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Principals' Management Scheme for Achieving Educational Objectives in Public Secondary Schools in Ikom Educational Zone of Cross River State, Nigeria.

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Abstract

This study examined the principals' Management scheme for achieving educational objectives in public secondary schools in Ikom Education Zone of Cross River State, Nigeria. The specific purpose of the study focused on the extent principals' were able to evaluate teachers' instruction and monitor students' progress. The study also examined the influence of gender as it relates to management scheme of principals for achieving educational objectives. Two research questions and two null hypotheses guided the study. In this study, the population of the study comprised of 2,820 teachers in the 94 Public secondary schools in Ikom Educational Zone of Cross River State, Nigeria. Proportionate simple random sampling technique was used to select 282 teachers (144 male and 138 female) out of 2,820 (1440 male and 1380 female) teachers who were the research respondents. The instrument used for data collection was structured questionnaire developed by the researcher titled "Principals' Management Scheme for Achieving Educational Objectives Assessment Scale (PMSAEOAS)". The reliability of the instrument was determined using Cronbach Alpha test and reliability Co-efficient of 0.738 was obtained. Mean and standard deviation were used to answer the research questions, while t-test statistics of independent variable was used to test the hypotheses at 0.05 alpha levels. The results of data analysis revealed that: principals' management scheme for achieving educational objectives was carried to a low extent in respect to evaluation of teachers' instruction and monitoring of students progress. Also, there was no significant difference between male and female principals as it relates to various aspects of principals management scheme for achieving educational objectives in Public secondary schools in Ikom Education Zone of Cross River State, Nigeria. Based on the findings of this research recommendations were enunciated that the Secondary Education Board should ensure that evaluation of teachers' instruction formed basic point in the assessment of principals' management scheme and gender should not constitute issues in monitoring students' progress with the aim of achieving educational objectives in Ikom Educational Zone of Cross River State, Nigeria.

Keywords: Evaluation, Revamp, performance and Monitoring students' Progress.

Introduction

Education is the integral part in the evolution of every society. It is the method or process of receiving and giving systematic instruction, especially in school or at environment suitable for teaching and learning. It is a purposeful activity with a view of acquiring certain goals and objectives such as transmitting knowledge or fostering skills and character traits for the growth and development of an individual and the society in general (Ubi, 2022). Education is the utmost and effective instrument for manpower development, economic, social and political advancement. It is believed that any nation without standard education is destined to face bad government, poverty, unemployment and insurgency. However, for education to play its essential role on the development of an individual and the society, there is need to examine the principals' management scheme for achieving educational objectives as enunciated in the Nigeria national policy on education, Federal Republic of Nigeria (FRN, 2013). Therefore, the examination of principals' management scheme for the achievement of educational objectives cannot be overlooked.

In the view of Murphy (2018) instructional management differs from conventional management activities of the schools, in which principals' were seen as general managers of the schools. Conventional school management involves conventional heads of school spending majority of their efforts dealing strictly with administrative activities, whereas instructional management involves the development of the competencies of school staff by building on their strengths and reducing their lapses (Mullins 2012). Spillane and Zuberi, 2019) buttressed this by asserting that instructional managers usually go beyond the traditional role of school managers and spend much time focusing on developing knowledge and implementation of the school programmes, as well as instruction and evaluation. This is in accordance with the positions of Lyons (2010) and Ubi (2018) who maintained that instructional leadership has to do with definition of school mission, management of instructional programmes and enhancement of school learning environment. Management of Instruction is also conceptualized as a process of framing school objectives as well as communicating the school objectives by giving directions and scheme of effective teaching service delivery to teachers. Instructional management involves organizing school resources such as human and materials and controlling quality teaching service for the purpose of enhancing instructional activities. Although, according to Morphet (2012) school management has been viewed from different perspectives, the central emphasis is on instructional evaluation and monitoring of students' progress.

Instructional management on the whole, exists for the purpose of revamping the entire system for effective teaching and learning. The realization of this goal, however, depends on the scheme of instructional management as exhibited by the school principals. Thus, for a principal to work effectively with the teachers and students he/she must pay adequate attention to the matters of instructional scheme. Chapman and Mongon (2014) emphasized that school principals play the most important role in enhancing or managing the instructional programme. Many school principals in Nigeria are yet to prioritize instructional management, specifically in terms of managing instructional programme as desired by the entire society.

Indeed, available research evidence by Anukam, (2009) revealed that most school principals are still regarded as general managers of the school. Ogbu (2012) and Dash (2018) also upheld that if our school goal is to have effective schools, then we must seek for ways to emphasize on effective management of instructional programme. Managing instructional programme for the purpose of this study is defined as the principal's role in working with teachers in areas specifically related to educational technology, curriculum and instruction (Hallinger, 2013). In line with this, instructional management include: coordinating the curriculum, supervising the instruction, evaluating instructional delivery and monitoring students' progress.

