

**ASSESSMENT OF SUPERVISORY ROLES OF PRINCIPALS FOR
QUALITY EDUCATION IN PUBLIC SECONDARY SCHOOLS IN THE
FEDERAL CAPITAL TERRITORY ABUJA, NIGERIA**

BY

OKOLO, JOSEPH AKWU

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CERTIFICATION

This is to certify that Okolo, Joseph Akwu a postgraduate student in the Department of Educational Foundations with the Registration Number PG/Ph.D/09/50834 has submitted this thesis for the requirement of the Degree of Doctor of Philosophy in Educational Administration and planning. The work embodied in this thesis is original and has not been submitted in part or full for any diploma or degree of this University or any other University.

Okolo, J.A

Candidate

Prof. N.O. Ogbonnaya

Supervisor

Prof. U.N. Eze

Supervisor

DEDICATION

This work is dedicated to God the Father, the Son and the Holy Spirit for all His graces.

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ABSTRACT

The study investigated the supervisory roles of principals for quality education. The main purpose of the study was to find out supervisory roles of principals for quality assurance in secondary schools in the Federal Capital Territory, Abuja. The study adopted five research questions and four null hypotheses. A descriptive survey research design was adopted; the population of the study was 7,602 principals and teachers of public secondary schools in the capital territory. Multi stage sampling procedure was adopted to select 40% of public secondary schools using the simple random sampling technique by balloting without replacement. The sample for the study was 10% of the total population for responses to the questionnaire. The selection of eight teachers for the focus group discussion was purposively carried out via non-probability technique by panel sampling from the senior secondary schools in a zone. Questionnaire and a focus group discussion guide were instruments for data collection which were validated by experts and went through reliability test to come out with high results of .93, .88, .87, .82, .74, and overall of .93. Mean and Standard Deviation were used to answer the research questions while the null hypotheses were tested using t-test. The t-test revealed on three out of the four hypotheses, no significant differences between the opinions of senior secondary school supervisory team and junior secondary school supervisory team. The study revealed that principals to great extent accorded desired attention to monitoring of teachers attendance, preparation of lesson note and adequacy of scheme of work while tasks such as provision of instructional materials, check of teachers' lesson notes, feedback to teachers/learners and review of activities with stakeholders were always performed by the principals; teachers were seldom made to serve on committees and the junior team to a little extent use the ICT. The study concluded that principals should eliminate challenges faced in the tasks of institutional governance, resource input, curriculum delivery and student learning effective via collaboration and goal oriented synergetic interrelationship between the school and the relevant stakeholders; and strengthen its ability in personnel management, supervisory quality indicators, management of learning environment, impact of teaching-learning effectiveness and strategies to attainment of quality assurance. On the basis of the findings summary was drawn and recommendations were made that teachers should be made to serve on committees, always motivated, lives of personnel not endangered and they should be encouraged to use the ICT.

CHAPTER ONE

INTRODUCTION

Background of the Study

Nigeria has a vision of becoming one of the 20th developed economies by the year 2020. In order to achieve this, she has identified quality education standard. The notion of quality education standard encompasses quality learning resources inputs, instructional process, teachers' capacities development, effective management, monitoring and evaluation, and quality learning outcomes in Secondary Schools (Ayeni, 2012). This necessitated the application of quality system management standard in the education sector. Quality system management standard in the education sector is supervised from the Ministry of Education, the Boards and right in the schools. Supervision can be considered from the point of activities directed towards teachers for stimulating professional skills and competencies as a means of promoting instructional effectiveness. In carry out supervisory roles, the system adopts a two dimensional approach namely; the external supervision approach and the internal supervision approach.

External supervision is the check of the schools from the Ministry of Education and the Boards by educational evaluators, and at times the supervising principals at the zonal offices, it involve actual visits to the school environment for the purpose of supporting the principals and teachers in the areas of difficulties.

This approach can be in form of routine check to advice and encourage personnel, to improve activities for instructional effectiveness and proper utilization of the learning environment. It is often at the instance of investigation, conflict resolution, and infrastructural cum other need assessment. Conversely, internal supervision is the activities of a superior person in school to oversee the day to day functions of the personnel in school to exert control of the environment and direct the general administration. The superior cannot do this alone but often supported by a supervisory team. The main thrust of this study is the internal supervision in the school system where instructional tasks takes place, at the centre of activities is the role of the principals in secondary schools, a position that is saddled with the responsibility of the system management mainly supported by the supervisory team that is made up of the principals, vice principals and the unit heads.

Internal supervision is headed by principals who provide leadership to the team of supervisors to coordinate curricular, co-curricular programmes and is responsible for the general administration of the secondary school. These roles according to Akubue (1994) views principals' positions as instructional leaders who supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques for teachers in order to stimulate them for the best practice in curriculum delivery. Adeolu (2011) views supervisory roles as the teaching and training experiences provided not only within

teacher institutions but also outside them, with the basic aim of preparing and grooming potential teachers for instructional activities. Adeolu went on to assert that in Nigeria, teacherö survey carried out by the Education Resource Centre indicated that a minute percentage of teachers participated in professional development, in such areas as new methods of teaching and studentsö assessment. Others are cooperative learning, use of education technology for instruction, classroom management and in-depth study in their subject fields to helps improve their professional competencies in instructional tasks. However, for this study, internal supervision is seen as support given by the supervisory team to teachers so as to fill the gaps in teachersö preparation programmes and as a means of professional development.

Federal Republic of Nigeria (2004) in the National Policy on Education asserts that no education system can grow beyond the quality of its teachers. To this effect, principals ensure effective supervision by interacting academically and socially at a regular basis with teacher and students within and outside the classroom. The primary aim of this is to monitor the implementation of curricular and ensure desirable increase in teacher capabilities, upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performance in teachersö methodological practices and students learning outcomes in the school setting.

In order to achieve these purposes, the Federal Republic of Nigeria (2004:39) in her National Policy on Education, stated that the goals of teacher education shall be to:

Provide teachers with the intellectual background; encourage further spirit of enquiry and creativity; enhance teachers' commitment to the teaching profession. Provide highly motivated, conscientious and efficient class room teachers for all level of Educational system. Help teachers to fit into the life of the community and the society at large and enhance teaching commitment to national goals (pp. 39).

The above goals cannot be achieved if the supervisory team headed by principals of secondary schools in the Federal Capital Territory, Abuja and the nation's teacher training institutions; like the Colleges of Education, Education Resource Centres, National Teachers' Institutes and Universities Faculties of Education fail to achieve quality assurance in their teacher preparation programmes.

Professional teacher training simply means teacher education and continued learning programme. Any planned programme of learning opportunities afforded staff members for the purpose of improving the performance of teachers is already conceived as professional development programme. For teachers' continued learning programme, principals and teachers need to adopt a Continual Self-renewal strategy. In this strategic model, Nndowiseni (2012) argued that Continual Self-renewal for these facilitators is to ensure that they remain on the cutting edge

of new development. This model is guided by a framework of five conditions focusing on; learning, shared power, experiences in the classroom, an interrelated set of personal (educational/social reference) and critical actions. The emphasis of this model is learning of methods in schools, workshops, and conferences amongst the instructional team.

Instructional supervision is an internal mechanism adopted by principals and the supervisory team for school self-evaluation, geared towards helping teachers and students to improve on their teaching learning activities for the purpose of achieving educational objectives (Adeolu, 2011). Recently, the definition of instructional leadership has been expanded towards deeper involvement in the core business of schooling, which is teaching and learning. The National Association of Elementary School Principals (2001) defines instructional leadership as 'leading learning communities'. In learning communities, staff members meet on regular basis to discuss their work, work together to solve problems, reflect on their jobs, and take responsibility for what students learn. They operate in a network of shared and complementary expertise rather than in isolation.

Instructional leader also makes teachers' learning a priority, set high expectations for performance, create a culture of continual learning for teachers and get the community's support for school success. Blasé and Blasé (2000) expressed instructional leadership in specific behavior such as making suggestions,

giving feedback, modeling effective instruction, soliciting opinions, supporting collaborations, providing professional development opportunities and giving praise for effective teaching. Dowian (2013) sees instructional leadership as classroom activities engaged in by one or more persons, or group of people. At the secondary school level, the principal is usually involved in a variety of situations that call for leadership, planning, organizing, directing, coordinating, controlling and decision making. The role of a principal is often seen as strong and directive, culture builder, goal-oriented manager and person who combine expertise with charisma, all these qualities are the competencies a principal used with the supervisory team.

The supervisory teams and the principals leading instructional activities is the driving force behind the school programme, they need to proactively mobilize all members of staff, teaching and non-teaching, the governing board, parent and the community towards identifying the school strengths and weaknesses and take appropriate decisions on type of follow up action required to improve teacher inputs and students learning outcomes in the school. This role of the Principal as Adetula (2005) posited, is that, the principal is an instructional supervision provider working with a team, they form the vehicle and structure which allow school, departments, as well as individuals to respond effectively to curriculum and instruction. For this study, instructional leadership is seen as the guide by the

principals and his/her supervisory teams to promote effective teaching and learning in the secondary school.

In order to achieve the stated purposes, principals need to strengthen and handle with utmost attention supervision in order to possess the capacities for managing human and material resources. In pursuit of these goals, Nwankwo, Nwachukwu, and Anichukwu (2010) identifying the school principals as making use of supervisory models such as: Classroom observation, teacher conference and demonstration technique. Others include clinical supervision, micro-teaching/group supervision, Directive and non-directive styles all geared towards improving the conceptual knowledge, Skills/competencies of teachers, and Students' learning.

The supervision models by Nwankwo et al are commonly used by principals; these include classroom visitation and observation, a check to advice, guide, direct and stimulate teachers/students towards improving teaching/learning so as to achieve the desired educational objectives. The main advantage of this process is that the teacher is given opportunity to plan his work, organize learners and arrange classroom neatly. During observation, the supervisors takes note of the teachers' 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. Another model adopted by principals and the team is clinical supervision which involves the following five-stage process: (i) a pre-observation conference between supervisors and teachers concerning elements of the lesson to be observed; (ii) classroom observation; (iii) a supervisors' analysis of notes from the observation conference between supervisors and teachers; (iv) a post-observation conference between supervisors and teachers; and (v) a supervisors' analysis of the post-observation conference. Despite the obvious advantages of clinical supervision in its various forms, it has been criticized by researchers that, 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 oversee in addition to their other administrative responsibilities. Adeolu (2012) therefore advocated the use of research approach to stimulate effective teaching and improvement in students' learning outcomes. The approach called the supervisor to engage teachers individually or in team work to find solutions to problems of teaching/learning that confronts them instead of dictating solutions to problems relating to pedagogy.

The micro-teaching is a teaching situation which is scaled down in terms of time, class size and teaching complexity to allow the teacher to focus on a selected

teaching strategy. It is designed to develop new skills and refine old ones. The lesson consists of two elements, namely, content (usually a segment of a topic in a subject area) and the skill which is a selection of specific teaching skill, depending on the availability of facilities; the micro-lesson may or may not be video recorded. This process allows the teacher together with the supervisor and the students to view the replay of the videotape of the lesson and evaluate the person and discuss aspects of the lesson. The supervisors points out the strengths and weakness and skillfully changing those weakness into strengths through constructive dialogue with the teacher supervised. Based on the knowledge of the immediate feed-back and suggestions for improvement, the teacher re-teaches the lesson to the same group or a different group of students, micro-teaching technique can be applied at the various stages in the professional development of teachers, including both the pre-service and in-service stages.

A cursory look at the various methods of instructional supervision discussed with the models above shows that the principal acts as a change agent for the professional growth of teachers and the improvement of curriculum delivery which is the central focus of instructional supervision. The areas that usually attract the attention of secondary school principals include the planning of lesson notes, effective delivery of lessons, assessment and quality of tests/assignments given to students, improvisation and utilization of instructional resources, providing regular

feed-back on students' performance, adequate keeping of records and appropriate discipline of students to ensure quality education in secondary schools.

A well-planned and adequate instructional supervision enhances teaching and learning effectiveness in schools. Adetula (2005) in a report identified the main goals of a school supervisor to include: to seek insight into leadership process, motivational forces, decision-making processes, goal-setting processes, team work and group interaction which in turn lead to effective and functional schools. Adetula's study corroborate the present study which intends to examine principals' supervisory roles in the teaching- learning process that entails effective leadership direction, motivation, goal setting, decision-making and team work among teachers. Similarly, the various supervision techniques (models) highlighted by Nwankwo et al lend support to the vision of the present study which intends to determine the principals' supervision for quality assurance in public secondary schools in the Federal Capital Territory, Abuja.

The attempt for quality improvement in education service delivery becomes necessary. Quality according to Okono (2014) is a degree of relative worth being determined by the efficiency expected of a programme. Okono went on to say that, quality may be understood from three perspectives in education; quality as relevance means the ability of a thing to satisfy the need of the user, based on efficiency when the aims of an education system are achieved efficiently and

effectively through curriculum content. Quality, according to Frank (1996) is the ongoing process of building and sustaining relationship by assessing, anticipating and fulfilling stated and implied needs. The International Organization of Standardization (1994) defined quality as the totality of features and characteristics of a product or service that bear on its ability to satisfy stated needs.

By this quality, is fundamentally relational, that is it tries to do proper thing right, on time and every time, emphasizing on procedures for checking the programme. The adoption of quality in education as an emerging policy perspective in the contemporary world emanated in the world conference of education for ALL led by UNESCO in Jomtiem, Thailand, in 1990. Also, at a meeting in Darkarö in 2000, representatives of the international community agreed that all countries should pay greater attention towards improving all aspects of the quality of education and ensuring excellence of all. This is to ensure the quality and substantial achievement of recognized and measurable learning outcomes in schools, especially in literacy, in numeracy and essential life skills (UNESCO, 2002).

Assurance is described as guarantee or statement that something is true (Robinson, 2006). Defining quality assurance is not easy as different people, institutions and stakeholders have different notions and priorities concerning the concept. It is a programme for the systematic monitoring and evaluation of the

various aspects of a project, service or facility to ensure that standards of quality are being met. Menyaaga and Rihanat (2014) defined quality assurance as a means of putting in place appropriate structures, legislations, supervision of personnel and materials in order to ensure that set minimum standards are attained, sustained and seen to have meaningful impact. Ugwu and Oboegbulem (2012) in their view said quality assurance is the achievement of the degree of excellence specified of a programme. Odu (2011) defined quality assurance as a baseline standard in education which can be measured on a scale of reference.

This will include the establishment of a good quality management system and the assessment of its adequacy, the audit of the operation of the system and the review of the system itself. Rufai (2010) confirmed quality assurance as being designed to reverse the negative variables of low-self perception, poor implementation of curriculum, inadequate funding, and supervision of personnel, decaying infrastructure/obsolete learning resources. According to Vlasceanu, Grunbery and Parlea (2004) quality assurance refers to an aggregate of actions and measures taken regularly to ensure quality of education products, services, or processes, with an emphasis on assuring that the prescribed threshold is met. Robinson (1994) defines quality assurance as the set of activities that an organization undertakes to ensure that a product or service will satisfy given

requirements for quality. Oakland (1993) defines quality assurance as preventing of quality problems through planned and systematic activities.

Basically, setting attainable standards for a process, organizing work so that objectives are achieved, as well as ensuring the documentation of procedures required, communicating them to all concerned and monitoring in order to review the attainment of standards. Harvey (1999) was of the view that quality assurance involves the process of ensuring effective resource inputs, control, refining the process and raising the standards of outputs in order to meet the set goals and satisfy public accountability. This conception raises the issue of promoting a value system in the institutional management that emphasized production of quality learners' outcomes in the teaching-learning process.

Drawing from the above definitions, quality education can be regarded as the systematic management, monitoring and evaluation procedures adopted to measure the performance of instructional personnel (teachers and principals) alongside educational objectives towards ensuring best practices in instructional inputs, outputs and improvement drives. It is important to note that the United Nations (UN) in 1977 had to establish Education Quality Assurance in order to provide standard professional seal that could be recognized. It could be deduced that quality assurance in education is a totality of the combination of such indispensable variables as quality teachers, quality instructional resources, and

quality infrastructure. Others include favourable teacher/students ratio, favourable students/classroom ratio and quality instructional supervision.

In the National Action Plan (2006) there are eight objectives targeting the timeline, meant to enhance quality and relevance of learning. These include:

The review of national curriculum to ensure clearly defined, context specific and appropriate learning outcomes; 80% of learning resources will be relevant to learners, gender sensitive, and be in language and form to which teachers and learners can relate; Development of a multi-sectorial approach to learning that ensures access, through New Information and Communication Technologies (NICTs) to a wide and increasingly relevant range of learning and information opportunities; Reduction of regional disparities, of current pupil/teacher ratios such that pre-primary level is 1:20 and primary and junior secondary levels are 1/40; Improvement in resource availability, including ratios of textbook access of 1/1; and all teachers in primary and above levels have the minimum qualification of the Nigerian Certificate in Education (NCE pp37-38.).

The strategies employed to achieve the objectives as indicated in the National Action Plan (2006) include: provision of revised and relevant curriculum; investment in the development of teacher capacity; including provisions for training; desisting and upgrading qualifications to NCE level; commitment to the enhancement and professionalism of teaching through capacity building programmes; greater civil society and community involvement in monitoring and evaluation as a mechanism for feeding into the improved quality loops and development through EMIS of data generation and the capacity for proper planning, monitoring, evaluation and impact assessment of education in Nigeria.

The principals need to be competent in the area of personnel management and pride themselves as administrators in order to deal with staff personnel. It should form an important responsibility of a principal; the perception of personnel in secondary school according to Oboegbulem (2004) includes not only teachers, but also the non-teaching staff- clerks, watchmen, laborers, cooks, laboratory attendants. All these are the most important weapons in the hands of the principals in achieving educational objectives. Oboegbulem advised that they should be handled with care for they possess the capability to make or mar the school and its programmes. Furthermore, principals require communication competencies, because it is an indispensable aspect of administration, hence Ekwue (2008) noted that with effective communication in school principals will make teachers and students to know what duties they are expected to perform.

The situation among secondary school principals in the Federal Capital Territory, Abuja appears to be far from the desirable, they pay more attention to administrative matters than the instructional aspect of the school life. As an administrator, Adeolu (2011) noted that the principal is also an instructional leader, the role involves setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers. In short, instructional leadership actions are those actions that a principal takes, or delegates to others to promote growth in student learning. The teachers too are expected to

have sound knowledge of their subject areas as a result of their education to be able to select appropriate and adequate facts for planning lesson notes, effective delivery of lessons, proper monitoring and evaluation of student's performance, improvisation of instructional resources, adequate keeping of records and appropriate discipline of students. In an information age, the principals who are the first teachers in secondary schools are expected to provide quality orientation and capacity building for teachers towards keeping with the current thinking in curriculum planning by ensuring good organization of the lessons with sequence, continuity and integration of concepts to facilitate systematic implementation and assessment of the curriculum to achieve the set goals.

The principal's effective school management ability involves the efforts of school head in maintaining school buildings, facilities and grounds, providing for regular maintenance of furniture, fields and lawns. It also includes the beautification and ornamentation of school compound with flowers, hedges, lawns, etc. The aim is to ensure that school environment is clean, attractive and conducive for learning, but from observation it seems that a good number of principals do not see that school buildings, equipment and facilities are adequately maintained for claim that funds are not sent as expected and contractors sent from the headquarters do shady jobs. No wonder Mgbodile (2004) noted that a healthy and attractive school environment makes for conducive learning and promotes students

pride in their school and their interest to stay in school. Mgbodile went on to say that availability of educational facilities coupled with good school plant management are needed for developing the cognitive areas of knowledge abilities and skills which are pre-requisite for academic achievements.

Principals, in the Federal Capital Territory, Abuja seem to focus more on administrative matters than commitment to instructional tasks that will attest the impact on teaching/learning. Therefore, failure is anticipated on the part of teachers to plan effectively for class work, show good knowledge of the subject matter, plan teaching methods, to motivate teachers to enable learners to learn effectively. They also seem not to ensure that teachers make effective use of instructional resources, ensure that learners are well managed in the classroom, assessed thoroughly both formal and informal by teachers. It also appears that they do not ensure that learners of all abilities achieve productive outcomes and the teacher do not conclude lesson effectively, and give assignment to reinforce and extend learning. According to Ofoegbu (2009) any instructional viable venture, effective planning involves some steps which principals must ensure that every teacher write specific statements about observable outcomes (called behavioral objectives) that can be built up to become a curriculum.

All these are required to ensure a complete all-round education and production of quality students from the secondary school system as contained in

the National Policy on Education (FRN, 2004). The policy aptly states that, the broad objectives of secondary education in Nigeria is; the preparation of students for useful living within the society, as well as for higher education. The realization of these objectives hinges on quality of teachers, quality of inputs, teacher process, classroom management and students' academic assessment by the teachers. Then quality of teachers' instruction has significant impact on students' academic performance (Ayeni, 2010). Effective teaching-learning process is no doubt the hob of students' performance and leads to quality education in secondary schools.

The Federal Republic of Nigeria is made up of thirty-six States and the Federal Capital Territory. There are about two Federal Government Colleges in each state; six are established in the FCT, the geographical scope of this study. These schools are funded and managed directly by the Federal Government through the Ministry of Education. Teachers and staff are Federal Government employees. Teachers at the Federal Government schools possess Bachelor's degrees in Education or in a particular subject area, such as, English Language, Mathematics and Physics. These schools are supposed to be model schools carrying and maintaining the ideals of secondary education for Nigerian students. Admission is based on merit, determined by the National Common Entrance Examination taken by all final year elementary school pupils. Tuition and fees are

very low, approximately sixteen thousand naira (\$100), because Federal Government fund the schools.

