THE PRINCIPALS' SUPERVISORY ROLES FOR QUALITY EDUCATION AND EFFECTIVE SCHOOL ADMINISTRATION OF BASIC EDUCATION SCHOOLS IN NIGERIA

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Abstract— In any organization, supervision is the basis where by goals are attained and used to maintain standard and improve the quality of teaching and learning for the teachers and students. However, many principals or administrators lacks or have inadequate knowledge to effectively manage and supervises their schools which could not be unconnected with poor supervision on the part of the school head. Therefore, this paper examines the principals' supervisory roles for quality education and effective school administration of basic education schools in Nigeria. Literatures were reviewed regarding educational supervision, purpose and principles of educational supervision. The paper further discusses techniques and challenges of supervision as well as principals' supervisory roles for quality education. Based on the findings, the paper recommends that the Ministry of Education should come up with methods of training principals in educational administration and supervision as a prerequisite for their appointment, similarly, the Ministry of Education in collaboration with the Teachers Service Board should organize workshop, seminars and conferences for principals from time to time so as to keep them abreast of the modern day supervisory techniques and their expected supervisory functions, this will enable them to be more effective in their supervisory work and to ensure quality basic education in Nigeria, among others.

Keywords— Supervisors, School principals, administrators or heads, Supervisory roles, Basic Education Schools.

I. INTRODUCTION

In any organization, supervision is the basis where by goals are attained and used to maintain standard and improve the quality of teaching and learning for the teachers and students. The principal as a leader of group of teachers and non-teaching staff in the school system has the function of interacting with both the groups in order to improve the learning situation for the students through instructional supervision. Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Peretomode, 2004); It is also seen as those activities carried out by principal to improve instruction at all levels of the school system (Dittimiya, 1998).

The principal supervises the heads of departments by checking their scheme of work and lesson notes, making sure they go to classes regularly, checking absenteeism, rewarding hardworking teachers, and punishing the indolent ones, assigning administrative duties to them and encouraging them to do the right things at the right time. He/she provides the materials for effective discharge of assigned duties and he encourages experimentation. All these are also inputs into the standard of education. Quinn (2002) points out that principal are responsible for informing teachers about new educational strategies, technologies and tools that apply to effective instruction. Therefore, it is evident that pre-eminent in the Principal's role as an instructional supervisor is his/her ability to motivate and inspire teachers with the end goal of exerting a positive influence on instructional practice and ultimately learners' achievement.

The National policy on Education (2004), states that, to ensure quality control in education, it is necessary to have good teachers and supervisors. The primary responsibility of the supervisors is to see that high standards are maintained and that schools are run in accordance to the laid down regulations. The Ministry of Education and the state Post Primary Education Board, appoint principals to improve and maintain standard in schools. This is done through their supervisory functions. The board appoints people who are mainly experienced in the teaching profession for the purpose of supervising the teaching-learning activities.

There has been a mounting pressure for quality provision of education in basic education schools in Nigeria. It seems that many principals have not considered their styles of supervisory procedure for quality education provision and teachers' job performance in their schools. Hence, some of them seem to find it difficult to effectively administer their schools (Gronn, 2000; Adeyemi, 2004). As such, supervisory management style occupies an important position in school management in Nigerian schools. Therefore, school principal is in a unique position as the manager or administrator who controls schools' resources for the purpose of attaining organizational goals.

However, the principals' supervisory responsibility in ensuring that educational objectives are achieved by many as one of the determining factors in students' performance. It is through supervision that a

particular principal can ensure that the standards are not only maintained but improved upon to achieve expected and stated educational goals and objectives. It is the principal's responsibility to guide and direct students in the process of implementing the curriculum and ensures that facilities for teaching and learning are in order and utilized effectively (Achunine, 1998).

No school can succeed in a situation where a principal does not constantly check the work of his subordinates. Without supervision of instruction by principal of basic education schools, the products may not achieve the overall goals of higher learning. This is so because the main purpose of appointing principals to head schools is to give leadership in the teaching and learning process. Therefore, the quality of basic education schools may be seen largely as product of the efforts of the principals in the discharge of their primary responsibilities in collaboration with teachers, non academic staff and students. Beardwell & Claydon (2007) maintains that it is the supervisor who is responsible for quality; hence if principals play their role effectively, there would be no quality debates.