Evaluation of instruction is the activities that involve interaction between the principal and teachers, regarding classroom activities. It is a job function, which most often than not refers to the role of the principal as instructional manager Ereh (2010). Therefore, evaluation of teaching has to do with consideration of multiple methods of teaching strategies, determining the criteria for effective teaching, setting criteria for the disciplinary instruction and accommodating diversity in instructional methods. It also has to do with individualizing teaching evaluation and centralizing elements in the assessment of the quality of classroom instruction. Which means this function requires principals to visit classrooms frequently.

More so, Hallinger (2011) viewed monitoring of students' progress as the extent to which principals take responsibility for developing a systematic and comprehensive testing programme. Results from tested programme will be discussed with the staff as a whole, and provide interpretations or analysis for teachers detailing on relevant test data. However, test results will be used for goal setting, curricular assessment, planning, and measuring progress towards school goals. Despite government emphasis on the measures to ameliorate classroom instruction, observation has revealed that majority of school managers seems to be lopsided in the degree to which they align management of teachers' instruction with students' progress. This is revealed through the increase on the rate in which public secondary school students in Cross River State educational achievement is below the required standards (Ukpongette, 2009).

The general low performance of teachers in our public secondary schools is being blamed on the lack of adequate internal evaluation of instructional programmes (Harris and Synott, 2012). And the level of performance of management scheme in secondary schools is inadequate and the accountability that will create strong motivation to make the work of teaching and learning or instruction the central focus of management or leadership activities is undetermined. In most schools, Babalola (2016) noted that it is not an issue of targeted interventions rather it is an issue of systematic improvement with educational managers devising co-ordinated and multiple strategies to address the multiple problems that often interact to undermine learning and teaching. While, Adesina (2018) decried that in our school system, managerial activities are always rested on innate charisma and capabilities, instead on knowledge and capabilities that can be formalized, shared, developed and refined in line with the educational objectives. Ayalew (2015) also maintained that the status of school management is ineffective and therefore, constituted a cause of concern towards the managerial scheme in schools. They blamed the poor situation on instructional management activities in classroom, none measuring progress towards school goals, poor planning of evolution of instruction.

Consequently, the olden days principals ensure that adequate evaluation of teachers and students were conducted. But nowadays, the principals often targets their administrative duties or responsibilities and at the same time involve in their private enterprises (Heck, 2016). Therefore, the view of standard management of instructional activities may be defeated.

The issue of ineffective instructional management in our schools could be better addressed through appropriate policy framework in the instructional management scheme in public secondary schools, as it could improve teachers' attitude towards teaching activities. Some school managers or leaders may not actually know how to carryout evaluation of teachers' instruction and monitoring of students progress effectively (Murphy, 2018). More so, available report by Ogbu (2012) showed that most principals in schools are not well knowledgeable about instructional objective, thereby; they can hardly parade teaching methods in their management of instructional programme in schools as desired. While, Ereh (2010) stated that non provision of adequate monitoring of teachers and students could be blamed on the poor knowledge of male and female principals in their management scheme. Onele (2016) revealed by saying that the effective management of instructional programme is hinging on these variables as they relates to gender which is also in doubt.

Therefore, the extent to which the exhibition of instructional management scheme for achieving educational objectives cannot be clearly determined. So, there is need to examine instructional management scheme of principals for effective management for achieving educational objectives in public secondary schools in Ikom Education Zone of Cross River State.

Statement of the Problem

The continuous issues of poor instructional management as revealed by instructional inability of public secondary school teachers and poor academic attainment of students were issues of great concern, and not only to the Secondary Education Board (SEB) but also to the society as a whole. This unfair situation coupled with poor performance of teachers generated doubts as to whether Public Secondary School Principals are implementing their instructional management scheme as expected. These Problems may be hinged on the poor instructional management scheme practices of Principals because they tend not to be able to evaluate classroom instruction and monitor students' Progress. In the same vein, it was appreciated that gender of the

school principals may have some relationship with instructional management practices in schools, and the extent to which instructional management practices of principals hinge on these variable were undetermined.

In addition, with the incessant emphasis of the government on the enhancement of instructional management of principals with the aim of improving teaching and learning in institutions, it therefore becomes pertinent that researchers in the field of Educational Administration and management should examine the instructional programmes with a view to improve the management scheme required of them Adeyemi (2016).

Consequently, the utmost concern of this research focused on the causes of ineffective instructional management practices facing Public Secondary Schools which would serve as an instrument for the improvement of principals' management scheme in schools. The research was also a response to the challenges and is faced with the problem of examination of instructional management practices as regards to effective instructional programmes and students progress in public secondary schools in Ikom Education Zone of Cross River State, Nigeria.

Purpose of the Study

The main purpose of this study was to examine the principals' management scheme for achieving educational objectives in public secondary schools in Ikom Education Zone of Cross River State. Specifically, this study was design to examine the:

1. Extent to which principals are able to carry out evaluation of teachers' instructional performance in public secondary schools in Ikom Education Zone of Cross River State, Nigeria.

