based on the findings, it was recommended that principals should always delegate some administrative functions to vice-principals for the effective running and enhancing administrative system of the school. It was concluded that principal’s and other administrative duties are the overall development of the school system.*

---

**Keys words:** *Internal, Supervisory, Functions, Principal and Public*

---

### **Introduction**

Supervision is a vital arm of school administration. Supervision of instruction is a positive democratic action aimed at improving classroom instructions for the growth of students. Supervision is the development of an authentic helping relationship between teachers and supervisors. The emphasis is on helping the teacher to do a better job of teaching the children

to learn more (Ogbu, 2010). Ogbu also affirms that every teacher needs supervision to improve their performance on the job. It is in this regard that Igwe (2004) posits that to supervise means to direct, oversee, guide or make sure that expected standards are met. In a related development, Obasi (2009) states that supervision is a way of stimulating, helping and improving, guiding, refreshing, encouraging and overseeing teachers in their tasks. Afianmagbon (2007) sees supervision of instruction as a process of helping and assisting teachers to improve themselves and their instructional skills to enhance effective teaching and learning. The Federal Republic of Nigeria (FRN 2013) has highlighted in precise terms the objectives of educational supervision, which is to ensure quality control through regular and continuous supervision of instructional and other educational services. Hornby (2007) defines internal supervision as all efforts of designated school officials towards providing leadership to the teachers and other educational workers in the improvement of instruction.

This implies stimulation of professional growth and development of teachers, selection and revision of educational objectives; materials of instruction, methods of teaching; and the evaluation of instruction. Supervision of instruction is an aspect of school administration that focuses on the achievement of appropriate instructional expectations of the educational system (Ogbu 2010). Ofoegbu (2004) maintains that supervision is the process of assisting, directing, stimulating and motivating teachers to enhance the teaching and learning process in educational institutions. Tuoyo (2000) sees supervision of instruction as the practice of monitoring the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits, thereby improving the standard of schools and achieving educational goals.

Supervision of instruction has remained crucial to the effective implementation of the school curriculum. Okoli (2004) admitted that supervision of instruction is one of the administrative means the Federal Government of Nigeria plans to adopt in the implementation of the reformed policies in education. Nwaogugbe (2007) contended that supervision of instruction affords the teacher an opportunity for knowledge update. Olagboye (2004) concisely stated that the use of supervisory techniques in supervision assists in developing needed teaching competencies for the benefit of both the teacher and the learner. Obi (2003) believed that the benefit of supervision has positive impacts on the teaching and learning process. Supervisor of schools cannot carry out their supervisory duties positively without the use of specific supervisory techniques. Furthermore, Obi (2003) observed that teachers' competency will not improve in the aspect of providing improvised instructional aids if principals fail to demonstrate its relevance during internal supervision.

Other schools of thought see internal supervision as a way of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs, and at the same time try to emphasize the importance of good human relations in an organization (Ogunsaju 2009). The essence of internal supervision is therefore the monitoring of the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools for achieving their educational goals. Thus, the concern of internal/educational supervision is the improvement in the teaching and teaching environment to promote effective teacher performance and learning in the school. Supervision is thus a combination or integration of several processes, procedures and conditions that are consciously designed with the sole aim of advancing the work effectiveness of teachers and other personnel involved in the schooling process (Atah, 2017). Supervisory functions of internal supervisors are vital in the educational sector. Nwakpa (2005) maintains that school

internal supervisors carry out their supervising exercise by organizing staff development programmes such as workshops, seminars and conferences, by sponsoring the publication of professional magazines, journals and books through which the teachers expand their knowledge base. By doing this, internal supervision encourages teachers in schools to have professional help and guidance for achieving the aim of improving the condition that surrounds teaching and learning (Atah, Ogbiji, and Agbor, 2019).

Instructional supervision is as important as the teachers for without supervision the set goals for education will not be achieved. The purpose of school supervision is geared toward the promotion and development of favourable teaching and learning, which invariably leads to the improvement of society. Sadly, most times teachers do not give room for the supervisor to know what they do with the student in the classroom nor do they open up with the belief that they are competent enough that they cannot be supervised. School internal supervisors in their effort to ensure proper and efficient teaching and learning in schools in most states through supervision of instruction encounter some challenges ranging from technical, environmental, administrative and teacher challenges. Nwakpa (2005) identified the existence of quacks in the field as a setback to effective supervision of instruction.

