

## Principals' Instructional Supervision and School Effectiveness in Delta State Public Secondary Schools

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### Abstract

*The study investigated the relationship between principals' supervisory role performance and school effectiveness in Delta State public secondary schools. To carry out this study, three research questions were raised, two were answered and one was hypothesized. The study was a descriptive survey which adopted the correlational research design. The population of the study comprised four hundred and thirty-four (434) principals and public secondary schools in the three senatorial districts of Delta State. Forty-three (43) principals and public secondary school in the three senatorial districts of Delta State representing 10% of the total population constituted the sample size. The research instrument was a questionnaire titled "Principals' Supervisory Role Performance and Schools Effectiveness (PSRPSE)". Mean and standard deviation were used to answer questions 1 and 2, while the Pearson Product Moment Correlation Coefficient was used to test the hypothesis. The findings revealed that the level of principals' supervisory role and school effectiveness was high. In the same vein, a positive correlation existed between principals' supervisory role performance and school effectiveness. It was recommended, among others things, that school principals should acquire higher pedagogical training to be more diligent in their supervisory role.*

**Keywords:** Supervisory Role, Performance, Effectiveness, Principal, Secondary School

### Introduction

School principals are appointed by Post Primary Education Boards in Nigeria to see to the day-to-day affairs of public secondary schools. The appointment is usually based on their educational qualification and experience in the teaching profession. Chief supervisor of the secondary school and therefore the tone of the school depends on the influence of the principal's supervisory

role performance. He is described as the executive head of his school who organizes activities and programmes in such a way that those tasks or duties assigned to people are carried out quickly and efficiently.

### **Principals' Supervisory Role Performance**

The importance of supervision in secondary schools in Nigeria cannot be overemphasized. The Federal Republic of Nigeria's (FRN, 2012) In the National Policy on Education stated that the objectives of planning, administrative, inspectorate, supervisory and financial services in education are to ensure quality assurance through regular and continuous supervision of instructional and other educational services. Supervision is one of the processes by which school principals attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and phase of school administration which focuses primarily on the achievement of appropriate expectations of the educational system. It is also seen as those activities carried out by the principals to improve classroom instruction teaching and therefore school effectiveness.

A principal is the head teacher of a school especially the second tier of education (Hornby, 2001) pp. 925). In the view of Olaitan (1994), the principal, is the chief executive of post-primary institution. According to Ijeoma (2004) the secondary school principal is the chief executive of the school who occupies the apex position in the organization structure of the school. He is the administrator of the school responsible for the major decision making activities which are necessary for the achievement of the goals of the school. He brings into the school the elements and processes of administration to bear on his specific functions (as the educational administrator) to enhance teaching and learning.

In assuming the key leadership position in the school, the principal performs a lot of supervisory roles for the effective and efficient teaching and learning processes as well as for the achievement of educational goal and overall school effectiveness. Therefore, the principal, by implication, is a planner, director, controller, coordinator, a problem solver an organizer, an adviser (Maduabum, 2002). The principal is the person on whose shoulders rest the entire administration, success or failure of the school goals. He identifies and sets the goals and objectives of the school which invariably are in line with the national objectives, tasks and responsibilities of the staff according to specialization and expertise (Uyanga, 2008).

The concept of supervision is one that describes a process that is common to all professions and occupations. No organization can function effectively without it. Educational supervision is an interaction between at least two persons

for the improvement of teachers' instructional behaviour which effects the students' learning process designed with a view to providing the best possible services to students and enhancing teachers' personal and professional development.

Supervision, often referred to in Education as instructional supervision, has been given different meanings by different people. According to John (1977) in Odeh, Bua, Felix and Agb, (2014), principal, teachers, students and parents view supervision from different perspectives. For example, a teacher who is being supervised may view supervision as a challenge to his personality while another may see it as an avenue for personal recognition. However John(1977) concluded that supervision mean to guide, assist and share ideas with all those involved in the process of teaching and learning for the purpose of ensuring the improvement of the learning activities in schools.

