

# Administrator's Supervisory Role and Perceived Internal Peace in Public Secondary Schools in Cross River State, Nigeria

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## Abstract

This study investigated the “Administrators’ Supervisory Role and Perceived Internal Peace of Public Secondary Schools in Cross River State, Nigeria. The study adopted one purpose, one research question and one null hypothesis. The population of the study was 5,277 teachers in 246 public secondary schools in Cross River State obtained from the Ministry of Education, Calabar for the 2020/21 academic session. The Sample size of the study was 316 female teachers and 213 male teachers making a total of 529 elements selected using Taro Yamane’s method. A structured questionnaires titled “Administrator’s Supervisory Role and Perceived Internal Peace of Public Secondary Schools Questionnaire (ASRPIPPSSQ)” with 10 items was used to gather data. Using four likert format rating scale. The statistical tools used in the analysis were mean and standard deviation while Pearson’s Product Moment Correlation Coefficient was used to test the null hypothesis at 0.05 level of significance. Finding from this study revealed that administrators’ supervisory role significantly influence internal peace of public secondary schools in the study area, which implies that, internal peace in public secondary schools is ensured by the ability of administrators to exercise good supervisory role. Supervision of students, teachers and other non-human resources is therefore germane to sustenance of internal peace in public secondary schools in Cross River State and beyond. Therefore, it was recommended, among other things, that School administrators should ensure that staff and students are adequately coordinated while school records are supervised regularly with erring staff and students reprimanded.

**Keywords:** School administrators; supervisor; peace.

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## **1. Introduction**

Supervision is a fundamental ingredient to the achievement of any organizational goal and objectives. [30] sees supervision as an assistance or hand of help given to a professional colleague, the teacher, in the process of teaching. He further stated that it is a professional, continuous and cooperative exercise that covers all aspects of the life of a school.

According to [30] Supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organization to attain a certain satisfaction or set goals. Almost every school head teacher is faced with the constraint of managing and running a school effectively and efficiently for the one reason of goal attainment which is achievable through optimum utilization of both human and material resources. In a bid to attaining the school goals and objectives, the head teacher plays a supervisory role to ensure optimum performance. The act of playing a supervisory role is known as supervision. The word supervision is often referred to as instructional supervision [40]. This is to reflect the content in which the supervision is undertaken. Instructional supervision is an internal mechanism adopted by the head teacher to improve on their teaching and learning activities for the purpose of achieving educational objectives [20].

For [31], the importance attached to school supervision in modern educational systems requires a lot of attention because many people are currently more conscious than in the past about the essence and roles of education. Supervision is a process of stimulating growth and means of encouraging teachers to increase in both administrative and academic performance which when attain it brings about internal peace. It is conceived as a task of improving instruction through regular monitoring and in-service education of teachers. In other words, it involves providing expert assistance to teachers to be more skillful and competent in their respective area of specialization. On this note, principals are to supervise, guide and direct the instructional activities of teachers in line with the professional conduct.

From the above definitions, it can be deduced that the main central focus of supervision is to improve classroom management strategies, adhering to curriculum content, shaping the direction and utilization of instructional activities and discipline for effective control measures. To this end, it is seen as action for service rendering, focusing on how to create good human relationship that much reflects on abilities, patterns of interest, emotional make-up and background preparation as well as setting realistic goals for themselves [8].

Most times, teachers fail to do what they are expected of when not supervised. Some will decide to lazy around while others get involved in what will benefit them instead of being of benefit to the school and students. Instructional supervision provides a vehicle and structure which allows schools, departments, as well as individuals (teachers and students) within them, to respond effectively to curriculum and instruction in order to achieve the stated educational objectives [24]. It is obvious that lack of supervision can lead to deviation from the lead down curriculum. The possibility of teachers going to their areas of interest is wide thereby allowing the learners so suffer afterwards. Supervision of instruction plays a major role by assisting teachers, guiding them stimulating them in their job performance. Good teachers do their work with little or no supervision but some sit up when they are informed that the principal is going round on supervision [40].

The head teacher has the sole responsibility to perform supervisory role and is also the chief accounting officer of the school. Pearson in [10] asserted that a principal is someone who is in charge of a school. Principal-ship is a well-established position for the chief executives in secondary schools who carries out leadership responsibilities by coordinating curricula, co-curricular activities in the school and is in charge of the general administration. He is also seen as the manager of the school and hence expected to be accountable and responsible for the day-to-day running of the school. The principal ensures effective supervision by interacting academically and socially on regular basis with teachers and students within and outside the classrooms. Reference [2] added that the principal monitors to ensure proper implementation of the curriculum, desirable increase in teachers' capabilities, improve the conceptual knowledge and teaching skills; support them in their work to facilitate better performance in their pedagogical practices and students' learning outcomes. All these are geared towards the attainment of goal. Effectual supervision has a way of strengthening the capacities of both principal and teachers. It is important and needful for the improvement of the school performance and internal peace.