States-owned secondary schools are funded by each state government and are not comparable to the Federal government colleges, students are required to purchase books, uniforms and pay for miscellaneous things costing them an average of thirty thousand naira (\$200) in an academic year. Teachers in State-owned institutions usually have a National Certificate of Education or a Bachelor's degree. Secondary schools in some states are understaffed due to low state budgets, lack of incentives and irregularities in payment of staff salaries. Some state-owned secondary schools are regarded as elite colleges because of the historically high educational standard and producing alumni who have prominent citizens in the various careers. These included King's College, Lagos and Queens College, Lagos. However, the ranking of these institutions have since dropped because of the arrival of some private institutions.

Private secondary schools in Nigeria tend to be quite expensive with average annual fees averaging from one hundred and sixty to three hundred and twenty thousand naira (\$ 1000.00 - \$2000.00). These schools have smaller classes (approximately twenty to thirty students per class), modern equipment and a better environment, while others do not have. Most teachers in these institutions possess at least a Bachelor's Degree in a specific course area and some do not have ideas in

educational practices and are not sent for workshops or short term programs on a regular.

The Federal Government policy on education is adhered to by all secondary schools in Nigeria. Six years of elementary school is followed by three years of junior secondary school of JS 1, JS 2 and JS 3. Senior Secondary school consists of the SS 1, SS 2, and SS 3 which is equivalent to the 10th, 11th and 12th Grade. The Senior Secondary School Examination (SSCE) is taken at the end of the SS 3. The West African Examination Council (WAEC) administers both examinations. Three to six months after a student has taken the SSCE examination, they are issued an official transcript from their institution. This transcript is valid for one year, after which an Official transcript from the West African Examination Council is issued. National Examination Council (NECO) is another examination body in Nigeria. The Senior Secondary School Examination (SSCE) is taken in June/July; the body also administers General Certificate of Education Examination (GCE) in December/January. The students often take both WAEC and NECO examinations in SSS 3. Considering this, there is a greater challenge ahead of principals and teachers, partly because of existing gaps and inadequacies in their instructional and supervisory tasks hence the need for this study.

Statement of the problem

There is growing concern of the society about the realization of secondary school objectives due to doubt that there have been steady decline in principals' supervisory roles which affects teachers' instructional tasks performance and students' academic performance that depicts non-realization of quality education in secondary schools in the Federal Capital Territory, Abuja. Government, parents and international agencies alike consider principals' supervisory roles to be inefficient, these groups feel that supervisors who are the instructional leaders that monitor, access, evaluate and disseminate current information on educational issues and modern teaching methods become simply procedural, rarely innovative and their impact in schools seem insignificant.

It seem to appear that principals are lacking in the area of carrying out tasks of teacher capacity development, checking instructional process, organizing the learning resources inputs, effective management of schools and giving feedback on the learning out comes. The manifestation and prevailing cases of discrimination, complaints of low standards from stake holders, dilapidated infrastructure and non-performance of the staff in schools is a pointer to these facts. Similarly, it has been observed that the envisaged gaps and challenges of principals include the following:- ineffective management of the learning environment, inadequate

planning and delivery of lessons by teachers, lack of proper monitoring/evaluation of teachers and students' learning.

On the part of government, the clamor by principals that efforts are not made in areas of adequate provision of training facilities to develop teachers for professional growth in order to increased productivity, supply of qualified manpower/learning facilities and coupled with the suspicion of external evaluators' non-check of supervision carried out by principals seem to make their practices appear to be largely procedural, diagnostic rather than remedial. The researcher is therefore, of the view that success in school supervision will largely depend on principals who have the right supervisory abilities. It is against this background that the study sought to find out the supervisory roles of principals for quality education in public secondary schools in the Federal Capital Territory, Abuja.

Purpose of the Study

The main purpose of this study is to find out the supervisory roles of principals for quality education in public secondary schools in the Federal Capital Territory (FCT), Abuja. Specifically, the study intends to:

1. Find out the extent to which supervisory roles of principals enhance teacher capacity development for quality education in secondary schools in the Federal Capital Territory Abuja.

2. Investigate the extent to which supervisory roles of principals enhance instructional process for quality education in secondary schools in the Federal Capital Territory Abuja.
3. Determine the extent to which supervisory roles of principals enhance utilization of learning resources inputs for quality education in secondary schools in the Federal Capital Territory Abuja.
4. Find out the extent to which supervisory roles of principals influence effective management of schools for quality education in secondary schools in FCT Abuja.
5. Ascertain the extent to which supervisory roles of principals influence learning outcomes in secondary schools in the Federal Capital Territory Abuja.

Significance of the Study

The findings of this study have both theoretical and practical significance. The theoretical significance of this study is anchored on scientific management theory; it was propounded by Fredrick Taylor (1856 - 1917). The theory is concerned with the achievement of efficiency of workers by maximizing their outputs through the application of the principles of scientific management. Taylor believed that the best way to run organization is to know what is expected from

workers, and ensure that the workers achieve those goals and objectives in a cheapest possible way. The theory emphasis on work to be done must be accurately measured by time, standard time should be established for all works in order words there must be a fixed time frame for executing any giving type of work. This means that any giving job must be finish within the stipulated time, the application now is principals pursuing efficiency of the teachersö for higher quality education delivery to learners at an agreed time without deviation.

Taylor devised that some programmes should be planned and is the sole responsibility of administrators and not workers; that planning should be based on time-study and other production factors which are scientifically determined; and that working tools and facilities should be standardized in order to facilitate planning. Principals in the schools system pursues planned programmes through maximum efficiency and productivity of the teachers to the advantage of the learners. The theory identified training as the best way to perform organizationsö jobs, and to train workers, principals do this through the managerial knowledge gained from training they too got and in turn organize seminars/workshop, refresher course to abreast teacher with new methods.

Practically private providers of education, principals, teachers, government/stakeholders, researchers, students and the public will benefits from

this study because the roles of principals and teachers in a schools setting should not be underrated.

Private providers of education, mostly those that have little or no knowledge of educational administrative setting that engender quality education delivery will by the findings of this study will provide them guide as they come to know that principals should be placed in a vintage position of their establishments in order to maximize efficiency and productivity of the teachers they employed.

Principals- the instructional leaders and teachers the facilitators will find the study useful because the strategies that inspire them to continually assume their roles in schools for the attainment of quality assurance would be contained in the findings of this study.

Government institutions/stakeholders that are responsible for providing adequate educational materials, and proper training of principals and teachers, adequate accommodation for staff, will by the findings of this study come to assume their roles.

Researchers and students that may be interested in carrying out further research study in the area that is related to this study will also find the study useful. Various literature reviews will provide the needed material for the accomplishment of their work or other given tasks.

Finally, the public that may be interested in carrying out further research study in the area that is related to this study will also find the study useful. Recommendation made in the study that emerges from the finding of the study could be applied in solving societal problems.

Scope of the Study

The study is delimited to Federal Capital Territory, (FCT) Abuja. The FCT has six education zones, namely; Abaji, Buwari, Gwagwalada, Kwali, Kuje and Municipal, which are equally the area councils. It is located in the North Central Zone, also the Federal Capital Territory of Nigeria. It is bound on the East by Kogi State, on the West by Niger State on the North by Kaduna State and on the South by Nasarawa State.

The study will also focus on the following; how supervisory roles of principals enhance the organization in secondary schools, teacher capacity development; instructional process; learning resources inputs; effective school management and learning outcome for quality education.

Research Questions

The following research questions will guide the study:

- 1 To what extent have supervisory roles of principals improve teacher capacity development for the enhancement of quality education in secondary schools in the Federal Capital Territory Abuja?

- 2 To what extent have supervisory roles of principals influence instructional process for quality education in secondary schools in the Federal Capital Territory Abuja?
- 3 To what extent have supervisory roles of principals influence utilization of quality learning resource inputs for quality education in secondary schools in the Federal Capital Territory FCT, Abuja?
- 4 To what extent have supervisory roles of principals transform effective management of schools for quality education in the Secondary Schools in the Federal Capital Territory FCT, Abuja?
- 5 To what extent have supervisory roles of principals influence quality education learning outcomes in secondary schools in the Federal Capital Territory, Abuja?

Hypotheses

The following null hypotheses will guide the study and will be tested at (P<0.05) level of significance

1. There is no significant difference between the mean ratings of the SSS supervisory team and the JSS supervisory team with regard to teacher capacity development for quality education in secondary schools in the Federal Capital Territory, Abuja.

2. There is no significant difference between the mean ratings of the SSS supervisory team and the JSS supervisory team with regard to instructional process for quality education in secondary schools in the Federal Capital Territory FCT Abuja.
3. There is no significant difference between the mean ratings of the SSS supervisory team and JSS supervisory team with regard to learning resources inputs for quality education in secondary schools in the Federal Capital Territory FCT, Abuja.
4. There is no significant difference between the mean ratings of SSS supervisory team and JSS supervisory team with regard to quality learning outcomes in secondary schools in the Federal Capital Territory FCT, Abuja.

CHAPTER TWO

REVIEW OF LITERATURE

The literature is reviewed under the following sub-headings. Conceptual framework, theoretical framework, reviews of empirical studies and summary of literature review.

A. Conceptual Framework

- ❖ Concept of Supervision
- ❖ Concept of Quality
- ❖ Concept of Quality Assurance
- ❖ Concept of Public Secondary Schools
- ❖ Schema of Quality Assurance Process

B. Theoretical Framework

- ❖ System Theory by Ludwig Von Bertalanffy
- ❖ Scientific Management Theory by Fredrick Taylor
- ❖ Behavioral Science Theory by Elton Mayor & Chester Bernard

C. Review of Empirical Studies

- ❖ Studies Related to Supervision of Instruction
- ❖ Studies Related to Quality Assurance
- ❖ Studies Related to Public Secondary Schools

D. Summary of Literature Review

Conceptual Framework

Concept of Supervision

In Nigeria, supervision as an administrative instrument was introduced by the 1882. This Education ordinance was a measure for controlling and expansion activities of the mission and voluntary agencies. Since then the need for supervision has continued to grow, especially as school enrolment continued to be on a steady increase. The increasing number of school enrolment has not met corresponding increase in the number of qualified teacher.

In order to improve on teacher quality and the standard of performance at various level of education, there is need for regular and effective supervision. Supervision according to Menyanga and Rihanat (2014) is any programme which helps teachers to achieve qualitative instructional delivery. It is an indispensable variable in the teaching-learning process, as well as the overall school and educational objectives. The effectiveness of supervision as observed by these writers is when it achieves its stated objectives, which is quality instructional delivery. Anything contrary means the failure of the programme of supervision. Bakare, Hassan, and Obute (2011) see supervision as the act of looking after workers to ensure they are compliant with guidelines of operations for effectiveness. The act of watching over the work of or task of another who may lack the full knowledge of the concept in a school system is usually under the

guide of a supervisor, a principal who leads instructional activities. A supervisor as defined by Bakare et al is a person who oversees the action or work of another person. Goldsberry (2008) defines supervision as an organizational responsibility and functions focused upon the assessment and refinement of current practices. This writer went on to note the hierarchical nature of supervision because it is an organizational responsibility, interactions in this setting involves super-ordinate and a sub-ordinate meaning legitimate authority for decision resides with the supervisor. For Mendez-Morse (2001) supervision is the process of overseeing the ability of the people to meet the goals of the organization in which they work. The successful performance of a task is through the use of knowledge skills, attitudes and judgment is required by supervisor who also ensures that students gain from the teacher's instruction.

Supervision is a process of enhancing and improving effective teaching and learning in schools. Supporting this view, researchers in educational theory agree that supervision exists for the primary purpose of quality instruction. Ndu, Ocho, and Okeke (1997) defined supervision as all efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction; it involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching; and evaluation of instruction.

Another definition by these authorities is, modern supervision is the assistance in the development of a better teaching-learning situation. In modern education the term supervision is used to describe those activities which are primarily and directly concerned with studying and improving the conditions which surround learning and teaching.

Supervision is concerned with oversight of instructional programme, the words supervision, and supervisory programme relate to instructional phases of school plans and activities. Ezeocha (1990) said that, Supervision deals mainly with improvement of learning and teaching and helps teachers to recognize and accept general aims, while programme is towards the achievement of the purposes to help them to see beyond their present performance and seek improvement to identify and coordinate efforts and resources for more efficient and greater impact on important educational problems; to increase the amount and quality of learning by students to promote continuous appraisal of performance of all who emerge in the education process. Supervision as seen in this study is the process whereby an authorized person sees to the work of others whether it is in line with stated standard, and if not, gives corrections, directs demonstrates and discuss with teachers

The growing complex society called for supervision for deciding our curriculum, in selecting the school organization pattern and learning materials to

facilitate teaching and evaluate the education system at all levels. It is clear, therefore, that effective supervising programme is needed in every school to co-ordinate and enhance all teaching and learning efforts. Nwankwo, Nwachukwu and Anichukwu (2010) have suggested the general purpose of supervision to include:-

Improve methods of teaching and learning; co-ordinate and integrate all educational efforts and materials which will ensure continuity; Enlist the co-operation of all staff members in serving their own needs and those of others to prevent teaching difficulties; Aid, inspire, lead and develop that security which liberate the creative spirit of the teachers; Help teachers see more clearly the real end of education and the special roles of the school in working towards these goals; Help the teacher to see the problems and needs of pupils and to help them solve these problems and provide as far as possible for most of their needs; Build group morale and make teachers into an effective team, working with intelligence and appreciative co-operation to achieve the same general goal; Associate the work for which each teacher is most suited, assigning him to such work and encourage him to develop his capacity in many promising directions.; Induct beginning teachers into the mainstream of the school system and into the teaching profession.; Show the public and appropriate institutions problems of the school as to get suggestions for their solutions.; Interpret the school programmes to the people so that the public will understand and help in school efforts.(2010 pp 203)

These purposes are meant to keep principal-the instructional leader and the teacher alive on the job, though the major job is on the teacher who meets with the learners always.

Types of Supervision

There are different types of supervision, each type designed to serve a specific purpose. All types of supervision involve actual visits to the schools, especially the classes where teachers work in the Secondary Schools.

There are three main type of supervision, namely: External supervision, General supervision and on the spot supervision.

External Supervision: This is the commonest and most frequent check carried out from the headquarters and zones for purpose of giving advice and encouragement to teachers and principals about ways of improving standard in a particular area of concern. Usually, it focuses only on the particular aspect of the schoolsö supervision of instruction. According to Akubue (1994) external supervision is undertaken by supervisors to see the nature of pedagogical problems teachers may be encountering as identified by the principals who is consistently checking and is abreast with every activities in the school. This type of visit is usually undertaken at the instance of the appropriate authority for the purpose of investigation, conflict resolution, check infrastructural and other need assessments. The visit is a times unscheduled, incidental upon certain unforeseen development. But for special

cases, schools are notified in advance, and must be carefully planned and executed. It is at the instance of the principal who may be solving a particular problem.

General or Full Supervision: This is a supervision made for the purpose of carrying out a comprehensive supervision on all aspects of the school. It involves a large team for the proper coverage of every aspect of the school in detail. This type of visit can last for a week. According to Mgbodile, (2003) full or general supervision is the visit to school for the purpose of improving its teaching and learning environment. It also provides information for the grading of schools and for deciding whether or not the school is qualified for accreditation to operate in accordance with the standard of quality assurance. During this visit, the principal in the particular school must be present to put the supervisors through, especially giving explanations and the principal is always put through on what may be confusing or new to seeing that learning and teaching are made easy to the students and teachers.

On the spot supervision: This type of supervision is restricted to specific subject and it is very useful in assisting the subject teacher to improve on the instructional effectiveness, class management and to have access to appropriate instructional materials. It is at the order of the principal and supervisory team who may be solving a particular problem.

Models of Supervision: The term 'model' is understood as 'an ideal example' or as a 'typical case' which is a simplification of reality. For the purpose of this study, four models will be looked at: Clinical Supervision model, Teacher Development Model, Skill Training Model and Counseling Model.

Clinical Supervision Model: Clinical supervision is a type of supervision which is concerned with improving the teacher's functioning in the classroom. Through a careful and systematic procedure, clinical supervision tries to take into consideration the teacher's behaviour and feelings in a supportive, analytic and non-evaluative context. Clinical supervision approach has phases or Stages. **Phase I: Establishing Teacher- Supervisor Relationship:** This is a pre observation conference between the teacher and the supervisor. The aim of this conference is to establish rapport, to orient the teacher on what is expected of him in the instructional planning and procedure and agree on changes that will improve instruction. The aim and procedure of clinical supervision are made known to the teacher so as to remove fear and give the teacher more confidence.

Phase II: Intensive Planning with the Teacher: The supervisor and teacher plan the lesson. They consider among other things the lesson unit, objectives of the lesson, learning outcomes, instructional procedure, instructional materials and technique as well as mode of performance assessment or evaluation. **Phase III: Planning of Classroom Observation by the Supervisor and the Teacher:** Both the

teacher and supervisor plan the objectives and process of observation i.e. physical and technical arrangement for the observation and data collection. This involves drawing up the supervisory format.

Phase IV: Observation of Actual Classroom Instruction by the supervisor: In this phase, the Supervisor observes and makes accurate record of the teacher's classroom instruction, management and interactions with the students. The observation notes will be used for analysis later. Video, tape recorder and film recordings may be used for proper observation. The supervisor considers the teacher's ability to communicate; the logic of teacher's strategy or method employed, performance of instructional tasks; the motivational effect of the teaching, the quality of relationship between the teacher and the students and the content of the lesson. Phase V: Analyzing the: Teaching- Learning Process: At this stage the supervisor analyses the data or information collected during observation for appropriate feedback. He will look for patterns of teaching behaviour, generate hypotheses to explain what was observed and decide on what aspects to be discussed with the teacher.

Phase VI: Planning Conference Strategy: supervisor plans the strategy for observation conference. He develops the strategy alternatives for handling conference. Phase VII: Post Conference: This conference is between the principal and the teacher, also the Observation is actually for the principal and the teacher to

deliberate on the lesson carried out. They now discuss the positive and negative feedbacks as observed during the classroom observation with regard to instructional objectives, materials, procedure, techniques and evaluation for reviewing plans and strategies for improving future teacher behaviour and learning.

Phase VIII: This is another phase of the clinical supervision. It also marks the beginning of cyclic supervisory model. Here the teacher and the supervisor plan the next lesson and the changes the teachers would make in the next instruction in line with their agreement during the post observation conference.

Teacher Development Model: Supervisor working with individual teachers to improve classroom instruction. A beginning teacher or probationary teacher usually will not have had the training to understand all of the dynamics in the school system. The needs of the teacher must to be considered primarily, but beyond the needs are logistical and pedagogical needs that can be best met through organized sessions like workshops, in-house seminars and conferences. In this development process, it is important in working with such a teacher to determine whether he or she has progressed beyond the survival stage. Particularly helpful with such a teacher are the new role of teams in schools and the possibility of either differentiating instruction or conducting a job analysis to see where the teacher might best contribute. It is remedial in nature.

The *Skill Training Model*: This model is both diagnostic and prescriptive. In utilizing the skill training model, the classroom situation is first examined with a view to finding solutions to instructional problems. The focus here is teacher development through training in skills that will enable the teacher grow professionally (Oraemesi, 2001). Here, supervision is conceptualized as a process of skill training. Before using this strategy, the supervisor will first of all decide with the teacher on the aspect of teaching behaviour that will enhance teaching effectiveness. In the strength of the above, the supervisor will collect and analyze data on the actual classroom behaviour with a view to determining the positive and negative aspects so as to suggesting remedies for the negative aspects. According to Oraemesi (2002), this strategy has basic assumptions and they are as follows:

- a) Teaching is made up of a wide range of behaviours that can be specified,
- b) Those behaviours can be developed and practiced step by step
- c) Those behaviours (skills) lead to predictable outcomes and
- d) The wider the repetition of right teaching behaviours, the more effective the teacher.

Counseling Technique: This model is different from others in that it has nothing to do with classroom activities. The supervisor interacts with the supervisee outside the classroom. Its central focus is to enable the supervisee achieve self- awareness. According to Oraemesi (2001) *this model is highly*

sophisticated since it requires training in client-centered therapy, psychotherapy, ego-counseling and sensitivity training. This suggests that for a supervisor to effectively employ this technique, he must have undergone certain trainings and must have acquired certain skills necessary to enable him work towards the professional development of the teachers through the acquisition of self-awareness.

The position of the researcher is that models of supervision of instruction exercises are creative and place emphasis on the growth of teachers academically and professionally thereby improving on student's academic achievement. To achieve effectiveness, the following steps are recommended:

- a) The teacher should be made to value supervision visits. As soon as teachers realize that the supervisor is interested in their progress, they will accept the supervisor instead of avoiding him.
- b) The functions of supervision of instruction, though entrenched the national policy on education, need to be effectively implemented at all levels of our education delivery system.
- c) There is the need to establish a strong programme of supervision of instruction so as to determine the specific areas of need of teachers for excellent instructional delivery.

It is only when education has been properly and effectively supervised that it will lead to the achievement of the major objective of education as a veritable tool

in enhancing the quality of human existence and for achieving the vision 2020 in Nigeria.