2. Extent to which principals exhibit competence in monitoring students' progress in public Secondary Schools in Ikom Education Zone of Cross River State, Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent do male and female principals adequately evaluate teachers' instructional performance in public secondary schools in Ikom Education Zone of Cross River State, Nigeria?

2. To what extent do male and female principals monitor students' progress in public secondary schools in Ikom Education Zone of Cross River State, Nigeria?

Hypotheses

The following null hypotheses were formulated for the study and tested at 0.05 level of significance.

$H0_1$: There is no significant difference in the mean ratings of male and female respondents on how the extent principals evaluate teachers' instructional performance in public secondary schools in Ikom Education Zone of Cross River State, Nigeria.

$H0_2$: There is no significant difference in the mean ratings of male and female principals as relates to monitoring students' progress in public secondary schools in Ikom Education Zone of Cross River State, Nigeria

REVIEW OF RELATED LITERATURE

Instructional Management

Instructional management can be defined as those actions that principals take, or delegate to others to promote growth in students' learning. In practice, this means that the principal ensures educational achievement by making instructional quality the top priority of the school. According to Fullan (2009) Instructional management or Leadership is an active collaborative form of management where the principal works with teachers to shape the school as a workplace in relation to shared goals such as teacher collaboration, teacher learning opportunities, teacher commitment, teacher certainty, and student learning. Instructional managers/leaders spend most of their period dealing strictly with curricular issues rather than administrative matters.

More so, the principals as instructional managers should at all times strive for excellence in learning and teaching with the intent of enhancing students' progress. Thus, Principals should serve foremost as instructional managers in schools, and that their commitment to instructional improvement should not only be strongly articulated but should be reinforced with experience in the classroom activities (Glanz, 2016). In order to attain respect in the sector of the teachers, principals should have enough teaching experience and should understand with firsthand experience with the instructional issues faced by teachers. Effective Instructional management demands high standards of academic proficiency, setting high expectations for learners' progress, having knowledge and experience with effective teaching or instructional scheme (Simkin, Charper and Suss, 2010). Indeed, instructional management is all about encouraging best practices in teaching and learning in schools (Marks and Printy 2013). Therefore, principals should become familiar with innovative theories and practices and motivate teachers for effective and efficient teaching and learning in classrooms.

EFFECTIVE MANAGEMENT

Management is the art of getting things done through people as intended. To Drucker (2014) it's a process of administering and coordinating resources effectively and efficiently in an effort to realize the goals of the organization. Bateman and Snell (2012) observed that management is the process of working with people and resources to accomplish the goals of an organization and the entire society. While Draft (2014) stated that management is the achievement of organizational goals in an effective and efficient manner via planning, organizing, leading and controlling the resources of the organization. In a classical sense of view, Babalola (2016) postulated that management is simply being in charge or in control, and further advanced that management is to put a formal organization under control, regulation and the use of scarce resources in an effective and efficient manner. Therefore, in the education system one can deduce that management takes place in the school and involves the ability of a person to exercise formal authority. However, it involves where the organization appears to be going and avoiding upsetting others within and outside the organization.

Lastly, management can also be viewed as the ability to regulate an existing order of affairs and make things happen in the school firmly in accordance with the school goals and objectives. To this effect, the principals are expected to carry out their responsibility with uprightness, diligence and prompt response to the yearnings of the government and communities that host their schools.

TEACHING EVALUATION

The most important consideration in teaching evaluation both for improvement purposes and for personnel decisions is the use of multiple methods of teaching evaluation, involving multiple sources of data. To ensure that the evaluation system adopted is credible and acceptable, departmental members must have a strong hand in its development. Before departments and schools adopt teaching evaluation systems, the departmental members should determine their criteria for effective teaching. Departments and schools can then take responsibility for developing their own evaluation methods and evaluation criteria. Since different disciplines require different methods and settings for instruction, they require different methods and criteria for evaluation. This is also true for interdisciplinary instruction. Teaching enhancement systems can be flexible to accommodate diversity in instructional methods, (e.g., teaching, discussion, laboratory, small group interaction, practicum, field work, clinical work, etc.). To promote compatibility within the school, standards should be reviewed, understood, and accepted by all groups involved in the promotion and tenure review process.

Thus, Denzin and Lincoln (2008) posited that in individualizing teaching evaluation, effective teaching evaluation must be individualized. A uniform system discriminates against some individuals, so a plan sensitive to individual variation should be developed. A departmental member should provide information about his/her contributions and accomplishments as a teacher on a longitudinal basis over his/her teaching career. Consideration can then be given to changes in emphasis and interest that will naturally occur in an academic career (Denzin and Lincoln, 2008).

What may be assessed: Teaching evaluation is a central element as the assessment of the quality of classroom instruction. Since teaching includes activities more broad than classroom instruction, evaluation of teaching must be assessing more than classroom performance. Seldin (2010) remarked that departments and schools may identify additional items. Among the teaching activities that may be assessed are the following:

a. Quality, amount and level of classroom instruction (including shared instruction).

b. Development of curricula, new subjects, and classroom materials.

c. Evaluation of teachers and mentoring of students' progress, including checking of assignments.

d. Service on passing out examination and school committees.

e. One-on-one consultation with students, including evaluation of independent study and reading subjects.

f. Conduct and supervise laboratory instruction.

g. Advising students in the major.

h. Supervision of field work.

i. Supervision of clinical and practicum experiences.

