

THE ROLE OF INTERNAL SUPERVISION IN REPOSITIONING SECONDARY SCHOOL ADMINISTRATION IN ENUGU STATE, NIGERIA

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ABSTRACT

The study investigated the role of internal supervision in repositioning secondary school administration in Enugu State, Nigeria. A descriptive survey design was adopted for the study. The population of the study consists of 92 teachers from the selected 25 secondary schools in Nsukka education zone, Enugu state. Purposive sampling technique was adapted to the study. A sample size of 78 teachers was used because most of the teachers were on leave. A well-structured Questionnaire titled the role of internal supervision in repositioning secondary school administration in Enugu state (QRISRSSA) containing 17 items were the instrument for data collection. The instrument was validated by three experts from the University of Nigeria, Nsukka. The validated instrument was trial tested, using 20 respondents which comprised of 15 female teachers and 5 male teachers outside the study area. Cronbach alpha method was used to determine the internal consistency of the instrument which gave overall reliability of 0.81. Mean and standard deviation were used in data analysis. The study revealed that the school administrators should endeavor to involve in thorough evaluation and monitoring of the school academic performance of the students, supervision of instructional delivery of the teachers, teachers and the no-tutorial staffs should be motivated as when due, and provision of quality instructional materials for effective teaching and learning should be taken into consideration. Based on the findings, it was recommended among others that the school administrators in

Nsukka education zone should organize seminars, symposium, conferences and workshop in order to sensitize the staff on the relevance of internal supervision in circular schools.

Keywords: Administration, Education, Internal Supervision, Secondary Education, Supervision

INTRODUCTION

Education remains the viable instrument for academic advancement, social mobilization, political survival and effective national development of any country. It is the bedrock for capacity building and national development. In view of this, education can be regarded as the key that unlock the development of personal and national potentials that ensure viable sustainability of nations economics resources which end point is ensure overall societal goal. Offorma (2015) stated that education has been described as something more than schooling because people are schooled to be accepted in the society, but they are educated to create and recreate one. In respect of this, Okoro (2010) is of the opinion that education makes individual to function and be relevant not only to themselves, but to their society irrespective of places, time and circumstances. More so, Usman (2015) and Sule (2013) on the quality of education as a measure of improvement on the glaring downward trend on educational achievement opined that school supervision (internal and external) has become an instrument for checking teacher's performance. Federal republic of Nigeria (2014) affirmed that education is viewed as an instrument per- excellence achieving national development. Similarly, Balogun (2010) affirmed that education is the light without which the whole world would be in darkness. The same author emphasized that education is the basics of scientific and technological breakthrough and the basis of modernity which have made all nations of the world accord immense priority to it. In addition to this, Usman (2015) argued that education stakeholders have expressed their concern over the poor performance of students in the S.S.C.E, the author vehemently buttressed that some education stakeholder blamed the school administration (principal) and the teachers while some blamed the students themselves and their parents. Whoever to be blame that fact remain that the school and its organizational management has correlation with the academic of the student (Olaleye 2013).

In relation to this, the national policy on education (2014) stated the specific goals of education in Nigeria. It includes promoting functional for skill acquisition, job creation and poverty reduction. The same national policy on education stated that in order to realize these goals of education in Nigeriaand gain from its contribution to the national economic growth

and sustainability, government should take necessary measure to ensure that education should be learner-center for maximum self-development and fulfillment. Moreover, secondary education is a concept that should be briefly discuss as far as internal supervision in repositioning school administration is concern, secondary education is the education student undergo through after spending six years in primary education. The main aim of creating an enabling environment to students who desire to pass through secondary education is to instill specific skills and societal values to enable them to become responsible in the society. The national policy on education (2014) stated the broad goals of secondary education which is to prepare the individuals for useful living within the society and for higher education. However, secondary education is of six years duration given in two stages: junior and senior secondary stages; each of which maintain three years duration. Similarly, the achievement of secondary school goal is dependent on the extent the secondary school principals are capable of applying appropriate administrative processes in the school operative. In secondary education, according to Ugwuoke, Onu, Agangan and Ugwuanyi (2015), the principal who is the administrator does not work in isolation rather in constant interaction with ministry of education, school open system that is in constant interaction with the environment. It receives input from the external environment in the form of human and material resources.

