

Principals Management Strategies in Monitoring Instruction towards Goal Achievement in Delta State Public Secondary School

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Abstract

This study ascertained if principals in Delta State public secondary schools monitor activities in their schools. The study is an expose facto design that explored the survey method. The population for this study comprised 14,877 teachers from public secondary school in Delta State. Purposive sampling technique was adopted in sampling 750 respondents from the population. The instrument used is a self-constructed questionnaire- School Monitoring Factor Indicators Questionnaire (SMFIQ). Data was analysed using descriptive of mean rating and standard deviation and inferential statistics of t-test at .05 level of significance. Findings shows that teachers related factors of principals monitoring were punctuality of staff to class, marking of class register, checking of movement book, checking teacher copying of lesson note summary, keeping of records (diary, result, continuous assessment records and teacher professional developments in public secondary schools in Delta state. Principals' performance monitoring include examination, test, assignment, practical work and duty roster in public secondary schools in Delta state. It was recommended that that school principals should appoint head-teachers who could assist them in checking teacher lesson note. They should ensure that records (diary, result, continuous assessment) are monitored in the school.

Keywords: Principal, management, monitoring, goal achievement.

Introduction

The principal is the central nerve of school activities in secondary school education. He/ she has to manage the school to bring about the achievement of educational goals. The principal therefore manages both human and material resources to actualize the attainment of educational goals. According to Ayeni (2012), principalship is not just a name for chief executive position but a great responsibility to ensure general school administration in attaining instructional leadership through coordinating curricula and co-curricular programmes. Onuma (2016) also averred that the vitality of the school rests with his functional leadership traits and he should be capable of invigorating and stimulating teachers/students to attain institutional aims and objectives. Onuma (2016) reiterated that the primary function of principals is to exhibit effective instructional leadership for the enhancement of varied curriculum as well as quality of instructional programme for attainment of educational goals. Monitoring in its ramifications is a cardinal role of a school principal to ensure effectiveness in teaching and learning. According to Education Development Trust (2016), effective head-teachers provide clear vision with a sense of direction for steering activities of the school. They also mentioned that effective head teachers have the obligation of focussing more attention on staff base on what is imperative and will not let them get distracted with initiatives that will not have impact on students' academic attainment; they know what is going on in their classrooms; they have a clear view of the strengths and weaknesses of their staff; they know how to build on the strengths and reduce the weaknesses; and that they can focus their programme of staff development on the real needs of their staff and school.

It is no gain saying that secondary education occupies strategic position in national development and activities that go on there must be well monitored for the realization of its goals. According to Dawood (2019), secondary school is the educational stage that prepares or produces middle level work-force for the nation's economy and also provides a way to higher education. The National Policy of Education (2004) enunciated the goals of secondary education in Nigeria thus:

1. Provide higher educational opportunity for primary school pupils irrespective of social religious, sex or ethnic background;
2. Diversify school curriculum to accommodate difference in opportunities, talents, and roles influenced or open to students after their secondary school;
3. Prepare students to effectively live in digital age;
4. Develop and project culture, art and language of Nigerian and that of cultural heritage of the world;

5. Advance a generation of people, who should think for themselves, respect views/feelings of others, dignity of labour, live as good citizens, and appreciate those values stated under broad national aims;
6. Foster Nigerian unity with an emphasis on the common ties that unite us in our diversity;
7. Inspire its students with a desire for achievement and self-improvement both at school and in later life.

To attain the above goals, proper management of the school has to be ensured. Harnessing human and material resources towards achieving educational goals means management and effective monitoring is a desideratum to achieving educational goals. Effective head teachers seem to be hard to get in secondary schools these days. This is coming on the heels of indices such as poor result in WAEC especially in English language and mathematics in Nigeria. These two subjects are key to furtherance of education as well as being medium of transaction and governance in Nigeria. The vanguard Newspaper (2015) reported that candidate who sat for WAEC were 1,593,442, only 616,370 representing 38.68% obtained credits in five subjects plus Mathematics and English Language. Similarly, Guardian Newspaper (2016) revealed that out of 1,552,758 candidates who registered for WAEC examination, a total of 878,040 candidates, representing 52.97%, had five credits plus Mathematics and English Language. In 2017, 1,567,016 students enrolled for WAEC examination; only 923,486 candidates, representing 59.22%, had five credits plus English Language & Mathematics (Azeezat (2017). Also, in 2018 Premium Times (2018), reported that 1,572,396 sat for examination only 786,016(49.98%) obtained five credits plus English Language and Mathematics. The national office head Mr Adenipekun, announced that 1,590,173 candidates took part in 2019 examination in Nigeria, 1,020,519(64.18%), obtained five credits plus English Language and Mathematics.