Gross and Herriot (2009) also observed that the following are the sources of data for enhancing teaching in schools:

A. **Students Multiple Methods**: End-of-subject rating forms and written comments. Generally, students are able to report on the extent to which a teacher appears prepared for class sessions, communicates clearly, stimulates interest, and demonstrates enthusiasm and respect for students. Research showed that student responses on these dimensions are valid and reliable. Again, students are less able to judge the knowledge of the instructor or scholarly content and currency of a subject.

B. **Questions about Instructors and Subjects should be Relevant:**

i. They should fit the instructors and subjects being evaluated.

ii. Multiple sets of ratings of departmental subjects over time should be considered; personnel decisions should be influenced only by ratings from several subjects over several terms.

iii.   Because global ratings of the teacher or subject tend to correlate higher with student learning than do more specific items, personnel decisions should rely more on global items (Overall, the instructor is an excellent teacher).

iv.   Comparative data (such as departmental, school, or institutional norms) should be provided so that individual evaluations can be interpreted within a meaningful context. For example, information about subject characteristics should be considered when reviewing evaluation results.

v.   When results from student evaluation forms are used in personnel decisions, it is essential that standardized procedures for administering the forms be followed. Procedures should indicate who will distribute, collect and return questionnaires when the evaluations should take place and when the evaluation results will be made available.

vi.   Student rating results should be considered in personnel decisions only when most of the students in a class have completed the surveys.

vii.   The use of optional items chosen by the instructor customizes and makes the forms more useful for teaching improvement purposes (Gross and Herriot, 2009).

viii.   Rating forms should include open-ended questions so that students can write their own comments. Written comments are particularly helpful in improving classroom performance.

ix.   A knowledgeable colleague or teaching improvement consultant should be available to discuss evaluation results with individuals in order to help them interpret scores, provide encouragement, and suggest teaching improvement strategies (Gross and Herriot, 2009).

x.   Alumni letters and surveys. Many institutions request information from recent alumni (e.g., those who pass out two years ago and/or five years ago). Alumni have a perspective for evaluating both individual departmental members and the department's programme. Alumni have the additional advantage of being able to judge the relevance of class work to their present situation. It should be noted, however, that information from alumni may do more than agree with present students' assessment of teaching; studies have found alumni ratings of departments correlate highly with those of current students.

xi.   Focus-group interviews, exit interviews, and surveys of students. Focus-group interviews and exit interviews may be used to provide information about departmental members and courses for personnel decisions and to strengthen a department's programme. Interviews can provide a depth and breadth of information, elicit unanticipated responses, and allow for clarification of students' satisfaction and concerns. Focus group interviews, exit interviews, and surveys of passing out students are especially helpful in strengthening a department's programme.

xii.   Mid-session and periodic student feedbacks. Feedbacks from students throughout the term are particularly helpful for teaching improvement purposes. Department may ask students to provide informal assessments of their teaching effectiveness at mid-session by means of focus group interviews with teaching consultants or through the use of student rating forms, especially ones that include open-ended questions. Throughout the term, departments also may invite students to comment informally, perhaps by e-mail or by writing short evaluations at the end of a class period. Mid-session feedbacks should not be used for summative evaluation, unless an instructor chooses to include the feedbacks in a teaching dossier.

xiii.   Evaluation of student learning. Throughout the term, departmental members may act as classroom researchers, gathering measures of students' learning in order to improve their teaching. Department may also wish to provide examples of student learning as evidence of their teaching effectiveness for personnel decision making (Goertz, 2015).

Factors Affecting Instructional Management Scheme of Principals in Secondary Schools

Many contextual factors negatively affect instructional management practices of school principals for effective management in secondary schools. However, the type as well as the intensity of the problem is not the same in every school. Bush and Bell (2013) asserted that shortage of highly educated workforce is found as critical problems of those economically advanced countries, whereas scarcity of resource for more investment in education has created a dividing line between those developed and developing nations in the world (Ministry of Education, 2012). Such factors can be classified into personal characteristics and instructional management practices of school principals, organizational characteristics and District or Zonal Education Department characteristics for effective management in secondary schools.

Personal Characteristics and Instructional Management Practices of School Principals

Personal characteristics and instructional management practices of school principals, are factors which are most commonly used in selecting leaders for principalship, Researchers also recognize the potential influence they have on how principals enact their roles. The first factor is age. Little attention is given to age as a requirement for certification as well as selection of school managers or leaders; one may expect the older principals to have greater experience in education and therefore, will offer more instructional leadership practices.