Another perception of supervisory roles is that, it is a means of persuading people to desist from applying wrong procedures in carrying out teaching-learning assigned functions, and putting all that concerned pedagogy in place, while at the same time emphasizing the importance of good human relations in the school under the leadership of a principal, who is checked by external supervisors too. It involves the selection of personnel, stimulation of professional growth, the development of teachers, selection and revision of educational materials, objectives, teaching methods, as well as evaluation of instruction. It should now be appreciated, therefore, that supervisory roles simply describes a process; one of giving and receiving help to improve teachers performances, resolve problems that may occur between teachers and students, and encourage activities aimed at influencing the quality of teaching and learning.

Schools' supervisory roles for Quality Assurance in secondary schools, now have two components, the administrative component and the professional component. The duties of the supervisor now included assessment of the classroom effectiveness of teachers and the principal's effectiveness in managing the personnel, the environment and the teaching and learning process in the school (Akubue, 1994). The thrust of school supervision became the raising and

maintenance of standards of education. This includes the standards of school administration and the quality of instruction. Administrative decisions as to whether or not a teacher should be retained or promoted were based entirely on the principals's report. But a teacher whom a principal guide, sees a principal as a professional colleague and consultants, this instrument have quite shed the horrible image of the colonial inspectors.

The following are the elements of the Quality Assurance standard for secondary schools through supervisory roles to be ensured by principals as contained in the manual for quality assurance (2010). These include:

The schools have adequate and appropriate governance and management system to achieve its goals and objectives; qualified personnel; manageable and often developed, to be recruited to achieve goals and objectives; the schools have adequate and appropriate physical and teaching and learning resources to achieve goals and objectives; the schools provides adequate and appropriate information and support services to teachers/students; the schools develop delivery and review designed teaching and learning programmes consistent with its goals and objectives; there has to be an appropriate system of assessment and moderation to meet the expected outcome of learning

programmes, and achievement of outcomes to be reported to students and parents.(pp 14-15).

Supervisory roles are the activities conducted by the principals who investigate, judge and check to see if all is in order or that school activities conform to prescription. Before the document for quality assurance was rolled out, the Nigeria Union of Teachers NUT, (2000) taking the position of the quality assurance document stressed that supervisory practices is the critical examination and evaluation of a school as a place of teaching and learning so that necessary and relevant advice may be given for its improvement, such advice is often contained in a report. By this, there is an indication that principals probe into the educational environment not only to evaluate how standards are maintained, but also to assist in the process of teaching and learning.

Giving support to the position of NUT, Tanah, (2011) posits that supervision is all efforts of designated schools' officials towards providing leadership to the teacher and other education officers. According to him these designated officials are the principals, who before providing the leadership will first of all have to investigate, judge what is in place and then innovate the perceived methods and principles. Furthermore, the view of Ogbonnaya (2004) is that the practices of supervision is the process of testing, evaluating, criticizing and assessing teachers and students or the entire school in order to know, how far the objectives of

supervision have been achieved. This therefore indicates that the supervisor(s) investigates, judges and checks to see if all is in order.

Supervisory roles is the critical examination and subsequent evaluation of a school as designated place of teaching and learning so as to make it possible for the necessary advice to be given to the teachers for the purpose of improving learning outcomes in the schools. This advice is often incorporated in the principalsö report, which is superior to the teacher in terms of organizational arrangement. In the view of Avwnagha and Ototo (2012) principalsö supervisory position is that of a counselor who assist the teacher to know himself in terms of his strengths and weaknesses and the reality of the job he is on. This will bring about creativity, generative thinking and perception dynamics, constructive and design thinking. Thus, looking at these definitions and objectives of supervisory practices in secondary schools, one can rightly say that supervision involves principals to examine advice, assess and investigate on the problems and prospects of teaching and learning so as to ensure that the prescribed state of education is met. Supervisory role therefore, is to conduct evaluation of school programmes for achievement of quality education.

The school principalsö functions and tools for quality assurance are enormous, those who become supervisors/principals in schools have appropriate academic and professional qualification and invariably have substantial teaching/or

training experience in schools, colleges of further and higher education. Principalship, according to Adeolu (2012) is a well-established position of the chief executive who provides leadership by coordinating curricula, co-curricular programmes and is responsible for the general administration of the secondary school. The principals being the instructional leaders are at the vintage position to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them for scholarship and best practices in curriculum delivery.

Supervisory roles is very important in secondary schools because experience has shown that it is a disciplined enquiry and those charged with it are assumed to be of high integrity, and it becomes mandatory that the purpose of supervision should be to ascertain whether the institution has added value to the quality of education of the learners, through supports to teachers in class activities by principals. It is meant to improve teaching and learning; bring efficiency and effectiveness to school management; provide professional support to school personnel and give feedback (UBE handbook, 2002). To this effect, Phillips (1996) views Principal the instructional leader differently from mere school administrator or manager in a number of ways. Principals who parade themselves as administrators are too preoccupied in dealing with strictly administrative duties compared to principals who are instructional leaders. The later role Phillips

continued involves setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers.

Attention has shifted from teaching to learning, and some have proposed the term in the USA and other developed societies as “learning leaders” over “instructional leader” (Richard, 2002). The National Association of Elementary School Principals (2001) defines “principal ship” as “leading learning community”. In learning community, staff members meet on a regular basis to discuss their work, work together to solve problem, reflect on their job, and take responsibilities for what to learn, hence to have credibility as principal, the person should be a practicing teacher. The principals are expected to spend an average of 20 percent of their time in a week on teaching, and they possess skill of resource provider, instructional resource, communicator and visible presence (weindling, 1990).

The recruitment of Principals in Nigeria is not often through the civil service commission, respect for the course of discipline read is considered as a trained teacher, and knowledgeable principals will always deliver academic or educational talk during workshops, seminar and refresher courses. They are always abreast with the systems of education of other countries. Thus Adenkule (1991) posited that “a principals of schools are first and foremost be a teacher, an adviser to teachers, whatever his little may be, he should provide, concrete and constructive advice to teachers so that the quality of education in schools may be improved. To

be appointed a principal therefore, the person require the professional qualification, longevity in teaching except a few principals in the private school as the case is in the Federal Capital Territory, Abuja.

Principals and staff at the supervisory units need to possess experience and good output as a teacher. Tanah (2011), posited that, a principals can be a teacher trainer and counselor; professional educator, administrator, representative of government, auditor, liaison officer community adviser and external examiner. Throwing more light in a comparative analysis, Tanah remarked that in Kenya, the recruitment of all principals is a prerogative of the public service commission. Tanah further noted that, in Netherlands, principals receive special training and are granted a period lasting from several months to half a year to become accustomed to their work. On the other hand, Austria specialist training is not an official requirement, but, in-service training is provided.

Looking into the above, the recommendation to countriesö Ministries of Education regarding schoolsöprincipalsöselection is that professional training is an advantage over any other considerations. Thus, considering the delicate nature of the job of principals, greater care must be taken in the recruitment and appointment of those that check, judge, supervise secondary schools because of the issue of quality assurance. (UNESCO, 1956: NO 42)

Funding of supervision by many countries like Nigeria, France, Cameroon, Germany and the Netherlands are the responsibility of the governments, thus secondary schools principals who are supervisors in the institutions have permanent civil service status and they depend on their education ministries budget allocation for supervisions to be carried out. According to Ogbonnaya and Oboegbulem (2007), government should provide sufficient funds for school in order to improve school supervision, principals amongst other things, should be regularly paid, government should provide sufficient funds to procure necessary equipment and stationeries for supervisory services as well as seminar and workshop. Also principals should receive honorarium and extra-allowances for supervision. It should be noted that planning and carrying out a successful supervision involves providing enough and adequate fund.

Facilities/Equipment for Supervision is basic and vital to the service of secondary schools supervision for principals, and there is need for proper selection of personnel who will be able to use the facilities and equipment, vehicle and provision of funds are all important. The principals require sufficient facilities for rating when the external or the internal supervisory teams are on supervision in their schools to enable proper feedback. The schools needed to be equipped with principals hand book to enable both parties know what is obtainable before, during and after supervision. In conclusion, secondary schools principals like their counter

part in other ministries need facilities such as, good accommodation, well finished offices to enable them perform functions properly. Besides, furniture and auxiliary staff are needed, books, data processing equipment and internet service are all to their advantage and the realization of quality education delivery.

Concept of Quality

Quality in secondary education is multi-dimensional. It embraces all aspects, functions and activities of an institution, this according to UNESCO (1998) it include; staffing, teaching, building, facilities and equipment, the environment and service to the learning community. Attempt for quality improvement, in education service delivery becomes necessary. Quality according to Okono (2014) is viewed as a degree of relative worth being determined by the efficiency expected of a programme. Okono went on to say that, quality may be understood from three perspectives in education; quality as relevance means the ability of a thing to satisfy the need of the user, based on efficiency when the aims of an education system are achieved efficiently and effectively through curriculum content. In the view of Lawal (2008) quality is the “degree of relative worth of a thing worth being determined by the efficiency expected of it”. This position is understood from perspectives such as relevance, efficiency and essence. Winder and Judd (1996) defined quality as efforts to seek zero defects and conformance to

requirements. Their emphasis is on continuous improvement so as to have something you are proud of or producing what brings smile to the customers, then you have achieve standard. For Frank (1996) quality is the ongoing process of building and sustaining relationship by assessing, anticipating and fulfilling stated and implied needs. Quality itself has been defined as fundamentally relational; it is the on-going process of building and sustaining relationship by assessing, anticipating and fulfilling stated and implied needs.

Emphasis on quality according to Frank's definition is "something good" He continued by bringing out some criteria "principles by which we judge quality to include safety, punctuality, comfort. An example of this in education is given in his work with specific reference to standard, that there is a need to have a clear and coherent idea and of what are the "right things" that we are doing, and procedures for checking that we are "doing things right" This means that among many issues, the following must be addressed:

What criteria can be applied to the decision-making process to ensure that curricular take account of relevant factors, What are the models against which the quality of teaching/learning activities are to be measured, What are the processes by which teaching/learning is planned, organized and delivered, How are these models and processes described and communicated in such a way that those involved are aware of them and contribute to their definition and development, What are the responsibilities with regards to quality of the different actors-

teachers, learners, administrators, parents etc.- participating in the learning activities, What are the procedures for observing and getting feedback on the teaching/learning activities, What are the procedures for quality control, who undertakes it, how can the result of the quality control be fed back into the planning and delivery processes. (pp 1-2).

The 1994 declarations of International Organization of Standardization (IOS) defined quality as the totality of features and characteristics of a product of service that bear on its ability to satisfy stated needs. Ebong (2014) say assurance specifically refers to the attestation by the end-users on product and services satisfaction based on specification. It is the report, feedback and comments generated after product/service consumption delivery. No wonder Okojie (2008) lamented that “the hue and cry about the deficiency in performance among Nigerian graduates is a seal of less assurance on the teachers. Assurance is equally described as a promise, guarantee or statement that something is true (IOS, 1994). It could be deduced from the above that quality assurance need be repositioned to enhance the attainment teaching/learning objectives. In order to address issues of this kind we need to examine how quality assurance and quality control procedures are typically applied to teaching in general, and to compare these with the approaches commonly used in other fields.

Concept of Quality Assurance

The principles, the mechanics and design of quality assurance are mainly to safeguard standard and improve on quality of education. Whenever the word quality is mentioned, it attracts attention because everyone want to be associated with quality, be it items, accommodation, power supply, economy, transport system, health, education e.t.c (Ebong, 2014). Definitions by authorities on quality assurance are numerous. Major views are on programme for the systematic monitoring and evaluation of various aspects of a project, service, or facility to ensure that standards of quality are being met. Menyaaga and Rihanat (2014) defined quality assurance as a means of putting in place appropriate structures, legislations, supervision of personnel and materials in order to ensure that set minimum standards are attained, sustained and seen to have meaningful impact. Adenipeku (2013) observed that education quality assurance is designed to disseminate information on the best practices. Ugwu and Oboegbulem (2012) in their view said quality assurance is the achievement of the degree of excellence specified of a programme. Bamaiyi (2010) view it as a paradigm shift from school inspection towards high standards service delivery by teachers, instructors and significant stakeholders and learners.

Quality Assurance is a process-centred approach that organization provides the best possible products or services, it is related to control for standard which

focuses on end result. Rufai (2010) posited that quality assurance is being design to reverse the negative variables of low-self perception, poor implementation of curriculum, inadequate funding, supervision of personnel, decaying of infrastructure, obsolete learning resources. Wikipedia (2009) stated that quality assurance is a system in which the delivery services of the quality of the product is assessed and compared with the required. Okojie (2008) view quality assurance the parameter to demand specification. In education context therefore, it can be explained to mean the extent to which school products (graduates) are able to bring their skills to bear on societal needs proportionate to what they learnt and are enshrined in the National Policy on Education (NPE).

Raouf (2008) opines that quality assurance is the process of ensuring continuous improvement in all aspects of education business in an institution of learning to satisfy the needs and expectations of the institution's customers (society). Harvey (1999) defines quality assurance as the process of ensuring effective resource input, control, refining the process and raising the standards of output in order to meet the set goals and satisfy public accountability. Furthermore, Venkaiah (1995) sees quality assurance as a philosophy and a process in which all the functions and activities of an institution are treated equally, planned, controlled and implemented in a systematic and scientific manner. Robinson (1994) defines quality assurance as the set of activities that an organization undertakes to ensure

that a product or service will satisfy given requirements for quality. Its goals are the anticipation and avoidance of faults or mistakes by setting attainable standards for a process. Organizing work so that they are achieved, documenting the procedures required, communicating them to all concerned, and monitoring and reviewing the attainment of standards.

Quality assurance is therefore, the efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce quality outputs (students) that meet set standards and expectations of the society. These definitions raise the issue of promoting 'good value' in the institutional management and supervision of teaching-learning process to produce quality learners from the school system. It must be noted that in 1977 the United Nations (UN) had to establish Education Quality Assurance in order to provide standard professional seal that could be recognized, again in 1997 she reemphasized that the concept be properly safeguarded and uphold educational standard among member nations, many countries including Nigeria especially the Federal Capital Territory, (FCT) Abuja have introduced same to check the gradual drift in education standard.

The educational system to improve activities towards the attainment of the desired result, the approach is built around the premise that every step of the process of a service and of an operation has room for improvement by the efforts

of the principal who is always on ground to initiate, execute, check and report all the schoolsö activities. This was corroborated by Demingös cycle of continuous improvement which is normally based upon Plan, Do, Check and Act cycle (PDCA). This process enables the principal to regularly monitor, assess and evaluate the resources inputs, instructional process and outputs by identifying the key elements/aspects that need improvement and ways of addressing these, implementing the plan, analyzing the result to ensure that significant agreement exists between the original goals and what is actually achieved, and acting on the plan full scale by conducting further work through feedback and reviews with those concerned.

On teacher qualification, pedagogical applications for quality delivery of the attainment of policy goals and objectives, Ugwu and Oboegbulem (2012) posits that quality assurance is a process of ensuring that the degree of excellence specified is achieved through the identification of educational practices for teacher preparation that will enhance effective school administration. The view of these authorities is collaborated by the National Policy on Education (2004), which asserts that no education system can grow beyond the quality of its teachers.

Quality of education could be attributed to the teacher and the principals as reflected in the performance of learners. In the view of Ebirim and Ochai (2011) an effective teacher has been conceptualized as one who produces desired result in the

course of their duty under an instructional leader. But considering the deterioration in academic achievement of learners, one wonders if low performance of learners is not a reflection of the ineffectiveness of teacher in the classroom, who perhaps, is not supported in by the principal hence, the need to finding out supervisory roles of principals for quality education. Ebirim and Ochai continued that capabilities in this regards refer to a coherent system on initial and continuous training of teacher, who is ever getting support of the principal.

With the emerging ICT technology, the teaching profession is involving from an emphasis on teacher-center, to teacher based instruction to learner-centered interactive learning environment. This implies that enhancing the capabilities of the workforce in a school setting is fundamental to, wide range of improving learners' academic performance. The principal leading the teachers must have up-to-date knowledge on three areas of education namely; curriculum, instruction and assessment. Underlying these three areas of knowledge is a deep understanding of how humans teach (Phillips, 1996).

Quality Assurance process for principals requires a planned cycle of activity to ensure that schools are supervised at regular intervals while allowing them the time to self-evaluate and take responsibilities for improvement. Currently schools get visits more than twice in a term from the ministry and boards to check the activities of the principals and teachers on how the quality assurance instruments is

been used to supervise the delivery of education on behalf of the external supervisors. The recommendations require schools to have good evaluation and development planning processing. Rufia, (2006) posits that "Principals and their teachers are charged to use quality assurance instruments as their mirror and should not wait for superior supervisor to put through".

Techniques Adopted to Ensure Quality Assurance in Nigeria, is supervision as an administrative instrument. To this effect Nwakwo, Nwachukwu and Anichukwu (2010) writes that the increasing number in school enrollment has not met corresponding increase in number of qualified teachers. They suggested that; in order to improve on teacher quality and the standard of performance at various level of education, there is need for regular and effective supervision. They further identified the first technique for ensuring quality assurance as seeing the principal well position as chief executive in the school with the support of the supervisors whenever on check to provide instructional leadership by coordinating curricula, co-curricular programmes for the general school administration. With the support of the supervisors, principals are kept in a vintage position as supervisors too, in order to monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them for scholarship and best practices in curriculum delivery. Also, they create and maintain an environment conducive for learning (Eze, 2009).

Principals in order to coordinate and manage quality instructions in secondary schools, Adeolu (2012) suggested as the second technique that, Quality assurance is achieved in schools that have strong principals who devote considerable time to coordinating and managing instruction. Such principals are highly visible in school and stay close to instructional process. In many instances, effective principals adopt continuous and consistent classroom visitation to ensure adequate teaching and learning processes. As long as instructional leadership is a shared responsibility, the principal must relate well with members of staff and report to the supervisors or those in the headquarters since supervisory roles for quality assurance in the Federal Capital Territory needs a situation that engenders sense of commitment and collegiality.

Effective principals of schools establish clearly defined goals for academic achievement, by making sure they use the available resources, checking teachers' notes, dairies, time-table for teaching, observe classroom instruction, continuously monitor students' progress to determine whether their instructional goals are being met and provide feed-back on the performance. The Principal is to ensure that, teachers must be motivated to improve performance, reinforce students for excellent performance, discipline and ensure peaceful atmosphere for effective service delivery to enhance quality teaching-processes.

The opinions of some experts especially, Adeolu (2012) is that instructional supervision is a technique/mechanism adopted by principals and supervisors for schools self- evaluation, geared towards helping teachers and students to improve on their teaching and learning activities for the purpose of achieving quality assurance objectives. The principals (supervisors) ensure effective supervision by interacting academically and socially at a regular basis with teachers and students within and outside the classrooms. The essence is to monitor the implementation of curricular and ensure desirable increase in teachers' capabilities, upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performance in teachers' pedagogical practices and students' learning outcomes in the school settings..

Clinical supervisory model is commonly used by principals who stay close the learning environment to support teachers to carry out teaching properly. According to Adeolu (2012) clinical supervision has a five-stage process; a pre-observation conference between Principals and teachers concerning elements of the lesson to be observed, classroom observation, the Principals' analysis of notes from the observation conference between Principals and teachers, a post observation conference between Principals and teachers, and a Principals' analysis of the post-conference.

During the observation, the Principals take note of the teachers' knowledge of the subject being taught, evidence of adequate planning and preparation for the lesson, lesson presentation, teachers' personality and the extent of students' participation in class. This forms the bases of providing constructive advice on how to improve the quality classroom instruction. The visit may be repeated until the required improvement is achieved. Despite the advantages of clinical supervision, it has been criticized by researchers like Garman and Hunter in the works of Adeolu that classical supervision, because of its time consuming nature and labour-intensive posture, making it impossible for Principals to use the time involved in addition to the other administrative responsibilities, they therefore, advocated for the use of research approach to stimulate effective teaching and improvement in students' learning outcomes.

The research approach is a well-planned activity which involves systematic and objective collection and analysis of data in order to find solutions to identified problems. It could be used as a technique for instructional supervision. In this case the Principals have to engage teachers individually or in team work to find solution to problems of teaching and learning that confronts them instead of dictating solutions to problems relating to teaching and learning.

Seminar/workshop involves a small group of people that is temporarily formed to discuss a specific topic, or work on a common problem and trying to find

solution or resolve issues affecting teaching-learning processes in schools. Improved methods of teaching of concepts and topics are not only discussed but also demonstrated during the workshop. The situation also provides opportunity for critical analysis of ideas related to the issue, topic at hand in a permissive topic-centered and face-to-face interaction and directed practice. A cursory look at the various methods of instructional supervision discussed above shows that the Principals are change agents for the professional growth of teachers and the improvement of curriculum delivery which is the central focus of instructional supervision.

The area that attracts mostly the principals include the planning of lesson notes, effective delivery of lesson, assessment and quality of test/assignments given to students, improvisation and utilization of instructional materials, providing regular feed-back on students' performance, adequate record keeping and appropriate discipline of students to ensure quality assurance in secondary schools. This is a big lesson for the Federal Capital Territory Education Department since emphasis seem not be on these areas to supervisors in ensuring of quality education.

Benefits of Quality Assurance-oriented School: The opportunities that are inherent in quality assurance-oriented school are highlighted by Ayeni (2010) as follow: Improvement in the school and community partnership will contribute to

the growing body of knowledge on educational effectiveness and teacher quality. The emphasis placed on teachers' pedagogic practices and students' learning processes will enable members of the community, teachers and students to have clear information about learning outcomes and developed strong commitment to the achievement of educational goals.