According to him, some of the supervisors are not competent and does not have interpersonal skills in carrying out supervisory exercise thereby, causing hindrance to effective supervision. In addition, they do not know how best to communicate with their supervisee so that they will not be misunderstood. Adu, Akintoye and Olaoye (2014) added that many supervisors including the school head and departmental heads do not know how to communicate with their staff. Teachers most times are demoralized by the inefficiency of the supervisor due to poor communication. They also noted that some demographic factors like age and gender present as constraints and barriers in carrying out instructional supervision exercises. Many research reports indicate negative attitudes of teachers toward supervisors as a hindrance to effective supervision of instruction in schools not knowing that their reactions always depend on how the supervisor approach their supervisory functions (Kieleko, 2015; Aja & Eze, 2017).

A teacher as a person who instructs others in virtue deserves respect to preserve his worth and dignity. Apart from the instructional process, the teacher is also a motivator, moderator, guidance counsellor and coordinator of learning. In an ever-changing society with developments in all human endeavours, culture and value systems, the teacher is the one who is at the hub of the activities, nurturing, and transforming, translating, adapting, improving and interpreting new ideas, to create social harmony. Education is seen as the biggest investment Nigeria can make to achieve development in the areas of economic, social and political affairs. According to Peretomode (1995), it is about the most essential service and a weapon of progress. Through the process of education, people became aware of the happenings within their environment and consequently manipulate such environment for survival. Education is a social service that is provided for the general population of a country to educate and provide enlightenment for the people. Through education, skills are acquired, and this enables a country to develop. To be able to effectively provide education, there is a need to ensure that the educational system is reliable. Reliability in terms of the educational system can only be enhanced through supervision. As this cannot happen in a vacuum, society establishes schools to render this special service to members.

Schools are established to stimulate the desirable changes in the behaviour of the learners. According to Ogbu, (2010) schools are set up to control, through the manipulation of the environment, the development of the young ones towards ends that are regarded as desirable

by society. Stressing this point further, Nnamani, (2001) asserted that the schools are the primary moulding place of our society and as such at the extremes; they mould either successful, strong and responsible citizens or weak, failing and irresponsible citizens as well. The key actors in this process of moulding and stimulating these desirable changes are the teachers whose main functions in the school include guiding, directing and stimulating desirable changes in the learners through instruction. Instruction is one of the techniques a teacher uses to transmit knowledge to the learners. Ukah and Atah (2021) opined that if there is a collaboration among principals and teachers it will create control in transmitting knowledge. Internal supervision will bring the school management short and long term expectations (Akeke, Ushie, and Atah, 2019). Atah and Ukah (2021) internal supervision function of the principal will equip students with the opportunity to be taught appropriately in a school environment. Ukah and Atah (2021) agreed students are expected to acquire the skills competencies and this will be possible if the students are exposed to teaching and learning processes.

Atah and Ukah (2021) further opined that supervision is necessary and had its foundation in the bible. Chukwurah and Atah (2019) agreed that the Supervision will inculcate discipline both in teachers and students in the teaching and learning process. When the principal supervises or performs his duties effectively teachers will be careful in handling school facilities in the teaching and learning process (Atah, 2019). Chukwurah and Atah (2018) affirmed supervision will bring a relationship among the school management and the teacher joy effectiveness for maximum productivity. Bessong, Atah and Ugbadu (2019) agreed that supervision by principals will help the school management to share facilities among other schools. Agim, Ochui, & Atah (2020) opined that technology keeps on advancing and it is becoming very essential in our lives, everyday people use technology to improve the way they accomplish specific tasks and principles will not be exceptional. If principals in various secondary schools collaborate it will go a long way to improve the teaching and learning process (Atah, Bessong, & Fidel, 2017). Software programmes like MS Excel, MS term, Zoom and Peer tutoring could be used in the teaching and learning process of secondary school students when there is proper supervision among the management staff (Atah, Ukah and Crossdale 2019). Edet and Atah (2019) equally opined that when secondary schools are supervised there will be control among teachers and students to be effective in their duties. Atah (2019) opined that when there is supervision in principal leadership may bring Security in the services offered by secondary school teachers. Of course, Security is the dynamic condition that involves the relative ability of a state to counter threats to its core values and interest and its primary beneficiaries (Atah, 2019). Atah and Abeng (2019) also agreed that supervision will bring about the management of institutional variables that are centred on student supports provided by the school students management or government. (Atah and Bessong 20 18). The internal supervision function of the principal may be decided to utilize any style of leadership depending on his description (Atah, 2019).

