
**PRINCIPALS' INSTRUCTIONAL SUPERVISION AS A CORRELATE OF
STUDENTS ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN EDO
STATE**

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Abstract

This study focuses on the principals' instructional supervision as a correlate of student's academic performance in secondary schools in Edo State in Nigeria. To effectively carry out the research three research questions and three hypotheses guided the study. The study used descriptive research design. The samples were 1301 teachers and 153 principals. A questionnaire titled principals' instructional supervision as a correlate of student's academic performance in secondary schools

in Edo State in Nigeria. (PISAQ) containing 25 items and drawn on a modified Likert type of 4point scale was used by the researcher to conduct the study. Data was analyzed using normative average, percentages and person moment correlation coefficient (r) statistics and Z test, Results showed that the level of principal's instructional supervision in schools in Edo State is moderate while the subsets of instructional supervision, principals were scored low in area of assistance to teachers in the planning and preparation of lesson notes. Recommendations were made which includes that principals of schools should give assistance to teachers in lesson note preparation, especially newly graduating teachers amongst others.

Keywords: Educational system, Instructional supervision, Principal, Students performance

Introduction

The mission of any school is to provide adequate teaching and learning for students. The success of that mission depends on how effectively the school is supervised to achieve the aims and objectives. The success of any educational system thus depends on how effectively supervision of instruction carried out. The principal as the supervisor lay out structured daily routines that set the tone for the school. According to Nkwo (2011), the principal are encompassing administrators whose hands lies in the future of secondary institution and that effective school administration requires a committed principal. The principal therefore as a the instructional supervisor is expected to promote growth in teachers development and students learning through constant attention to lesson note preparation and to classroom instruction 'the principal therefore ensures that teachers are given adequate instructional materials and are assisted to prepare god lesson notes. They are to be monitored to ensure that they are at their duty posts carrying out their functions of teaching and making a positive impact on the lives of students by way of improving their level of knowledge and attitude to life. It ha s being observed that though arguable that principals of secondary schools appear unprepared for this important duty. Many principal seem to pay more attention to other routines administrative duties which keep them in their offices most part of the school day. Many hardly venture into classroom as is expected of them to check the content and method of classroom delivery of teachers. The principal has to work in collaboration with the teacher to provide quality learning. No organization will function well when the workers are allowed to do as they please. The principal as the internal supervisor of school is expected to ensure the daily smooth running of the school. According to Olaleye (2013), in recent times, education stakeholders have expressed their concern over the poor

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performance of students in the SSCE. Some blamed the school administrators (principals) and the teachers while some blamed the students themselves and the parents. Whoever to be blamed, the fact remains that, the school and its organizational management has correlation with the academic achievement of the students. In a contemporary Nigeria, instructional supervision is regarded as the process of enhancing the professional growth of the teachers, the curriculum and improving the techniques of teaching in the classroom through democratic interactions between the teacher and the supervisor (Okendu, 2012). Furthermore, National Open University of Nigeria (NOUN, 2006) observed that Supervision provides opportunities for teachers to be groomed through critical study of instructional processes and classroom interactions to carry out their teaching tasks in line with professional codes of conduct. If schools are not supervised adequately, it will have inimical effects on the students' output and the educational objectives may not be achieved, consequently various instructional supervisory techniques should be employed to ensure qualitative and quantities service delivery by the teachers. Alimi and Akinfolarin (2012) admitted that in Nigeria, Secondary Schools, irrespective of their location and ownership are expected to function in compliance with the achievement of the national education objectives, and consequently aspire to brilliant performance in the final examination. As such, students' performance greatly depends on the quality of instruction and education they have gained in school. For many years, educators, administrators or managers, researchers have debated over which variables influence student's academic performance. A growing body of evidence suggests that schools can make a great difference in terms of students' academic performance and a substantial portion of that difference is attributable to teachers, thus there should be a link between teacher behavioral traits, teacher competence, and teacher productivity and students academic performances (Fehintola, 2014). The enormity and critical nature of educational challenges in Nigeria is evident in the increasing poor performance of students in national examinations such as WAEC and NECO. In this regard, Akinola (2010) observed that, out of 1,351,557 candidates who sat for May/June 2010 WAEC in the country, only 337,071 candidates representing 24.94 percent obtained credits in English Language, Mathematics and three other subjects. This dismal performance connotes a problem to Edo State and the country in general because there will be a dislocation in the human capital supply chain at the Secondary level of the education sector. In spite of the efforts of the Government and relevant stakeholders in repositioning Nigeria education on the world map, the nation's educational system from the mid 1980s have continued to experience some setback in school management and decline in both the teachers performance and students academic achievement resulting in the present day objectionable colossal failure by Students in the career determining examinations conducted by reputable government agencies