Delta State is equally implicated in this story of poor WAEC results. Data from National Bureau of Statistics (2019) showed that Delta State performances in WAEC are not impressive for the 2016- 2018 results analysis. Economic consideration implies that every low performance has both internal and external efficiency implications considering the resources input used in producing students out of the school system and student years wasted for rewriting WAEC. In the year 2016, out of the 51,216 who enrolled in the secondary schools, 31,886 students had credits in 5 (five) subjects including mathematics and English Language representing 62.3% of the enrolment figure. In the year 2017, 49,445 enrolled in WAEC out of which 32,071 students had credits in 5 (five) subjects including mathematics and English Language representing 64.86%. In 2018, 53,546 enrolled in WAEC out of which 27,754 students had credits in 5 (five) subjects including mathematics and English Language representing 51.83%. These are indications that something is wrong with our educational system and could be pointing to poor processing of input that may be arising from poor monitoring of school. It therefore behoves on management of educational institutions to brace up to their responsibilities to ensure that they institute management practices to ensure that the goals of education are achieved at any level of the educational system especially the secondary school system.

Monitoring is a management tool used in overhauling schools to ensure that effective teaching and learning take place. Monitoring involves systematic and continuous observing and checking of programs or projects (Ndungu, Allan and Bomett 2015). Thus it is expected that the principal create time to relate to teachers their weakness and strength so as to improve on themselves as the success of any educational programme is goal achievement of students. According to Safer and Fleischman (2005), the educational achievement of students can be attained when student progress monitoring is done. The principal has the duty of monitoring the teachers in their processes and preparation of lessons and the teachers will in turn monitor the students learning in an ideal school. A study conducted by in Githunguri district by Ndungu, Allan and Bomett (2015) showed that majority of the teacher's respondents 80 (80%) agreed that there is need to improve monitoring and evaluation of teaching and learning.

Kietia (2017) studied factors that influence academic performance in public secondary schools in Matungulu Sub-County, Machakos County, Kenya and found out that the administrative practices and academic performance are not independent of each other. Principal must monitor teacher's continuous development so that pupils' activities can be efficiently taught. In Kenya Nzokaand Orodho (2014) citing (Andersen, 2000) harped on professional development of teachers as they maintained that Mombasa School Improvement Project (MSIP), built on development approach to professional development revealed that teachers reinforced with in-service and external workshop training enhanced meaningfully in their capabilities to use child-cantered teaching and learning behaviours. Nzokaand Orodho (2014) had found out from report of teachers in Kenya that the principals hardly monitored their teachers in the teaching and learning process in their respective schools. Monitoring should be an essential component of the teaching learning process, Glasgow Education Services (n.d) sees teaching and learning monitoring as part of the quality framework and that every educational establishment has a responsibility to monitor the effectiveness of the service being provided for its children and young people. The Glasgow Education Services () also emphasized that monitoring of the effectiveness of learning is therefore an essential element of the overall management practice within all educational establishments. According to Abe (2012) monitoring is aimed at the following:

1. Improving efficiency and effectiveness;
2. Helping to keep work on track and allows management to know when things are going wrong (regular feedback)
3. Enabling organizations to find out if resources available are sufficient and being well used accountably;
4. Finding out if capacity available is sufficient and appropriate; and
5. Providing useful base for evaluation.

Richard (1988) gave the following typologies of educational monitoring system: Compliance Monitoring -This typology focuses on inputs and it is a bureaucratic form of monitoring to certify that educational institutions conform with predetermined standard and specification set by management as well as government regulation. It is mostly focused on educational input of textbooks, teachers, teaching equipment, classrooms etc.

Diagnostic Monitoring- focuses on processes. This monitoring emphasizes on instructional processes that pertain to classroom activities to ascertain if students are truly learning what they ought to learn. It was emphasised by Richard that teaching- learning procedure is correspondingly as vital as educational input variables provided in schools and that such diagnostic monitoring would enable educational management have information to give stakeholders on the value of education the institutions are providing for them.