Okumbe (2007) stated that supervision evolved from the realization that human beings accomplished very little alone, and that people did not accomplish much by simply belonging to a group where a task was performed. It could only be achieved through supervision. Gordon and Ross-Gordon (2004) stated that effective supervision required a well trained personnel with knowledge and interpersonal and technical skills prepared to provide the necessary and appropriate guidance and support to the teaching staff. According to them, the personal attributes are essential for the principals' supervisory role to ensure direct assistance to teachers as well as facilitate school effectiveness.

Onyeike and Nwosu (2018) carried out a research on principals' administrative and supervisory roles for teachers' job effectiveness in secondary schools in Rivers State. In their investigation, the findings, among others, indicated that in staff personnel administration assistance on instructional activities was provide to teachers in Rivers State. Hence, they recommended, among others, that principals should adopt modern supervisory techniques that are more humane and government should initiate periodic training for principals on administrative role performance.

The principal as the chief executive of secondary schools has multifarious tasks to accomplish for schools to be effective in their goal attainment. These tasks include being a public relations officer, curriculum director, policy maker, organizer, communicator, philosopher and supervisor. The principal is also the finance and physical facility manager. He is expected to maintain a good relationship with the immediate community and also ensure a continuous contact with the ministry of Education in the area where the school is situated.

The concept of school 'effectiveness' connotes the idea of an organization accomplishing its specific objectives. School effectiveness

therefore, means the ability of a school to accomplish its objectives as stated in the NPE (FGN 2014). It can also be regarded as a distinct characteristic of an effective school. School effectiveness can however, mean different things and this has led to a global debate on the concept (Mortimore, 1998). According to Sun, Creamers and De Jong (2007), studies in school effectiveness had two distinctive aims: The first was to identify the factors which were the mark of an effective school and secondly, to identify the difference between education outcomes in those schools. The choice and use of outcome measures have been opened to debate in many areas of Education research. One of the touch stones of effective schools is the impact on learners' education outcomes (i.e., test or examination results obtained during a formal assessment). In this regard, Bennet (2003) defined an effective school as one where students progressed more than was expected.

Hsieh (2006) defined school effectiveness as the extent to which a school attained its educational goals. He categorized it into four: administrative management teachers' instructions; students' performance and achievements; and the support from parents and communities. Scheerens (2004) explained that school effectiveness referred to effectiveness enhancing conditions at the school level. It included all the contextual variables related with the school such as teaching, administration, students' motivation and community involvement. The definitions of effective schools, severally, focused on the academic achievement of students while others established the differences in the attitudes and behaviour of students (Dodson, 2005).

Ninan (2006) stated that the effectiveness of a school depended more on its processes guided by its outcomes than on its intake. It was contrasted by later studies which established differential effects of schools for different groups of students having different school effectiveness success (SES) or with different prior levels of attainment which played a role in school effectiveness (Teddle and Reynolds, 2000). Hence, it can be argued that while school effectiveness is dependent on the school processes as seen in its outcomes, intake plays a major and not just a marginal role.

Duan, Du and Yu (2018) carried out a research on school culture and school effectiveness: The mediating effect of teachers' job satisfaction. The study investigated the relationship among school culture, teachers' job satisfaction and school effectiveness. It also explored the mediating effect of teachers' job satisfaction on school culture and school effectiveness. The results indicated positively significant relationships among school culture, teachers' job satisfaction and school effectiveness, and also showed that teachers' job satisfaction partially mediated the impact of school culture on school

effectiveness. Jelena (2009) carried out a review of school effectiveness research. The aim of the review was to offer a clearer picture of whether, which and how much teacher and school variables impacted students' achievement as there was currently no wider and accepted consensus on the matter in spite of the wealth of various school effectiveness studies.

Principals' supervisory role performance and school effectiveness are interdependent. A school cannot be effective without effective principal supervision. The effectiveness of a school depicts the behaviour of the principal's supervisory role performance. Shuaibu (2016), in his study on the principal's supervisory roles for quality education and effective school administration of basic Education in Nigeria, observed that in any organization, supervision was used to attain goals, maintain standard and improve the quality of teaching and learning of students. Babatope and Alonge (2013) revealed that there was a significant relationship between the instructional supervisory role performance of principals of secondary schools in Ekiti Central Senatorial District of Ekiti State, Nigeria, and the motivation of their teachers. The relationship was linear and positive. It explained that the way principals of secondary schools carried out instructional supervisory role influenced the motivation of their teachers.