In view of this, administration is a variable that should be explained as far as internal supervision in secondary school cycle is concern. For Usman (2015), school administration is viewed as a social process concerned with identifying, maintaining, stimulating, controlling, and unifying formally or informally organizing human and material energies within an interpreted system. It is specifically concerned with students, teachers, rules and regulations and polices that govern the school system. School administration is a difficult task involving sensitive and challenging functions relating to the supervision of students, school personnel, instructional programmes, school plants and statutory records. In a general term, administration is the co-ordination of human and material towards the attainment of predetermined goals and objectives. Fehintoal (2014) stated that educational Administration is the hub of educational activities where all the laid down policies and practices are tackled and implemented for the achievement of set objectives. However, 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 school can make a great difference in terms of student's

academic performance and a substantial portion of that difference is attributable to teachers, thus there should be a link between teacher behavioral traits, competence and teacher productivity and students' academic performance. Similarly, supervision is a concept that should be explained as far as instructional delivery of service, Students' academic performance and teachers' motivation is concerned. Instructional process and supervision help a lot in improving academic performance of students. This is because supervision aims at enhancing teaching and learning through proper guidance and planning and devising ways of improving teachers' professionalism and thereby helping them release their creative abilities so that through them the instructional process is improved and well articulated (Okeadu, 2012). According to Isa and Juliani (2014), supervision is designed to achieve improvement in instruction; resolution of school constraints, maintenance of super-ordinate-subordinate co-operation, professionalism and autonomy of staff and achievement of intrinsic motivation.

According to Isa (2014), school supervision include all efforts of school officials directed to provide leadership to the teachers and other educational workers in the improvement of instruction. The improvement of teaching and learning in schools is the general purpose for supervision. The author emphasized the basic premise of supervision is that a teacher's instructional behavior affects students' learning. Furthermore, Nakpodia (2006) asserted that supervision in the modern era centers on the improvement of the teaching/learning situation to the benefit of both the teachers and learners helps in the identification of area of strength and weaknesses of teachers, follow-up activities that should be diverted at the improvement of indentify areas of teachers' weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations. According to Usman (2015) and National Open University of Nigeria (2006), supervision provide opportunities for teachers to be groomed through critical study of instructional process and classroom interactions to carry out teaching tasks in line with professional codes of conduct. Arcibong (2010) buttressed that supervision constitute the leverage point for instructional improvement, teachers' competence and efficiency of the educational system while an unsupervised instruction may mar the standard of education; it is therefore suggested that principals as catalysts should facilitates their implementation of the various sets of instructional activities geared towards an effective, viable, vibrant and qualitative educational system that would improve the teaching-learning situation in the input-process-output framework without which the educational endeavors may be an exercise in futility.

Furthermore, supervision could be internal supervision and external supervision, but for the purpose of our research study, the researcher dwell on internal supervision as the major focus of this research, internal supervision include the principals, vice principals, head of department, academic deans, non-tutorial staffs are all part of school supervision in secondary education. The primary responsibility of supervisors is to see that high standards are maintained and that schools are run in supervision is to see that high standards are maintained, and those schools are run in accordance with the laid down rules and regulation. In addition to this, quality supervision is important because it will ensure that good service produced in country are of highest possible standard, as well as protecting buyers form purchasing sub-standard products (Uyanga, 2008).