Performance Monitoring– It deals on outputs. The emphasis of this kind of monitoring is on the academic achievement of the students through testing to see what results have been yielded by monitoring and performance monitoring investments made in education. The study will key into Diagnostic and Performance Monitoring since they are internal monitoring activities in schools. Teacher monitoring indices will also be considered in addition to these other two types. It is the responsibilities of the school principal to channel management practices to carry out these monitoring typologies in the school.

Theoretical Framework

The theoretical framework of the study is premised on the effective school's model advanced by Lezotte (2010). According to this model, an effective school is a school that can be measured in student's achievement terms and demonstrate the joint presence of quality and equity. There are seven correlates of effective schools as contained in the theory: a strong instructional leadership; a clear and focused mission; safe and orderly schools; a climate of high expectations for success; monitoring of student progress frequently; a positive home-school relations; and an opportunity to learn/time on task. Therefore, to have effective schools, principals and teachers must braze up to their responsibilities as effective principal leadership is a precursor to achievement of educational goals. A study on school management of teachers carried out by Omoniyi (2014) revealed that there is a substantial relationship between teachers' attitude and work with $r = 0.352$, $p < 0.01$. This finding is showing that teachers output might be substantially influenced by their attitudes to work. Therefore, positive attitude should be developed by teachers for effectiveness of service delivery.

Omoniyi also found that the relationship between teacher's attitude and teaching was also significant ($r = 0.435$, $p < 0.01$). This implies that effective and quality teaching in secondary schools could only be achieved through teacher's positive disposition to their jobs in particular and teaching profession in general. Principals agreed in the study of Onyali, and Akinfolarin (2017) in Oyo state, Nigeria that assessing teachers' work record helped in monitoring staff progress as well as participation in school extra-curricular activities, checking of teachers' lesson notes to provide assistance for improvement, checking of staff school and attendance to ensure regular instructional delivery among others are their instructional supervision practices for school effectiveness. Therefore, effective school managers ensure that teaching and learning take place in the classrooms through good management practices instituted in the school.

Review of Literature.

Adeyemi (2010) found moderate level of teachers' job performance in schools in Ondo state. This was attributed to leadership style as his study revealed that teachers in schools with principals who practice autocratic leadership style perform better than schools with principals who practice laissez-faire or democratic leadership styles. Some unethical conducts such as truancy, drug abuse, lateness to school, and improper dressing was discovered among teachers in schools (Oghuvbu and Okpilike (2012). The seriousness and zeal to effectively seem to be waning in many school. This view was corroborated by Onoyase (2018) study on principals' perception of misconduct among secondary school teachers in Delta State which revealed that difference do not exist on principals' genders, age location, and experience on teachers' absenteeism, lateness, truancy, poor quality teaching as types of misconduct in secondary schools. These are signals that principals may not be carrying out monitoring effectively and teacher are capitalizing on that seemingly laxity to derelict their duties.

Ojedokun and Aladejana (2012) had alleged that most heads of schools are no more up and doing in the discharge of their duties as well as that some may not come to school regularly, and lately, whenever they come and some do not take time to supervise teachers and pupil's activities. Ifeanyichukwu, Chijiuka and Gladys (2020) study revealed low monitoring of principals in aspect of students' academic performance activities for sustainable quality assurance in Anambra state. Also, there was no substantial mean difference in the mean ratings of principals' gender on the extent of their commitment in management activities for sustainable quality assurance. Onyali, and Akinfolarin (2017) study conducted to ascertain if principal in Oyo state apply instructional leadership practices for secondary school effectiveness with teachers as responded revealed that principals do not engage on regular check of their school attendance as well as that they do not monitor extra-curricular activities. These observations and reports are pointers that monitoring is either lax or not effective in secondary schools. But the results of the study of Ayeni (2012) found that principals in Ondo state, Nigeria accorded desired attention to monitoring of teachers' attendance, preparation of lesson notes and adequacy of diaries of work while tasks such as the provision of instructional materials, reference books, feedback and review of activities with stakeholders were least performed in secondary schools.