Others, on the contrary, may expect that younger principals show more energy and capacity, and therefore, strong instructional management practices, Research findings, however are inconsistent about the relationship between age and leadership effectiveness. Gross and Herriot (2009) for instance, found

negative relations that dictate older principals provide less leadership than the younger. Whereas, Jacobson (2018), reported very little about relationship between age and successful leadership.

More so, Work experience as a second factor, has been commonly used as criteria in selecting principals and assistant principals. Gross and Herriot (2009) found that the length of experience as a teacher, previous administrative experience and even the number of years at the principalship position have no significant relationship with leadership effectiveness. Educational attainment and qualification are other personal factor more often used as criteria for selecting leaders for principalship. For instructional management practicing role, training in educational areas is highly considered for leadership effectiveness. In this connection, Hallinger and Murphy (2018) suggested that lack of knowledge in curriculum and instruction determine the level of instructional management practicing role. Therefore, an instructional manager should be knowledgeable about the curriculum and instructional matters for effective evaluation of teachers' instructional programmes.

Theoretical Framework

This study anchored on the contingency model of leadership effectiveness. The Contingency Leadership Effectiveness was propounded by Fiedler in 1967. The theoretician identified two basic leadership styles; the task-oriented leader whose underlying needs structure is for successful accomplishment of task, and leader who desires successful interpersonal relations. The contingency model believes that different types of situations required different styles of leadership or managerial skills. It is the situations that determines whether a leader can exert influence on his group or not, and this situation is determined by the elements of the leader's position and power (i.e. the potential legitimate power that the organisation provides for the leader's use in order to get the group members comply with and accepts his directives). Task-structure (i.e the nature of the job to be done) and leader-member personal relations (this has to do with leader's personality and behaviour for him/her to be accepted by the subordinates). Therefore, the instructional manager needs to be mindful of his positions, power, the nature of job to be done and his relationship with teachers. Thus, by employing the Contingency Model of leadership effectiveness into school management by principals, it would to a large extent pave way for effective management of instructional programmes, especially in public secondary schools.

Review of Empirical Studies

A number of studies have been conducted which relates to instructional management and secondary school administration (Robinson, Lloyd and Rowe, 2008; Oprey, 2009. Robinson, Lloyd and Rowe (2008) undertook an analytical study of relationship in the roles of male and female principals as it relates to instructional administration in Delta State. The purpose of the study was to determine the areas or things male and female principals share in common in the course of instructional administration. The study was a survey. Three research questions guided the study and three hypotheses. Population was made up of 148 female and 167 male principals. 176 was the sample used for the study. The instrument for data collection was a structured questionnaire. The data collected was analyzed using mean (x) and Standard Deviation for research questions and Pearson-Product Moment (Pearson 'r') for hypotheses. The findings revealed among others that there is significant relation in the roles of male and female principals as it relates to instructional administration in secondary schools. The study did not display the relationship as it relates to principals in urban and rural schools which the current study also wished to handle.

Oprey (2009) also did a comparative study of the perception of teachers, assistant principals and principals as it relates to the extent principals perform their role as an instructional leader. In this study, descriptive survey design was adopted. Two research questions and two hypotheses guided the study. The population comprises 1,371 teachers, 34 assistant principals and 34 principals; making the total population of 1,439. Through random sampling method, 432 research respondents were selected for the study. Data for this study were collected using a structured questionnaire. Research questions were answered descriptively on individual item basis using mean and standard deviation (SD), while the hypotheses were tested inferentially with one way classification ANOVA. The result of data analysis revealed among others that principals spend vast majority of their time on non-instructional tasks like selling of school items and handling of disciplinary problems. This study did not however, find any difference on the extent this issue is handled across gender, which was the vacuum the present study like to fill.

Methodology

Research Design

This study employed a descriptive survey design. A descriptive survey design according to Nworgu (2008) is the type of research which target at collecting data and describing in a systematic manner, the characteristic features or facts about a set of population. In this particular study, the emphasis of the design described the principals' management scheme for achieving educational objectives in public secondary schools in Ikom Education Zone of Cross River State, Nigeria.

Area of the Study

The area used for this study was public secondary schools in Ikom Education Zone of Cross River State, Nigeria. This Area has six Local Government Areas which include Yakurr, Obubra, Abi, Boki, Ikom, and Etung. The Ikom Education Zone of Cross River State is bounded in the North by Ogoja Education Zone in Cross River State, at the South by Calabar Education Zone of Cross River State, at the East by Cameroon and at the West Ebonyi State.

The people of the zone are blessed with numerous natural resources and solid minerals deposits which at present are largely unexploited. And farming is the major occupation of the People. The area of study is chosen because of the continuous poor performances of students in public secondary schools (Records Unit, Cross River Secondary Education Board, 2021).

Population of the Study

The population of this research work is made up of the teachers in 94 public secondary schools in Ikom Education Zone of Cross River State. The total population of teachers in this area is 2,820 (SEB, Cross River State, 2021). By this, 1,440 teachers were male and 1,380 were female as at the time of this research work.