Similarly, the role of a supervisor in repositioning secondary school administration in secondary education was structured by Usman (2015). These include enhancing professional growth of the teachers, ensuring improvement of teaching techniques of teaching in the classroom, improving teachers in centives (motivation); supervision of academic and financial records of the school and above all ensuring that the school infrastructure art well put in place. In view of this, the strategies that should be put in place in repositioning school administration were structured by Sule (2013). It includes: employment of competent teachers, motivating the teachers and the non-tutorial staffs as when due, provision of quality instructional materials for effective teaching and learning, evaluation of teachers' lesson note and lesson plan, restructuring the ICT facilities in the school system; proper monitoring of the of the students' academic performance, given incentives to students who perform better at every term and checkmating the financial records of the school system in order to avoid fraud and anomalies. In spite of the efforts of the government and relevant stake-holders in repositioning Nigeria education on the world map, the nation's educational system from the mid 1980s have continued to experience some set-back in school management and decline in both the teacher' performance and students' academic achievement resulting in the present day objectionable colossal failure by reputable government agencies like: JAMB, NABTEB, WAEC and NECO. It was in this view that the author introduced the supervisory demonstration strategy as a panacea in repositioning Secondary school administration through internal supervision.

Statement of Problem

In the past few years, it has been discovered by the educational stakeholders that supervision especially in secondary education cycle poses a great challenge in terms of teachers' instructional delivery and classroom instructions, students' academic performance in specialized subject which invariably affect the overall standard of the school management. It was in this view the researcher has to investigate on those possible problems that hinders supervision of instruction in secondary schools especially in Nsukka education zone. The researcher discovered that the performance of the students in WAEC and NECO are abysmally below average, especially in specialized subjects such as mathematics and English language which is the main subject in seeking admission in university. The woeful performance in WAEC and NECO was been a source of major concern to parents and other stakeholders in the sector considering the resources, the parents and government invest in educating the learners without any commensurate performance to match the vast investment. The school administrators in Nsukka education zone should employed competent teachers who are skillful and knowledgeable enough to impact the knowledge of mathematics and English language to the students. In addition to this, most of the private schools in Nsukka axis which are to be managed by private individuals find it difficult to meet up in paying menial salaries to the teachers. With this, teachers are demotivated in delivering classroom lesson even when they go the class to deliver their lectures; they do it with all laxity because they were not motivated. Also it was discovered by the researcher that in rural areas where secondary schools are situated, some of the schools are lacking teachers and this has resulted in overall poor performance of the students during WAEC and NECO and above all, most of the schools in the rural areas don't have computer based system where academic and financial reports can be kept for future references. It was in this platform; the researcher has the proffer solution on the possible problems of internal supervision in repositioning school administration in Nsukka education zone.

Purpose of study

The general purpose investigated the role of internal supervision in repositioning secondary school administration in Enugu state, Nigeria. Specifically, the study sought to:

1. Determine the role of internal supervision in repositioning secondary school administration in Nsukka education zone, Enugu state.
2. Determine the possible strategies that aids in repositioning secondary school administration through internal supervision in Nsukka education zone, Enugu state.
3. Determine the possible challenges militating against the success of secondary school administration in Nsukka education zone, Enugu state.

Research questions

The following research questions guided the study:

1. What are the roles of internal supervision in repositioning secondary school administration in Nsukka education zone, Enugu state?
2. What are the possible strategies that aids in repositioning secondary school administration through internal supervision in Nsukka education zone, Enugu state?
3. What are the possible challenges militating against the success of secondary school administration in Nsukka education zone, Enugu state?

METHOD

The study adopted a descriptive survey design. Recently, Eze et al. (2020), Okeke et al. (2020a, b), Ugwuanyi et al. (2020), Okenyi et al. (2021), Ezema et al. (2021), Ezeaku et al. (2021), have adopted this design in related studies. The population of the study consisted 92 teachers in 25 selected secondary schools in Nsukka education zone. Purposive sampling techniques were adopted in the study. The sample size consists of 78 teachers in Nsukka education zone because of most of the teachers were on leave. The instrument for data collection was a structured questionnaire on the role of internal supervision in repositioning secondary school administration in Enugu state (QRISRSSA). The instrument has two sections thus: Section “A” is the Biodata of the respondents while Section “B” contain 17 items structured in three clusters in line with the purpose of the study. The items were structured along with the modified four-point rating scale of strongly Agree (SA) = 4points, Agree (A) = 3points, disagree (D) = 2points and Strongly Disagree (SD) =1point respectively. The instrument was subjected to face validation by three experts, two experts from the Department of Educational Foundations and one from the Department of Science Education, all from the University of Nigeria, Nsukka. They were

requested to scrutinize the instrument and assess the suitability of the language and relevance of the items bearing in mind in addressing the research questions which is alongside with the purpose of the study. The internal constituency of the reliability of each of the Cluster was coefficient of 0.81 was obtained. The researchers and one trained research assistant administered the instrument directly and retrieved same form the respondents. The data collection was analyzed using mean and standard deviation (SD) was used to answer the respective research questions.