like: JAMB, NABTEB, WAEC and NECO (Ayegba, 2009). The declining results from school in terms of learning achievement, attitudes, values and other effective measures in comparison with the huge investment in the sector are quite alarming. The main thrust of the study therefore, is to establish the extent of relationship between Instructional Supervision and academic Performance of students of Secondary Schools in Edo State.

The annual performance of students as recorded in the Senior School Certificate Examination results released by the West African Examination Council (WAEC) has therefore been blamed on the poor supervisory skills of principals and poor attitude to work by teachers. A cursory looking at the WASEC result of the past ten years from 2005 to 2014 as released by the examination body confirm a below average performance of Nigeria in WASC in the examination. The success of educational institution is measured by student's academic performance. In 2014 the Edo State Government declared education free for all children from primary to secondary school. Even though the student's enrollment increased considerably after the declaration but studying to pass the SSCE was a problem therefore the study seeks to principals' instructional supervision as a correlate of student's academic performance in secondary schools in Edo State

Statement of the Problem

Education is a sound investment that is expected to enhance economic growth of individuals and the society. It is a known fact that education is a strong factor of social mobility which implies that education has the ability to influence a person's future economic status in the society. Disappointingly, this all important sector is faced with myriad of problems. Prominent among the problem area that brings to light the poor show of the sector is the abysmal outing of students in SSCE. The woeful performance in WAEC and NECO has been a source of worry to parents and other stakeholders in the Sector considering the resources parents and Government invest in educating the learners without any commensurate performance to match the vast investment. Edo State shares in this predicament of the education sector in spite of the financial involvement of State Government in the Sector. There is a growing concern of the society about the realization of secondary education objectives due to doubt that there have been steady decline in teachers' instructional task performance and students' academic performance which depicts non-realization of quality assurance in secondary schools (Adeniji, 2002). The performance of students in the SSCE administered by WAEC and NECO in the recent has indicated a massive failure rate of 72, 74, 74 and 75 percent in 2008, 2009, 2010, 2011 respectively (Ugochi, 2011). This trend of failure by students and a sign of poor job performance by teachers is unacceptable to relevant stakeholders of the education sector in Edo State

considering the towering investment on education. More worrisome is Ugochi's (2011) finding that out of 102 secondary schools selected across the

Federation for evaluation using the quality assurance instrument for Basic and Secondary Education in Nigeria, only 6 schools were rated good, 28 schools fair, 65 schools poor and 3 were rated very poor. The rating evaluation of leadership and management in the schools indicated that none of the schools was outstanding while 13 were rated good, 51 adjudged fair and 37 very poor.

According to Akinfolarin, Babalola & Aladetan (2016), in the light of the highlighted problems, the study provided answers to the research questions with a view to proffering pragmatic measures that have remarkable influence on improving the teacher's job performance and academic achievement of secondary school students in Edo State and Nigeria in general. In spite of the efforts being made by the Nigerian Government to improve the quality of education through the instructional supervision of teachers for effective management and instructional task performance, the quality of output (students' academic performance) seem to be relatively low (below 40%). This situation has become a matter of concern to stakeholders in the education sector and the society at large. The dwindling academic performance may be attributed to the challenges of inadequate supervision of instruction, which has impacted negatively on students' academic performance in secondary schools.

Purpose of the Study

The purpose of the study is to find out among other things, the extent to which principals carry out their instructional supervisory functions in schools in Edo State and ascertain the level of student's academic performance in the Senior School Certificate Examination conducted by the West African examination council (WAEC)

1. To find out if a relationship exists between principal's instructional supervision and student's academic performance.
2. To find out if there is any significant difference in the level of principal's instructional supervision based on gender of principals.
3. To find out if there is any significant relationship between principal's instructional supervision and students academic performance based on the length of years of administrative experience of principal.