Sample and Sampling Technique

Proportionate simple sampling random technique was used to select 28 public secondary schools in the area. This represents 10 percent of the entire secondary schools. This is in line with Nwana's (1992) proposal which stated that when a population is in few thousands, 10-50% will be adequate sample for the study. More so, 10% of teachers were picked randomly making the total sample to be 282 research respondents. Thus, 144 male and 138 female teachers formed the sample size for the study. Also, based on location 90 teachers came from urban areas and 192 teachers from rural areas. And this gave a total sample of 282 research respondents.

Instrument for Data Collection

This study used self-structured questionnaire for data collection. The instrument was captioned Principals' Management Scheme for Achieving Educational Objectives Assessment Scale (PMSAEOAS). The instrument was divided into two parts, part I and II. Part I was used to elicit information on the personal data of the respondents while part II was made up of 20 items which were further divided into two (2) clusters (cluster, A-B). Cluster A-which dealt with principals' ability to evaluate teachers' instruction and cluster B- principals' competence in monitoring students' progress.

Validation of the Instrument

The instrument for this study was face validated by three experts in education; two from the Department of Educational Foundations (Educational Administration and Planning) and one expert from Measurement and Evaluation (Science Education), all in Ebonyi State University, Abakaliki. The experts after justifying the items in terms of its relevance to the contents of the study, items clarity, appropriateness of the language and ability to elicit information from the respondents considered the items valid.

Reliability of the Instrument

The reliability of the instrument (internal consistency) was established using Cronbach Alpha test; this was done using 30 secondary school teachers in Ebonyi State. The reliability index of the study yielded 0.738.

Method of Data Analysis

Mean and standard deviation was used to answer the research questions, while t-test statistics of independent variable was used to test the hypotheses at 0.05 alpha level.

These statistical tools were appropriate since two different groups of gender (male and female principals) were compared on each of the dependent variables on the extent of principals' management scheme for achieving educational objectives in public secondary schools in Ikom Education Zone of Cross River State, Nigeria

Research Question 1

To what extent do male and female principals evaluate teachers' instructional performance in public secondary schools in Ikom Education Zone of Cross River State, Nigeria?

Data for this research questions were collected with items 1-10 of the questionnaire. The data were analysed descriptively and summarized in table 1.

Table 1: Mean response of the male and female respondents on the extent principals' Evaluate Teachers' Instructional performance in Public Secondary Schools in Ikom Education Zone of Cross River State, Nigeria.

S/N	Items	Mean	SD	Decision
1	Principals used multiple sources of data in teaching evaluation.	2.40	0.64	Low Extent
2	They used different evaluation criteria in evaluation of teachers in different disciplines.	2.40	0.64	Low Extent
3	They ensured that teaching evaluations are to accommodate diversity in instructional methods.	3.47	0.56	Very Great Extent

4	Departments are involved to ensure that different methods are used for interdisciplinary instruction.	3.48	0.58	Very Great Extent
5	They ensured that standards are reviewed in teachers' evaluation.	2.36	0.63	Low Extent
6	Individualization methods are normally used in evaluation of teachers' instruction.	2.36	0.64	Low Extent
7	They give consideration to emphasis and interest that normally occur in teaching career.	2.40	0.71	Low Extent
8	They normally take note of quality, amount and level of classroom instruction.	2.39	0.70	Low Extent
9	Principals normally cross check teachers' lesson note to ensure efficiency in classroom teaching rather than to find fault	1.31	0.74	Very Low Extent
10	Principals evaluate teachers' effectiveness through classroom observation.	2.31	0.74	Low Extent
	Grand mean	**2.48**		

Summary of results as shown in Table 1 indicated that the ten items raised in the table, their mean scores which is 2.48 was lower than the criterion mean of (2.50). This showed that principals ensured that teaching evaluations are to accommodate diversified instructional method. Also, departments are involved to ensure that different methods are used for interdisciplinary instruction. This implies that the mean scores did not extremely deviate from the central mean.

It therefore, means that evaluation of teachers' instructional performance was at a low extent in Public Secondary Schools in Ikom Education Zone of Cross River State, Nigeria.

Research Question 2

To what extent do male and female principals monitor students' progress in Public Secondary Schools in Ikom Education Zone of Cross River State, Nigeria?

Data for this research questions were collected with item 11-20 of the questionnaire. The data were analyzed descriptively and summarized in Table 2.

Table 2: *Mean response of the male and female respondents on the extent principals' monitor students' in Public Secondary schools in Ikom Education Zone of Cross River State, Nigeria*.