It is expected that the emphasis being placed on quality assurance will take the level of awareness of principals and members of the community with regard to adequate provision of suitable teaching materials/facilities, conducive working environment, capacity building of teachers, non-academic staff and students welfare and promote cordial interpersonal relations between members of the school and communities to facilitate effective curriculum implementation and quality learning outcomes in secondary schools.

It is envisaged that the quality assurance practice will encourage school principals and members of the community to pay special attention to their roles in institutional management and enable them evaluate their school program and to establish procedures that would help those teachers and students that do not perform well in order to achieve optimum productivity and quality learning outcomes. This will provide teachers with relevant information on the effects and efficacy of their teaching pedagogy and stimulate them for better performance.

Quality assurance based school and community partnership will generate information on students' performance that will facilitate greater synergy among stakeholders in education to find solutions to problems of quality in secondary education; so that academic norms are not undermined at the expense of social norms, but both would complement each other. This will also highlight the weaknesses inherent in the leadership behavior of principals and stimulate government and other stakeholders to see the need for capacity building of secondary school principals in order to improve institutional management and instructional supervision in secondary schools.

Concept of Public Secondary Schools:

In Nigeria when the Colonial Government started to show interest in the development of education in the 'new found land' was after forty years (1842-1882) of missionaries' exclusive involvement in the development of education, government played partial role in the policy formulation to ensure quality control in education. Public secondary school according to BBC Scotland News (2013) is the school that is maintained at civic expense for the education of children of the community that contributes a part of the system. Thattai (2010) refers to 'public school' as the term used for elementary and high schools which are funded and/or run by a governmental entity. The South African School Act (1996) refers to public secondary schools as those that are state-controlled, that have a governing

body and a degree of budget autonomy. The National Policy on Education (1981) states that education in Nigeria is no more a private enterprise, this means that tax money will be used to fund education at all levels.

Therefore, the concept of secondary education as upheld in Federal Republic of Nigeria (2004) which states that it is the education for children from ages 10 to 18. To this fact, Webster (2011) defined it as education in high school between the primary and the adolescent level. Similarly, Ogbonnaya (2010) defined secondary education as the form of education which children receive automatically after they have received primary school education. Drawing from the above definitions, public secondary school can be regarded as an open/civic educational institution after the primary level and before the tertiary sub-system where the adolescents are given instruction.

As part of the fundamental objectives and directive principles of state policy in Nigeria, the constitution of the Federal Republic of Nigeria (1979), section 8-(1) states that, "government shall redirect its policy towards ensuring that there are equal and adequate educational opportunities at all levels. Conversely, under the Tenth Amendment to the United State Constitution, direct regulation of education is a power reserved to the state, but both public and private school that accept funds from the state subjects itself to federal jurisdiction.

The secondary school system as contained in the National Policy on Education (2004) aptly states that the broad objectives of secondary education in Nigeria are preparation of students for useful living within the society; and preparation of students for higher education. Specifically, the secondary school system is geared towards catering for the differences in talents, opportunities and future roles; provide trained manpower in the applied science, technology and commerce at sub-professional grades; develop and promote Nigerian languages, art and culture in the context of world's cultural heritage; inspire students with a desire for self-improvement and achievement of excellence; foster national unity with an emphasis on the common ties that unite us in our diversity; raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens; and provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

The objectives of secondary education make it clear that the future of the nation (Nigeria) depends quite considerably on the quality of education it provides for its citizens. The realization of these objectives hinges on the quality of teachers, infrastructure and learning environment, resources inputs, teaching process, classroom management, academic assessment, principals' supervision roles and

students' commitment to learning. Ayeni (2010) stress the need to provide standard-based and sustainable quality education for secondary school students. He stated that schools across the country must establish high academic standards, and must be accountable for teaching specified levels of content to all the children they enroll in order to ensure socio-economic and political well-being of the citizenry which depends on what is learned in schools. This underscores the significance of quality assurance in education to human capital development for sustainable self-reliance of the individual and the overall development of the nation for mutual benefit of the citizenry.

The Federal Republic of Nigeria is made up of thirty-six states and the Federal Capital Territory, (FCT) Abuja; each of the states has at least two Unity Schools, FCT the scope of this study has six. State-owned secondary schools exists in all the states, all form the public secondary schools. There are fifty-seven state-owned senior secondary schools and one hundred and twenty-seven junior secondary schools giving a total of one hundred and ninety public secondary schools in FCT; Abuja.

The quality of performance of training institutions (secondary schools) in human capital development is determined by the activities of the institutions themselves. A well-planned curriculum programme that allows community participation in the monitoring and evaluation of instructional activities can

support effective teaching and learning if directed toward the set educational goals in schools. Adetula (2005) reporting on some studies carried out in Europe, America (Canada and U.S.A.) and Australia, identified the main goals of school supervision to include: to seek insight into leadership process, motivational forces, decision-making processes, goal-setting processes, team work and group interaction which in turn lead to effective and functional schools. Adetula's study corroborated the present study which intends to find out principals supervisory practices in the teaching- learning process with a view to ensuring sustainable quality assurance in secondary schools in Nigeria by keeping principals in a strategic position of administration and instructional leadership, to cooperate with communities, and expected to give feedback to the headquarters, to participate in decision making especially in curriculum development and set goals and motivate teachers to become effective.

Principalship is a well-established position of the chief executive in secondary school, they perform a staggering range of roles that are enormously complex and multi-tasking. The position is meant for psychologist, teacher, facilities manager, etc. They provide instructional leadership by coordinating curricula, co-curricular programmes and are responsible for the general administration of the secondary school. Quality assurance is achieved in schools that have principals who are result-oriented and adopt strategic planning approach

in resources and curriculum management; Stahl (1998) opined that such principals are highly visible in the school and stay close to the instructional process. In many instances, effective principals adopt continuous and consistent classroom visitation to ensure adequate teaching and learning processes. Phillips (1996) observed that, instructional leadership is in many ways a shared responsibility. It engenders a common sense of commitment and collegiality, expands the resources and pool of knowledge among the staff.

Quality Assurance school principals establish clearly defined goals for academic achievement, and they concentrated their available resources and their operations on attaining them, provide adequate time-table for teaching, routine check of lesson notes and subject dairies, observation of classroom instruction, continuously monitor studentsö progress to determine whether their instructional goals are being met, provide feed-back on student performance, motivation of teachers for improved performance, reinforcement of students for excellent performance, maintenance and appropriate usage of physical facilities, enforcement of discipline to ensure peaceful atmosphere, capacity building of teachers for effective service delivery, provision of instructional facilities and materials, motivating teachers for optimum productivity and building synergy with relevant stakeholders to enhance quality teaching-learning processes.

Similarly, the quality indicator for the attainment of instructional tasks performance of the supervisory teams in secondary schools needed to be supported by teachers. Raouf (2008) opined that the teachers are expected to provide essential inputs like adequate planning of lesson notes, effective delivery of lessons, proper monitoring and evaluation of students' performance, providing regular feedback on students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students to produce and enhance expected learning achievement in secondary schools.

Fassai (2006), argued that students on their own end are not dormant in the quality assurance process as they are expected to attend classes punctually and regularly, possess necessary learning materials, develop good reading culture, participate actively in class exercises and take-home assignments, cultivate sustainable interest in co-curricular activities and demonstrate cordial and positive inter-personal relationships in order to achieve the expected learning outcomes in schools.

However, the inability of successive administrations in Nigeria to adequately fund education over the years led to the systemic mal-functioning of the school system. Consequently, Adeniji (2002) said the growing public outcry about the realization of secondary education objectives has been attributed to gaps in teachers' competence, curriculum instruction, learning facilities and resources,

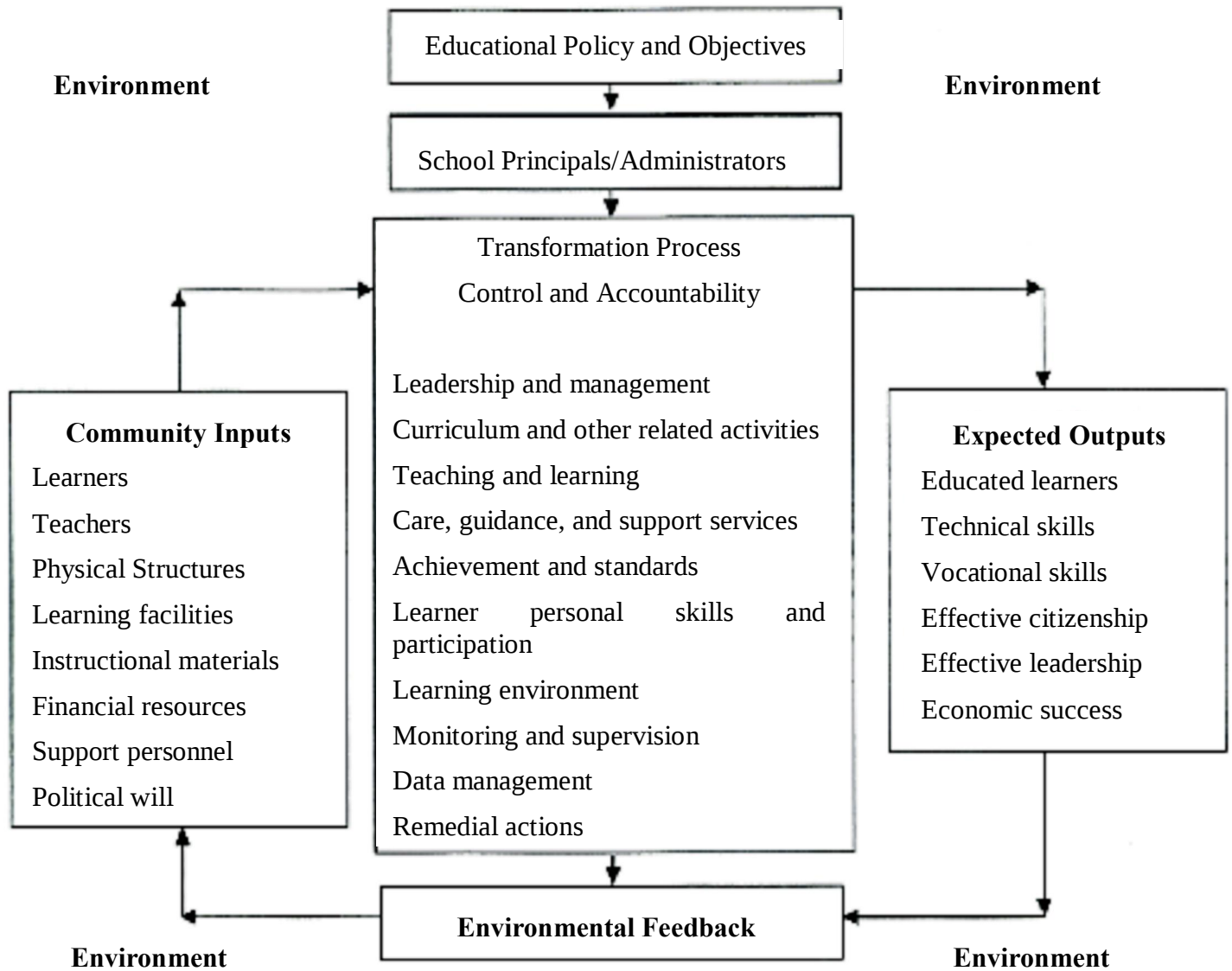
funding, institutional management and ineffective supervision of instructional activities by the inspectorate department and many principals in secondary schools. The resultant effect is the poor teaching and learning that culminated into a large scale examination malpractice and abysmal performance of students in external examinations, which depicts non-realization of sustainable quality assurance in teaching and students' learning outcomes in secondary schools (Ogunu, 2001). These challenges are inherent in the Federal Capital Territory Administration Education Department, and it is against this background that the study sought to find out the supervisory practices of principals for Quality education in public senior secondary schools.

In conclusion school as an open system that maintains a network of relationships among individuals, communities and activities within it, continuously inter-relate with the external environment, particularly the stakeholders who formulate the National Policy on Education to provide the objectives and operational guidelines for the principal. In order to implement the goals, principals seek for inputs in form of human resource, finance, facilities and materials, to transform teaching and learning processes to realities. While the principal ensures effective organization, utilization, supervision and management of curricula and co-curricular activities, bearing in mind public accountability in the use of resources geared towards quality development of the learners. These

learners occupy the centre- stage of the educational system and no doubt remain the largest and most crucial outputs of the school.

The supervisory roles operational structure, components of the policy objectives, and the programme schedule for the expected societal outputs or result of education quality assurance is shown in a schematic representation below.

Fig. 1: Schema of quality assurance attainment process



Source: Quality Assurance Instrument for Basic and Secondary Education in Nigeria.

In pursuit of quality assurance within the content of the school and the environment, systems theory as upheld in the theoretical framework of this study, views the school as an open system that maintains a network of relationship among individuals and activities within it, and continuously inter-relate with the external environment, particularly the stakeholders who formulate the National Policy on Education that provides the objectives and operational guidelines for the principals to implement. In a bid to translate the educational objectives into reality, the principal relates with the stakeholders and seek for inputs in form of support personnel, learning facilities, instructional materials, financial resources, physical structures, and political will; these are transformed through teaching and learning processes while principal ensures effective organization, utilization, supervision and management of curricular and co-curricular activities, and public accountability in the use of resources geared towards quality development of the learners that occupy the centre stage of the educational system which is largest inputs of the schools.

No wonder, Anaduaka and Okafor (2013) noted that the major goal of education in any nation is to prepare its citizens for responsible and productive adult life; so as to be able to function honestly, efficiently and effectively in the society in which they live. This is a position supported by the assertion that education is an instrument for empowering young people with knowledge and

skills, which provides them access to productive employment (National Planning Commission, NPC, 2013). In recognition of the need for education, the Nigeria Policy on Education noted that education is that process concerned with the transmission of worthwhile values, skills and knowledge suitable for developing learners' potentials for national development.

All these are results of quality product students who are exposed to a balanced and result oriented education, which can solve societal problems and contribute to the development of the entire country. Such individual is well prepared to face not just the challenges of tertiary education, but the challenges of providing middle level technical and administrative service in any sector of the Nigeria economy. On completion of their educational programme, the learners are released as outputs into the environment. This underscores the reason for making education the child centered in order to ensure quality human capital development for sustainable self-reliance of the individual and the overall development of the nation. The school can also achieve a dynamic recycling process in the resource feedback from the environment to the school through sustainable inter-dependent relationship between it and the community, by promoting good value system and recognizing the cooperation, participation and support of significant and relevant stakeholders in the management of school resources. This synergy is necessary because a virile and responsive school-community relationship is a building block

for the attainment of specified standard and set goals and production of quality outputs that will satisfy the expectations of society (Quality Assurance Manual, 2009).

Theoretical Framework

Three theories are identified and discussed as they relate to this study, they are; Systems theory, a Scientific Management theory and the Behavioral Science theory.

Systems Theory was propounded by Ludwig Von Bertalanffy in 1937. Systems theory is used to describe the working of almost everything including the educational systems; the basic idea in a system is that the parts of anything are so related and are dependent on interaction of the part affects the whole. The systems theory as it relates to this study has the following properties; Education is an open system that relates and interacts with other system. The system must have continue supply of inputs as it exist in the secondary educational system considered in this study which has the attribute of constant supply of human and material resources e.g. Principals, Teachers, students, equipment and facilities that will go through a process to enhance quality education delivery. The open systems interact with their environment on which they rely for obtaining essential inputs and for the discharge of their functions. The open systems have three major characteristics: receiving

inputs from the environment; conversion or process into inputs and discharge outputs to the environment

The systems theory is very relevant to this study because the entire acquisition of education is a process. The secondary school system has human and material inputs through which teaching- learning and administration is processed, then outputs constitutes the final product of the system, the outputs come in the form of educated individuals who have acquired the relevant knowledge, skills and attitude from the system. Every system has feedback which is the evaluating mechanism that enables it to assess its product against the set objectives or acceptable standard that quality assurance pursues. Based on the discussion on this theory, it can be postulated that the secondary school system follow a cyclical process of event, because schools annually admit students, teach and graduate them repeatedly every year.

Scientific Management Theory was propounded by Fredrick Taylor (1856 - 1917). The theory was propounded in the first half of 19th century. The theory is concerned with the achievement of efficiency of workers by maximizing their outputs through the application of the principles of scientific management. Taylor believed that the best way to run organization is to know what is expected from workers, and ensure that the workers achieve those goals and objectives in a cheapest possible way. The theory emphasis on work to be done must be

accurately measured by time, standard time should be established for all works in order words there must be a fixed time frame for executing any giving type of work. This means that any giving job must be finish within the stipulated time. The application now is principals pursuing efficiency of the teachersö for higher quality education delivery to learners should be at an agreed time without deviation.

The theory is relevant to the present study because Taylor devised that some educational programmes such as secondary school should be planned, and it is the sole responsibility of administrators and not workers; that planning should be based on time and other production factors which are scientifically determined; and that working tools and facilities should be standardized in order to facilitate planning. Principals in the schools system pursues planned programmes through maximum efficiency and productivity of the teachers to the advantage of the learners, Based on the discussion of the theory it can be postulated that it identified training as the best way to perform organizationsö jobs, and to train workers, principals do this through the managerial knowledge gained from training they too got and in turn organize seminars/workshop, refresher course to abreast teacher with new methods.

Behavioral Science Theory. Elton Mayo was the proponent of behavioral theory which puts together the earlier ideas and postulations of sociology, political science, economics, psychology and anthropology. The theoryös assumption is to

facilitate work and productivity in an organization through an understanding of the workers, the job content and the work environment. It is believed that with knowledge and experience from the above subjects the administrator would be in better position to understand the workers, the job and how they should interact to produce result in organizational management. Another behavioral science theorist, Chester Bernard did his writing in the famous book 'The Function of the Executive' and the emphasis is on administrative practices such as supervision lead to maximization of productivity. Within the context of this study, the theorist's stress on effectiveness and efficiency relates administration of principal working with teachers in the school as an organization.

Reference to effectiveness is the extent to which the set organizational goals are achieved with the given resources. Thus, an organization which is able to realize its set goals without waste of available resources is said to be effective. Efficiency on the other hand is person oriented and refers to the satisfaction of the individual within the organization. Thus, worker that is regularly or not poorly paid is likely to be satisfied and will be efficient on the job. Relating this theory to this study, it is expected of the principals in secondary schools manages human resources by emphasizing on the job to be done with human elements in the system and the working environment too should be conducive for the personnel to teach and learn for the achievement of the educational goals.

Review of Empirical Studies

Studies Related to Supervisory roles:

On supervision of instruction, Adeolu, (2012) worked on the Assessment of principals' Supervisory Roles for Quality Assurance in Secondary Schools in Ondo State, Nigeria. The study adopted a descriptive survey design. Three research questions were formulated for the study; no hypothesis was formulated to guide the study. The target population of the study comprised principals and teachers in Secondary School in Ondo State. The sample consisted of 60 principals and 540 teachers representing five percent of the total population of 10,798 teachers in the state. The selection was through stratified random sampling method. And three instruments were used for data collections; questionnaire, titled principals' supervisory Rating scale (PSRS) Interview Guide for principals (IGP) and Teachers' Focus Group Discussion Guide (FGDG). The results were presented in tables and discussion made on the key variables. The table shows the percentages and mean scores of teachers' ratings on principals' supervisory role. The cumulative mean score was 4.10. This indicated that most principals performed supervisory tasks such as ensuring preparation of lesson notes (95.5 percent), scheme of work (93.5%), monitoring of teachers' attendance (92.8%), students' attendance (77.7%) and feedback to teachers (78.3%), while provision of instructional materials and feedback to stakeholders were least performed and as

such constitute major constraints to quality assurance practice in secondary schools. The purpose of this study was to determine and describe how principals' supervisory roles contribute to quality assurance in secondary schools. In an attempt to accomplish this objective, efforts were made to examine key variables pertaining to teachers' tasks and instructional supervision, instructional materials, students' learning and challenges of instructional supervision in secondary schools.

The major findings of the study were that principals were responsible for planning of both curricula and co-curricular activities. Also, the principals said that in spite of the efforts made to discharge their duties in the area of instructional support to teachers, they are involved in the co-ordination of the bursary department, enforcement of discipline, maintenance of infrastructure, collaboration with the Parents' Teachers Association and other relevant stakeholders in education, and serve as link between the school and Ministry of Education. Furthermore, the principals said they make efforts to discharge their duties, however there could not provide adequate instructional materials and relevant reference books for effective teaching and learning as a result of lack of fund, while infrastructural facilities were still inadequate. Major similarity of Adeolu's work with the current one is the use of the same variable-supervisory roles of principals for quality assurance; principals and teachers are targeted as respondents, the use of questionnaire, discussion guide and interview to elicit

information. Differences are in the size of population and sample. The items on its results as shown are items of second cluster of quality indicators on the instrument in the current work. The major gap created is that Adeolu did not take cognizance of the parts played by personnel, working environment and principals' observable impact on teaching/learning as identified by this current study. However, it is relevant to the current study because it focuses attention at teachers' tasks performance, instructional supervision, instructional materials, students' learning and challenges of instructional supervision in secondary schools.