Research Questions

The following questions were raised to guide the study.

1. What is the level of principal's instructional supervision in secondary schools in Edo State?
2. What is the level of student's academic performance in secondary schools in Edo State?
3. Is there any significant relationship between principal's instructional supervision and student academic performance?

Hypotheses

Research question 1, and 2 were answered 3, 4 and 5 were hypothesized

Ho₁: There is no significant relationship between principal's instructional supervision and student academic performance?

Ho₂: There is no significant difference in the level of principal's instructional supervision based on gender of principals?

Ho₃: There is no significant difference in the level of principal's instructional supervision in schools based on the length of administrative experience of principals

Significant of the Study

The annual poor performance of students in the senior secondary school certificate examination is generating public interest as students have continued to perform poorly in this examination which is conducted by WAEC. The stake holders and the public are interested in finding out what is responsible. This study is expected to reveal the important role of instructional supervision on student's academic performance. The findings of the study will help stakeholders of education to be more proactive and to ensure that principals are at their best at all times by encouraging and organizing staff development and training in form of workshops and seminars. For the principals the study becomes necessary as the outcome would provide them with useful information needed to ensuring that the school climate is supportive of teaching between staff, students and the community at large.

Scope of the Study

The scope of the study was to determine principals' instructional supervision as a correlate of student's academic performance in secondary schools in Edo State (Edo –South Central senatorial Zone). The study utilized the senior school certification Examination (SSCE) as the determinant of student's academic performance. The study investigated whether gender, length of years of administrative experience of principal have any significant correlation with principal's instructional supervision and student's academic performance

Review of Literature

The Concept Principals

The school head performs a wide variety of functions. The main task of the school head is interpreting policy, executing curriculum programme, seeing to student's welfare, equipments, physical facilities and finances, including retraining staff and finally maintaining effective school community relations. Arikewoyo (2009) outline the functions of principals are

1. Providing leadership for curriculum development
2. Creating an environment conducive for the realization of human potentials
3. Influencing the behavior of staff members
4. Supervising instructional activities in the school.

Principal's Supervision of Instruction

The success of any educational system among others things on how effectively supervision of instruction is carried out. Igbo (2002) defines instructional supervision as that which seeks to improve the teaching learning function and that supervision aims at helping the teacher improve in his work and become a better teacher especially in his capability to deliver quality instructional to students. Moore in Kochlar (2000) see instructional supervision as those activities such as monitoring of attendance and classroom visitation by principals and other related activities which are primarily and directly concerned with studying and improving the condition which surround the learning and growth of pupils; and that whatever is done to improve on the teachers ability to deliver his lessons is meant to improve pupils learning

Student's Academic Performance

Students' academic performance is defined by Adediwuna and Tayo (2007) as the display of knowledge acquired and or skills developed by students in school subjects designated by tests and or examination scores. Therefore poor performance is generally viewed by the public in Nigeria as a failure of the school in its assignment role of imparting knowledge to students. This is why the success of secondary school education in Nigeria is measured by the academic performance of students in the SSCE examination conducted by WAEC.

Gender and Length of Administrative Experience of Principals on the Relationship between Instructional Supervision and Student's Academic Performance

The Influence of gender and length of administrative experience of a principal on instructional supervision and student's academic performance is scanty. Observation have

shown that school leadership has a significant impact on students learning and that the leadership qualities of a principal can transform a low performing school to a high achieving one, on the influence of gender and years of experience of principle on the instructional supervisory performance and academic achievement of students. Brooks and Jones (2010) carried out a study on the relations between gender and years of administrative experience to schools academic growth and trend revealed that female principals had an overwhelming higher performance trend for their students than male principals. However, both male and female principals were noted to have a significant impact on their schools academic growth trend. In the term of years of experience, the study revealed that those female principals with 15years experience or more as head of schools had higher gains in the academic achievement growth for their school than male principals with equal or years of service as administrators. Furthermore, Johnson, Busch and Slate (2008) titled “Leadership behaviour of school administrators, Do men and women differ” sought to find out why men and women behave differently in leadership roles in schools in Texas and Mexico. The study revealed that female principals were found to be more collaborative than male principals. Male principals were said to be more authoritarian in the exercise of their powers than female principals.