Education is an investment in human capital for both government and individuals worldwide. This is apparent as it helps to enhance the well being of individuals and the society at large. In Nigeria generally and Cross River State in particular, education is viewed with high socio-economic satisfaction and commonly seen as a big industry with large investment. The current trend of public discussion centers on educational standards as a result of complaints following the annual release of the West African Senior School Certificate Examination (WAEC)/National Examinations Council (NECO) results. Students' academic outcomes do not seem to match with the investments of both government and parents. This sometime is as a result of the managerial skills associated with the head teacher.

Government at both national and State levels, parents, students among others are concerned about poor results of graduates of public secondary schools that cannot satisfactorily meet university entrance requirements and the increase in unemployable and redundant youths in the society. Reference [1] states that the poor performance of public secondary schools students in public examinations coupled with inefficient utilization of resources, border on the issue of standard, when compared with what is obtainable in private secondary schools. Similarly, Reference [37] observes that the academic standards in all Nigerian educational institutions have fallen considerably below societal expectations. This decline in the quality of education cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal transformation and development. It therefore becomes pertinent to question whether administrators who are saddle with the responsibility of managing the public secondary schools are ill-equipped or incompetent to ensure the quality of a child's education. It is on this note that the researcher is concerned as to whether school administrators are not utilizing their management competencies in ensuring the supervision of both material and human resources adequately. A recurring decimal in the State is the poor performance in annual external examinations (WAEC and NECO) and inability of such graduates especially from the public secondary school sector to adequately satisfy the entry requirements for admission into tertiary institutions. The researcher's concern over this development therefore necessitated this study with a focus on determining the influence of administrators' supervisory role and perceived internal peace of public secondary schools in Cross River State. And to tackle this menace, one objective and one hypothesis is developed to guide the study.

### **1.1 Objective of the study**

1. To examine the predictive link between administrators' supervisory role and perceived internal peace in public secondary schools in Cross River State.

### **1.2 Research questions**

The following research question was raised in the study

i) What is the relationship between administrators' supervisory role and internal peace in public secondary schools in Cross River State?

### **1.3 Research hypothesis**

There is no significant predictive influence of administrators' supervisory role on perceived internal peace in public secondary schools in Cross River State.

## **2. Literature review**

School programme supervision constitutes one of the most important roles of the educational administrator. The ultimate goal of educational administration is the improvement of learning and learning opportunities. The school principal work with the classroom teachers, students and supervisors in the selection of appropriate curricular or school activities, choice of subjects, textbooks, work scheduling, use of teaching aids and facilities teaching methods and methods of evaluating school and student progress.

Reference [23] presented in their study that, some years ago, principals were asked to become "instructional leaders" exercising firm control by setting goals, maintaining discipline and evaluating results. But today they are encouraged to be facilitative leaders by building teams creating networks and governing from the centre. This implies that the duty of the school administrator had been broaden, enlarge in nature and scope. The [42] after citing a long list of the principal's traditional managerial responsibilities went on to add principals today must also serve as leaders for students learning. They must know academic content and pedagogical techniques. They must work with teachers to strengthen skills. They must collect, analyze and use data in ways that fuel excellence. They must rally students, teachers, parents, local and health and family service agencies, youth development group, local businesses and other community residents and partners around the common goal of raising student performance.

In a study conducted by [29] to examine the concept and practice of educational supervision in its universal context; it was noted that the concept of educational supervision has changed over the years. In the 19<sup>th</sup> and 20<sup>th</sup> centuries, supervision was perceived to be synonymous with school inspection. Teachers in the school system were expected to carry out instructions and directives of supervisors without question. However, today's supervisors are more humane in their duties as a result of Human Relation Movement in practice.

According to [14], under the broad heading Planning, Administration and Supervision of Education, in the National Policy on Education contains precise objectives of educational supervision. It is to ensure quality control through regular inspection and continuous supervision of instructional and other educational services. The [15] identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluating students' progress and achievement, promoting and enhancing the learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of secondary school principals. The educational policy also makes it clear that one of the cardinal objectives of administration in education is to ensure quality control through regular and continuous supervision of instruction and other educational services. Supervisory climate is an overseeing, directing workers also serves as a collaborative effort of the institution in order to achieve set goal and objectives designed in order to improve the teaching-learning process. According to [26] supervisory climate is the process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institutions. For [34] supervision is the maximum development of the teacher into the most efficient and effective person capable of becoming an effective teacher in all academic endeavors. This definition recognizes that a teacher has potentials that needed guidance and direction and become effective in the classroom. On that note, Reference [22] stated that supervision is a task of improving instruction through regular monitoring/inspection and in-service education of teachers.