Therefore, effective supervision by principal is therefore necessary in order to enhance the quality of instruction in school which consequently leads to improved performance of students. Hoy & Hoy (2009) states that the logic of this position is that an orderly school environment, that is efficient and well managed, provides the preconditions for enhanced student learning. Effective instructional leadership is generally recognized as the most important characteristic of school administrators.

In particular Ukeje (1992) notes that a more thorough supervision has become imperative because of the fast increasing enrolment rate in our schools without a corresponding increase in the number of facilities and qualified teachers. Thus facilities previously used by 300 students are now shared by more than a thousand students and this therefore increases the need for an effective supervisory programme to optimize both human and material resources.

Poor academic performance of students could perhaps be the result of inadequate supervision of principals of basic education schools in Nigeria. The absence of effective supervision may lead to many problems in the school system. Some of these problems could include irregular attendance to classes by students and teachers, wastage of human and material resources and general indiscipline in the school (Ezeocha, 1985).

Moreover, it has been observed that many principals have neglected their supervisory duties in the following areas; checking class attendance of teachers and students, class visitation, identifying and guiding incompetent teachers and in assessing the tone of the school. This results in truancy on the part of teachers and students in many public schools.

This situation could not be unconnected with poor supervision on the part of principals. Thus, principals need to understand the purpose of supervision and how they can use it to achieve the major instructional goals of the school. Therefore, this paper discusses the principals' supervisory roles for quality education and effective school administration of basic education schools in order to improve and maintained standard as well as enhance students' academic performance in Nigeria.

II. THE CONCEPT OF EDUCATIONAL SUPERVISION

The term "supervision" has been given different definitions, but from an educational view, supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach & Reinhartz, 2000). Similarly, Glickman et al. (2004) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.

According to Igwe (cited in Enaigbe, 2009) indicated that to supervise means to direct, oversee; guide to make sure that expected standards are met. Durotulu (2002) defined supervision as "the day-to-day guidance of all educational operations, coordination of the detailed work and cultivation of good working inter-personal relations among all people involved in the teaching-learning process". Furthermore, according to Chiovere (1995) supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of defects attainment of stated aims, objectives and goals of an education system at a given level.

It is therefore evident that a principal as a supervisor should be a leader with requisite skills for effective discharge of his/her supervisory role. Similarly, the definitions of supervision highlighted above imply that the focus of supervision in a school is mainly related with providing professional assistance for teachers, the improvement of instruction and increasing of students' learning performance.

2.1. Principles of Educational Supervision

Supervision is concerned with the total improvement of teaching and learning situation. In line with this, Teseme (cited in Qasim, 2010:3) stated that supervision has the following principles:

1) There should be short-term, medium-term and long-term planning for supervision.
2) Supervision is a sub-system of school organization.

3) All teachers have a right and the need for supervision.
4) Supervision should be conducted regularly to meet the individual needs of the teachers and other personnel.
5) Supervision should help to clarify educational objectives and goals for the principal and the teachers.
6) Supervision should assist in the organization and implementation of curriculum programs for the learners.
7) Supervision from within and outside the school complements each other and are both necessary.

In general, since supervision is a process which is worried about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers and should be conducted frequently to maximize teachers' competency.

2.2. The Purpose of Supervision

Supervision aims to promote growth, interaction, fault-free problem solving and a commitment to build capacity in teachers. However, the purpose of instructional supervision are formative, concerned with on-going, developmental, and differentiated approaches that enable teachers to learn from analyzing and reflecting on their classroom practices with the assistance of another professional (Glatthorn, 1984; Glickman, 1990). In line with the necessity of supervisor's help for teachers, Sergiovanni and Starratt (2002) suggested that most teachers are competent enough and clever enough to come up with the right teaching performance when the supervisor is around.

As Acheson and Gall (cited in Zepeda, 2003), the intents of supervision is promoting face-to-face interaction and relationship building between the teacher and supervisor and also promotes capacity building of individuals and the organization. Furthermore, as mentioned by Sergiovanni and Starratt (cited in Zepeda, 2003), supervision promotes the improvement of students' learning through improvement of the teacher's instruction; and it promotes change that results in a better developmental life for teachers and students and their learning. Instructional supervision is service that will be given for teachers, and it is the strategy which helps to implement and improve teaching learning process, and also an activity that is always performed for the advantage of students learning achievement (Teseme, 2014).