Obasi (2009) undertook a study on the appraisal of the supervisory practice of primary school heads in the Ohafia Education Zone of Abia State. Four specific purposes, four research questions and two null hypotheses guided the study. The research design was a descriptive survey design. The population of the study consists of 263 headteachers and 3,993 classroom teachers. The entire population of 263 headteachers and 399 teachers totalling 4256 respondents were used as the sample of the study. The research instrument was face validated by experts in Educational Administration and Planning and other experts from Measurement and Evaluation. Data collected were analyzed using mean and standard deviation while two null hypotheses were tested using t-test. The major findings of the study show that the

headteachers appraised teachers' activities through classroom visitation. The findings also revealed that demonstration of teaching methodology and learners' attention is important towards the attainment of educational objectives (Wonah, Egbula and Atah, 2018).

Agbo, (2005) undertook a study on the development of an instrument for evaluating supervision of instruction in secondary schools Nsukka education zone. The problem of this study was to identify an instrument on the supervisory requirement that is essential for evaluating the supervision of instruction in secondary schools in the Nsukka education zone. To carry out this study, three research questions and two null hypotheses were guided the study. The survey design was adopted for the research. A structured questionnaire was developed for data collection. The population of the study was hundred (100) principals. The research instrument was validated by experts in educational foundations and measurement and evaluation. Data collected were analyzed using mean and standard deviation while the two hypotheses were tested using t-test statistics. The findings of the study revealed that: teachers problems, supervisory challenges and technical challenges are problems militating against effective supervision of instruction.

Enamiroro, (2001) carried out a study on the role of supervision on attendance, academic performance and the correlation of the Role of supervision between the attendance and academic performance of students in school. Three purposes of the study in line with the research questions were formulated to guide the study. A checklist was used to collect 2,860 students' attendance and the academic performances from 58 schools were used in the study. Two hypotheses were formulated and tested 0.05 using the Pearson Product Moment Correlation Co-efficient. The study revealed that the mean score of students in attendance was 68% and academic performance was 66%. It also revealed the correlation between attendance and academic performance. It showed the coefficient of determination  $r^2 = 0.22$ , an indication that 22% of students' academic performances were influenced by attendance in secondary schools in Delta State, Nigeria.

### **Purpose of the Study**

The main purpose of the study was to investigate the internal supervisory functions of principals in public secondary schools in Ogoja Education Zone Cross River State. Specifically, the researcher sought to:

1. Find out principals' instructional supervision functions in public secondary schools in Ogoja Education Zone.
2. Determine principals' staff development functions in public secondary schools in Ogoja Education Zone.

### **Research Questions**

The following research questions were formulated to guide the study;

1. What are principals' instructional supervision functions in public secondary schools in Ogoja Education Zone?
2. What are principals' staff development functions in public secondary schools in Ogoja Education Zone?

### **Statement of Hypotheses**

The following null hypotheses were tested at 0.05 alpha level of significance.

1. There is no significant difference in the mean ratings of principals and teachers on instructional supervision functions of principals in public secondary schools in the Ogoja Education Zone.

2. There is no significant difference in the mean ratings of principals and teachers on staff development functions of principals in public secondary schools in the Ogoja Education Zone.