S/N	Items	Mean	SD	Decision
11	They ensure that students' CA is based on the three domains.	2.59	0.78	Very Great Extent
12	Adopt the new philosophy that stated commonly accepted levels of mistakes in students' assessment.	2.19	077	Low Extent
13	Principals normally demand for statistical evidence that students' performances are built in.	2.03	0.63	Low Extent
14	Principals do eliminate factors that could make teachers to be sacrificing merit for anything.	2.02	0.63	Low Extent
15	They ensured that good performing students are rewarded.	2.30	0.75	Low Extent
16	They ensured that students that are not performing well were not promoted.	3.30	0.75	Very Great Extent
17	They ensured that students receive counselling based on the area they are having deficiencies.	2.36	1.02	Low Extent
18	They help to inform teachers of the new strategies, technologies and tools to be applied for effective instruction.	2.56	1.02	Very Great Extent
19	They helped to ensure that students are assessed practically.	3.21	0.50	Very Great Extent
20	They help to ensure that students progress report are followed in the course of developing new programme.	2.21	0.50	Low Extent
	Grand mean	**2.47**		

Summary of results in Table 2 above revealed that principals to a low extent monitor students' progress. Showing that principals ensured that students' CA based on the three domains; and students that are not doing well are not promoted; as well as informing teachers of the new strategies, technologies and tools; and ensuring that students' are assessed practically. Also the grand mean showed (2.47) which is lower than the criterion mean of (2.50). This implies that the students' progress was monitored to a low extent in public secondary schools in Ikom Education of Cross River State, Nigeria.

Test of Hypotheses One

H0₁: There is no significant difference in the mean ratings of male and female respondents on the extent principals' evaluate teachers' instructional performance in public secondary schools in Ikom Education Zone of Cross River State, Nigeria.

The opinions of the respondents based on the extent principals evaluate teacher's instructional performance in public secondary schools in Ikom Education Zone of Cross River State, Nigeria were subjected to test of significant difference using t-test statistical tool. Summary of results is presented in Table 3.

Table 3: T-test Analysis on the Mean Ratings of Male and Female Respondents on the Extent Principals Evaluate Teachers Instructional Performance in Public Secondary Schools in Ikom Education Zone of Cross River State, Nigeria.

Items	Category of Respondents	N	Mean	SD	t-cal	Alpha	t-crit	Decision
1	Male	144	2.39	0.59	4.83	0.05	1.96	Rejected
	Female	138	2.42	0.71				
2	Male	144	2.08	0.48	3.03	0.05	1.96	Rejected
	Female	138	2.32	0.39				
3	Male	144	3.51	0.52	1.56	0.05	1.96	Upheld
	Female	138	3.42	0.65				
4	Male	144	3.20	0.60	0.29	0.05	1.96	Upheld
	Female	138	3.70	0.46				
5	Male	144	2.25	0.63	2.14	0.05	1.96	Rejected
	Female	138	2.12	0.61				
6	Male	144	2.32	0.43	3.14	0.05	1.96	Rejected
	Female	138	2.28	0.42				
7	Male	144	2.29	0.68	17.74	0.05	1.96	Rejected
	Female	138	2.25	0.74				
8	Male	144	2.08	0.80	24.85	0.05	1.96	Rejected
	Female	138	2.65	0.51				
9	Male	144	1.30	0.66	3.27	0.05	1.96	Rejected
	Female	138	1.33	0.87				
10	Male	144	2.37	0.64	22.08	0.05	1.96	Rejected
	Female	138	2.24	0.50				
	Average				8.29			

Table 3 showed that there was significant difference in the items raised in the table above because the average t-cal. indicated (8.29) which is above the t-critical value of (1.96). Therefore, the null hypothesis of no significant difference in the mean ratings of male and female respondents as it relates to evaluation of teachers' instructional performance was rejected.

Test of Hypothesis Two

$H0_2$: There is no significant difference in the mean ratings of male and female principals as it relates to the extent principals monitor students' progress in public secondary schools in Ikom Education Zone of Cross River State, Nigeria.

The difference in the mean ratings of male and female principals as it relates to the extent principals monitor students progress in Public Secondary Schools in Ikom Education Zone of Cross River State, Nigeria were subjected to test of differences using t-test analysis. Summary of the results is presented in table 4.

Table 4: T-test Analysis of Male and Female Principals on the Extent Principals Monitor Students' Progress in Public Secondary Schools in Ikom Education Zone of Cross River State, Nigeria.

Items	Category of Respondents	N	Mean	SD	t-cal	Alpha	t-crit	Decision
31	Male	144	3.19	0.65	23.53	0.05	1.96	Rejected
	Female	138	2.81	0.94				
32	Male	144	1.54	0.57	4.83	0.05	1.96	Rejected
	Female	138	2.51	0.47				
33	Male	144	2.07	0.62	3.03	0.05	1.96	Rejected
	Female	138	1.97	0.64				
34	Male	144	1.95	0.61	1.56	0.05	1.96	Upheld
	Female	138	2.09	0.64				
35	Male	144	2.16	0.78	0.29	0.05	1.96	Upheld
	Female	138	2.32	0.63				
36	Male	144	2.66	0.55	2.14	0.05	1.96	Rejected
	Female	138	3.81	0.41				
37	Male	144	2.31	0.88	3.14	0.05	1.96	Rejected
	Female	138	2.40	1.09				
38	Male	144	1.56	0.50	1.70	0.05	1.96	Upheld
	Female	138	3.35	0.49				
39	Male	144	3.21	0.50	19.72	0.05	1.96	Rejected

	Female	138	3.11	0.50			
40	Male	144	2.46	0.50	9.98	0.05	1.96	Rejected
	Female	138	2.35	0.50			
	Average t-cal				6.99		

Summary of table 4 showed that the null hypothesis of no significant difference in the mean ratings of male and female principals as it relates to the extent principals monitor students' progress in Public Secondary schools in Ikom Education Zone of Cross River State, Nigeria; the items raised in the table above the calculated t-value of (6.99) is above the critical t-value of (1.96). Therefore, the null hypothesis of no significant difference as it relates to the extent the principals monitor students' progress was rejected.