Study carried out on the roles of principals: Udeani (2008) carried out an investigation on principals' use of personnel management skills in secondary schools in Enugu State. The study was conducted to determine the extent to which principals apply skills for effective personnel management. Descriptive survey design was used for study. The population consisted of 253 principals. Data about the principals was elicited from the teachers. Six research questions and three null hypotheses guided the study. Instrument was titled, personnel management skill of principals' questionnaires (PMSPQ) was used to get responses from teachers. Four points likert scale was used. A mean score of 2.50 was accepted as benchmark for decision. Mean and standard deviation were used to analyze the research questions, while t-test was used to test the null hypotheses at 0.05 level of significance. The result of the study revealed that, principals apply the skills of personal management

for effective staff orientation, motivation, delegation of duties and staff professional development. There was no significance difference in the mean ratings of principals' application of personnel management skills for effective staff motivation, human relations, and professional development with regards to school plant, gender and experience. The study is relevant to the present one as it examined the management practices by principals in the secondary educational system in the area of planning, directing, coordinating, organizing, controlling and stimulation of both staff and students.

Studies Related to Quality Assurance

Ugwu and Oboegbulem, (2012) worked on Quality Assurance in Teacher Preparation for Effective School Administration for the Nigeria vision 20-20:20. The study aimed at finding out education practices that will elicit quality assurance in teacher preparation, Descriptive survey research design was adopted two research questions were posed and two null hypotheses formulated to guide the study. A total of 50 lecturers in Faculty of Education University of Nigeria, Nsukka (UNN) and College of Education Ahamufu (CEE) were used for the study. The respondents were purposively sampled because of the size. A structured questionnaire titled Teacher Preparation Practices for Effective Administration (TPPEA) was constructed through in tensed literature review; the instrument was

face validated and trial tested for reliability using fifteen lecturers in the College of Education (COE) Ehamufu who were not among those that participated in the study. Cronbach Alpha was used to test the internal consistency of the items. The items yielded a coefficient of 0.70 and 0.75 respectively, for the two clusters. Questionnaire was used for data collection. Mean, standard deviation and t-test were employed to analyze the data.

The result of the study showed that the practices for quality teacher preparation are not effectively utilized in teacher education programme in universities and colleges. The vision 20:20:20 could only be achieved if quality teachers are produced to breed quality youths who will work for the nation to become among the first twenty economies of the world. The study has also created awareness in the minds of lecturers of teacher preparation institutions for initiating strategies that will bring about quality assurance in teacher preparation for effective school administration for vision 20:20:20. The work is similar to the current study as they both focus on the same variable- quality assurance; both studies almost used the same methodology; quality of education the teachers receive that will make them stand out on their job; the results of both study is targeted at the country's vision 20:20:20, these are cardinal similarities in both studies. The relevance of this study to this research is the consideration of teachers'ö

preparedness for the job before their engagement which will enhance teachers' effectiveness when posted to principals.

Akhter (2011), Carried out a study on Quality Assurance in Secondary Education Programme of Bangladesh Open School: Present status and challenges. The main purpose of the study was to find out the consideration of classroom as the best place for learning to the school. The quantitative and qualitative design was adopted for the study. The significance is to show that distance methodologies are judged as duplicate to classroom experience, if quality could be ensured by innovating new methods. The theoretical framework used is classical management which tried to assess the status of quality of the programme by identifying the challenges of instructional leaders in the attainment of quality assurance in secondary schools and to explore the area of improvement to meet the challenges of quality.

The population of the study was 77 comprising of 12 teachers, 15 tutors and 50 students. The sample was purposive because of the small size of the respondents. Instruments for data collection are record observation and a structured questionnaire. Documentary analysis was done. Results of the finding and Discussion were spread on 15 tables before the recommendations; the feedback from the field is satisfactory. The major findings of the study were: Bangladesh open school is maintaining its relation to the updated knowledge through printing

materials and audio-visual presentation, Tutors following the conventional system in delivering their classes, focus is on steps taken to upgrade the quality of the tutors' performance and tutors do not believe that they have any necessity to upgrade their quality of performance. Similarities of Akhter's work with this current one is in the use of similar theoretical framework- theory of classical management, and the use of teachers as respondents. The significance of the piece to the current study is the consideration of classroom located in the school environment as the best place for quality academic instructions.

On quality assurance, Adeolu, (2011) study was on the Teachers' Professional Development and Quality Assurance in Nigerian Secondary Schools. The main purpose of the study is for quality improvement in education service delivery initiated through the application of quality system management standard in the education sector. The study adopted a descriptive survey design. Two research questions were formulated for the study, two hypotheses guided the study. The population of the study comprised principals and teachers located in the 599 public Secondary School in Ondo State. Six hundred (600) respondents made the sample consisted of 60 principals and 540 teachers representing five percent using multi-stage sampling technique; the selection was based on stratified random sampling method. And three instruments were used for data collections; questionnaire, titled Teachers' Instructional Task Performance Rating Scale

(TITPRS) Interview Guide for principals (IGP) and Teachersö Focus Group Discussion Guide (TGDG).

The major findings in the study were: that on teachersö qualifications and experience, most of the teachers in post have the requisite professional qualifications with long standing cognate experience; principals sponsored teachers to attend seminars/workshops and conferences that were organized by the Ministry of Education and professional associations and about 50% had benefited. Furthermore; work were being hampered by shortage of instructional materials and relevant textbooks, poor condition of infrastructure and lack of necessary equipment for their conveniences, inadequate financial resources to attend in-service training and excessive workload, especially in English Language and Mathematics in which teachers were allocated 22 to 26 periods per week. Major similarity of this study with the current one is the same variable-quality assurance that targeting teachersö professional development is the focus; focus too is on development of human intellect, technical skills; principals and teachers are targeted as respondents, the use of questionnaire, discussion guide and interview to elicit information. Differences are in the size of population and sample technique, but the studies have similar procedure. Its relevance to the current study is the fact that it dwell on teachersö professional development, a panacea for quality instructional delivery.

Studies Related to Public Secondary Schools

Studies carried out on public secondary schools related to this work include, evaluation of management practices of public and private secondary schools in Anglo phone Cameroon by Obien (1999). The main purpose of the study was to appraise the government and private schools in northwest and southwest provinces of the Federal Republic of Cameroon. The population of the study was the 168 principals, 1440 teachers, 168 non-academic staff totaling 1776 that constituted the sample size. The design was evaluative survey, using proportionate stratified random sampling technique to draw 42 principals, 360 teachers and 42 non-academic staff from the two provinces each and the instrument for the data collection was secondary school management practices questionnaires (SSMPQ).

The major findings of the study were: planning to a great extent was made by the ministry of national education and not by principals and the instructional department. Schoolö personnel are consulted before recruitment of part-time staff are carried out, and is not based on primordial considerations for the public schools. It was revealed that government recruit staff based on academic and professional qualification, while the private recruit based on needs. Similarities of this study with the current one are the use of extents as response pattern and measure for analyses on the instrument; principals and teachers form a good chunk of the respondents. Its relevance to this current study is because of the focus on

management skills of principals in schools and their contribution to the overall development of the education sector.

Furthermore, Oyenike (2010) carried out a study on Quality Basic Education Development in Nigeria: Imperative for Use of ICT, the study used descriptive survey design employing random sampling procedures to select subjects and used quantitative data from in-service teachers of basic schools. The data were in answering the research questions and the hypotheses. The sample consisted of 351 basic education teachers from public schools in Lagos state, Nigeria. Lagos state was purposively sampled for a number of reasons: one of the 36 states of the Nigeria Federation, with population of (20 million) 13.5% of Nigeria total population. The sample was 351 teachers randomly selected from different schools in Lagos state. Their basic statistics include: 68.6% females and 31.3% males; 7.4% of them had Grade II teachers' certificate, 36.7% had Nigerian Certificate in Education (NCE), 37% had a first degree while 18.8% had National Diploma (ND) signifying a total of 92 (26.2%) of the sample are not qualified teachers. The instrument used was a comprehensive self-designed 50-item questionnaire imploring information from teachers on the use of ICT. The questionnaire was validated using Cronbach Alpha Coefficient which yielded the internal consistency reliability of 0.79. The questionnaires were administered through face-to-face technique within four weeks. The results presented showed that in spite of the

government visions and policies for use and integration of ICT in schools, two major features of integration are lacking: there are human resource developments in terms of skilled teachers to use ICT in teaching/learning processes, as well as availability of ICT infrastructures. The study is relevant to the present study because it revealed that ICT competency influences the effectiveness of principals as well as enhancing teachers' performance.

Summary of Literature Review

The literature review for this study focused on the following sub-headings namely: Conceptual framework, theoretical framework, review of empirical studies and summary. Under the conceptual framework, concept of supervision as articulated by authorities of education and their major views that emphasis on quality mentoring/evaluation of teaching and learning programme are pointed out. It also assessed the supervisory roles of principals for quality assurance that involve planning, coordinating, organizing, directing, controlling and decision making.

In the next section, the theoretical framework looked critically on system theory by Ludwig B. Von; its proposition is on how the interrelated bodies work for the attainment of designed goals, how policy makers in the ministry and boards, the principals who supervises teachers' instructional task, students and other stakeholders interact. The scientific management theory propounded by Fredrick

Taylor emphasized vividly on skill performance, efficiency of labour and remuneration of the workers. Another assumption is the workings of management skills of principals anchored on the behavioral science theory which will enhance the supervisory of roles principals for quality assurance in secondary schools in the FCT Abuja.

Empirical studies were carried out considering works done in areas outside the scope of this study. In those works reviewed, opinions of experts and researchers found were on supervision of instruction, schools administrators' personnel management skills, quality basic education development and teachers' preparation for quality assurances in secondary schools in Nigeria. Others include classroom strategies as adopted in Bangladesh as the best place to learn for quality assurance. Also, supervision in government and private secondary schools in far away Cameroon was considered.

This study intends to fill some gaps; it sees supervision as a vital process and a combination of activities which is concerned with improvement of teaching/learning in the school framework through classroom visitation, observation, in-house seminar/workshop for the attainment of quality education. Furthermore, it sees principals as instructional leaders and identified them as those to ensure that standards are maintained through their assistance to teachers and other support staff in the teaching and learning process; other clarifications made is

on clinical supervision, which some writers mixed-up as a technique, but this study found out that is a model. Another area not dwell in by other authorities is the concept of quality and how its indicators ñ punctuality on the part of personnel, teacher capabilities, safety of learning environment, assessment of teaching/learning outcomes standards and strategies for improvement by principals will bring about quality assurance.

However, it is been observed before the attempt to carry out this study by the researcher that no work was done on supervisory roles of principals for quality assurance education in the Federal Capital Territory Abuja, it is in view of this that the researcher found it imperative to fill this gap, hence, this study will assess the supervisory roles of principals for quality assurance in the Federal Capital Territory Abuja, with a view to make concrete contributions towards improvement in principals and teachers outputs, via resource utilization for a quality and learning outcomes.

CHAPTER THREE

RESEARCH METHOD

This chapter presents the methods and procedures adopted in carrying out this study. It includes research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

Design of the study:

The design adopted for this study is descriptive survey. Descriptive survey is concerned with describing events as they are without manipulation of what is observed (Ali, 2006). The design is considered appropriate for this work because it allowed the researcher to collect original data from respondents in the area of primary assignment.

The study fits into the descriptive survey design because it aims at collecting data from a representative sample of principals and the supervisory teams for the purpose of describing in a systematic manner the characteristics and facts about the supervisory roles in all the secondary schools in the Federal Capital Territory, Abuja.

Area of the study:

The study was carried out in the Federal Capital Territory Area Councils comprising Abaji, Buwari, Gwagwalada, Kuje, Kwali and Municipal area councils. It is located in the North Central Zone. The Federal Capital Territory of Nigeria is bound on the East by Kogi State, on the West by Niger State, on the North by Kaduna State and on the South by Nasarawa State.

The area has population components of bureaucrats, politicians, agriculturists, traders and business men and as a result, high rate of enrollment in schools. This area was chosen because governance of the Federal Capital Territory is under a federal cabinet minister whose director of education is a core civil servant, unlike governors that use politicians as Commissioners of education in the remaining states in Nigeria. Equally legislation in all fronts of life including education is from the National Assembly; international and domestic stakeholders have more attention there than other states of the federation and above all their education budgetary allocation is often higher than the states.

Population of the Study

The population for the study is 7602 consisting of the 190 principals and the 7412 teachers located in the 63 senior and 127 junior public Secondary Schools on the list in Abuja at the time of the study 2011/2012 academic session. The choice of public schools was motivated by their provision of good platform for uniformity

in standard and accessibility of pedagogical data. Other reasons are differences in the models of establishment of private schools, the inability of their good number to engage enough and use qualified personnel; materials, environment and they are not within the supervisory purview of the Ministry and Education Boards (See appendix E 1& E 2 pp 177& 178).

Sample and Sampling Technique

The sample for this study was 760 respondents (10%) of the study population. The multistage sampling procedure was adopted to draw the sample. The first stage involved drawing of 76 (40%) out of the 190 senior and junior secondary schools in the Federal Capital Territory, Abuja using the simple random sampling technique of balloting without replacement. The second stage was drawing of 10 members of the supervisory teams purposively (male and female) from the sampled senior and junior Secondary Schools. (See appendix G pp 187)

The sample for the focus group discussion was eight drawn because of the size required. The multistage sampling procedure was equally adopted to draw the sample. The first stage involved drawing of a zone out of the existing six education zones in Federal Capital Territory, Abuja, using the simple random sampling technique of balloting, the second stage was selection of a school purposively as a venue for the discussion between the eight senior and the twelve junior secondary schools in a zone drawn using the same technique, and thirdly was the adoption of

non-probability technique using panel sampling method to pick eight respondents from the senior secondary schools that was eventually selected to elicit verbal information. (See Appendix G 2 pp 188)

Instruments for Data Collection

The two instruments with which the study elicited responses/information with are a structured Questionnaire, and a Focus Group Discussion Guide. The major instrument for data collection was the structured questionnaire titled; Assessment of Supervisory Roles of Principals for Quality Assurance in Secondary Schools Questionnaire for Principals and Teachers (ASRPQASSQPT). The instrument has two main sections, A and B. Section A deals with the demographic data of the respondents while Section B contained items that elicited information from respondents on supervisory roles of principals in Federal Capital Territory, Abuja.

The questionnaire has five clusters ABCD and E each focusing on specific areas of school principals' supervisory roles. These include: (A) teacher capacity development through principal supervisory roles (8 items); (B) quality instructional process task in secondary schools supervision (9 items); (C) Learning resources inputs in secondary schools (8 items); (D) effective school management (8 items) and (E) quality learning outcomes of secondary schools supervision (11 items). A 4 point response scale format ranging from; Very Great Extent 4, (VGE), Great

Extent 3, (GE), Little Extent 2, (LE), and Very Little Extent 1 (VLE). (See Appendix A pp 159)

The second instrument: A Focus Group Discussion Guide for Teachers (FGDGT) was based on the five specific purposes of the study on the following: teacher capacity development; instructional process; quality learning resource inputs; effective management of school and learning outcomes. It was a question/answer session with eight respondents (1 Principal, 2 Vice Principals, 2 Senior Masters and 3 teachers). The discussion guide was used to elicit information verbally and responses were recorded. There were twenty-three probing questions prepared on the guide for the target group of pedagogical experts. The group was given opportunity for inputs towards ensuring quality education. (See Appendix B pp 170)

Validation of instruments

Face validation was adopted. This was done by giving the draft of questionnaire made up of 73 items to five experts in the field of Educational Administration and planning, measurement and Evaluation and Science Education, University of Nigeria, Nsukka. The researcher kindly requested them to examine the adequacy of items relevance and suitability (See appendix C 173). The comments called for changes of the title of clusters, response pattern, question items and avoidance of double barrel questions. Their comments were used for

modification. (See appendix D PP 175) The Focus Group Discussion Guide for Teachers was validated by the same experts in Educational Administration and Measurement and Evaluation, Faculty of Education, University of Nigeria, Nsukka. Their comments called for questions to be in line with the research questions.

Reliability of the Instruments

In order to establish the degree of internal consistency of the items in the instruments (ASRPQESSQPT), there were trial tested using 10 principals and 10 teachers in Kogi state who are not part of the study population, but possessed the same characteristics with the target population of the study. Data obtained after the trial testing was computed using Cronbach Alpha method for the five clusters put together, and for each of the clusters. The decision to use this was based on the fact that the items were not dichotomously scored. For this reason the 44 items were split into odd and even number in order to have a set of pairs to correlate. Summary of this on the five cluster are odd is $x = .832$ and even is $y = .832$. When X odd and Y even are calculated and divided the correlation becomes $.832$ (see appendix H PP 189)

The internal consistency reliability coefficient obtained for the five clusters put together was 0.93. (Cluster A, 0.93, Cluster B 0.88, Cluster C 0.87, Cluster D 0.82, and Cluster E 0.74). The high reliability index of 0.93 indicated that the

instrument was reliable, hence appropriate for the study (see the last appendix. Pp 208)

Method of Data Collection

The researcher wrote to the Association of Nigeria Committee of Principals of Secondary Schools, (ANCOPSS), and informed them of an intention to administer the questionnaires in their schools. The researcher personally with the help of six research assistants went round and gave the copies to the schools directly to respondents, three weeks after distribution we started going round to retrieve the questionnaires from the schools, this was done to ensure high rate of return.

The researcher with one of the assistants went round and gave verbal invitation to a member of the senior supervisory team in the senior secondary schools in the zone selected; eight of them converged in a school in Gwagwalada education zone for the group discussion. (See Appendix G 2 PP 188)

Method of Data Analysis

The instruments were retrieved and inspected for completeness, 760 were sent out to respondents and 704 (92.7%) return and found duly completed and therefore, sent for data processing and analysis. The research questions for the study were answered using mean and standard deviation. The real limits of number were adopted in interpreting the research questions following ranges of scores: The

decision point was between the upper limits of 4 and 3 being 3.50-4.00 very great extent, 2.50-3.49 great extent, and the lower limits being 1.50-2.49 little extent and 0.50-1.49 very little extent.

Specifically, the mean ratings of each of the items were computed using the Statistical Packages for Social Sciences (SPSS) computer software. The descriptive statistic of mean and standard deviation were used to answer the five research questions, while the t-test was used to test the four null hypotheses at 0.05 level of significance. The t-test was used because the researcher is interested in comparing the mean opinions of the two categories of respondents involved in the study.

CHAPTER FOUR

RESULTS

This chapter is a presentation of results of the study. The data are presented according to the order of the five research questions and four null hypotheses that guided the study. The results were presented in tables according to each research questions and hypotheses.

Research Question One

What are the principals' supervisory roles on teachers' capacity development for quality education in secondary school in the Federal Capital Territory, Abuja?

The data collected in response to items 1-8 of the instrument which dealt on the principals' supervisory roles of principals on teachers capacity development for quality education in secondary schools in the Federal Capital Territory, Abuja were used to answer the above stated research question. Data were also analyzed using mean and standard deviation. Summary of the result was presented in Table 1 below.

Table 1: Mean Ratings of SSS Supervisory Team and JSS Supervisory Team on teachers' capacity development Tasks of principals for Secondary School Supervision in the Federal Capital Territory, Abuja.

S/N	Items	SSS (ST) N=249			JSS(ST) N=455		
		$\bar{x}$	SD	Dec	$\bar{x}$	SD	Dec
1.	Check how personnel developments in the school help in the management of classroom instruction.	3.81	.42	VGE	3.93	.24	VGE
2.	Encourage teachers to adopt new teaching methods.	3.63	.54	VGE	3.72	.45	VGE
3.	With teachers collaborate in improvising instructional resources.	3.34	.60	GE	3.29	.68	GE
4.	Ensure that funds are available at the disposal of schools to plan workshops and seminars.	2.43	.69	LE	2.37	.57	LE
5.	Ensure improvement of teachers through refresher courses.	3.00	.54	GE	3.08	.60	GE
6.	Ensure stake holders support for teachers' in-service training to improve competencies.	3.19	.55	GE	3.30	.56	GE
7.	Ensure ICT facilities are at the disposal of teachers for their learning/teaching.	3.32	.54	GE	3.36	.55	GE
8.	Ensure that staff relationship is positive.	3.36	.68	GE	3.36	.58	GE
Grand mean $\bar{X}$		3.19	.28	GE	3.22	.28	GE

Table 1 above presents the mean response of respondents on supervision for teacher capacity development tasks for secondary school by principals in the Federal Capital Territory, Abuja. Looking at the Table, it can be seen that the grand mean as rated by both respondents are to a great extent. This is because they

are in agreement with issues raised on the cluster as capable of enhancing teacher capacity development. Though items 1, 2, are rated to a very great extent by both categories of respondents, issues here borders on how personnel development in school help management of classroom instruction, encouragement of teachers to adopt new teaching methods while items 3, 5, 6, 7 and 8 are rated to a great extent by the two categories of respondents uniformly, issues here are; teachers' collaboration in improvising instructional resources, improvement of teacher capacity through refresher courses, ensuring stake holders' support for teacher in-service training to improve competencies, ensure ICT facilities at the disposal of teachers for their learning/teaching and the supervisory team ensuring positive relationship among staff. Precisely, items 1, 2, 3, 5, 6, 7 and 8 are scored 3.81, 3.63, 3.34, 3.00, 3.19, 3.32 and 3.36 respectively by senior secondary schools supervisory team, while the junior secondary school supervisory team rated the same items 1, 2, 3, 5, 6, 7 and 8 were 3.93, 3.72, 3.29, 3.08, 3.30, 3.36 and 3.36 respectively. The summary of the table shows that the mean responses are quite above the cut-off point of 2.50, and that the respondents are positive on principals' tasks on teacher capacity development as the issues in the cluster to a great extent have the capacity of enhancing quality education.