To this end, Ezeocha (1990) stated that the supervisory role in the school covers a wide range of activities. Some of them are: developing instructional units, organizing for instruction like grouping students and planning class schedules for various classes, maintaining personal records of staff, providing materials, arranging for in service education of teachers.

2.3. The Processes of Supervision

Supervision can take place in a number of ways. Some of the processes include the followings; (i) Leadership (ii) Communication (iii) Releasing human potential

2.3.1. Leadership in Basic Education School Supervision

Supervision is a leadership function of the school principal. Unruh and Turner (1970) describe educational leadership as the most significant of all the supervisory components. They content that a supervisor who chooses not be lead or who cannot lead in a democratic fashion will not survive. Leadership plays an important role in the school by providing opportunities for those in the school system to achieve their goals and objectives.

Leadership has many definitions, Cole (1997:46) describes it as a dynamic process at work in a group whereby one individual over a particular period of time and a particular organizational context, influences the other group members to commit themselves freely to the achievement of group tasks or goals. Similarly, Robert (1992) sees leadership as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organizational objectives.

It is therefore, important for a principal to have some qualities that can promote effective leadership in the school. According to Stadan (2000) a good school supervisor should be approachable, good listener, very patient, and should be a strong leader. Moreover, supervisors also should have ability to motivate people as well as create a feeling of trust in others.

Principals require these qualities in order to be effective in administering their schools which are complex organizations. It is equally important to note that, the success of the principals as an administrator depends on his ability to direct, coordinate and motivate the people to achieve the set objectives.

However, the supervisory programme is so wide that the principal cannot perform these roles alone. Achuinine (1998) notes that some of the functions of the principal could be delegated to vice principals, Heads of Department and staff.

2.3.2. Communication for Effective Supervision

Communication is important in any organization. It facilitates the development of good conditions for teaching and learning in education. Without it, the goals of an organization cannot be achieved because thoughts and expectation cannot be shared. Thus, educational supervision cannot be possible without communication.

Communication has been defined by Osasona (2000) as the transfer of ideals or knowledge in ways that enable the recipient to understand, react to and act

upon the information received. Thus, the success of principals as supervisors depends to a large extent on their ability to communicate to all the people for whom they are responsible. Adair (1988) and Ukeje (1992) note that communications is important for a number of reasons. Some of them include the followings:

   i.   During times of change within an organization, the benefits of change can only be achieved only when there is an adequate communication system for explaining to workers the reasons for the change and their expected roles.

   ii.   Adequate communication results in greater productivity because employees direct their work more effectively and cooperate more with their leaders.

   iii.   Through communication the morale of workers is improved as they know what their future prospects in an organization are.

From the above it can be stated that communication is an indispensable part of the supervisory process. However, the receiver of the message must understand the message sent by the communicator before communication can be said to have taken place. Therefore, there cannot be effective supervision without good communication.

2.3.3. Human Relations in Basic Education School Supervision

In the school setting, supervision by principal will not succeed if he has poor human relations. Teachers most often rebelled against authoritarian leadership which negated the ideals of human worth and dignity, freedom and equality (Unruh and Turner, 1970). Studies have also shown that people's productivity is higher in a situation whereby they are given recognition and attention. For examples the famous Hawthorn experiment conducted at the Western Electric Company's plant in Chicago, U.S.A has shown that good human relations have positive effects on an organization (Musaazi, 1982).

The job of supervisors as earlier indicated is to get things done through the people under them. Consequently a supervisor's effectiveness will depend on the way the people are treated. If they are respected, they will give in their best (Adair, 1988). Similarly, Betts (1983) notes that "no amount of policies and procedures, fancy cafeterias, generous fringe benefits, or sparkling toilet can take the place of supervisors who are interested in their people and treat them wisely and well."

Therefore, supervisors must therefore take cognizance of the human factor. Principals as supervisors must learn to motivate teachers, and people in the school system, so as to achieve the goals of their schools. Principals must possess good human relations qualities in order to effectively supervise the teaching and learning delivery in their schools.