Summary of Literature Review

This research work focused on the relationship between principal’s instructional supervision and its influence on student’s academic performance. The literature showed that instructional supervision has evolved from autocratic inspection of schools to a more collaborative effort between teachers and principals of schools in order to create a more harmonious environment in the schools for improved instructional delivery of the teacher. Evidence from studies on instructional supervision revealed the pivot role of the school principals as a major determinant of the direction of the school. Principals are said to be capable of having dramatic effects on school by turning poor performing schools to high achieving ones, the effective principal achieves this through regular assistance to teachers in the planning and preparation of lesson notes and in checking the classroom delivery of teachers through regular classroom visitation and intervention to render assistance whenever necessary. Therefore the school principal as the instructional leaders of their school have a major role play in the realization of improved capacity for teachers classroom delivery and also on the academic performance of students .

Methodology

Research Design

The study was a survey which adopted the correlation research design to determine the relationship and Z test for significant difference between the variables of the study. Data collected were analyzed to determine the level of principal's instructional supervision in schools: its relationship if any with student's academic performance was judged by each schools performance e in the school certificate examination SSCE conducted by WAEC in 2021 academic session. The relationship between male principals' and female principal's instructional supervision and student's performance was determined. The study also determined the correlation between principal's instructional supervision and students' performance based on the length of years of experience of principals.

Population of the Study

The study population consists of the 2612 teacher's and 306 principals in all the secondary schools in Edo State (Edo-South senatorial district) as at 2021

Sample and sampling technique

The sample for the study was 1301 teachers' senior secondary school teachers and 153 principals. Stratified random sampling technique was adopted by the researcher in selecting the schools while proportionate random sampling was used to select respondents for the study. At the 18 local government area were classified into senatorial districts. Twenty percent of schools within each senatorial district was drawn through simple balloting without replacement until the expected number from each stratum was obtained as shown in Table 1 Twenty five percent of the total number of teachers in Edo State senior secondary school were captured as respondents, this serves as raters of principals in the selected schools.

Research Instrumentation

The instrument for data collected was the questionnaires titled principal instructional supervision assessment questionnaire (PISAQ) a principal's Proforma and the 2021 WASC result analysis. The questionnaire comprised two sections. Section A sought information on demography variables which includes the name of the school, location, age and qualification of teachers. Section b gathered information on the instructional supervisory role and performed by the principal. The proforma was given to principals to state gender and year of administrative experience as principals they were also expected to state the number of students enrolled for the WASC examination in 2021. The performance of students in the

2021 academic session in the SSCE was retrieved from WAEC and was used to determine the academic performance students.

Validation of the Instrument

The research instrument (PISAQ) was validated by subjecting it to the scrutiny of the researcher's supervisors and some other lecturers in the faculty of education. They identified areas of adjustment. Their corrections and suggestions were effected and served as input to the final production of the questionnaire. Content and construct validity of the instrument was thus guaranteed.

Reliability of the Instrument

For the reliability of the research instrument, it was determined by establishing the internal consistency coefficient using the cronbach Alpha formula as a measured supervision of instruction. Internal consistency was done by administering the instrument to thirty teachers in schools that are not part to the sample and the coefficient was obtained. The coefficient was 0.71. The instrument was found reliable enough to use for the study

Method of Data Collection

The data for the study was collected using the principal's instructional supervision assessment questionnaire (PISAQ) and a proforma for principals. These were administered to the teachers and principals in each senatorial district-Edo South, Edo Central and Edo North by the researcher and the trained assistants immediately they were filled 1321 questionnaires were administered. Not all were retrieved, some were returned without being properly filled. Out of the 1321 questionnaire that were given out, 652 were properly filled and returned.