### Research Design

The design employed in the study was a descriptive research design. Descriptive design studies are mainly concerned with describing events as they are without any manipulation of what is being observed, (Ali, 2006). It is a design approach that is aimed at collecting data and systematically describing events, the characteristics, features or facts about a given population (Nworgu, 2006). The design is justified for this study because the researcher collected the original and relevant data from the respondents (sample) and analyzed them as there are without manipulation. This study was conducted in the Ogoja Education zone in Cross River State. The population of this study comprised all the 1915 teachers and principals in 77 public secondary schools in Ogoja Education Zone Cross River State. There are 77 principals and 1838 classroom teachers totalling 1915 principals and teachers in the zone. (Planning, Research and Statistics (PRS) Dept: SEB, Ogoja 2017/2018 school year). The sample of the study comprised 405 principals and classroom teachers. To select the sample, the researcher used a simple random sampling technique to select from the four local government areas in the Ogoja education zone. Therefore, a simple random sampling technique was used to select 38 principals and 367 classroom teachers from the four local government areas representing 50% and 20% respectively of the entire population. This gave a total sample of 405 respondents for the study. The instrument for data collection was a structured questionnaire titled: Internal Supervisory Functions of Principals in Public Secondary Schools Questionnaire (ISFPSSQ). The questionnaire had two parts: A and B. Part A contained the bio-data (information) of the respondents while Part B contained twenty-four (24) items arranged in four clusters. The questionnaire items were structured on a four-point rating scale of Strongly Agree = SA, Agree = A, Disagree = D, Strongly Disagree = SD with their numerical values assigned as 4, 3, 2 and 1 respectively. The questionnaire was the face-validated to ensure the appropriateness of the items. The questionnaire was administered directly and collected by the researcher and his research assistants. The data collected were analyzed using mean and standard deviation for the research questions. The degree of agreement or disagreement was determined by finding the mean of the nominal values assigned to each option. Based on the 4 point rating scale, the mean score of the scale was 2.50. The 2.50 was derived by adding the nominal value of the rating scales and divided by the same number of cases. Therefore 2.50 were used as the benchmark for the decision rule. Any item in the instrument with a mean score of 2.50 and above was agreed as internal supervisory functions of principals in public secondary schools. Any item with a mean score below 2.50 disagreed. All the two hypotheses were tested using t-test statistics at 0.05 level of significance. Any null hypothesis with a calculated t-value greater than the critical table value was rejected while the one with a calculated t-value less than the critical (table) value was upheld.

### Results and Discussion

**Research Question 1** *What are Principals' Instructional Supervision functions in Public Secondary Schools in Ogoja Education Zone?*

Data collected from items 1 – 5 in section B of the research instrument were used to answer this research question 1. Summary of results of data analysis is presented in Table 1.

**Table 1: Mean Ratings on Principals' Instructional Supervision functions in Public Secondary Schools**

S/N	Item Statement	X	SD	Decision
1	Classify teachers into the various subject specialization for effective classroom teaching	2.62	0.94	Agree
2	Ensures that teachers comply with the subject periods	2.64	0.83	Agree
3	Demonstrate to teachers on the techniques/skills of teaching	2.61	0.88	Agree
4	Check lesson notes for quality control	2.59	0.89	Agree
5	Visit class to monitor class activities	2.73	0.82	Agree
	<b>Grand Mean (x)</b>	<b>2.63</b>	<b>0.87</b>	

The results of data analysis as presented in table 1, it was revealed that principals classify teachers into the various subject specialization for effective classroom teaching, ensure that teachers comply with the subject periods, demonstrate to teachers on the techniques/skills of teaching, check lesson notes for quality control and visit class to monitor class activities with the mean scores of 2.62, 2.64, 2.61, 2.59 and 2.73 with the standard deviation scores 0.94, 0.83, 0.88, 0.89 and 0.82 respectively. With a grand mean of 2.63 and a standard deviation of 0.87 and since the mean is greater than the mean score of 2.50 set as the mean score for decision making. The result indicated that the respondents agreed that these were principals' instructional supervision functions in public secondary schools in Ogoja Education Zone.