2.4 Techniques for Effective Supervision

The use of appropriate techniques of supervision by principals in schools is necessary for the improvement of teaching and learning. However, for a principal to be an effective manipulator of teachers' activities he needs to be intelligent, have initiative and the ability to supervise effectively. Scholars like Ukeje (1992), Ogunsanju (1983) and Nwaogu (1980) have identified some supervisory techniques that are appropriate and useful in the school setting. These include the followings:

Classroom Visitation: Classroom visitations imply the visit by the supervisor/principal to the classroom to watch teachers and students in action. According to Nwaogu (1980), the purpose of such visits whether scheduled or unscheduled should be to aid teachers to be effective teachers. It is also an avenue to study the nature and quality of the students learning and the means by which the teacher guides or directs it. Classroom visitations therefore allow the principal as a supervisor to assess the curriculum in action. It offers the principals an opportunity to understand the status of curriculum and the experience which the students are having. Through visitations the principal can detect defects in the curriculum or in the teaching and learning process. During classroom visits; the supervisor should take cognizance of the position of the teacher before his/her students and the effect of his/her presence on the teaching and learning activity. The supervisor should be friendly to allow the entire class to be free to express themselves (Ogunsanju, 1983).

Workshop Techniques: The use of workshop techniques as a supervisory device is gradually being recognized. The techniques offers a group of people working together to be able to identify problems and proffer solutions to them during discussions and conferences under the supervision of resource persons or professionals. Nwaogu (1980) notes that the concept of workshop and or conferences with teachers can be divided into two types: (i) All school teachers' conference with supervisor and (ii) Individual teachers' conference with the supervisor.

According to him all school teachers' conference is more or less a staff meeting in the school during which exchange of ideas takes place and new innovative ideas are brought forth. The individual teachers' conference with the supervisor also provides a forum for the exchange of ideas suggestions and professional discussions. By this method the supervisor is able to understand the problems of the teacher in the classroom. With this the supervisor can appropriately proffer remedy.

Micro-teaching Technique: this technique provides an opportunity for supervisors and teachers to identify, define, try out, describe, analyze and retry certain teaching skills. However, certain steps need to be followed to make the method effective: (i) a pre-conference between the supervisor and the teacher (ii) collection of relevant audio and visual teaching aids (iii) a teaching exercise (iv) teaching observation and (v) a post-conference. Micro-teaching technique is useful in supervision for it allows the supervisor and the teacher to be able to identify and re-identify the strength and weaknesses involved in the teaching exercise. It also gives the teacher the opportunity to see himself in action and to be able to evaluate his performance with the supervisor to ensure quality delivery.

Research Technique: the use of research techniques or devices for the study of teaching procedure is very vital to the professional growth of teachers. Research means inquiry, which leads to new facts. Supervision therefore requires the use of research because it deals with the observation of facts in the teaching and learning situation. Through research the supervisor can solve educational problems which may add to his own professional knowledge and growth as well as of those teachers under him (Ezeocha, 1990).

III. THE PRINCIPALS' SUPERVISORY ROLE FOR QUALITY EDUCATION AND EFFECTIVE SCHOOL ADMINISTRATION IN BASIC EDUCATION SCHOOLS

The principal is saddled with many responsibilities which are very important in ensuring that educational objectives are realized and that standards are maintained. Thus, the principals' supervisory roles for quality education and effective school administration would be discussed under the followings:

3.1. The Principals' Supervisory Role in Teacher's Utilization of Relevant Instructional Materials

Effective teaching and learning depend to a large extent on the use of relevant instructional materials. Instructional materials refer to all the items that can help the teacher to accomplish the teaching task. These items include audio-visual materials, chalkboard, textbooks, workbooks, charts and globes. Gerlach et al (1980:194) state that there are six broad categories of materials. These are:

1. Still pictures which include photographic prints, sketches, cartoons, murals, cut outs, charts, graphs and maps.
2. Audio materials which include phonograph record and audio tapes.
3. Motion pictures sometimes called a movie or film consists of a series of still pictures taken in rapid succession. When projected by a motor projector, they give an illusion of motion.

4. Television is an electronics system of transmitting still and moving images with accompanying sound through space.
5. Real things, simulation and modern include people, actual object or events, models, cut way, and specimens. Simulation is a simplified, operational model of a real life situation that provides students with vicarious participation in a variety of roles and events.
6. Programmed and a computer assisted programmed instruction. In programmed instruction, information is presented, usually in small step, and the presentation is controlled. In a computer assisted instruction, the computer presents nearly all the instructions and it records the students' response.

The above classifications of instructional materials indicate that there are numerous and varieties of materials that a teacher can use in class.