RESULTS

Research Question One: What are the roles of internal supervision in repositioning secondary school administration in Nsukka education zone, Enugu state?

Table 1: Responses on the role of internal supervision in repositioning secondary school administration.

S/N	Items	\bar{X}	SD	Decision
1	Enhancing professional growth of the teachers in secondary education.	3.42	0.592	Accepted
2	Adopting the right techniques in teaching and learning.	3.50	0.552	Accepted
3	Provision of quality instructional materials for effective teaching and learning.	3.15	0.762	Accepted
4	Improving non-tutorial staffs and teachers' incentives (motivation).	3.29	0.512	Accepted
5	Supervision of academic and financial records of the school management.	3.06	0.795	Accepted
6	Supervision of school infrastructures for conducive working environment and effective teaching and learning	3.15	0.763	Accepted

The data presented in table 1 revealed that item 1,2,3,4,5 and 6 has a mean achievement score of 3.42, 3.50, 3.15, 3.29, 3.06 and 3.15 with respective standard deviation of 0.592, 0.552, 0.762, 0.512, 0.795 and 0.763 respectively. The mean scores are above the mean benchmark of 2.50 and were all accepted. The results of the data collected from the respondents indicate that there are possible roles of internal supervision that would aid in repositioning school administration in Nsukka education zone, Enugu state.

Research Question Two: What are the possible strategies that aids in repositioning secondary school administration through internal supervision in Nsukka education zone, Enugu state?

Table 2: Responses to the possible strategies that aids in repositioning secondary school administration through internal supervision.

S/N	Items	\bar{X}	SD	Decision
7	Employment of competent teachers including non-tutorial staff.	3.24	0.741	Accepted
8	Motivating the teachers and non-tutorial staffs as when due.	3.51	0.665	Accepted
9	Providing quality instructional materials for effective teaching and learning.	3.22	0.732	Accepted
10	Restructuring the ICT facilities for proper records and accountability.	3.52	0.661	Accepted
11	Monitoring and evaluating the teachers lesson note and academic records.	3.73	0.945	Accepted
12	Monitoring the student's academic performance at all level.	2.74	0.763	Accepted

The data presented in table 2 revealed that item 7,8,9, 10,11 and 12 had a mean achievement score of 3.24, 3.51, 3.22, 3.52, 3.73 and 2.74 with respective standard deviation of 0.741, 0.665, 0.732, 0.661, 0.945 and 0.763 respectively are shown respectively. The mean scores are above the man benchmark of 2.50 and were all accepted. The result of the data collected from the respondents indicated that these are possible strategies that aid in repositioning school administration through internal supervision.

Research Question Three: What are the possible challenges militating against the success of secondary school administration in Nsukka education zone, Enugu state?

Table 3: Responses on the possible challenges militating against the success of secondary school administration in Enugu state.

S/N	Items	\bar{X}	SD	Decision
13	Poor infrastructures within the secondary school administration.	2.44	0.945	Accepted
14	Lack of motivation among the teachers and the non-tutorial staffs.	3.42	0.796	Accepted
15	Irregular supervision among the school administrators.	2.85	0.789	Accepted
16	Lack of evaluation of teachers' lesson note and other academic pedagogy.	3.52	0.659	Accepted
17	Lack of teacher and student relationship within the school administration.	2.48	0.945	Accepted

The data presented in table 3 shows that items 14, 15, and 16 had a mean achievement score of 3.42, 2.85, and 2.48 with standard deviation of 0.796, 0.789 and 0.659 respectively. These mean scores are above the benchmark of 2.50 and were accepted. These imply that the respondents agreed are possible challenges militating against the success of secondary school administration. On the other hand, item 13 and 17 which gave means achievement score of 2.44 and 2.48 with standard deviation of 0.945 and 0.946 are shown respectively. These imply that the respondents are of the opinion that poor infrastructures and lack of teacher and student relationship are not part of the challenges militating against the success of secondary school administration.