### Research Question Two

What are Principals' Staff Development functions in Public Secondary Schools in Ogoja Education Zone? Data collected from items 6- 11 in Section B of the research instrument were used to answer this research question. Summary of results of data analysis are presented in table 2

**Table 2: Mean Ratings on Principals' Staff Development functions in Public Secondary Schools**

S/N	Item Statement	X	SD	Decision
6	Orientation of new staff	2.78	0.71	Agree
7	Recommend teachers for conference	2.74	0.79	Agree
8	Organize workshop for teachers	2.77	0.69	Agree
9	Encourage teachers to undertake in-service training programme for their professional growth	2.77	0.83	Agree
10	Collaborate with teachers to carry out action research	2.89	0.73	Agree
11	Regular attendance to school determines teachers effectiveness	2.88	0.86	Agree
	<b>Grand Mean (x)</b>	<b>2.80</b>	<b>0.76</b>	

The results of data analysis presented in table 2, revealed that the respondents accepted that orientation of new staff, recommend teachers for the conference, organize a workshop for teachers, encourage teachers to undertake in-service training programme for their professional growth, collaborate with teachers to carry out action research and regular attendance to school determines teachers effectiveness with the mean scores of 2.78, 2.74, 2.77, 2.77, 2.89. and 2.88 with the standard deviation scores 0.71, 0.79, 0.69, 0.83, 0.73 and 0.86 respectively. The grand mean score of all items in table 2 is 2.80 with a standard deviation score of 0.76. The grand mean of 2.80 is greater than the mean score of 2.50 set as

the mean score for decision making, thus, this showed that principals carry out these staff development functions in public secondary schools in Ogoja Education Zone.

### Hypotheses 1

**H<sub>01</sub>:** There is no significant difference in the mean ratings of principals and teachers on instructional supervision functions of principals in public secondary schools in Ogoja Education Zone.

**Table 3: t-test Analysis on Instructional Supervision functions of principals in public secondary schools in Ogoja Education Zone.**

Status	N	X	SD	Df	t-cal	t-tab	$\alpha$	Decision
Principals	35	2.734	0.92	383	0.66	1.960	0.05	N S
Teachers	350	2.636	0.87					

- N S = Not Significant

From the results of the data analysis presented in table 5, it could be observed that principals in Ogoja Education Zone recorded a high mean score of 2.734 than the mean score of 2.636 for teachers; the difference in these mean scores is statistically not significant at  $\alpha$  0.05. This is because the calculated t-value (0.66) is less than the critical value (1.960). Therefore, the null hypothesis (H<sub>01</sub>) is accepted which implies that there is no significant difference in the mean ratings of principals and teachers on instructional supervision functions of principals in public secondary schools in the Ogoja Education Zone.

### Hypothesis 2

**H<sub>02</sub>:** There is no significant difference in the mean ratings of principals and teachers on staff development functions of principals in public secondary schools in Ogoja Education Zone.

**Table 4: t-test Analysis on Staff Development functions of Principals in public Secondary Schools in Ogoja Education Zone**

Status	N	X	SD	Df	t-cal	t-tab	A	Decision
Principals	35	2.75	0.66	383	0.51	1.960	0.05	N S
Teachers	350	2.81	0.75					

- N S = Not Significant

From the results of data analysis presented in table 6, it could be observed here that principals in Ogoja Education Zone recorded a less mean score of 2.75 than the mean score of 2.81 for teachers, the difference in these mean scores is statistically not significant at an alpha level of 0.05. This is because the calculated t-value (0.51) is less than the critical value (1.960). Therefore, the null hypothesis (H<sub>02</sub>) was not rejected which stated that there is no significant difference in the mean ratings of principals and teachers on how staff development is carried out by principals in public secondary schools in Ogoja Education Zone.

### Discussion of the findings

*The finding of the study in research question 1 Principals' Instructional Supervision functions in Public Secondary Schools in Ogoja Education Zone.*



The results of data analysis as presented asserted that principals classified teachers into the various subject specialization for effective classroom teaching, they also ensure that teachers comply with the subject periods allocated to each subject, the responses of the respondents indicate that they demonstrate to teachers on the techniques/skill of teaching, check lesson notes for quality control and visit class to monitor class activities going on the classroom. With a grand mean of 2.63 and a standard deviation of 0.87 and since the mean is greater than the mean score of 2.50 set as the mean score for decision making. This shows that principals carried out instructional supervision in public secondary schools in Ogoja Education Zone while the hypothesis shows that there is no significant difference in the mean ratings of principals and teachers on how instructional supervision is carried out by principals in public secondary schools. This finding corroborated Obasi (2009) who postulated that the principals build an outstanding foundation in enhancing the educational system through effective instructional supervision in the education system. Akubue (1999) affirmed that instructional supervision is a service to help teachers to improve instruction. The foregoing supervision influences the quality of teaches in service delivery. It deals with supervisor/ teachers; teacher/students interaction in teaching-learning situations. The primary goal of supervision of instructions is to ensure that the curriculum meant for secondary schools is properly taught in a way that students gain adequate learning experiences attitudes and behaviour. So, supervision of instruction in the development of school curriculum is concerned with well-planned programmes of actions; to be executed by supervisors using a democratic leadership style. It involves helping and working with teachers and students daily towards the implementation of the curriculum modules. Secondary school heads visit classroom teachers in their classes at intervals. Such visits were directed basically in assisting and assessing their teachers which help the school to develop.