However, the selection of materials to be used depends on a number of factors. Adewoyin (1991) and Ogunmilade (1984) note that the selection of instructional materials or media depends on certain factors. These are: instructional objectives, availability of media, age, level, interest and background of Learners, teacher's capacity, cost and technical quality.

Consequently, principals of basic education schools have to make sure that teachers' utilization of materials meets these criteria. He should also guide the teacher to use materials judiciously and guard against the over utilization of resources.

Instructional materials are very vital to the achievement of educational objectives. Its importance cannot be overemphasized. It is therefore paramount that the principal ensures that adequate instructional materials are available for the teachers use and that the teachers use them effectively to make their teaching effective.

3.2. The Principals' Supervisory Role in Maintenance of Equipment and Facilities/school plant

School equipments and forms of school facilities also known as the school plant are also important elements needed for the realization of educational goal and objectives. School equipment and facilities comprise all the things that have been put in place to aid effective teaching and learning. The main equipment and facilities in basic education school include the following:

i. Equipment: laboratory and workshop equipment, sporting equipment, teaching aids, typewriters and photocopies, computers etc.
ii. Permanent and semi-permanent structures: classroom, workshop, hostels, staff quarters, assembly/dining halls, administrative blocks, libraries, laboratories etc.
iii. Furniture: desks, table, chair, beds etc.

iv. Library books and stationery
v. Vehicles
vi. Electrical infrastructure: meters, fans, generating sets, air conditioners and other electrical fittings.
vii. Water supply infrastructure: tap water, well, water tanks, boreholes etc.

The maintenance of all the above facilities and equipment is an important aspect of school administration in basic education schools. Maintenance of the school plant refers to "any work carried out on any component of the school with a view to keeping it in or restoring it to, optimum working condition" (Olagboye, 1998:62). The principal as the head has the difficult task of keeping school facilities in good shape at all times.

According to Olagboye (1998) school heads must through close supervision of the relevant personnel ensure that;

- All items: machines/equipment/vehicle to be serviced, repaired overhauled are actually serviced and that all parts that are to be changed are actually replaced with new ones.
- No school property is misused or converted into private property
- No component of the school plant is illegally commercialized

In this aspect Ogunsanju (1983) highlighted that "specifically, for effective teaching and learning situation, school buildings and educational goals should be viewed as being interwoven and inter-dependent".

Definitely, learning environment has tremendous impact on the comfort, safety and performance of students in school. Adesina (1980:87) confirms this assertion when he said that "...the quality of education that our children receive bears direct relevance to the availability or the lack thereof of the physical facilities and overall atmosphere in which the learning takes place".

In addition children learn best when they can actively explore an environment which is clean and rich in materials. While poorly maintained school environment can inhibit proper learning and encourage indiscipline. Ojedele (1982) affirmed that overgrown lawns and bushy school boundaries serves as hideouts for students with bad intentions. Therefore a good maintenance culture in the school can have positive effect on the behavior of the students. It enhances creativity, high sense of imagination and respect for dignity of labour.

Methods of maintaining school plant: there are different methods/strategies that can be employed by principal in the maintenance of school plant to keep them suitable for use at all times. Fadipe (1998:73) has enumerated the different ways by which a school administrator can effectively maintain school plants. These include:

i) **Periodic inspection and classification of damaged infrastructures:** the principal should inspect the school's infrastructural facilities regularly in order to detect and solve minor problems promptly before they become bigger. However, the principal cannot do it alone so staff and students should be involved in the identification of needed repairs. He should work out a master plan for maintenance operation.

ii) **Committee System Approach:** by this approach, the principal can form committees to take charge of identifying damages and repairs needed in school facilities and equipment. The committees could also supervise the repairs of damages through direct labour strategy. This reduces the cost of maintenance drastically.

iii) **Community Participation Approach:** the maintenance of school plant can be done at minimal cost through the involvement of members of the community especially the Parents Teacher Association (P.T.A) of the school. The school head should however enlighten them on the importance of rendering this school service. They could also be enlightened to protect school property from vandalization by corrupt elements in the society.

iv) **Financing School plant internally:** inadequate fund is one of the greatest obstacles to a good maintenance culture in basic education schools. Therefore an important modern strategy of school plant maintenance has to do with the principals' ability to raise funds internally. Thus, a principal can within the limit of government regulation employ different ways in generating funds for his school. Achunine (1998) has enumerated some ways of raising funds internally. These includes:

- Donations: appeal can be made to wealthy individuals to donate money for repairs or take up maintenance of some.
- Rentals: from time to time school facilities like halls can be rented to members of the community in return for a fee.
- Sale of school farm produce and handwork.
- Special fund raising activities: schools can raise fund through organizing school cultural dance, funfair etc.
- Launching ceremonies and endowment fund.