DISCUSSION OF FINDINGS

Extent of Evaluation of Teachers' Instructional Performance by Principals in Public Secondary Schools in Ikom Education Zone of Cross River State, Nigeria.

Principals by accepting management/administrative role must also accept responsibilities of assisting teachers not only in realizing the educational objectives but also in becoming self fulfilled individual in the society (Louis et al (2010). According to Louis et al (2010), secondary school management in trying to accomplish these objectives is confronted with a number of issues, especially this period of population explosion in school enrolment; therefore the organization and management of teachers do not solely depend on the availability of resources but rather on individualizing teaching evaluation. As shown in table 1 it was revealed that principals evaluate teachers' instructional performance at a low extent. While in Table 3. It was discovered that principals' evaluation of teachers' instructional performance was significantly dependent on gender. In line with these findings, Seldin (2010) noted that irrespective of the importance of teachers' evaluation, principals most often show little zeal in the evaluation of teachers' performance. According to him, gender is not a strong factor in the appraisal of teachers' instructional evaluation. Therefore, the issue of gender of principals in the management of teachers' instructional performance is immaterial as relates to the achievement of Educational objectives in Schools.

Extent principals' monitor students' progress in Public secondary schools in Ikom Education Zone of Cross River State, Nigeria.

The results also shown on Tables 2 and 4 that principals monitor students' progress to a low extent in Public Secondary Schools in Ikom Education Zone of Cross River State, Nigeria as it relates to ensuring that students CA based on the three domains, informing teachers of the new strategies, technology and tools and also ensuring that students are assessed practically as well as ensure that students that are not performing well are not promoted. And there is significant difference in the opinion of male and female teachers as it relates to evaluation of instructional performance. These findings are in line with the findings of Deming (2012) who discovered that non-monitoring of progress in an organization is one major flaws identified in the stages of production.

These findings are also in line with the earlier findings of Lezotte (2019) who observed that monitoring of students' progress is paramount in school instructional management but incidentally most principals' lack the zeal of this task. However, Harris and Daniel (2015), postulated that instructional management entails the ability of the principal to create both intellectual and social capital. The principal should develop a community of professional learners or a nested learning community in which teachers trust depend on and learn from one another (collegiality and collaboration). He/she must also participate in making curriculum choices, establishing expectations for the quality of student work and the quality of teaching and organizing targeted opportunities for teachers to learn more about teaching strategies and methods. Thus, the principal has to be a visionary who leads the school community in its development to use teaching and curricular schemes that are more effective and also support teachers' effort to implement effective instructional programme. Nevertheless, Principals' instructional management scheme also includes helping to stimulate growth in teachers' instructional performance, appraisal of learning situations, providing instructional aids and improving the curriculum. Bearing this in mind, it is imperative that these instructional management or leadership practices be imbibed by the school principals for the achievement of educational goals and objectives in Public secondary schools in Ikom Education Zone of Cross River State, Nigeria.

Conclusion

This study based on the findings concluded that the Principals of Pubic secondary schools in Nigeria, Particularly in Ikom Education Zone of Cross River State have not effectively used the management scheme for achieving educational objectives. The Principals' usage of multiple sources of data in teaching evaluation, different evaluation criteria in teachers' disciplines, evaluation of diversity in instructional methods and individualisation methods are normally used in evaluation of teachers' instruction and the principals' evaluation of teachers' effectiveness through classroom observation, among others have not been carried out by principals of Public secondary schools effectively. And the adoption of the new philosophy that stated common accepted levels of mistakes in students' assessment, principals' demand for statistical evidence that students performances are built in, the reward to students who performed better, the counselling of students based on the area they are haven deficiencies students' progress report in the course of developing new programme are ineffectively carried out by public secondary school principals. This implies that, the principals of public secondary schools in Ikom Education Zone of Cross River State, Nigeria if carried out their management scheme as enunciated above effectively and efficiently there would be room for the accomplishment of set educational objectives in Ikom Education Zone and the society at large.

Recommendations

Base on the findings of this research work, the following recommendations were made:

a. Government should encourage principals on how to put more efforts in evaluating teachers' effectiveness through classroom observation.

b. Efforts should be made to engage counsellors in schools in order to make sure that students receive counselling based on the areas they are having deficiencies.

c. Gender should not constitute serious issues in the assessment of effective instructional management practices of school principals for the achievement of educational objectives

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