Table 1 above, equally showed that item 4 for the senior and junior secondary schools supervisory teams are rated below the cut-off point of 2.50,

showing their rating to a little extent meant that the teams never ensured availability of fund at the disposal of schools to plan workshop/seminar. Precisely, item 4 is scored 2.43 and 2.37 respectively by the two supervisory teams. This shows that they are negative because programmes to upgrade them do not often come up.

Research Question Two

What are the principals' supervisory roles on instructional process for quality education in secondary schools in the Federal Capital Territory FCT Abuja?

The data collected in response to items 9-17 of the instrument which dealt on the principals' supervisory roles on instructional process for quality education in secondary schools in the Federal Capital Territory, Abuja were used to answer the above stated research question. Data were also analyzed using mean and standard deviation. Summary of the result was presented in Table 2 below.

Table 2: Mean Ratings of SSS Supervisory Team and JSS Supervisory Team on Principals' Supervision Roles on Instructional Process for quality education in Secondary School in the Federal Capital Territory, Abuja.

S/N	Items	SSS (S T) N= 249			JSS (S T) N = 455		
		$\bar{x}$	SD	Dec	$\bar{x}$	SD	Dec
9.	Check and ensure adequate preparation of lesson notes by teachers on weekly basis.	3.79	.43	VGE	3.91	.28	VGE
10.	Check and ensure adequacy of scheme of work and record of work on weekly basis.	3.67	.49	VGE	3.90	.30	VGE
11.	Check and ensure that the schools have adequate instructional resources to improve teaching-learning process.	3.49	.52	GE	3.85	.40	VGE
12.	Plan teaching methods for effective class work to motivate teachers to enable learners learn effectively.	3.36	.55	GE	3.67	.49	GE
13.	Ensure that teacher shows good knowledge of the subject matter.	3.18	.64	GE	3.43	.54	GE
14.	Visit the classroom to evaluate teaching-learning process.	2.65	.76	GE	2.65	.61	GE
15.	Ensure Learners of all abilities, both gender achieve productive outcomes.	2.96	.74	GE	3.17	.63	GE
16.	The teacher concludes lesson effectively.	3.02	.69	GE	3.21	.63	GE
17.	Ensure that teachers give assignment to reinforce and extend learning.	3.22	.65	GE	3.31	.55	GE
Grand mean $\bar{X}$		3.26	.40	GE	3.46	.32	GE

The data for answering research question two as asked is presented on Table 2 above. A look at the above table shows that the grand mean is rated to a great extent by both categories of respondents, because they consented to the fact that the items on the cluster is capable of empowering principals to support teachers in achieving the instructional task performance. Although, items 9, 10, 11b, and 12b, were rated to a very great extent by the two categories of respondents, while 11a, 12a, 13, 14, 15, 16 and 17 were rated to a great extent by the same groups, meaning that principals using the items on the cluster in carrying out their quality instructional task have the competence of enhancing quality education, this is because the items rated on the cluster went above 2.50 as the benchmark for the upper limits. Specifically, items 9, 10, 11, 12, 13, 14, 15, 16, and 17 are rated 3.79, 3.67, 3.49, 3.36, 3.18, 2.65, 2.96, 3.02, and 3.22 by Supervisory team of the Senior Secondary School respectively. The mean scores for Supervisory team of the Junior Secondary School on the same items are 3.91, 3.90, 3.85, 3.67, 3.43, 2.65, 3.17, 3.21 and 3.31 respectively. This is interpreted to mean that principals and teachers settled with the view that principals supervisory roles is in place in relations to checking and ensuring adequate preparation of lesson notes by teachers, checking of scheme of work and records, check and ensure that school have adequate instructional resources to improve teaching-learning process, plan methods for effective class work to motivate teachers, visit to classrooms to

evaluate teaching and learning processes, learners of all abilities achieve productive outcomes, conclude lesson effectively and ensure teachers give assignment to reinforce and extend learning. This is interpreted to mean that the supervisory teams of both senior and junior secondary schools unanimously acknowledged the fact that issues raised above as principals supervisory roles are considered for quality assurance delivery.

Research Question 3

What are the principals' supervisory roles on learning resources inputs for quality education in secondary school in the Federal Capital Territory, Abuja?

The data collected in response to items 18-25 of the instrument which dealt on learning resource inputs in secondary schools' supervision in the Federal Capital Territory, Abuja were used to answer the above stated research question. Data were also analyzed using mean and standard deviation. Summary of the result was presented in Table 3 below.

Table 3: Mean Ratings of SSS Supervisory Team and JSS Supervisory Team on Learning Resource Inputs in Secondary Schools in the Federal Capital Territory FCT Abuja.

S/N	Items	SSS (ST) N=249			JSS(ST) N=455		
	Supervisory team	$\bar{x}$	SD	Dec	$\bar{x}$	SD	Dec
18	Ensure government provides learning equipments to schools.	3.55	.72	VGE	3.75	.62	VGE
19	Ensure stocked library in school for teachers/students use.	3.41	.73	GE	3.63	.68	VGE
20	Ensure government provide laboratory for all science subjects.	3.06	.77	GE	2.51	.86	GE
21	Ensure that data processing equipment should be at the disposal of the workers in school.	3.10	.75	GE	2.66	.78	GE
22	Ensure existence of state of art furniture in school.	3.30	.72	GE	2.83	.71	GE
23	Ensure computers are supplied according to student/teacher ratio.	2.97	.67	GE	2.64	.73	GE
24	Ensure fund at the disposal of supervisors to purchase stationeries.	2.83	.70	GE	2.42	.79	LE
25	Ensure the existence of qualified man power for quality out puts.	2.61	.75	GE	2.30	.77	LE
Grand mean $\bar{x}$		3.10	.49	GE	2.85	.53	GE

Table 3 above presents the mean response of senior secondary school supervisory team and junior secondary school supervisory team on learning resource inputs in secondary schools in the Federal Capital Territory, Abuja.

Looking at the table it can be seen that both groups' rating of the grand mean is to a great extent, is an indication that the respondents are in agreement with issues raised as areas that principals and the teams can use to enable them achieve quality education on learning resource inputs. Although item 18 and 19b was rated to a very great extent which is on ensuring government provision of learning equipment to schools and having stocked library for teachers and students use, while all other six items was rated to a great extent by the senior team, four by the junior teams, while two rated by junior to a little extent. Issues borders on ensuring stocked library in school for teachers/students use, government provision of laboratories in all science subjects, data processing equipment at the disposal of workers, existence of state of art furniture, computers supplied according to student/teacher ratio, functional guidance counseling unit/sick Bay, fund at the disposal of supervisors to purchase stationeries and ensuring the existence of qualified man power for quality outputs. Specifically items 18, 19, 20, 21, 22, 23, 24 and 25 are rated 3.55, 3.41, 3.06, 3.10, 3.30, 2.97, 2.83 and 2.61 respectively by the senior supervisory team, while the junior secondary school team on this cluster rated six items to meet the mean of 2.50. Specifically, items 18, 19, 20, 21, 22, and 23, are rated 3.75, 3.63, 2.51, 2.66, 2.83 and 2.64 respectively. The other two items went below the mean of 2.50. There are items 24 and 25 which are rated; 2.42 and 2.30 respectively, which is to a little extent meaning that supervisors are not often in

possession of fund to purchase stationeries and not all man power sent to schools are qualified.

Research Question 4

What are the principals' supervisory roles on effective school management for quality education in secondary school in the Federal Capital Territory, Abuja?

. The data collected in response to items 26-33 of the instrument which dealt on effective school management for secondary schools' supervision in the Federal Capital Territory, Abuja were used to answer the above stated research question. Data were also analyzed using mean and standard deviation. Summary of the result was presented in Table 4 below.

Table 4: Mean Ratings of SSS Supervisory Team and JSS Supervisory Team on Principals Effective School Management in the Federal Capital Territory (FCT) Abuja.

S/N	Items	SSS (ST) N=249			JSS(ST) N=455		
		$\bar{x}$	SD	Dec	$\bar{x}$	SD	Dec
	Supervisory team						
26	Ensure school buildings, toilets and grounds are in good repair, clean and tidy.	3.44	.59	GE	3.58	.54	VGE
27	Provide adequate procedures for safety of the school.	3.27	.53	GE	3.30	.50	GE
28	Ensure availability of sport facilities.	3.26	.57	GE	3.21	.62	GE
29	Check and ensure that schools use appropriately the available text books in the library, laboratories and other learning materials.	3.23	.62	GE	3.29	.52	GE
30	Ensure schools participate in competitions with others.	3.22	.65	GE	3.38	.55	GE
31	Ensure Schools holds open day for students, parents, stake holders and community to interact. .	3.06	.73	GE	3.28	.55	GE
32	Ensure schools have functional guidance and counseling unit, and Sick Bay.	3.00	.75	GE	3.24	.59	GE
33	Ensure the use of ICT facilities and its impact on learning.	3.06	.81	GE	3.29	.60	GE
Grand mean $\bar{x}$		3.19	.48	GE	3.32	.43	GE

Table 4 above presents the mean response of senior and junior secondary schools supervisory teams on effective school management in the Federal Capital

Territory, Abuja. The data on the table showed that the grand mean are rated to a great extent, Although item 26b was rated to a very great which is on principals in the Federal Capital Territory using issues of school grounds, buildings and toilets are tidy and in good repair as an important way of managing schools effectively. Items 26a, 27, 28, 29, 30, 31, 32 and 33 are rated above the mean of 2.50 by the two categories of respondents. Precisely, items 26, 27, 28, 29, 30, 31, 32 and 33 are rated 3.44, 3.27, 3.26, 3.23, 3.22, 3.06, 3.00 and 3.06 by senior secondary school supervisory team while junior secondary school supervisory team on items 26, 27, 28, 29, 30, 31, 32 and 33 rated 3.58, 3.30, 3.21, 3.29, 3.38, 3.28, 3.24 and 3.29 respectively, meaning principals in the Federal Capital Territory use issues on effective school management as contained in the cluster as an arm for quality education via principals supervisory roles of ensuring the safety procedure of personnel, maintenance of sports facilities, maintenance of text books supplied, maintenance of existing of laboratory, participating in competition with other schools and having open day with parents

Research Question Five

What are the principals supervisory roles on learning outcomes for quality education in secondary school in the Federal Capital Territory, Abuja?

The data collected in response to items 34-44 of the instrument which dealt on the principals roles on learning outcomes in secondary school in the Federal

Capital Territory, Abuja were used to answer the above stated research question. Data were also analyzed using mean and standard deviation. Summary of the result was presented in Table 5 below.

Table 5: Mean Ratings of SSS Supervisory Team and JSS Supervisory Team on Principals' Roles on Learning Outcomes.

S/N	Items	SSS (ST) N=249			JSS(ST) N=455		
		$\bar{x}$	SD	Dec	$\bar{x}$	SD	Dec
34	Encourage teachers to be alive to duties.	3.70	.49	VGE	3.70	.52	VGE
35	Check consistency of learners' achievement across all subjects.	3.51	.54	VGE	3.66	.54	VGE
36	Organize speech and prize given day to spark up competition among learners.	3.32	.60	GE	3.21	.84	GE
37	Monitor learners' achievement in examinations.	3.12	.65	GE	3.39	.65	GE
38	Make reports available to the Board on student performance.	2.55	.75	GE	3.05	.64	GE
39	Check learners' proficiency in the language of instruction.	2.71	.66	GE	2.95	.70	GE
40	Monitor students class attendance on daily basis.	2.66	.69	GE	2.72	.69	GE
41	Encourage parent to buy relevant text books for their wards.	2.62	.74	GE	2.68	.66	GE
42	Provide feedback to teachers after classroom monitoring and evaluation of lessons.	2.65	.74	GE	2.52	.64	GE
43	Ensure students are given feedback after every activity.	2.83	.75	GE	2.53	.67	GE
44	Ensure parents are sent feedback on the performance of their wards.	2.87	.85	GE	2.04	.78	LE
Grand mean $\bar{x}$		2.74	.61	GE	2.44	.59	LE

Table 5 above presents the mean responses of senior and junior secondary schools supervisory teams on the principals' supervisory roles on quality learning outcomes in the Federal Capital Territory, Abuja. According to the data, it can be seen that the grand mean of the groups are different, because the grand mean of the SSS is rated to a great extent while that of the JSS is rated to a little extent for the fact that the SSS team achieve quality education through this strategies while the JSS never employed all the issues on the cluster to achieve standard academic performance. Specifically, items 34 and 35 are rated to a very great extent, the issues borders on teachers to be alive to duties, checking consistency of learners achievement across all subjects, while 36, 37, 38, 39, 40, 41, 42 and 43 to a great extent issues on organize speech and prize given day, monitor learners achievement in examinations, make reports available to the board on students performance, check learners' proficiency in the language of instruction, monitor students' class attendance on daily basis, encourage parents textbooks to their wards, giving feedback to teachers after monitoring/evaluation of class activities and giving feedback to students after every activity and feedback sent to parents. Items 36, 37, 38, 39, 40, 41, 42, 43, and 44 are rated to a great extent by the two categories of respondents the issues are on learning outcomes, except for item 44 on sending feedback to parents that the junior secondary school supervisory team rated to a little extent. Precisely, item 34, 35, 36, 37, 38, 39, 40, 41, 42, 43 and 44

are rated 3.70, 3.51, 3.32, 3.12, 2.55, 2.71, 2.66, 2.62, 2.65, 2.83 and 2.87 by senior secondary school supervisory team respectively. While junior secondary school supervisory team also rated these items 3.70, 3.66, 3.21, 3.39, 3.05, 2.95, 2.72, 2.68, 2.52, and 2.53 respectively, their means responses on the ten items are equally quite above the cut-off point of 2.50 because principals in FCT use the issues contained on the cluster on learning outcomes for quality education. It is on item 44 that the junior secondary school supervisory team rated to a little extent. Item 44 was rated to a little extent of 2.04 which went below the limit of 2.50 because they do not ensure feedback reach parents.

Table 6 Hypothesis One

t-test Analysis of the Difference Between the Mean Scores of Senior and Junior Secondary Schools Supervisory Teams in the Federal Capital Territory on Teacher Capacity Development.

Respondents	n	$\bar{x}$	SD	df	Calculated t	Sig.	Decision
SSS Supervisory Team	249	3.19	.28	702	-1.56	.117	Fail to Reject
JSS Supervisory Team	455	3.22	.28				

Hypothesis One

Table 6 revealed that there is no significant difference in the mean responses of SSS Supervisory team and JSS Supervisory team on Teacher capacity development in secondary schools. This is shown by the calculated t of $\bar{t}1.56$ which is not significant at .117 and also at 0.05 level of the significance. Thus, the null hypothesis of no significant difference is therefore upheld and, not rejected.

Table 7: Hypothesis Two

t-test Analysis of the Difference Between the Mean Scores of Senior and Junior Secondary Schools Supervisory Teams in the Federal Capital Territory on Instructional process.

Respondents	N	$\bar{x}$	SD	Df	Calculated t	Sig.	Decision
SSS Supervisory Team	249	3.26	.40	702	-7.07	.000	Fail to Reject
JSS Supervisory Team	455	3.46	.32				

Hypothesis Two

Table 7 revealed that there is no significant difference in the mean responses of SSS Supervisory team and JSS Supervisory team on instructional process for quality education in secondary schools. This is shown by the calculated t of $\bar{t}7.07$ which is not significant at .000 and also at 0.05 level of the significance. Thus, the null hypothesis of no significant difference is therefore, not rejected.

Table 8: Hypothesis Three

t-test Analysis of the Difference Between the Mean Scores of the Senior and Junior Secondary Schools Supervisory Teams on Learning Resources Inputs for Quality Education.

Respondents	N	$\bar{x}$	SD	Df	Calculated t	Sig.	Decision
SSS	249	3.10	.49	702	6.23	.000	Rejected
Supervisory							
Team							
JSS	455	2.85	.53				
Supervisory							
Team							

Hypothesis Three

According to the data, table 8 revealed that there is significant difference in the mean responses of SSS Supervisory team and JSS Supervisory team on learning resources inputs for quality education in secondary schools. This is shown by the calculated t of 6.23 which is significant at .000 and also at 0.05 level of the significance. Thus, the null hypothesis of no significant difference is therefore, rejected.

Table 9: Hypothesis Four

t-test Analysis of the Difference Between the Mean Scores of Senior and Junior Secondary Schools Supervisory Teams on Quality Learning Outcomes in Secondary Schools.

Respondents	N	$\bar{x}$	SD	Df	Calculated t	Sig	Decision
SSS Supervisory Team	249	3.19	.48	702	-3.60	.000	Fail to Reject
JSS Supervisory Team	455	3.32	.43				

Hypothesis Four

Table 9 revealed that there is no significant difference in the mean responses of SSS Supervisory team and JSS Supervisory team on quality learning outcomes for quality education in secondary schools. This is shown by the calculated t of -3.60 which is not significant at .000 and also at 0.05 level of the significance. Thus, the null hypothesis of no significant difference is therefore, not rejected.

Summary of Findings

The following constitute the summary of the findings of the study.

- The two categories of respondents in secondary schools rated the grand mean to a great extent the views that the supervisory teams always carry out the issues on teacher capacity development to the latter, but on item 4, the groups rated to a little extent government not sending fund to supervisor to organize workshop and seminar. However, the analysis of the finding showed that there was no significant difference in their opinions as presented in the hypothesis.
- The two groups in the study all round viewed as perfect means of achievement quality education using the items on cluster two, that they are instructional process adopted by principals towards the attainment of quality education. This is because both groups are positive in their opinions on the issues raised in cluster two, for the fact that they to a great extent perform these tasks, meaning

that there was no significant difference in the opinions of the two categories as hypothesized.

- The two categories of respondents submitted differently in their views as shown on the grand mean on this cluster bothering quality learning resources inputs. The senior school category of respondents rated to a great extent some items as capable arms principals and the supervisory teams need to possess to actualize quality education in their schools, while the junior school category of respondents rated to a great extent some of the items but two were rated to a little extent. This brings to bear the difference in the opinions of the senior and junior secondary schools supervisory teams against what is upheld or stated in the third hypothesis which is rejected. That is, there was significant difference in the opinions of the two groups
- Senior and junior supervisory teams of secondary schools in the Federal Capital Territory, Abuja in their different categories rated to a great extent of the grand mean on items in this cluster bothering on effective school management. The respondents were positive in their opinions on the issues in cluster four because issues here are those that never made schools' activities a mirage but a reality. Because of this fact in collaboration of their positions, the result of the null hypothesis showed that there was no significant difference in the mean ratings

of both groups involved in the study. Therefore, the null hypothesis generated in this respect was not rejected.

- Both categories of respondents were positive on all the items in the cluster for quality learning outcomes, though the rating of the grand mean was mixed up to a great extent by the senior team and to a little extent by the junior team. The rating is generally weak of items by the teams except for item 44 that junior team rated below the limits mean to a little extent. This is interpreted to mean that they lack in the last item because they do not find it necessary to sending feedback to parents performance of their wards in secondary school in the Federal Capital Territory, Abuja.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION, EDUCATIONAL IMPLICATIONS, RECOMMENDATIONS LIMITATIONS AND SUGGESTION FOR FURTHER STUDIES

This chapter presents the discussion of the findings of the research work, implications of the study, summary of the work, conclusion, recommendation and suggestion for further studies.

The discussions took full cognizance of the five research questions and the four null hypotheses, these include: teacher capacity development; instructional process; quality learning resource inputs; effective school management and quality learning outcomes for quality education in secondary schools in the Federal Capital Territory, (FCT) Abuja.

Discussion of findings:

The major findings on research question one sought to find out how principals enhanced quality education in the secondary schools in the Federal Capital Territory, Abuja. A close observation of the analysis revealed that out of the items in cluster one; both groups in the senior and junior secondary schools to a great extent perform seven out of the eight items. The items performed to a very great extent by both the senior and junior secondary schools supervisory teams include: improve competencies, ensuring at the disposal of teachers ICT facilities

for their personnel development in school help classroom instruction, encouragement of teachers to adopt new teaching methods, collaboration with teachers to improvise instructional resources, organizing refresher course for teachers encouraging stake holders to support teachers' in-service training to learning/teaching and ensure positive relationship among staff. The findings are in line with Magaji (2007) who wrote that a professional teacher is someone who knows the subject matter very well and can apply various methods to teaching, based on the topic to be taught. The finding also is in line with Adeolu (2012) who indicated that instructional supervision as an internal mechanism is a strategy adopted by principals for school self-evaluation, geared towards helping teachers and students to improve on their teaching and learning activities for the purpose of achieving educational objectives.

Also in consonance with the finding of the study is the assertion that for change to take root, local adaptation and indigenous research and development plan are of prime importance, along with continuous high quality professional development through workshops/seminars, adoption of new methods and check of consistency and reports to learners. Although the analysis revealed that the senior and the junior supervisory teams in schools are not contented with item 4 which indicated that principals to a little extent got fund to organize refresher course. This is against the views of Ebirim and Ochai (2011) who assert that adequate funding

for training is significantly related to enhancing teaching capabilities of tutors and improve learners' academic performance. Similarly, the finding is in line with the views of Ebirim and Ochai who observes that ICT empower teachers to download information and make them available to learners; Mudasiru (2007) contented that application of ICT at this level can assist in reducing teachers' workloads through its use for lesson preparation, writing students report, collating/analyzing students attainment, disciplinary information and maintaining link between the school and parental involvement in school activities.