All these funds generating strategies can assist schools with some funds that are needed to maintain school facilities.

3.3. The Principals' Supervisory Role in Staff development for Quality Education delivery

Personnel in basic school system comprise of all academic and non-academic staff. It is the principal's responsibility to establish a process that will ensure that every staff contributes maximally to the effectiveness of the school. Adesina (1980) describes personnel management in the school system as comprising of recruitment, selection, induction, appraisal, development, security, compensation, motivation and the general satisfaction of all employees in the school.

Teachers (academic staff) are the most important set of people that the principal relates to frequently. Apart from this, the quality of teaching staff determines to a large extent the success of instructional activities. Adelabu (1989:85) affirms that among others things:

  i. The principal's interest is in the employment of strong facility members who show evidence of a willingness to strive for improvement.
  ii. It is the role of the principal to give attention to the proper orientation of his new staff members.
  iii. The principal must make a constant effort to stimulate in-service growth.

However, of the three main personnel functions enumerated above, the principal in the Nigerian education system today does not have powers to employ his/her staff. The recruitment and selection of staff is usually the prerogative of the Ministry of Education and the schools Board. Conversely, the principal has the difficult task of quantifying the number and kinds of staff needed to man the various programmes of the school and make recommendations of the same to the Ministry or the Education Board concerned with appointment of teaching staff.

Staff Development: Education is an ongoing process, which is constantly changing. Therefore, the educationists must constantly keep abreast of such changes. Teachers need to be current in the subject matter and in new techniques of teaching. This can be achieved through a programme of staff development.

The need to train and or develop members of staff in school emanate from the need to correct deficiencies or to keep them abreast with new development and emerging challenges that relate to their job performance. Bello (2014) believes that such a programme is relevance in school or educational organization is that it makes the staff more competent and more efficient in their job performance. Similarly, Musaazi (1982:194) defines staff development of teachers as the provision made by education authorities to improve the performance of teachers from initial employment to retirement. There is therefore a need to develop an in-service training programme for teachers within the education system.

A programme of in-service education should be tailored to the professional needs of the different categories of teachers in the school system. There are a variety of programmes that can be developed to meet the professional needs of teachers. These include: workshops, seminars, refresher courses, exchange teaching, professional writing, staff meetings, courses of study at colleges of education, post graduate studies at university and participation in the evaluation of school programmes. Therefore, the importance of staff training and development in motivating teachers and attainment of educational objectives cannot be over emphasized.

3.4. The Principals' Supervisory Role in the Evaluation of Students Academic Programmes

Evaluation has been defined in several ways by different authors, Sergiovanni (1995) believes that evaluation plays a major role, defining evaluation as a process which should describe and highlight the teaching and learning that happens each day in the classroom, not a process which focuses on how teachers measure up to the standards.

Consequently the evaluation of students' academic programme may be described as the process of determining the progress in students, learning from time to time. The traditional method of evaluating the student's academic performance used to be the final examinations. However, it is assumed that one particular examination cannot help teachers and principals understand students' programme. This is because there are other varieties of techniques of assessing students. Some of them include the followings: (i) School Performance Records; (ii) Continuous Assessment; (iii) Cumulative Records; (iv) Test, both standardized and Teachers made; therefore, a principal should encourage teachers to keep such records by providing the necessary materials. Such records can help the principal understand the student's better. It can also help the principals to evaluate the general academic performance of students under their care.

Evaluation is an important characteristic of modern supervision which helps in directing future work. Hence, the principal in evaluating student's academic performance must take cognizance of a number of factors that affect student's grades. Some of them are the quality of teachers, school climate and parental background. However, evaluation should be planned as a cooperative enterprise within the school system. The principal cannot do it alone, as he needs the cooperation of all the members of academic staff.