***The finding of the study in research question 2 Principals' Staff Development functions in Public Secondary Schools in Ogoja Education Zone.***

The results of the data analysis presented revealed that the respondents accepted that the principal carried out orientation for the new staff, recommended teachers for the conference, organize a workshop for teachers, encourage teachers to undertake in-service training programmes for their professional growth. On the same basis, they collaborate with teachers to carry out action research and regular attendance to school determines teacher's effectiveness. The grand mean score is 2.80 with a standard deviation score of 0.76. The grand mean of 2.80 is greater than the mean score 2.50 set as the mean score for decision making, thus, this indicates that principals carry staff development functions in public secondary schools in Ogoja Education Zone while the hypothesis revealed that there is no significant difference in the mean ratings of principals and teachers on how staff development is carried out by principals in public secondary schools in Ogoja Education Zone. This finding agrees with Ogbu (2010) who affirmed that the supervisor is required to encourage better teaching output and to ensure that productivity is maintained through staff development. This strongly supports the view that internal supervision by the principals is directed towards the improvement of the teachers and the schools. He noted that during the headteachers' visits to classes for internal supervision, assistance was given in the checking of lesson notes written by teachers, provision of supplementary textbooks and references materials. That through the checking of teachers instructional materials areas of improving the teachers will be tackled. All these activities of the principal improve the teachers' intellectual ability which is an indicator of his effectiveness. The internal supervisor is an expert on the job of teaching as it encourages the development of teachers in the school system.

## Conclusion

From the result obtained from the investigation into delegatory functions of secondary principals, the researcher came up with the following conclusions; the quality of education made accessible for public secondary schools in the Ogoja education zone depend largely on instructional supervision carried out by the principal of the school. This implies that the products of our public secondary schools are dependent on the degree to which principals perform their supervisory functions ranging from the aspect of staff development, instructional supervision, provision of instructional materials. In other words, education is a collective responsibility of all teaching and non-teaching staff if principals decentralize authority and complement the efforts of their staff to ensure a good outcome.

Moreover, in a situation where school principals do not apply control mechanisms such as supervision, provision of facilities, staff development, physical equipment, motivation, the discipline of staff where there is misconduct in duty execution, the aims and objectives of the school would not be achieved. It is also pertinent for principals to create a good relationship with their staff through delegation of functions by keeping the communication network open to ensure good rapport within the school system and also to involve staff in decision making in the school. This will go a long way to realizing educational aims and objectives.

## Recommendations

Based on the findings, the following recommendations are made as to the way forward;

1. Principals should always delegate some of their administrative duties to enable them to have more time for instructional supervision in the interest of the overall improvement of the school system.
2. Secondary school principals should avoid discrimination on the issue of developing staff but always regard the aspect of developing staff as their vital task to carry out in the school.
3. School principals should ensure adequate provision of instructional materials for effective teaching and learn in the school.
4. Administrative head should always ensure regular maintenance of school physical facilities without regarding them as public owned properties.