Method of Data Analysis

Data generated were analyzed using normative means, percentages Pearson product moment correlation coefficient and Z test of two independent means to determine relationships and significant differences. Simple average and normative mean were used to answer research question 1. The performance of the students in the school certificate examination in research question 2 was determined by computing the number of students who passed and those who failed into percentages to pass the senior certificate examination conducted by WAEC, a candidate is expected to have credit passes in English and mathematics and others in the requisite subject while those who failed did not make the minimum of five credits with English and mathematics. The relationship between principals

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instructional supervision and student academic performance based on gender , administrative experience of principal and location of school were determined by using the Pearson product moment correlation coefficient or Pearson (r).Z test was also used to determine the significant difference in the level of Principals instructional supervisor based on gender, administrative experience of principal's supervision based on gender, administrative experience of principal and location of school.

Research Question 1

What is the level of principal's instructional supervisor in secondary school in Edo State?

Variables	No of respondent	Total Score	Calculated -x	Normative -x	Decision
Instructional Supervision	540	36163	62.2	58.1	Moderate

The data in table 1 shows that the calculated mean (-x) of respondents in instructional supervision is 62.2 while theoretical mean (-x) is 58.1. The level of instructional supervision in school in Edo state is moderate.

Research Question 2

What is the level of student's academic performance in secondary school in Edo State?

Table 2: WAEC Examination analysis in the 27 schools selected for the study showing level of student's academic performance.

Total no of candidate	No of students that passed WEAC	Percentage	No of students that failed WASC	Percentage	Decision
2614	596	9.77	2017	33.1	Low

Testing of hypothesis

Hypothesis 1

There is no significant relationship between principals instructional supervision ad students academic performance. Pearson product moment correlation coefficient was used to test hypothesiseone. The result of the analysis is presented thus in table 1: Relationship between principal's instructional supervision andstudent's academic performance.

The Intuition

Item	Number	Pearson®	sig	Decision
Principals instructional supervision	540	0.044	0.05	Significant
Students academic performance	3000	2033		

Data from table 5 shows that Pearsons ® 0.044 was obtained in the relationships between Principals instructional supervision and student’s academic performance A positive and strong relationship was indicated. The value of 0.044 is significant at 0.05 alpha levels. The null hypothesis that there is no significant relationship between principal’s instructional supervision and student’s academic performance is therefore rejected.

Hypotheses Two

There is no significant relationship in the length of years of administrative experience of principals and the level of instructional supervision and students academic performance. Pearson s product moment correlation was used to test hypotheses two. The result of the analysis is presented thus Table 2

Item	Number	Pearso ®	Sig	Level significance	Decision
Male instructional supervision	65			0.05	
Female instructional supervision	65		0.006		
Students academic performance	802	-0.172		0.05	Not Significant

The Table revealed a negative correlation of -0.172 between female and male principal’s instructional supervision and student’s academic performance. This is a weak and negative correlation. The null hypothesis that there is no significant relationship between female principal’s instructional supervision and student’s academic performance is thus retained.

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Hypothesis three

There is no significant relationship principal's instructional supervision and student academic performance based on year's administrative experience of principal.

Principals Administrative Experience	N	Pearson®	Sig	Level Significance	Decision
Below 10years	31	-0.146	-0.254	0.05	Negative correlated significance.
Above 10years	31				
Students academic performance	722				

Data above revealed a negative correlation between principal's instructional supervision and student's academic performance based on the ten years administration experience of principal. The table revealed a person ® of -0.146 and a Sig. value of -0.254. The hypothesis that there is no significant relationship between principal's instructional supervision and student's academic performance based on the years of administrative experience of principals is rejected.

Discussion of Findings

The study investigated the impact of instructional supervision on the students' academic performance in SSCE in Edo State, Nigeria. Some of the findings were in harmony with the regular instructional supervision and its bearing on students academic was significant and in support of National Policy on Education (2004). The findings of Ogunsaju (2006) and Osika (2002) in line with the result of this study suggested that the findings revealed that there is a positive and significant relationship between teachers' supervision and students' academic performance in Edo State Secondary Schools. This implies that the hypothesis which states that, there is no significant relationship between teachers' supervision and students' academic performance in Edo State secondary schools is rejected. The positive value is an indication that as supervision of teacher by their principal's increases, the academic performance of students improves. This finding agrees with Ogunsaju (2004), who submits that there is need for effective supervision to achieve the set goals in the schools system, but Ijaiya (2008), believes that efficient and effective supervision is dependent on the level of intelligence, capability and experience of the manager to manipulate the situation he finds himself or herself in order to achieve the best for his or her organization. The more the teachers are supervised; the better is the