The findings is in consonance with Eze (2009) who maintained that the teams in schools are to set limits to teachers and students, monitoring engagement in activities so that problems are stopped before they start, creating a climate of trust and mutual respect and presentation of activities in such a way that flow and interest are sustained. These activities of principals are likely to back up quality assurance attainment in both senior and junior secondary schools in the Federal Capital Territory, Abuja.

The research question two sought to find out the supervisory quality instructional process in secondary schools in the Federal Capital Territory, Abuja. The findings of the study revealed that of the nine items in cluster two, both senior and junior secondary schools supervisory teams to a great extent carry out all towards the enhancement of quality instructional process. The items carried out to

a very great extent include: the supervisory teams check and ensure adequate preparation of lesson note by teachers on weekly basis, check and ensure adequacy of scheme of work and record of work on weekly basis, others to a great extent include; checking and ensuring that school has instructional resources to improve teaching/learning process, plan methods for effective class work to motivate teachers, visit the classroom to evaluate teaching/learning process, learners of all abilities to achieve productive outcomes, teachers concluding lesson effectively and giving assignment to reinforce and extend learning. The findings is in line with Ayeni (2012) who suggested a technique for the attainment of quality education, as principal in school to be well positioned and strong, who devote considerable time to coordinate and manage instruction. Ayeni went on to say that, quality assurance principals adopt continuous and consistent classroom visitation to ensure teaching and learning takes place. Further support to the finding of research question two, if the position above is not carried out carefully, Adeniji (2002) and Ogunu (2001) submitted that the consequential effect of poor planning and the teaching and learning process culminated into a large scale examination malpractices and abysmal performance of students in external examinations, which depicts non-realization of sustainable quality education in teaching and students' learning outcomes in secondary schools as stated in the statement of problem. Also the findings is in line with Lakpini and Atadoga (2014) whose assertion is that a

competent teacher is one whose lesson are student-centred, and has the ability to plan and focus on students' activities such as listening, reading and discussing, with the personal ability of the teacher to direct, give instructions and conduct experiments and so on. These writers went on to emphasize that teaching method is one of the important elements of teaching/learning process. A good teacher that is not checked by a supervisor may fail due to non-suitability of method used for lesson delivery. Further research in line with the findings is the independent studies carried out on competent teacher as one who possesses knowledge of content, process and method of conveying the content which change human behavior and transform the nation for better (Umeh, 2012; Kabio, 2012). Principals to a great extent collaborate, guide, direct, and check to ensure teachers carry out these objectives in order to implementation of the curriculum.

Research question three sought to find out the senior and junior secondary schools supervisory teams' opinions on quality learning resources inputs. A close observation of the analysis revealed that the senior supervisory team to a great extent ensures the execution of all the functions in cluster three, equally the junior supervisory team equally to a great extent carry out the functions but, to a little extent of performance of items 24 and 25. Issues borders on ensuring stocked library in school for teachers/students use, government provision of laboratories in all science subjects, data processing equipment at the disposal of workers,

existence of state of art furniture, computers supplied according to student/teacher ratio, fund at the disposal of supervisors to purchase stationeries and ensuring the existence of qualified man power for quality outputs. The findings is in line with Danjuma and Ovute (2014) who identified instructional resources as the materials used in teaching and learning process. They went on to group learning resources into human and non-human; which include the teachers, students, technical and laboratory attendants, library staff and all other persons that contribute to teaching and learning; also included are facilities, apparatus, chemicals, printed materials, financial resources and other form of reference materials. They said for meaningful learning to take place these resources are needed. Also the findings of this study is in line with Eze (2009) who stated that creating and managing productive learning environment requires planning and designing of relevant activities, selection of appropriate materials identification and definition of developmentally appropriate expectations of behavior which is a continuously an arduous and challenging task of principals. Eze continued that teachers on daily basis address the unique needs of many different students, coordinate several activities, and make quick decisions in response to different problems and respond to many on planned events. The rating of items 24 and 25 off to a little extent in the junior school is because their supervisors are not often in possession of fund to purchase stationeries and not all man power sent to schools are qualified.

Research question four sought to find out effective school management of principals in the Federal Capital Territory, Abuja. The finding of the study revealed that out of the eight items in cluster four, both senior and junior supervisory teams in the secondary schools to a great extent observe all the items. The eight items to a great extent observed by both respondents include: school grounds, buildings and toilets are tidy and in good repair, the safety procedure of personnel, maintenance of sports facilities, maintenance of text books supplied, maintenance of existing of laboratory, participating in competition with other schools, having open day with parents.

The findings also is in line with Nwankwo et al (2010) who posited; that a quality assurance school is that which has a principal positioned as the chief executive in a school to control people and the general administration for the attainment of the desire goals. Idris, Hassan and Usman's position is in line with the findings of this study that the teachers already serving must be monitored and given adequate supervision in order to keep them alert and to improve on their quality. They went on to say that deficient teachers cannot be appropriately handled as far as school administration is concerned. No wonder Federal Republic of Nigeria (2004) in her National Policy on Education stipulated that the objective of administrative service in education is to provide efficient administrative and management control for the maintenance and improvement of the system. The

findings is in line with Allen (2001) who posited that school managers are charged with the responsibility of taking actions that will make it possible for individuals to make their contributions to group objectives; On interaction with the parents, the pitched judgments for quality assurance, schools are expected to hold well planned open-days where learners and parents participate fully (FME, 2009).

Major findings on research question five involve the quality learning outcome in secondary schools in the Federal Capital Territory, Abuja. A close observation of the analysis revealed that all the eleven items are to a great extent employed by principals of senior and junior secondary schools as their strategies for improving learning outcomes for quality education. On cluster five, the supervisory teams affirmed to all the items except for item 44 that the junior schools team to a very little extent use as strategy. The items include: the supervisory teams with teachers collaborate in improvising instructional materials, check consistency of learners' achievement across all subjects, check how personnel development in the school help in the management of classroom instruction, encourage teachers to adopt new teaching methods, make reports available to the Board members on personnel performance, monitor learners' achievement in examinations, ensure improvement of teachers through refresher courses, ensure that fund are available at the disposal of schools to plan workshops and seminars, ensure government supply adequately materials for learning, check

learners proficiency in the language of instruction and ensure that data processing equipment should be at the disposal of the workers in school. The findings of this study is line with Fasasi (2006) which indicated that supervisory quality instruction help eliminate examination malpractices, and noted that principalsö task performance to measure learnersö outcomes in secondary schools include; principals provide regular and constructive feed-back to teachers after classroom monitoring and evaluation of the lesson, principals monitor class attendance on daily basis, principals gives feed-back to parents on learning outcomes of their children and principals check and ensures adequate preparation of lesson teachers on weekly basis. Furthermore, in order to authenticate achievement and measure standard, Federal Ministry of Education (2009) in her quality assurance instrument for basic and secondary education succulently said that external evaluators should collect sufficient evidence to make quality judgments by interviewing learners and teachers, scrutinize their work, analyze work, check the extent of curriculum coverage and compare with level defined, use record of exercise books/test/internal and external examination to make professional assessment so as to measure the quality of education.

Focus group discussion

In the course of the discussion the supervisory team/teacher's interview attention was paid to issues raised under the purpose of the study, research questions and the hypotheses. On the issue of teacher capacity development, the team met said that their principals stimulate, control, and evaluate the activities of everybody in the school. Other things principals do include rolling out novel pedagogical activities and ensure learners are managed in classes, motivation of teachers' interest on the job by giving commendation and merit rewards, sponsoring them to go for in-service training, attend workshops, seminars and conferences in order for learners to achieve productive learning outcomes. The findings is in line with Allen (2001) who posited that school managers are charged with the responsibility of taking actions that will make it possible for individuals to make their contributions to group objectives; also Unachukwu (1997) asserted that supervision seeks the cooperative participation of all concerned in the schools' activities, more so, genuine cooperative endeavor of staff/students in decision-making is encouraged in order to improve the quality of performance.

The supervisory team to a great extent agreed that they ensure on weekly basis, lesson notes are written by teachers in line with the scheme of work, teachers attend classes because the monitoring group check and report to the authority, non-conformance to rules by teachers is corrected after classes; and the supervisory

teams in schools also collaborate with teachers to innovate instructional materials. The reactions on learning process by the supervisory team met agreed with Ayeni cited in Ugwoke, Okolo and Obetta (2014) which asserted that teachers sent to work with supervisors are expected to have sound knowledge of their subject areas as a result of their preparatory education for the job in order to be able to select appropriate and adequate facts for planning lesson notes, effective delivery of lessons, proper monitoring and evaluation of students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students. They went further to posit that in an information age, the principals who are the first teachers in secondary schools are expected to provide quality orientation and capacity building to teachers towards keeping with the current thinking in curriculum planning by ensuring good organization of the lessons with sequence, continuity and integration of concepts to facilitate systematic implementation and assessment of the curriculum to achieve the set goals. Facilities, equipments, apparatus to work with are provided through their principals.

The opinion of the supervisory team met on effective school management was that the importance of physical facilities as highlighted by many educational administrators and planners. The findings of the study is in line with Onwurah (2004) that asserted that no matter the strength of manpower resources in the

system, educational process must require conducive physical accommodation, libraries, furniture and playground. She went on to say that when these instructional facilities are lacking, teachers are hardly effective in their instruction to students. On learning environment ability of principals, members of the supervisory team interviewed said they are to ensure school plant which constitutes; school buildings, classroom, laboratories, workshops, teachers common rooms/offices, toilets, reading rooms, dispensaries, libraries, hostels, dining hall, assembly hall, staff quarters and other facilities are maintained and in good condition, and that appropriate textbooks are made available for students, parents too are encouraged to buy books for their wards in order to ease teaching and learning. They said their students participate in competitions with other schools both in sports and quiz, parents and other stakeholders meet always in open day sessions, the teachers complained bitterly of non-availability of facilities for the guidance counselor to aid both teachers and students and that some teachers are not too literate on the use of the ICT.

On principals task of learning outcomes for quality assurance. The findings is in line with Menyanga and Rihanat (2014) who asserted that the process and practices concerned with acceptable standards for quality assurance refers to an aggregate of actions and measures taken regularly to assure the quality of education products, services or processes, with an emphasis on assuring that a

threshold of quality is met. They went further to assert that adequate funding for training is significantly related to enhancing teaching capabilities of tutors and improve learners academic performance. All these do not help teachers only to learn new skills, but also develop new insight into pedagogical practices and concluded by acknowledging that they also get loans to buy laptop computers in spite of the ones they have in the computer laboratory. They equally allow them to invigilate and mark external examination. They requested government to renovate and provide accommodation for teachers in the schools, provide modern autonomous laboratories, build more classrooms, employ more qualified personnel, give loans and equally allow them to go for study leave with pay.

The result of t-test analysis on table 6 indicated that the null hypothesis was not rejected as stated, because the opinions of the supervisory teams on the teacher capacity development for quality assurance do not differ significantly between the two groups of respondents with the calculated t of -1.56 which is not significant to .117 and also at 0.05 level of significance, with 702 degree of freedom. Also, the result of-test on table 7 showed that the null hypothesis equally was not rejected. This means that their opinions on learning process for quality assurance do not differ significantly between the two groups of respondents with calculated t value of -7.07 which is not significant at .000 and also at 0.05 level of significance, with 702 degree of freedom This implies that there was no significant difference

between the mean responses of the senior and junior secondary schools supervisory teams for items on clusters one and two. With these results, the null hypotheses (H01&2) of no significant difference were upheld for all the items in clusters one and two.

Similarly, the result of t-test analysis on table 8 indicated that the null hypothesis was rejected. This showed that the opinions of the supervisory teams on learning resource inputs differ significantly between the two groups of respondents with calculated t value of 6.23 which is significant to .000 and also at 0.05 level of significance, with 702 degree of freedom. This means there was significant difference in the opinions of the two groups. By implication, the senior secondary school supervisory team seems to have higher ability than the junior secondary school supervisory team in the resources inputs towards the attainment of quality education in the Federal Capital Territory, Abuja. Furthermore, the result of t-test on table 9 indicated that the null hypothesis was not rejected. This means that the supervisory teams opinion on quality learning outcomes do not differ significantly between the two groups of respondents with calculated t of -3.60 which is not significant at .000 and also at 0.05 level of significance, with 702 degree of freedom. This implies that there was no significant difference between the mean responses of the senior and junior secondary schools supervisory teams for items on cluster four.

Educational Implications of Research Findings

The findings of this study have educational implications for the principals, teacher and students. The results of this study showed obvious educational implication as it provides schoolsö principals to represent the empirical relevance of the totality to uphold standards to provide teacher capacity development, instructional process, supply rich and productive learning resources inputs for the people, effective school management to turn around the curriculum and the ability to measure the learning outcomes so as to enhance quality education. The dependence on self-ability not to involve teachers and students in decision making should be de-emphasized.

The supervisory task of principals if handled with utmost attention has the potential to strengthen the principalsö capacities for managing human and material resources in secondary schools in the Federal Capital Territory, Abuja. For this to take place, government should provide fund/materials for learning to principals and teachers to enhance instructional tasks, also provide fund to organize refresher course, seminar and workshops, if these are not done, principals would not be able to live up to expectations.

Secondary school teachers should be ready to collaborate with the principals in innovation to create resources for learning themselves, adopt new methods of

teaching, carry out functions appropriately and develop the use of ICT, if not they will not be conversant with pedagogical trends in the age we are.

Students on their part should go about all the schoolsö activities in order to reap the fruits of quality assurance delivery.

Conclusions

The following conclusions have been drawn from the findings of the study. This study has identified that adoption of Principalsö supervisory roles is the key to quality education in public secondary schools in the Federal Capital Territory, Abuja as solution to the problems of non-attainment of curriculum goals desired by the society. It has shown that some educational practices such as principals and the supervisory team carrying out their tasks by ensuring that improve competencies, ensuring at the disposal of teachers ICT facilities for their personnel development in school help classroom instruction, encouragement of teachers to adopt new teaching methods, collaboration with teachers to improvise instructional resources, organizing refresher course for teachers encouraging stake holders to support teachersö in-service training to learning/teaching and ensure positive relationship among staff. Motivate teachers and learners for performance, use very appropriately supervisory quality instructional process to ensure adequate preparation of lesson, seeing that teachers to a great extent checked in the class and give the rightful feedback, encouraging parents to buy textbooks for their wards,

provide an enabling environment for teaching/learning among others, in the pursuit of quality education. The study also showed that the learning outcomes for quality education are the application of educational strategies employed for the attainment of the nationsö vision by the year 2020. Based on the discussions and the implications of the study, recommendations were made.

Recommendations

The following recommendations have been proffered based on the findings of this study:

- 1) Secondary schools principals should to a very great extent see that fund is sent to their schools for regular organization of workshop/seminar.
- 2) Secondary schools supervisory teams should to a very great extent increase mutual understanding among teachersö to motivate teaching/learning situations and ensure that lives in the schools are not endangered.
- 3) Secondary school supervisory teams need to a very great extent increase quality supervision procedures by seeing that they buy enough stationeries for office work/supervision.
- 4) There is an urgent need for the supervisory teams to a very great extent provide adequate instructional materials and textbooks to improve teaching-learning process.

- 5) Schoolsö buildings and learning facilities should to a very great extent be in good condition and ensure they are put to use.
- 6) Supervisory teams should ensure their schools to a very great extent participate in competitions with others, hold open day for students, parents, stakeholders and community to interact.
- 7) The junior supervisory team should to a very great extent ensure they have functional guidance and counseling unit and encourage personnel to use ICT to be in line with the current age.
- 8) Schoolsö supervisory teams should to a very great extent ensure government sends qualified manpower in order to bring effectiveness.
- 9) Schoolsö supervisory teams should to a very great extent use as their strategic steps; collaboration with teachers to improvise instructional materials, adopt new teaching methods, check and ensure learnersö consistency in learning and achievement in examinations.
- 10) Funds should to a very great extent be made available by government to supply learning materials in secondary schools in the Federal Capital Territory, Abuja.

Limitations of the Study

In the course of carrying out this study, the researcher experienced some limitations. The following are inherent in this study:

1. Some of the respondents were reluctant in providing the needed information as a result of the fact that they were not certain of the use to which their responses were to be put in spite of the researcher's explanations for which their responses were going to be made. This might have made some of the respondents faking their responses.

2. Empirical studies carried out on appraisal of schools' supervision were limited as most of the empirical studies were on inspection of schools. In this light, the researcher in addition to what was available included in his review, some evaluative studies.

3. Principals in this area see themselves as federal Directors differently from their counterpart in the states and hardly condescend low to attend to issues such as answering questionnaire instrument and granting interview to researchers, this is because the Federal Capital Territory, Abuja has peculiar factor of education department being under the Federal Government's Ministry of the Federal Capital Territory Administration with a minister that supervises the director of education, chairmen of boards and principals, all wearing federal civil service posture and claimed they cannot act the way principals of schools in the states are controlled.

4. The difficult topography and the highly unfavorable working conditions for principals in the rural areas are major problems that delayed collection of data.

However, despite the above limitations, this study was deemed successful because the purpose, for which it was designed, has been achieved.

Suggestions for Further Studies

Following the findings of the study, the researcher suggested the following topic of study.

1. The study on schoolsö supervision should be replicated in states using other designs.
2. Comparative study on supervision of Secondary Schools should be carried out.
3. Similar studies should be carried out by other researchers on Private and Mission schools in the Capital Territory and States of the Federation.
4. Similar studies should be carried out among primary and tertiary education sub-systems.

Summary of the Study

The purpose of the study was to find out the supervisory roles of principals for quality education in secondary schools in the Federal Capital Territory, Abuja. Descriptive survey research design was used for the study. The population of the study is 7602 comprising of the principals and teachers in the 190 public secondary schools located in the area of study. The sample is 760 respondents, (10%) of the

population drawn from (40%) of the schoolsö population via multistage sampling procedure using simple random sampling technique. Questionnaire having 44 items and a focus group discussion guide having twenty three questions are instruments for data collection which were validated by experts and the reliability estimates for clusters A 0.93, B 0.88, C 0.87, D 0.82 and E 0.74 with an overall of 0.93. 704 (92.7%) questionnaire came back qualified for analysis, there were summarized to a four point response scale and benchmark of 2.50 and above was established as upper limits for very great extent and great extent while 2.50 and below as lower limits for items rated for little extent and very little extent.

The findings showed that the items have the potentials of empowering principals to achieve teacher capacity development towards the actualization of quality education, except for item 4 that went below and principals should try to impress on government to send fund for workshop/seminar; it was also discovered that all the items bordering on the principalsö supervisory task performance is hinged on quality instructional process; similarly, it was found out that principalsö success in ensuring quality education is dependent on supply of learning resources inputs, effective school management and the quality learning outcomes in secondary schools in FCT, Abuja.

Three out of four hypotheses failed to reject because there were no significant differences in the opinions of the two groups, except for hypothesis three that a

significant difference came up in the opinions of the senior and junior supervisory teams.

The Focused Group Discussion involved eight teachers including a principal of secondary school in the Federal Capital Territory, Abuja. In the course of the discussion the teacher's interview said that their principal enhanced their interest on the job by giving commendation and merit rewards, sponsoring them to attend workshop, seminar and conferences. They equally allow them to invigilate and mark external examination. Though there is absence of financial support for in-service training. However, principals and their teams give teachers pedagogical support and handle curricula and co-curricular activities in schools.

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APPENDIX A
FINAL DRAFT OF THE QUESTIONNAIRE
LETTER TO RESPONDENTS

Department of Education
University of Nigeria,
Nsukka.

Date 1 April, 2013.

Dear Sir/Madam

The questionnaire attached herewith is for you to fill. The purpose of the questionnaire is to get information from Principals/Teachers of Secondary Schools on *Assessment of Supervisory Roles of Principals for Quality Assurance in Public Secondary Schools in Federal Capital Territory, Abuja*

You are therefore required to be honest in your response to the questionnaire. Whatever information you give will not be used for any other purpose other than that stated above.

Thanks for your cooperation

Sincerely Yours

OKOLO, Joseph A.

REg. No. PG/Ph.D/09/50834

PERSONAL DATA OF RESPONDENTS

Please place a bold tick (✓) in the appropriate spaces provided.

Name of School/Schedule: _____

Status:

Principale

Vice principalsë ë ë ë ë ë Head of Unitsë ë ë ë ë ë Teachersë ë ë ë .

Rankē .

Below are some items designed to get response on “*Assessment of Supervisory Roles of Principals for Quality Assurance in Public Secondary Schools in the Federal Capital Territory, Abuja*” To what extent do you agree with them as appropriate? Indicate your response to the questions along the following:

Very Great Extent (VGE)	Great Extent (GE)	Little Extent (LE)	Very Little Extent (VLE)

For clusters A, B, C, D and E

Tick accordingly - (✓)

CLUSTER A: PRINCIPALS SUPERVISORY ROLE ON TEACHER CAPACITY DEVELOPMENT IN SECONDARY SCHOOLS (FCT, ABUJA) NIGERIA.