Bello (2016) carried out a research to determine the relationship between principals' administrative styles and students' academic performance in Taraba State secondary schools, Nigeria. The result of the study revealed that there were no significant relationships between principals' initiative administrative styles and students' academic performance in English Language. Torukwein and Lesi (2017), in their study, investigated principals' managerial techniques as correlates of teachers' job performance in public secondary schools in Rivers State. The findings revealed that there was a positive relationship between principals' instructional supervisory techniques and teachers' job performance in public secondary schools.

The seeming poor disposition and attitude of teachers to their duties can be attributed to principals' failure to give adequate attention to the supervision of the teachers. The inadequate supervision may be responsible for many teachers not preparing lesson notes or complete schemes of work at the end of the school year. It may have contributed to the poor results being recorded by the schools in external examinations. It appears that students no longer take academic work seriously. They seem to have lost the culture of reading because principals and teachers appear to have failed in their duties. They indulge in examination malpractices or enroll in miracle centres where they can get help to pass external examinations at all cost. One wonders if there are principals in such schools.

School effectiveness is expected to emerge from consistent high quality academic output of the school that is anchored on the principles of modern supervision by principals. Therefore, for schools to be effective and produce high quality academic output, principals must demonstrate a mastery of modern supervisory roles. Therefore can there be a relationship between principals' supervisory role performance and school effectiveness? It is against this backdrop that this study examined the relationship between principals' supervisory role performance and school effectiveness.

### **Research Questions**

To guide the study, the following research questions were raised.

1. What is the level of principals' supervisory role performance in Delta State public secondary schools?
2. What is the level of school effectiveness in Delta State public secondary schools?
3. Is there a relationship between principals' supervisory role performance and school effectiveness in Delta State public secondary schools?

### **Hypotheses**

Questions 1 and 2 were answered while question 3 was hypothesized.

There is no significant relationship between principals' supervisory role performance and school effectiveness.

### **Significance of the Study**

This study would be beneficial to the Post Primary Education Boards, educational managers/principals, teachers, students, members of the schools' immediate community, researchers, among others, as it would enlighten them on the relationship between principals' supervisory role and school effectiveness.

### **Methods**

The study was a descriptive survey which adopted the correlational research design. The population of this study comprised all the 434 principals which transmitted to 434 public secondary schools in the three senatorial districts of Delta State in the 2017/2018 academic session. The sample size for this study was 43 principals and public secondary schools, representing 10% of the total number of the population. Ten teachers in each of the sampled public secondary schools were conveniently selected to serve as the raters of their

principals' supervisory role performance and school effectiveness. The multi stage sampling technique was used to select the sample for this study.

The research instrument for the collection of data for this study was a questionnaire titled Principals' Supervisory Role Performance/ School Effectiveness Questionnaire "PSRPSEQ". It was adapted from Momoh (2014) and Omorebokhae (2014). The questionnaire was made up of sections A, B and C. Section A sought demographic information from the public secondary school teachers about their principals; based on the variables of age, gender, years of experience, professional qualification and school location. Section B and C consisted of 15 statements each relating to principals' supervisory role performance and school effectiveness.

Two instruments were prepared for this study and they were validated by three experts in Educational Management. The questionnaires were administered to thirty (30) public secondary school teachers who were not in the schools for the study. Cronbach Alpha was used to establish the reliability coefficient of the instrument. The principals' supervisory role performance had reliability index of  $\alpha = 0.774$  and school effectiveness had a reliability index of  $\alpha = 0.770$  which showed that the instruments were reliable. The data collected for research questions 1 and 2 were analysed using mean and standard deviation. A mean rating benchmark of 2.50 which was the arithmetic mean of the 4 point modified Likert Scale was used for acceptance for research questions 1 and 2. A mean value of 2.50 and above indicated that principals' supervisory role performance and school effectiveness was high while a mean value below 2.50 indicated that principals' supervisory role performance and school effectiveness was low. Pearson Product Moment Correlation Co-efficient (Pearson r) was used to test for the relationship between principals' supervisory role performance and school effectiveness.