Akinfolarin and Emetarom (2017) findings from their study also revealed that school principals are not involved in instructional supervision practices to witness classroom instruction and ensure that curriculum are covered, teachers' compliance to schedules in school was not monitored, regular meeting with teachers where instructional challenges were discussed and give feedback to teachers after class surveillance in Anambra State.

Nwokolo, Anemelu and Umezulike (2012) found out from their study that teachers in Onitsha education zone do not sufficiently monitor their students' learning behaviour. Nunes, Pirovani, Silva, Butarelo, Rossini, Costa, Nunes & Martins (2018) found out from their study on a two years monitoring in academic learning that monitory had expressive results, since it reduced significantly failure numbers, statistically much inferior than previous years. They maintained that monitory had positive effects on students learning, allowing access to knowledge and being imperative to the covered content systematization on the subject, since advising and monitoring students made their learning more natural. The authors maintained that monitory had positive effects on students learning, allowing access to knowledge and being imperative to the covered content systematization on the subject, owing to the fact that there is natural effect of learning as a result of advising and monitoring of students.

Statement of the Problem

It is observed that there has been low goal attainment in public secondary schools in Delta state. This has manifested in low performances in WAEC in the state. It is alleged that poor monitoring by school principals may be responsible. The researcher therefore wants to find out if the principals are carrying out their monitory role since good monitoring is necessary for achievement of educational goals. The question that may arise is -Do principals in Delta state public secondary schools carry out monitoring? The purpose of the study was to find out if principals perform monitory roles in secondary schools in Delta state public secondary schools

Significance of the Study

The significance of the study is that it will help in remediating principals ineffective monitoring by government, ministries and other agencies that carry out statutory responsibilities of schools.

Research Questions

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

1. What are teachers related factors of principals monitoring in public secondary schools in Delta state?
2. What are principals diagnostic monitoring in public secondary schools in Delta state?
3. What are principals' performance monitoring in public secondary schools in Delta state?

Hypotheses

1. Mean rating of male and female teachers on teachers related factors of principals monitoring is not significant.
2. Mean rating of male and female teachers on principals diagnostic monitoring is not significant.
3. Mean rating of male and female teachers on principals' performance monitoring is not significant.

Method

Design: The study is an expose facto design that explored the survey method.

Population and Sample: The population for this study comprised 14,877 teachers from public secondary school in Delta State.

The sample for this study was 750 teachers selected from the population, representing 5% of the entire population. The technique adopted was purposive sample and it was done by sampling 250 teachers each from the three senatorial district in Delta State such that teachers in each senatorial district was represented in the study.

Research Instrument: The instrument used is a self-constructed questionnaire- School Monitoring Factor Indicators Questionnaire (SMFIQ). It consists of three parts: Teacher monitoring related factors, Diagnostic Monitoring factors and Performance Monitoring factors. A five (5) point scale of Regularly (R), Most Times (MT), Sometimes (ST), Seldom (S) and Never (N), corresponding to 5,4,3,2, and 1 respectively was used to solicit information from the respondents.

Validity and Reliability of the Instrument: Apart from the researcher, the instrument was also validated by experts in test construction. Their input was also taken to improve on the instrument. The reliability of Instrument was tested using Cronbach alpha statistics and a coefficient index of .71 was obtained.

Method of Data Analysis: Data was analysed using descriptive of mean rating and standard deviation and inferential statistics of t-test at .05 level of significance.

Presentation of Results and Discussion

Research Question 1: What are teachers related factors of principals monitoring in public secondary schools in Delta state?

Table 1: Mean rating and SD on teachers related factors of principals monitoring

S/N	Teachers' Related Factors to Principals Monitoring	Mean	SD	Remark
	Punctuality of staff to class	3.18	.82	Agree
	Absenteeism from school	2.09	.81	Disagree
	Attendance at morning assembly	1.90	.81	Disagree
	Marking of class register	2.93	.76	Agree
	Giving feedback of monitoring	2.13	.77	Disagree
	Checking of movement book	2.95	.76	Agree
	Checking teacher copying of lesson note summary	3.06	.85	Agree
	Keeping of records (Diary, result, Continuous assessment records)	3.06	.79	Agree
	Teacher professional developments	3.09	.78	Agree
	Mentoring	1.76	.86	Disagree

Table 1 on shows mean rating and SD on teachers related factors of principals monitoring. Results in the table shows that respondents agree with mean rating above 2.50 on punctuality of staff to class, marking of class register, checking of movement book, checking teacher copying of lesson note summary, keeping of records (diary, result, continuous assessment records) and teacher professional developments. Although respondent disagree on absenteeism from school, attendance at morning assembly, giving feedback of monitoring and mentoring with mean rating less than 2.50. It therefore implies that teachers related factors of principals monitoring were punctuality of staff to class, marking of class register, checking of movement book, checking teacher copying of lesson note summary, keeping of records (diary, result, continuous assessment records and teacher professional developments in public secondary schools in Delta state.