## REFERENCES

- Adu, E. O, Akintoye, G. M, and Olaoye O. (2014). Internal and external school supervision: Issues, challenges and way forward. *Internal Journal on Education* 7 (2) 269 – 278
- Afiamagbon, B. (2007). Clinical supervision and teacher effectiveness. *International Journal of Education Planning and Administration* 1 (3) 45-55.
- Agbo, D. (2005). Development of instrument for evaluation supervision of instruction in secondary schools. *Unpublished M.Ed. Thesis*, University of Nigeria Nsukka.
- Agim V. U., Ochui, M. O. & Atah, C. A. (2020). Assessment of availability of new technologies in delivery business education content in tertiary institutions in Cross River State. *British International Journal of Education and Social Sciences* ISSN 4519 – 6511 Vol.7, (10) 1-9
- Aja, S. N. and Eze, P .I. (2017). Place of instructional supervision in enhancing public primary school teachers' effectiveness. *Educational Research and Reviews*, 2(7), 487-492.
- Akeke, M. N. G, Ushie, P. & Atah, C. A. (2019). Availability of school resources for the delivery of business education content in Universities in Cross River State. *Journal of association of vocational and technical educators of Nigeria* (JAVTEN). ISSN 1115-9626 Vol. 24 (2) 221-232

- Atah, C. A. & Abeng, C. O. (2019). Influence of institutional variables and employability Skills Acquisition among Business Education Students of Tertiary Institutions in Cross River State, *Nigeria International Journal of Vocational and Technical Education Research* Vol.5, (1) 1-12.
- Atah, C. A. & Akeke, M. N.G. (2021). *Business Education programme and occupational title: Contemporary Issues and concepts in business education.* 1(1) 209-236
- Atah, C. A. & Bessong, E. B. (2018). Impact of record keeping for sustainability of small scale business operators for National economy development in Nigeria. *Journal of Association business educators of Nigeria (ABEN) Vol. 5 (1) 102-114*
- Atah, C. A. & Ukah T. A. (2021). Lecturer-Students relationship and acquisition of skills competence in Universities in Cross River State, Nigeria: *International Journal of Education and Evaluation* E-ISSN 2489-0073 P-ISSN 2695-1940 Vol 7. (4) 85-94
- Atah, C. A. & Ukah, T. A. (2019). Issues and Prospects in Business Education Curriculum in the 21<sup>st</sup> Century. *Association of vocational & technical educators of Nigeria (AVTEN).* ISSN 1115-9626 Vol. 24 (2) 83-94
- Atah, C. A. & Ukah, T. A. (2021). Synergy and collaboration among business educators in Universities in Cross River State, Nigeria. *International Journal of Education and Evaluation* Vol 7.(3) 149-159
- Atah, C. A. (2017). *Teachers' Motivation: An Imperative Approach to Sustainable TVET Improvement in Nigeria.* *Teacher Education and Development of Vocational Technical Education in Nigeria.* Vocational Education, University of Calabar 14 (1) 193-204
- Atah, C. A. (2017). *Technical vocational education and training in Nigeria: The turnaround strategies.* Vocational Education University of Calabar 13 (2) 128-141.
- Atah, C. A. (2018). Empirical evidence of barriers to sustainable rural development in selected villages in Cross River State, Nigeria. *Education for today. Journal of Faculty of Education University of Calabar, Calabar.* Vol. 14 (2) 44 – 49
- Atah, C. A. (2018). Exploring alternative ways of financing vocational and technical Education in Nigeria in the season of economic recession. *African Journal of vocational Education (AJOVED) University of Calabar. Vol. 7(1) 217-226*
- Atah, C. A. (2019). Influence of evaluation on availability of facilities and equipment utilization for the implementation of business education Programmes in tertiary institutions in Cross River State. *International Journal of Education and Evaluation* ISSN 2489-0073 Vol. 5 (2) 9-17
- Atah, C. A. (2019). Staff interpersonal relationship and performance incentives of Business Educators' Job Rendition in Universities in Cross River State, Nigeria. *British International Journal of Education and Social Sciences* ISSN 4519-6511 Vol 6(3) 72-80
- Atah, C. A.(2019). Principals' leadership style and role performance as predictor for security measure in secondary school in Obudu Local Government area of Cross River State, Nigeria. *International Journal of Education and Evaluation* ISSN 2489-0073 Vol. 5 (1) 1-6
- Atah, C. A., Ukah, T. A. & Crossdale, O. J. (2019). Utilization of Microsoft excel and peer tutoring in teaching accounting for the acquisition of vocational skills among Business Education Students of Colleges of Education in Cross River State, Nigeria. *European Journal of Accounting, Finance and Investment* ISSN 3466 – 7037 Vol. 5, (7), 84-92
- Atah, C. A.; Ogbiji, M. O & Agbor, E. E. (2019). Small Scale Business Operators' Risk-taking and Pro-activeness: An Imperative Approach to Sustainable Nigeria Economic