## **Results**

**Research question one:** What is the level of principal's supervisory performance in Delta State public secondary schools?

**Table 1: Level of Principals' Supervisory Performance in Delta State Public Secondary Schools**

Items on Principals' Supervisory Role Performance	Mean	Standard deviation	Remarks
Monitor teachers' punctuality to classroom	3.33	0.71	High
Ensure teachers teach with current syllabus, schemes and recommended textbooks.	3.38	0.73	High
Monitors classroom teaching	3.10	0.79	High
Guide new and less experienced teachers on micro-teaching	2.59	0.86	Moderate
Evaluates students' academic process	2.96	0.81	Moderate
Check teachers' scheme of work and diaries on a weekly basis	3.23	0.80	High
Check students' class attendance register regularly	3.11	0.82	High
Check students' lesson plan and lesson notes on weekly basis	3.15	0.79	High
Ensure students' classwork is marked	2.79	0.84	Moderate
Assign duties to subordinates	3.26	0.80	High
Principal ensure guidance and counseling services are provided for the students	2.96	0.91	Moderate
Setting challenging tasks for students	2.70	0.87	Moderate
Time management	3.11	0.84	High
Ensures adequate school facilities are available in the school	2.73	1.00	Moderate
Make good use of the communication process	2.92	0.81	Moderate
<b>Cluster</b>	<b>3.02</b>	<b>0.07</b>	

**Benchmark:**  $\geq 2.50$

The result on Table 1 showed that the teachers in the sampled schools rated the principals high in all the items stated in the questionnaire: ensure teachers teach with current syllabus, schemes and recommended textbooks; monitor classroom teaching; guide the new and less experienced teachers on micro-teaching; evaluate students' academic process; check ' scheme of work and diaries on weekly basis, checking students class attendance register regularly, checking students lesson plan and lesson notes on a weekly basis; ensure students' classwork is marked; assign duties to subordinates; ensure that guidance and counselling services are provided for the students; set challenging tasks for student;, time management; ensure adequate school facilities are available in the school; and make good use of the communication process. The cluster mean and standard deviation of 3.02 and 0.07 indicating that the level of



principals' supervisory performance in Delta State public secondary schools was high.

### Research question two

What is the level of school effectiveness in Delta State Pppublic secondary schools?

**Table 2: Level of level of School Effectiveness in Delta State Public Secondary Schools**

Items on school effectiveness	Mean	Standard deviation	Remarks
Interpersonal relationship	3.24	0.72	High
Encouraging decision making with members of staff	3.10	0.77	High
Classroom visitation	3.03	0.86	High
Damaged school property is promptly replaced or repaired	2.40	0.97	Moderate
Availability of leaning materials	2.68	0.91	Moderate
Organizing extra-curricular activities	2.65	0.92	Moderate
Addressing teachers' needs	2.61	0.92	Moderate
Keeping good records	3.15	0.76	High
Judicious use of financial resources	2.86	0.88	Moderate
Disciplined students	3.25	0.76	High
High teacher morale	3.06	0.80	High
School-community relationship	2.91	0.87	Moderate
Monitors examination of students	3.19	0.78	High
Encourages high academic performance	3.26	0.82	High
Cluster	2.96	0.08	

Benchmark:  $\geq 2.50$

Table 2 showed that the teachers in the sampled schools rated the principals high on: interpersonal relationship; encouraging decision making with members of staff; classroom visitation; availability of leaning materials, organizing extra-curricular activities, addressing teachers' needs; keeping good records, judicious use of financial resources, disciplining students, encouraging high teacher morale, school-community relationship, monitoring examination of students, and encouraging high academic performance. However, the principals were rated low in terms of promptly replacement or repair of damaged school properties. The cluster mean and standard deviation of 2.96 and 0.08 indicated that the level of school effectiveness in Delta State Public secondary schools was high.