Research Question 2: What are principals diagnostic monitoring in public secondary schools in Delta state?

Table 2: Mean rating and SD on principals diagnostic monitoring

S/N	Principals Diagnostic Monitoring	Mean	SD	Remark
	Access to curriculum	3.04	.81	Agree
	Abiding by Scheme of work	3.06	.96	Agree
	Use of diary	2.81	.76	Agree
	Writing of lesson note	3.11	.77	Agree
	Writing of lesson plan	3.13	.77	Agree
	Health status of students	1.79	.80	Disagree
	Truancy in students	3.23	.78	Agree

	Orientation for new students	1.95	.75	Disagree
	Discipline	3.46	.70	Agree
	Counselling of students	2.90	.83	Agree

Table 2 on shows mean rating and SD on principals diagnostic monitoring. Results in the table shows that respondents agree with mean rating above 2.50 on access to curriculum, abiding by scheme of work, use of diary, writing of lesson note, writing of lesson plan, truancy in students, discipline and counselling of students, but disagree on health status of students and orientation for new students with mean rating less than 2.50. In conclusion, principals diagnostic monitoring include access to curriculum, abiding by scheme of work, use of diary, writing of lesson note, writing of lesson plan, truancy in students, discipline and counselling of students in public secondary schools in Delta state.

Research Question 3: What are principals' performance monitoring in public secondary schools in Delta state?

Table 3: Mean rating and SD on principals' performance monitoring

S/N	Principals Performance Monitoring	Mean	SD	Remark
	Examination	2.62	.75	Agree
	Test	3.13	.74	Agree
	Assignment	2.74	.81	Agree
	Quiz	1.83	.84	Disagree
	Practical work	3.11	.85	Agree
	Debates	1.97	.77	Disagree
	Students' feedback	2.06	.76	Disagree
	Duty roster	2.95	.81	Agree
	Students' field work	2.23	.78	Disagree
	Students taking of notes	2.06	.82	Disagree

Table 3 on shows mean rating and SD on principals' performance monitoring. Results in the table shows that respondents agree with mean rating above 2.50 on examination, test, assignment, practical work and duty roster, but disagree on quiz, debates, students' feedback, students' field work and students taking of notes with mean rating less than 2.50. Thus, principals' performance monitoring include examination, test, assignment, practical work and duty roster in public secondary schools in Delta state.

Hypothesis 1: Mean rating of male and female teachers on teachers related factors of principals monitoring is not significant.

Table 4: t-test summary on difference between mean rating of male and female teachers on teachers related factors of principals monitoring

Variables	N	Mean	SD	Df	Level of Sig	t-cal.	t-crit.	Remark
Male	330	29.89	3.14	748	.05	.786	±1.96	Not Significant
Female	420	29.25	2.23					

Table 4 shows t-test summary on difference between mean rating of male and female teachers on teachers related factors of principals monitoring. With mean rating of 29.89, SD=3.14 and 29.25, SD=2.23 for male and female respondents and t-cal. of .786, t-crit. value of ±1.96, df of 748, at .05 level of sig. Thus, mean rating of male and female teachers on teachers related factors of principals monitoring is not significant.

Hypothesis 2: Mean rating of male and female teachers on principals diagnostic monitoring is not significant.

Table 5: t-test summary on difference between mean rating of male and female teachers on principals' diagnostic monitoring

Variables	N	Mean	SD	Df	Level of Sig	t-cal.	t-crit.	Remark
Male	330	30.84	2.60	748	.05	1.874	±1.96	Not Significant
Female	420	29.33	2.63					

Table 5 shows t-test summary on difference between mean rating of male and female teachers on teachers on principals diagnostic monitoring. With mean rating of 30.84, SD=2.60 and 29.33, SD=2.63 for male and female respondents and t-cal. of .1874, t-crit. value of ±1.96, df of 748, at .05 level of sig. Thus, mean rating of male and female teachers on principals diagnostic monitoring is not significant.