performance of the students. The significant relationship implies that supervision is not well conducted in Edo State secondary schools. One of the major causes of the poor academic performance can be ineffective instructional supervision. Also, this is in line with the research work of Ezekwensil (2007), who observed that lack of supervision in school had been the bane of education policies; that a system not supervised will not yield the desired result and that when supervision is absent, it leads to ineffective curriculum delivery which often causes poor academic performance of students in secondary schools. This is corroborated with the Akudo (2007), that students' performance depend on how school principals invest their energy in their instruction role, maintain visibility, monitor students performance, build teachers capacity and coordinate curriculum, promote teachers' academic professional development. This finding is supported with the findings of Adesola (2005), who observes that, it is only the effective utilization of human resource management variables such as teacher's supervision and teacher's capacity building that would in turn utilize and improve other resources of education for better performance. The result of hypothesis 2, as shown in Table 2, indicates that there is no significant difference in the perception of instructional supervision by principals of different sexes. This is in line with present day thinking that what a man can do, a woman can do as well. Both sexes have similar perception of their jobs and instructional supervisory roles. The finding of this study negates the observation of Osezuah (2000), which indicated that there is a significant difference between the perception of supervisory climate by male and female teachers. The result of this study agrees with the findings of Osezuah (2000), which indicate no significant difference between male and female graduates in job performance in organizations in Nigeria.

Conclusion

Supervision is critical in the development of any educational program in both developed and developing countries including Nigeria. Based on the findings of the study, the research revealed that the education system in Edo State is plagued with multifarious problems notably are students poor performance in SSCE, poor attitude of teachers to work and non regular instructional supervision of schools as such, the challenges being currently faced by the educational system requires professional approach by experts in the educational field to improve and sustain the education industry in Edo State. Based on the findings of this study, it can be concluded that Principals instructional activities have a significant bearing on teachers' classroom performance which invariably affects the academic performance of students. Therefore the academic performance of students can improve with effective instructional supervision by principals of schools. In the study of the length of years of administrative experience of principals does not make a difference in the level of

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Instructional supervision in a school based on the findings of this Since instructional supervision is important, principals should be encouraged to carry out effective instructional supervision in their school. Secondary education is the foundation for tertiary education, therefore in order to ensure its effective running and its objectives, Also the appointment of the principals in schools should be arbitrarily done, there should be laid done.

Recommendations

Based on the findings of the study the following recommendations were suggested to improve schooladministration, develop teachers' professionalism through robust instructional supervision and improvingsecondary school student's academic performance:1.For a quality education is to be achieved, afunctional supervision mechanism involving parents should be built into the school system to ensure qualitycontrol and assurance from the system.2.Checking of professional documents of teachers by principals should be taken serious at all times. 3. Laissez faire and irregular supervision amongst others must be discouraged.

The Inspectorate Unit of the Ministry of Education should be properly staffed with qualified instructionalsupervision professional that are radical enough to articulate changes within the current supervision dynamics and inameliorating school instructional challenges in Edo State academic environment.4. Regular evaluation of the instructional process, school administration procedure and educational outcomes bythe supervisors should be intensified so thatconformities can be appreciated and improved upon while non conformities can be identified, sanctioned andcorrected appropriately and timely. 5. School administrators, government and professional bodies in the education sector should promote capacitydevelopment of teachers through intensive and regular seminars/workshops based on needs assessment ofprofessional practices of teachers to improve their knowledge, pedagogical skills and competence in varioussubjects, with a view to enhancing the quality of teaching and learning processes in secondary schools.

It is hoped that if the above recommendations are thoroughly and effectively considered, students' performancein schools will improve. Moreover, the problem of quality of the Secondary school products and standards ofeducation would likewise be addressed by employing the best teaching – learning practices in Edo State.

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