IV. CHALLENGES OF SUPERVISION IN BASIC EDUCATION SCHOOLS

Supervision of basic education schools in Nigeria has been faced with several challenges. These include the followings:

Inadequate funding: Inadequate funding is one of the obstacles to effective management of basic

education schools in the country. According to Aghenta (1984), the success of any basic education schools depends upon the resources available to it. Money is very important in this respect because by it, all other vital elements in the school can be obtained, such as school building, purchase of equipment, payment of teachers' salaries and allowances and running expenses. Hence inadequate funding has resulted in poor teaching and dilapidated buildings (Omoregie, 2005). There is no doubt whatsoever, that the inadequate funding of the basic education schools system in the country has hindered the accomplishment of some of the aims and objectives of this level of education as contained in the National Policy on Education.

Inadequate facilities: Jaiyeoba and Atanda (2005) posited that educational facilities are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. The state of infrastructural decay in many basic education schools in Nigeria is a manifestation of poor funding of the system.
Ahmed (2003) revealed that in most of the nation's basic education schools, teaching and learning takes place under a most unconducive environment, lacking the basic materials and thus hindered the fulfillment of educational objectives.

Low staff morale: No education system can rise above the quality of its teachers. Teachers whose morale is low are not likely to perform as expected in the school system. Fadipe (2003) posited that teachers, apart from students, are the largest most crucial inputs of an educational system. They influence to a great extent the quality of the educational output. Teachers' irregular promotion, low pay package (when compared to other public workers), societal perception of the job and many more have dampened the morale of teachers. When teachers are not motivated, their level of job commitment may be low and the objectives of the school may not be accomplished.

Ineffective supervision of schools: Effective instructional delivery and maintenance of standards in the school system are enhanced through regular internal and external supervision. Ayodele (2002) argued that secondary schools are presently supervised by two categories of people, viz: (i) internal supervisors: the within-the school, supervisors as principals, vice-principals and heads of departments; (ii) external supervisors: the outside-the school, supervisors as the formally designated officials from the inspectorate division of the Ministry of Education and the various Area or Zonal Education Offices. The primary responsibility of inspectors is to see that high standards are maintained and that schools are run in accordance with the laid down regulations. While it has been argued that the principals are not discharging their duties as internal supervisors effectively, the external supervisor (inspectors from the Ministry of Education) appears non-functional as they seldom visit schools to monitor the operations in these schools. This has invariably hinder effective teaching-learning in schools.

CONCLUSION AND RECOMMENDATIONS

From the foregoing discussion, it is should be realized that the principals' supervisory roles is a complex one and diverse, but it should also be burn in mind that the principals' supervisory roles for quality education and effective school administration cannot be overemphasized because of the vital role he/she play in ensuring that educational goals and objectives are attained as well as maintain and improve standard. Similarly, principal as supervisors of their schools need to adopt the highlighted principles and techniques according to the prevailing circumstances of their schools to promote the growth of teachers as well as the improvement in teaching and learning to ensure quality basic education schools in Nigeria.
However, based on the findings of this paper, the following recommendations were made:

- The principals should pay more attention to their instructional supervisory role for quality and effective school administration as it has a significant influence on the motivation of their staff. School supervision and inspection should be prioritized by the Ministry of Education for effective service delivery by the school principals.
- Government should provide more facilities like stationary, equipment; school building and libraries to ease the supervisory work of principals. Similarly, they should also minimize the bottle necks that often delay response to challenges of schools administrators by Ministry of Education officials.
- The Ministry of Education should come up with methods of training principals in educational administration and supervision as a prerequisite for their appointment as well as teachers to improve schools supervision to enhance quality and academic performance of students in national examination.
- Similarly, the Ministry of Education in collaboration with the Teachers Service Board should organize workshop, seminars and conferences for principals from time to time so as to keep them abreast of the modern day supervisory techniques and their expected supervisory functions, this will enable them to be more effective in their

supervisory work and to ensure quality education in Nigeria.

- There should be adequate maintenance and supervision on human and material resources in the schools by the school administrator, by this school programmes would be carried out smoothly without much difficulty to ensure quality basic education delivery in Nigeria.

- Inspectors in the State and federal Ministry of Education should regularly pay visits to schools to closely monitor the supervisory work of school administrators to improve and ensure quality basic education. This will encourage them to improve upon their supervisory duties.

- The use of relevant instructional materials by teachers in their lessons should be highly encouraged by the school head or principals. To this end principals should guide teachers in the improvisation of materials where no provision has been made. The use of relevant instructional materials helps to increase learning effectiveness and makes learning real.

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