Hypothesis 3: Mean rating of male and female teachers on principals' performance monitoring is not significant.

Table 6: t-test summary on difference between mean rating of male and female teachers on principals' performance monitoring

Variables	N	Mean	SD	Df	Level of Sig	t-cal.	t-crit.	Remark
Male	330	30.31	2.02	748	.05	-.025	±1.96	Not Significant
Female	420	30.33	2.51					

Table 6 shows t-test summary on difference between mean rating of male and female teachers on principals' performance monitoring. With mean rating of 30.31, SD=2.02 and 30.33, SD=2.51 for male and female respondents and t-cal. of -.025, t-crit. value of ±1.96, df of 748, at .05 level of sig. Thus, mean rating of male and female teachers on principals' performance monitoring is not significant.

Discussion of Results

Finding on research question 1 and hypothesis 1 shows that teachers related factors of principals monitoring were punctuality of staff to class, marking of class register, checking of movement book, checking teacher copying of lesson note summary, keeping of records (diary, result, continuous assessment records and teacher professional developments. Mean rating of male and female teachers on teachers related factors of principals monitoring is not significant. This finding supports Oghuvwu and Okpilike (2012) observed that some unethical conducts such as truancy, drug abuse, lateness to school, and improper dressing was discovered among teachers in schools. Onoyase (2018) who revealed that difference do not exist on principals' genders, age location, and experience on teachers' absenteeism, lateness, truancy, poor quality teaching as types of misconduct in secondary schools. These are signals that principals may not be carrying out monitoring effectively and teacher are capitalizing on that seemingly laxity to derelict their duties. Onyali, and Akinfolarin (2017) revealed that teacher did not agreed on regular check of their school attendance by principal, also their input in extra-curricular activities was not monitored among others.

Finding on research question 2 and hypothesis 2 shows that principals diagnostic monitoring include access to curriculum, abiding by scheme of work, use of diary, writing of lesson note, writing of lesson plan, truancy in students, discipline and counselling of students. Mean rating of male and female teachers on principals diagnostic monitoring is not significant. This finding supports Ayeni (2012) who discovered that some principals conferred desired courtesy to monitoring of teachers 'school attendance, adequacy of diaries and preparation of lesson notes while duties such as the provision of reference books, instructional materials, review and feedback of activities with educational stakeholders were slightest performed by most school principals. Akinfolarin and Emetarom (2017) who revealed that school principals are not involved in instructional supervision practices to witness classroom instruction and ensure that curriculum are covered, teachers' compliance to schedules in school was not monitored, regular meeting with teachers where instructional challenges were discussed and give feedback to teachers after class surveillance in Anambra State.

Finding on research question 3 and hypothesis 3 shows that principals' performance monitoring include examination, test, assignment, practical work and duty roster. Mean rating of male and female teachers on principals' performance monitoring is not significant. This finding supports Ifeanyichukwu, Chijiukaand Gladys (2020) who revealed low monitoring of principals' students' academic performance activities for sustainable quality assurance. Also, substantial mean difference in the mean ratings of principals' gender on extent of their commitment in management activities for sustainable quality assurance. Nunes, Pirovani, Silva, Butarelo, Rossini, Costa, Nunes, & Martins (2018) found out from their study on a two years monitoring in academic learning that monitory had expressive results, since it reduced significantly failure numbers, statistically much inferior than previous years.

Conclusion and Recommendations

In conclusion, school principals in Delta State secondary experienced some teachers related factors in monitoring the school. These factors include; punctuality of staff to class, marking of class register, checking of movement book, among others. Also, principals' diagnostic and performance monitoring were in areas of access to curriculum, abiding by scheme of work, examination, test, assignment, practical work and duty roster. It is therefore recommended that school principals should appoint head-teachers who could assist them in checking teacher lesson note. They should ensure that records (diary, result, continuous assessment) are monitored in the school. There is need to encourage teachers to attend professional developments this will enable them teachers advance with current trends in education. Principals should ensure that discipline is maintained within the school and provide counselling for students with deviant behaviour.

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