DISCUSSION OF THE FINDINGS

The study investigated the role of internal supervision in repositioning secondary school administration in Nsukka education zone, Enugu State. Specifically, research question one investigated on the possible roles of internal supervision in repositioning secondary school administration. From the result, the respondents agreed that enhancing professional growth of the teachers, adopting the rights teaching techniques for effective teaching and learning, provision of quality instructional materials for teaching and learning, improving non-tutorial and teachers incentives, supervision of academic and financial records of the school management and supervision of school infrastructures for conducive working environment in teaching and learning are the role of internal supervision in repositioning secondary school administrative in Nsukka education zone, Enugu state. This implies that the school management in Enugu state should consider these roles of internal supervision and put it in practice in order to ensure huge success in secondary school administration. In view of this, the study is in line with Usman (2015) that supervision is a tool that enhances the professional growth of the teachers, the curriculum and improving the techniques of teaching in the classroom through democratic interactions between the teachers and the supervisor.

Research question two investigates on the possible strategies that aid in repositioning secondary school administration through internal supervision Nsukka education zone, Enugu state. From the result obtained, the respondents agreed that employment of competent teachers including non-tutorial staffs, motivating the teachers and non-tutorial staffs as when due, providing quality instructional materials for effective teaching and learning, restructuring of ICT facilitates for proper records and accountability, monitoring and evaluating the teachers lesson note and academic records and monitoring the student's academic performance at all level are the possible

strategies that aids in reposition secondary school administration in Nsukka education zone, Enugu state. This implies that these strategies should be implemented by the school management by mandating the supervisory units to be up and doing in order to ensure overall goal of the school administration. In addition to this, the study is in consonance with Nakpodia (2006) asserted that instructional supervision in the modern era centers on the improvement of the teaching-learning situation to the benefit of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teacher follow-up activities that should be directed at the improvement for identified areas of teachers weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations.

Research question three investigated on the possible challenges militating against the success of school administration. Form the result obtained, the respondents agreed that lack of motivation among the teachers and non-tutorial staffs, irregular supervision among the school administrators and lack of evaluation of teacher's lesson notes and other academic pedagogy are possible challenges militating against the success of school administration. On the other hand, other group of respondents disagreed that poor infrastructure which is within the school administration and lack of teacher and student relationship does not hinder the advancement of school administration in Enugu State. This implies that lack of motivation, irregular supervision and lack of evaluation of teacher's academic pedagogical activities are the major problems hindering the success of school administration in Enugu State. Therefore, the school management should endeavor to ensure that these challenges are being eliminated in order to promote school administration. More so, the study is in the line with Fehintola (2014) who stated that educational administration is the hub of educational activities where all the laid down policies and practice are tackled and implemented for the achievement of set of objectives.

RECOMMENDATIONS

1. School administrators, government and professional bides in the education sector should promote capacity development of teachers through intensive and regular seminars, symposiums and workshops based on the need assessment of professional practices of teachers with the view of enhancing teaching and learning
2. The school management should make provision of quality instructional material and other learning facilities in order to enhance teaching and learning.

3. The inspectorate unit in the ministry of education should from time to time pay visit o some of the schools in order to ensure quality supervision of instruction and to get abreast to the changes of supervision dynamics.
4. Regular evaluation of the instructional process by the supervisors and school administrators so that conformities can be appreciated and improved upon.
5. The school management should endeavor to employ competent teachers who are willing to impact knowledge, pedagogical skills and competence in various subjects with the view of enhancing the quality of teaching and learning.

CONCLUSION

Supervision is an important issue 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 poor performance of the students in the school was due to irregular supervision of instruction, lack of staffs and teachers' motivation contribute to the drastic colossal failure of educational system in Nsukka education zone.

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