Indicate the extent each items is considered on principalsö personnel management task on secondary school supervision, Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) Very Little Extent (VLE)

S/N	Questionnaire Items:	Very Great Extent (VGE)	Great Extent (GE)	Little Extent (LE)	Very Little Extent (VLE)
	The Principals and the supervisory team :- viz				
1	Check how personnel developments in the school help in the management of classroom instruction.				
2	Encourage teachers to adopt new teaching methods.				
3	With teachers collaborate in improvising instructional resources.				
4	Ensure that funds are available at the disposal of schools to plan workshops and seminars.				

5	Ensure improvement of teachers through refresher courses.				
6	Ensure stake holders support for teachers in-service training to improve competencies.				
7	Ensure ICT facilities are at the disposal of teachers for their learning/teaching.				
8	Ensure that staff relationship is positive.				

CLUSTER B: PRINCIPALS' SUPERVISORY ROLE ON INSTRUCTIONAL PROCESSES IN SECONDARY SCHOOLS IN (FCT) ABUJA, NIGERIA.

Please indicate your view of some of the items specifying the practices or roles of principals. Indicate the extent each is practiced. Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) Very Little Extent (VLE)

S/N	Questionnaire Items	Very Great Extent (VGE)	Great Extent (GE)	Little Extent (LE)	Very Little Extent (VLE)
	The Principals and the supervisory team:-viz				

9	Check and ensure adequate preparation of lesson notes by teachers on weekly basis.				
10	Check and ensure adequacy_of scheme of work and record of work on weekly basis.				
11	Check and ensure that the school have adequate instructional resources to improve teaching-learning process.				
12	Plan teaching methods for effective class work to motivate teachers to enable learners learn effectively.				
13	Ensure that teacher shows good knowledge of the subject matter.				
14	Visit the classroom to evaluate teaching-learning process.				
15	Ensure Learners of all abilities, both gender achieve productive outcomes.				

16	The teacher concludes lesson effectively.				
17	Ensure that teachers give assignment to reinforce and extend learning.				

CLUSTER C: PRINCIPALS SUPERVISORY ROLE ON LEARNING RESOURCE INPUTS IN SECONDARY SCHOOLS IN (FCT) ABUJA, NIGERIA.

Please indicate your views with a tick (✓) on principals' learning resources inputs for secondary school supervision in the Federal Capital Territory, Abuja. Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) and Very Little Extent (VLE).

S/N	Questionnaire Items	Very Great Extent(VGE)	Great Extent (GE)	Little Extent (LE)	Very Little Extent (VLE)
	Principals and the supervisory team:-viz				
18	Ensure government provides learning equipments to schools.				
19	Ensure stocked library in school for				

	teachers/students use.				
20	Ensure government provide laboratory for all science subjects.				
21	Ensure that data processing equipment should be at the disposal of the workers in school.				
22	Ensure existence of state of art furniture in school.				
23	Ensure computers are supplied according to student/teacher ratio.				
24	Ensure fund at the disposal of supervisors to purchase stationeries.				
25	Ensure the existence of qualified man power for quality out puts.				

CLUSTER D: PRINCIPALS' SUPERVISORY ROLE ON EFFECTIVE SCHOOL MANAGEMENT IN SECONDARY SCHOOLS IN (FCT) ABUJA, NIGERIA.

Below are some items designed to get responses on principals' supervisory roles on effective school management. To what extent do you agree with them as

appropriate? Please indicate your response to the question with a tick (✓) by choosing Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) and Very Little Extent (VLE)

S/N	Questionnaire Items	Very Great Extent (VGE)	Great Extent (GE)	Little Extent (LE)	Very Little Extent (VLE)
	The Principals and the supervisory team :-viz				
26	Ensure school buildings, toilets and grounds are in good repair, clean and tidy..				
27	Provide adequate procedures for safety of the school.				
28	Ensure availability of sport facilities..				
29	Check and ensure that schools use appropriately the available text books in the library, laboratories and other learning materials.				
30	Ensure schools participate in competitions with others.				

31	Ensure Schools holds open day for students, parents, stake holders and community to interact. .				
32	Ensure schools have functional guidance and counseling unit, and Sick Bay.				
33	Ensure the use of ICT facilities and its impact on learning.				

**CLUSTER E: PRINCIPALSö SUPERVISORY ROLES ON LEARNING
OUT COME IN SECONDARY SCHOOLS IN (FCT) ABUJA, NIGERIA.**

The following items suggest strategies for improving secondary school supervision in the Federal Capital Territory. Please place a tick (√) against the one you consider most appropriate by choosing Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) and Very Little Extent (VLE)

S/N	Questionnaire Items	Very	Great	Little	Very
	Principals and the supervisory team:-viz	Great	Extent	Extent	Little
		Extent	(GE)	(LE)	Extent
		(VGE)			(VLE)

34	Encourage teachers to be alive to duties.				
35	Check consistency of learners' achievement across all subjects.				
36	Organize speech and prize given day to spark up competition among learners.				
37	Monitor learners' achievement in examinations.				
38	Make reports available to the Board on student performance.				
39	Check learners' proficiency in the language of instruction.				
40	Monitor students' class attendance on daily basis.				
41	Encourage parent to buy relevant text books for their wards.				
42	Provide feedback to teachers after classroom monitoring and				

	evaluation of lessons.				
43	Ensure students are given feedback after every activity.				
44	Ensure parents are sent feedback on the performance of their wards.				

APPENDIX B

FOCUS GROUP DISCUSSION WITH TEACHERS

1) How do principals improve teacher capacity in the secondary schools in the Federal Capital Territory, Abuja?

- How do principals set clear direction among staff leading to improvement and promotion of high quality education?
- What do principals do towards overall human development, and the well-being of learners?
- How do principals involve staff deployed to their schools for efficiency
- How is equality promoted by principals in order to tackle issue of discrimination
- What is always the principals' reaction to absenteeism to school by teachers, non-academic staff and students?

2) What supervisory indicators do principals adopt for quality instructional process?

- What effective steps are being taken to promote improvement?
- Do principals monitor teachers' attendance to classes?
- Are parents encouraged to buy textbook for their children by principals?
- Do principals give feedback to teachers after visit to classroom?
- How are parents given feedback on their wards performance?

3) How do principals manage learning resources inputs to enhance quality education?

- How conducive is the learning environment?
- Are there working equipment and facilities for principals to use in your school?
- Are teachers/students allowed to use the facilities e.g. vehicles, computers etc. in the schools by the principals.
- Do you have stocked library, laboratory for all science subjects?
- Do you have computer laboratory for principals, staff, and students use?

4) How do principals manage the schools effectively to enhance quality education?

Free comments by respondents on general administration of schools.

5) How do principals/teachers measure learning out comes?

- Do principals have professional skills to identify teachers's abilities?
- How effective do teaching/learning meet the full range of learners's needs and helping them to achieve results?
- How do principals measure achievements
- Principals collaborate with teachers in improvising instructional materials?
- How do principals react to students's achievements?

- Do principals report achievements to the Board, teachers, students and parents?
- Do principal teach when teachers are not in school?
- How often do principals support staff to go for workshop seminar and conferences?

APPENDIX C

FACE VALIDATORS COMMENTS

S/NO	Item No	Suggested Corrections	Effective Corrections
1.	Research Question 1, 2, 3, 4 & 5	Weighting of Always (A), Sometimes (ST) Occasional (O), and Never (N) to be changed to Very Great Extent (VGE), Great Extent (GE), Little Extent (LE), and Very Little Extent(VLE)	Effected
2.	Research Question 1- 5	Avoiding of double- barrel questions.	Effected
3.	Research Question 1-5	Consistency with the use of supervisory teams	Effected
4.	Clusters1- 8	Reduction of clusters to 1-5	Effected
5.	Item 1- 73	Reduce to 44	Effected

APPENDIX D

PROPOSAL/SEMINAR BOARDS COMMITTEE COMMENTS

S/NO	Issues & Item Nos.	Suggested Corrections	Effective Corrections
1	Topic	Be subsumed and refined as principal supervisory practices	Effectuated
2	Research Question 1-7	Make it only five	Effectuated
3	Chapter two	Use of proper citation, bold face of subheadings, identification of concepts	Effectuated
4	Chapter three	Enlargement of population, mention of sample size, description of area of study, description of sample procedure, indicating comments of validates, indicating method of data analysis	Effectuated

5	Chapter four	Proper division of respondents on the table for results and analysis, concise t-test analysis	Effectuated
6	Chapter five	Format for presenting chapter five; proper arrangement of discussion of findings, educational implications, conclusion, recommendation, suggestion for further studies	Effectuated
7	References	Use of Apa 6 th edition style; Bold face, italicization, pagination	Effectuated

APPENDIX E

SEB LIST OF SENIOR SECONDARY SCHOOLS ACCORDING TO AREA COUNCIL

<u>Municipal Area council</u>		
√ 1.	ADSS	Asokoro
√ 2.	ADSS	Maitama
√ 3.	GSS	T/Wada
√ 4.	GDSS	Wuse II
5.	GSS	Nyanya
6.	GSS	GWarinpa
7.	GSS	Jiwa
√ 8.	GSS	Garki
√ 9.	GSS	Karshi
10.	GSS	Karu
11.	GDSS	Karu
12.	GSS	Airport
√ 13.	MSS	Maitama
14.	GSS	Wuse
√ 15.	GSS	Lugbe
16.	GSSS	Pyakasa
17.	GSS	Gwagwa
18.	GSS	Jabi
19.	GSTC	Area III
20.	GSS	Mabushi
21.	GSS	Apo
22.	GSS	Kabusa
<u>Bwari Area Council</u>		
23.	GSS	Bwari
√ 24.	GDSS	Bwari
√ 25.	GGSS	Dutse
26.	GSS	Jibi
√ 27.	GSS	Kubwa
28.	GSS	Shere
29.	GSS	Dutse Alhaji
√ 30.	GSS	Byazhin
√ 31.	GSS	Kawu
32.	GSS	Mpape
33.	GSS	Dei Dei
<u>Gwagwalada Area Council</u>		
34.	GSS	Gwagwalada
35.	GDSS	Gwagwalada
36.	SFG	Gwagwalada
√ 37.	GSS	Dobi
38.	GSSS	T/Maje
√ 39.	GSS	Hajj Camp
40.	GSS	Zuba
41.	GGSS	Dukpa

<u>Kwali Area Council</u>		
√ 42	GSS	Kwali
43	GSS	Yangoji
√ 44	GSS	Dangara
45	GSS	Pai
46	GSS	Yebu
<u>Abaji Area Council</u>		
√ 47	GSSS	Abaji
48	GGSS	Abaji
49	GSS	Yaba
50	GSS	Gawu
51	GSS	Pandagi
<u>Kuje Area Council</u>		
√ 52	GSS	Kuje
53	GGSSS	Kuje
√ 54	GSS	Rubochi
√ 55	GSS	Gwaragwada
√ 56	GSS	Gaube
√ 57	GSS	G/Karya

Source: Statistic Unit, SEB, Abuja

UNITY SCHOOLS LOCATED IN
CAPITAL TERRITORY (FCT)

S/NO	NAMES OF INSTITUTIONS	OF	A
√ 58.	FGGC, ABAJI		A
√ 59.	FGGC, BWARI		B
60	FGC, KWALI		K
√ 61	FGGC, RUBOCHI		K
62.	FGBC, APO		M
63.	FGTC, OROZO		M
			C
	TOTAL	6	6

Source; Secondary Education Unit,
Service (FME),Abuja.

B. FCT UNIVERSAL BASIC EDUCATION BOARDS, ABUJA

LIST OF SCHOOLS [JSS]

2011/2012 ACADEMIC SESSION

S/No	AREA COUNCIL	NAME OF SCHOOL	POPULATION
64. √	Abaji	JSS Abaji	
65. √		JSS Gawu	
66. √		JSS Agyana	
67.		JSS Kekekshi	
68.		JSS Naharali	
69.		JSS Nuku	
70. √		JSS Pandagi	
71.		JSS Yaba	
72.		JSS Gurdi	
73.		JSS Alu	
74.		JSS Mamagi	
75. √	Bwari	JSS Bwari I	
76. √		JSS Bwari Central	
77. √		JSS Byazhin	
78. √		JSS Dutzen Alhaji	

79. √		JSS Dutse Sagwari	
80.		JSS Kubwa	
81.		JSS Lower Usuma Dam	
82. √		JSS Kubwa	
83.		JSS Lower Usuma Dam	
84. √		JSS Ushafa	
85. √		JSS Dei-Dei	
86.		JSS Igu	
87.		JSS Peyi	
88.		JSS Kubwa III	
89. √		JSS Shere	
90.		JSS Mpape	
91.		JSS Kubwa II	
92. √		JSS Guto	
93. √		JSS Dobi	
94.		JSS Dukpa	
95. √	Gwagwalada	JSS Gwagwalada	
96. √		JSS Hajj Camp	

97.		JSS Paiko Kore	
98. √		JSS Phase III G/Lada	
99.		JSS T/Maje	
100. √		JSS Zuba	
101.		JSS Sabo Geri	
102. √		JSS Girl	
103.		JSS Yimi	
104.		JSS Gwako	
105.		JSS Old Kutunku	
106. √		JSS Pabeyi	
107. √	Kuje	JSS Gaube	
108.		JSS Gwargwada	
109.		JSS G/Klarya	
110. √		JSS Kuje	
111.		JSS Tukpechi	
112. √		JSS Nyanche	
113.		JSS Pasali	
114.		JSS Rubochi	
115.		JSS Pagi	

116.		JSS Kabin Mangoro	
117.		JSS Ukyu	
118.		JSS Kwaku	
119. √		JSS Kujekwa	
120.		JSS Sabo	
121.		JSS Kabin Kasa	
122.		JSS Kiyi	
123. √		JSS Agwai	
124.		JSS Dafara	
125. √	Kwali	JSS Kwali	
126.		JSS Wako	
127. √		JSS Yangoji	
128.		JSS Ija pada	
129.		JSS Yebu	
130.		JSS Dangara	
131. √		JSS Dafa	
132.		JSS Pai	
133.		JSS Kwali Central	
134. √		JSS Bukpe	
135.		JSS Kilankwa II	

√ 136.		JSS Bako	
137.		JSS Ubo Sharo	
√ 138.		JSS Leda	
139.		JSS Kwaita	
√ 140.		JSS Piri	
141.	Municipal	ADJSS Asokoro	
√ 142.		JSS Asokoro	
143.		JSS Area 11	
144.		JSS Airport	
145.		JSS Apo	
√ 146.		JSS Durumi	
147.		JSS Gosa	
148.		JSS Gwagwa	
√ 149.		JSS Gwarinpa	
150.		JSS Gwarinpa Estate	
151.		JSS Jabi	
√ 152.		JSS Iddo Sarki	
153.		JSS Jikwoyi	
154.		JDSS Jiwa	

155.		JSS Jiwa	
156. √		JSS Kabusa	
157.		JSS Karshi	
158.		JSS Karu	
159.		ADJSS Maitama	
160. √		JSS T/Wada	
161.		JSS Pyakasa	
162.		JSS Idu Koro	
163. √		JSS Kado-Kuchi	
164.		JSS Life Camp	
165. √		JSS Wuse Zone I	
166. √		JSS Wuse Zone II	
167.		JSS Wuse Zone III	
168.		JSS Wuse Zone IV	
169.		JSS Kamo Sabo	
170.		JSS Orozo	
171. √		JSS Kurudu	
172.		JSS Lugbe FHA	
173.		JSS Apo Legislative Quarters	

174.		JSS Model Maitama	
√ 175.		JSS Narai	
176.		JSS Garki	
√ 177.		JSS Nyanya I	
178.		JSS Nyanya II	
179.		JSS Nyanya III	
√ 180.		JSS Area I	
√ 181.		JSS Kagini	
182.		JSS Gbagalape	
√ 183.		JSS Durumi II	
184.		JSS Guduwa	
185.		JSS Aleita	
√ 186.		JSS Kuchigoro	
187.		JSS Galadima	
188.		JSS Ketti	
√ 189.		JSS Gwarinkpa II	
190.		JSS Tungan Madaki	

Source: UBEB, Area 2, Abuja

APPENDIX F

A. SUMMARY OF POPULATION OF SS/JS SCHOOLS, PRINCIPALS.

S/N	Edu. Zones Area Councils	No. of Schools in the zones	No. of Senior Secondary Schools	No. of Junior Secondary Schools	Principals of junior and senior SSS	Total
1	Abaji	17	6	11	17	
2	Buwari	30	12	18	30	
3	Gwagwalada	22	8	14	22	
4	Kuje	25	7	18	25	
5	Kwali	22	6	16	22	
C	Municipal (Garki)	74	24	50	74	
	Total	190	63	127	190	Total

Source: DPI, SEB, UBEB, MFCTA, FIS, FME, ABUJA (FCT SCHOOLS)

B. SUMMARY OF POPULATION OF SSS/JSS PRINCIPALS AND TEACHERS.

S/N	List of Population	No. of Schools in the zones
1	SSS Principals	63
2	JSS Principals	127
3	SSS Teachers	3027
4	JSS Teachers	4385
	Total	7602

Source: DPI, SEB, UBEB, MFCTA, FIS, FME, ABUJA (FCT SCHOOLS)

APPENDIX G

1) SAMPLED POPULATION OF SCHOOLS SELECTED VIA 40% FOR THE 10% SELECTION OF PRINCIPALS, HEADS OF UNITS AND TEACHERS QUESTIONNAIRE RESPONSES

S/N	Edu. Zones/Area Councils	No. of Schools Sampled in the zones	No. of Principals in the senior secondary schools sampled	No. of principals in the junior secondary school sampled	No. of VPs, HOUs and Teachers Sampled	Total population sampled in the selected schools
1	Abaji	6	2	4	54	60
2	Buwari	12	6	6	108	120
3	Gwagwalada	11	3	8	99	110
4	Kuje	12	4	8	108	120
5	Kwali	12	5	7	108	120
6	Municipal (Garki)	23	6	17	207	230
	Total	76	26	50	684	760

Source: DPI, SEB, UBEB, FMCTA, FIS, FME, ABUJA (FCT SCHOOLS)

2) SUMMARY OF SENIOR TEACHERS SAMPLED FOR FOCUS GROUP DISCUSSION

S/N	Edu. Zones Area Councils	Principal/V.Ps	HOU's	Teachers	School/Venue
1	Abaji	-	-	-	-
2	Buwari	-	-	-	-
3	Gwagwalada	3	2	3	Gss Hajj Camp
4	Kuje	-	-	-	-
5	Kwali	-	-	-	-
6	Municipal (Garki)	-	-	-	-
	Total	3	2	3	1
	Total	NIL	8		1

Source: DPI, SEB, MFCTA, FIS, FM, ABUJA (FCT SCHOOLS)

APPENDIX H

TITLE: CORROLATION OF RELIABILITY TEST

	ODD (X)	EVEN (Y)
CLUSTER 1	.922	.924
CLUSTER 2	.869	.872
CLUSTER 3	.860	.860
CLUSTER 4	.801	.800
CLUSTER 5	.708	.704
GRAND TOTAL	.832	.832
CORROLATION	.832	

UNIVERSITY OF NIGERIA, NSUKKA

Ph.D ORAL EXAMINATION

NAME OF STUDENT: OKOLO JOSEPH AKWU
REGISTRATION NUMBER: PG/Ph.D/09/50834
DATE OF EXAMINATION: JUNE 15TH, 2015
VENUE: DEPARTMENT OF EDUCATIONAL FOUNDATIONS
CONFERENCE ROOM 212, UNIVERSITY OF
NIGERIA, NSUKKA.
TITLE OF THESIS: ASSESSMENT OF SUPERVISORY ROLES OF
PRINCIPALS FOR QUALITY EDUCATION IN
PUBLIC SECONDARY SCHOOLS IN THE
FEDERAL CAPITAL TERRITORY ABUJA,
NIGERIA.

CORRECTIONS SUGGESTED BY THE PANEL OF EXAMINERS

S/N	CORRECTION SUGGESTED	PAGE	CORRECTION EFFECTED	REMARK
1.	Change the variable Quality Assurance to Quality Education	Cover/Title pages	Correction effected	
2.	Abstract: Do not write principals and supervisory with initial caps	Xiii	Correction effected	
3.	The selection of 8 teachers in the abstract be written in words	Xiii	Correction effected	
4.	Spelling of others is written well. Not orders	3	Correction effected	
5.	Nothing like quality assurance education. Remove through the work	13	Correction effected	
6.	Take more central position in	21-22	Correction effected	

	the statement of problem			
7.	Specific purposes of the study rolled from quality assurance indicators	22-23	Correction effected	
8.	Delimit supervisory roles and measure of quality assurance	26	Correction effected	
9.	Align research questions with specific purposes	27	Research questions aliened with the specific purposes.	
10.	Hypotheses imprecise	28	Hypotheses precisely stated.	
11.	State the number of principals and teachers in the population	93	Correction effected	
12.	Add the summary of focus group discussion in the sample and sampling technique	94-95	Correction effected	
13.	In order to have a set of pairs to correlate, split number to odd and even	97 and appendix I	Correction effected	
14.	Remove summary of findings on focus group discussion to bust the discussion of findings in chapter five	121-123	Correction effected	
15.	Remove the highlighted sub-headings in the discussion of findings	124-132	Correction effected	
16.	Transfer Udeani (2008) and Umeh (2012 to an appropriate place	159	Correction effected	

CERTIFICATION

This is to certify that the corrections suggested by the panel were satisfactorily effected.

Prof. N.O. Ogbonnaya
Supervisor

Prof. U.N. Eze
Supervisor

Assoc.Prof. A.I. Oboegbulem
Internal Examiner

Prof. C.J.A. Onwuka
Head of Department