**Hypothesis One:** There is no significant relationship between principals' supervisor role performance and school effectiveness

**Table 3: Pearson r of the Relationship between Principals' Supervisory Role Performance and School Effectiveness**

Variables	N	Pearson r	p-value	Remark
Principals' supervisory role performance School effectiveness	430	0.697	0.000	Significant

Table 3 showed a Pearson r value of 0.697 and a p value of 0.000. Testing at alpha level of 0.05 the p value was less than the alpha level. Therefore, the null hypothesis which stated that "there is no significant relationship between principals' supervisor role performance and school effectiveness" was rejected. Consequently, there was a significant relationship between principals' supervisory role performance and school effectiveness. Principals' supervisory role performance accounted for about 48.6% of school effectiveness. Also, the r value of 0.697 indicated a positive and high relationship between principals' supervisory role performance and school effectiveness.

### **Discussion of Findings**

The study showed that the level of principals' supervisory performance in Delta State public secondary schools was high. This study agreed with Onyeike and Nwosu's (2018) work which revealed that the principals engaged in supervisory roles especially engaging the staff personnel in administration and providing assistance on instructional activities to teachers. And that the principal

as the chief executive of his schools had multifarious tasks to accomplish for the successful administration of the school system. It was also in line with Quirrin's (2002) work which reported that the leadership behaviour of a principal and his role as an instructional leader had a significant impact on creating more effective schools leading to higher levels of student achievement. Fisher (2011) revealed that the principal, as an instructional leader, led to increased student academic achievement while decreasing drop-out rates. In this context, the principal regularly modelled lessons in front of teachers and students and interacted with students to provide encouragement and strategies to achieve success.

The study also revealed that the level of principals' supervisory performance in Delta State public secondary schools was high. It agreed with the study by Duan, Du and Yu (2018) which affirmed that a positive significant relationship existed among school culture, teachers' job satisfaction and school effectiveness, and that teachers' job satisfaction partially mediated the impact of school culture on school effectiveness. Also, Jelena (2009) believed that school effectiveness had a significant implication for student achievement. The more effective the school was the higher the academic performance.

Another revelation from the study was that there was a significant relationship between principals' supervisory role performance and school effectiveness, and that principals' supervisory role performance accounted for 48.6% of school effectiveness. The study was in line with Babatope and Alonge's (2013) findings which revealed that a positive relationship existed between principals performing their instructional supervisory roles and the effectiveness of the school, the way principals of secondary schools carried out instructional supervisory role influenced the effectiveness of their teachers. Principals who were effective in their supervisory role highly motivated their teachers. Also, Torukwein and Lesi (2017) revealed that there was a positive relationship between principals' instructional supervisory techniques and teachers' service delivery in public secondary schools. However, the study differed from that of Bello, Ibi and Bukar (2016) which revealed that there were no significant relationships between principals' initiative administrative styles and students' academic performance in English Language.

#### **Conclusion**

Based on the findings, the study concluded that for schools to be effective, principals' supervisory role must be adequate. Also, principals' supervisory role performance is not a function of age, gender, experience and school location, rather it is based on the supervisory skills that principals acquire as a result of higher pedagogical training. Moreover, the training will make the principals to exercise their authority diligently and work in synergy with the staff, students and

members of the schools' immediate community. This shows that only principals who acquired higher pedagogical training can perform better in the attainment of school effectiveness, that is, the higher the level of pedagogical training, the higher the knowledge of supervisory role performance, and the more effective the school will be.

### **Recommendations**

Based on the findings of the study, the following recommendations were made.

1. School principals should acquire higher pedagogical training so as to be more diligent in their supervisory role performance. The Post Primary Education Boards should encourage both principals and teachers to undergo pedagogical training in higher institutions and attend seminars, workshops and conferences to boost their supervisory skills and consequently, enhance school effectiveness.
2. Government should sponsor principals to take professional courses in Educational Management. There should be an emphasis on the appointment and posting of principals to schools based on higher pedagogical qualification attained for efficient and effective supervision, and effectiveness of the school.
3. Government, educational planners and policy makers should ensure allocation of more subvention in the budget to ensure effective and efficient teaching and learning.

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