Reference [32] presented that supervision is all about promoting leadership and teacher growth in educational practices. Reference [11,36] affirmed that supervision is a helping relationship whereby the supervisor guides and assists the teachers to meet the set educational goal and objectives. This described instructional supervision from the point of establishing the relationship with stakeholders in the school system for the purpose of achieving the set educational goal and objectives. All the various levels of education (early childhood, primary, primary/basic, post primary, and tertiary), must be properly supervised, managed in order to produce vibrant outputs (students) that will contribute effectively towards national development. This in essence will include attainment of a high level of academic excellence which entails the inculcation of the right type of knowledge, skills, values and attitudes of the learner to enable him to function efficiently and effectively within the society and ensure societal survival [27]. According to [39] teachers' effectiveness can be achieved through a disciplined and committed teacher. To ensure that teachers are highly disciplined and their high productivity achieved in the education sector, this apart from staff development will also include strengthening schools' instructional supervision to ensure that teacher high productivity and work commitment is guaranteed and enhanced. Reference [16] observed that teachers teach, train and process students acquire the necessary life skills, that would enable them survive and contribute meaningfully to the society they belong. Teachers cannot effectively and efficiently execute the above duties without themselves being properly and adequately educated, provided for and monitored.

According to [7] instructional supervision is a process of improving instruction for the benefit of students. He noted that instructional supervision helps the students to learn as effectively and efficiently as possible where teaching and learning are complementary processes. Supervision of instruction is required to guide teachers to be able to combine relevant input for enhancement of the teaching- learning process. The fact remains that the success of an educational program, especially in the achievement of effective learning depends largely on the

effectiveness of the teachers. Reference [25] stated that, the major function of the supervisor is to assist others to become efficient and effective in the performance of the assigned duties. Teachers cannot effectively and efficiently execute the duties of teaching without themselves being properly and adequately supervised and monitored in school in order to bring out the best. Reference [18] further stated that the elements of supervisory roles of principals are defining the school mission, managing the curriculum and instruction, supervising teaching, monitoring learner progress and promoting the entire school progress. Reference [13] stressed that supervision has been identified as one of the approaches to teacher effectiveness. This calls for supervision of instructional procedure in secondary schools.

Reference [7] noted that supervision is necessary in education to ensure effective learning. In the school context, supervision is the process of observation, discussion and decision-making by principals and inspectors of education to improving teaching/learning situations for students. Reference [7] further believed that the primary purpose of supervision in Nigerian schools is to improve the instructional program and there are three categories of teachers to whom supervisory assistance should be directed. They are: (a) new teachers, (who are fresh from school and so need encouragement and support in their new profession in order to achieve the stated goals). (b) Old teachers (who attempt to resist change because they have been used to certain styles of teaching, hence, they consider change as a threat). (c) Incompetent teachers (because of their shallow knowledge of subject matter, poor classroom organization, ineffective use of language, etc. he further by commented that supervision, provides a basis for an effective dissemination of concrete and constructive educational advice and ideas to ensure minimum desirable standards so as to provide equal opportunity for children. Supervision also stimulates desirable educational practices and provides a basis for action by the teachers, head teachers, inspectors and other officials.

Reference [3] realized that supervising through authorization, directions and class controls usually will bring about the desired results. He confirmed that instructors through supervision will perform with excellence if they have well-defined jobs are capable of doing the job, know what is expected of the instruction, tools to do the job, have the necessary skills and knowledge, and receive feedback for performing as desired. He further realized that giving the subordinates day-to-day instructions, guidance and discipline as required to be able to fulfill their duties and responsibilities are the problems that a supervisor faces. Reference [3] confirmed that supervision is designed to improve instruction at all levels of the school enterprise which helps establish communication and makes teachers hear each other. It serves as a liaison to get teachers into contact with each other who have similar problems. The quality of the school is dependent upon the quality of classroom instruction and the quality of instruction is dependent upon the quality of the supervision is a means to develop the teachers' effectiveness and increase their moral and effective teaching. He concluded that teachers perceived that the principal phrases and sentences to give the teacher a more accurate feedback, sometimes record the series of questions asked by the teacher to improve the teacher's question, techniques, and sometimes record directions given by the teacher in the course of the lesson. It means that the supervisors are showing their assistance to the teacher in the classroom through their observation records that serve as a useful picture of follow-up work as a monitor of the suggestions given.