- Development of Federal Universities in South-South, Nigeria. *British International Journal of Education and Social Sciences* ISSN 4519 – 6511 Vol 6 (4 1-8).
- Atah, C. A; Fidel, W. A & Bessong, E. B (2017). Employability Skills Acquisition among Undergraduates in Universities in Cross River State, Nigeria. *Journal of association of vocational & technical educators of Nigeria (JAVTEN)* Vol. 22 (2) 169 – 177
- Bessong, E. B. & Atah, C. A. (2019). Teaching business education content with new technologies: challenges and strategies. *Association of vocational & technical educators of Nigeria (AVTEN)*. ISSN 1115-9626 Vol. 24 (1) 127-135
- Bessong, E. B.; Atah, C. A. & Ititim, D. U. (2019). Influence of intranet and telecommunication facilities among administrative staff of vocational education in tertiary institutions in Cross River State, Nigeria. *International Journal of Education and Evaluation* ISSN 2489-0073 Vol. 5 (3) 84-95
- Chukwurah, C. & Atah, C. A. (2018). Influence of student-teacher relationship and instructional facilities on employability skills acquisition among business education students in tertiary institutions in cross river state. *British International Journal of Education and Social Sciences* ISSN 4519-6511 Vol 6(5)1-9
- Chukwurah, C. & Atah, C. A. (2018). The effective methods of business studies delivery in Nigerian secondary schools. *Association of vocational & technical educators of Nigeria (AVTEN)*. Vol. 23 (1) 234-241
- Chukwurah, C. & Atah, C. A. (2019). Rebranding entrepreneurship education in Nigerian tertiary institutions for National economic development. *Nigerian Journal of Business Education (ABEN)* Vol. 6 (2) 41-50
- Edet, D. A. & Atah, C. A. (2019). Enhancing job creation mentality among business education students of Universities for global relevance. *Association of business educators of Nigeria: (ABEN)* Vol. 6 (2) 195-205
- Enamiroro, S. J. (2007). *Instructional supervision, applying tools and concepts (2<sup>nd</sup> ed)*. New York: Larchmont.
- Federal Republic of Nigeria (FRN, 2013). *National policy on education*. Lagos: Federal Ministry of Education.
- Kieleko, D. M. (2015). Factors influencing Principals instructional supervision practices in public secondary schools in lower Yatta Sub-county, Kitui County, Kenya. *Unpublished Master's Thesis* University of Nairobi.
- Nwakpa, P (2005). *Instructional supervision and school inspection, at Glance*. Ebonyi: Unique Printing Press & Computer Services.
- Nworgu, J. (2006). *A guide to effective supervision of instruction in Nigerian schools*. Enugu: Fourth Dimension Publishing Co Ltd.
- Obasi, I. (2009) Appraisal of supervisory practices of primary school heads. *Unpublished M. Ed Thesis*. Department of Educational Foundations, University of Nigeria Nsukka.
- Otum, N. I. & Atah, C. A. (2021). Perceived Strategies for Teaching Business Education Curriculum Content for the Acquisition of Skills Competence. *International Journal of Education and Evaluation* E-ISSN 2489-0073 P-ISSN 2695-1940 Vol 7.(5) 12-21
- Ukah T. A. & Atah, C. A. (2021). Entrepreneurship skills development and self-reliance motive: *World Journal of Entrepreneurial Development Studies* E-ISSN 2579-0544 P-ISSN 2695-2483, Vol. 6 (1) 43-52
- Ukah, T. A. & Atah, C. A. (2021). Workplace variables and business educators' job performance in tertiary institutions in Cross River State, Nigeria: *Journal of Business and African Economy*, E-ISSN 2545-5281 Vol. 7 (1) 1-16
- UNESCO (2007). *International institute for educational planning annual conference* 7(3)109-115.

Wonah, F. A.; Egbula, E. O. & Atah, C. A. (2018). Quality measures in education administration and the sustainability of academic programme in University in Cross River state. Education for today. Journal of *Faculty of Education University of Calabar, Calabar*. Vol. 14 (1) 124 – 130