Reference [20] stated that supervision, assist teachers evaluate their strengths and weaknesses. In any school,

especially the public secondary school setting, Therefore, the effectiveness of the teachers is largely dependent on the principal's ability to supervise the teachers to clarify instructional goals and work collaboratively to improve teaching and learning. The educational policy also makes it clear that one of the cardinal objectives of administration in education is to ensure quality control through regular and continuous supervision of instruction and other educational services. He concluded that supervision and teaching effectiveness are interrelated in the sense that teachers are motivated when there adequate monitoring and supervision during teaching and learning process. These include planning conference, classroom observation/data collection, analysis/strategy, post observation conference, and post conference analysis. The classroom observation is one of the stages of clinical supervision and the principal purpose of observation is to capture the realities of the lesson objective enough and comprehensive enough to enable supervisors and teacher to reconstruct the lesson as validly as possible afterwards, in order to analyze it [3]. Classroom observations serve as a tool which is employed to understand classroom realities and achieve high standards of effective teaching methodologies [33]. Reference [27] confirmed that the administrator relates to the staff through team and formal structure of staff meetings. Consequently, when the management team functions well through the administrator's leadership and supervision, the school operates and students perform well in their examinations. She concluded that every principal must remain intimately familiar with the technical core of teaching by reading professional literature, attending conferences, and working with a professional learning network. Additionally, leaders must be willing to share what they have learned with teachers as colleagues and partners with a common goal.

The ideal educational administrator defines and indicates the staff needs of the school or educational system as well as the specific type of personnel needed to meet the needs. He also collaborates with the state and local school boards or Ministry of Education in making decisions related to the educational personnel. Having participated in the selection of the staff the principal should involve the staff in developing and operating the regular and proper personnel policies. The principal must not only be concerned with the professional problems of his staff, their personal problems are his concern also. The principal should realize that a member of staff who is saddened by some personal worry, say in his family is definitely not poised to produce the maximum and optimum work. The principal should see to it that new staff is properly oriented into the school system and its general way of doing things and that the old staff is given ample opportunity to produce his best. In the same way too the educational and personal needs of the students claim the greatest attention to the principal.

The school administrators have essential records which must be painstakingly kept in their schools in order to ensure effectiveness of both the teachers and other staff members as well as to ensure that the school functions very well to achieve its objectives. Teachers' office accommodation should be provided in school. Also, teachers' school and classroom attendance and movement during school periods should be monitored. Another aspect of personnel services is control and modification of staff behaviour. Records such as staff attendance register, staff time book, staff movement book, teachers class record book, and staff personal file will be administratively relevant in the management of teachers and accountability. As stated by [4] when people are aware that records are being kept about them, they tend to be more careful in their general behaviour. Moreover, government regulations on what to do (course content, curriculum), who do it (time) where to do it (educational institutions) and how to do it (methodology, funding, and facilities required), are vital to school management. These are contained in the education law and the National Policy on education which are to be kept in school.

Multiple measures of teacher effectiveness, complemented by targeted professional development, high-quality evaluations, and smart accountability, educators and policymakers can indeed use effective measures to improve the quality of high school teaching.

Reference [34] concluded in their study that supervisors as catalysts should facilitate the implementation of the various sets of roles which will improve the teaching-learning situation in the input-process. This is geared towards an effective, viable, vibrant and qualitative educational system. Hence, the supervisor must seek for genuine cooperation and concern, positive and acceptable disposition among the teachers and their subordinates. The supportive and educative process of supervision is aimed toward assisting supervisees in the application of theory and techniques to their works. Numerous developmental models of supervision have been proffered in an attempt to further advance the sound application of supervisory services [9,5]. Developmental models of supervision have in common a focus on supervisee change from novice to experienced professional through a delineated stage process with representative challenges facing supervisees at each level. The characteristics of each developmental stage afford supervisors the opportunity to enhance effectiveness through interventions aimed at facilitating further supervisee development [4]. The sudden explosion of student's population coupled with the attendant increased complexity of the school organization and the introduction of the Universal basic education programme of education in the country has indeed necessitated a greater attention of supervision more than ever before. This is more so because school supervision occupies a unique place in the entire education system. Just as the personality of each supervisor differs from the other, the supervisory strategies adopted are varied and so their effects on the educational system.

School supervision exists nearly everywhere. Its origin dates back to the birth of public education, when young nations used education to forge a common language and culture. Supervision was a key tool to ensure that all education staff respected the same rules and regulations and followed a similar programme [41]. A function is when a teacher sees his/herself as developmental in nature and not merely to impart knowledge parrot fashion (Butin, 2004). The tasks that teacher has to face include rendering direct assistance to individual students by helping the students to better understand the lessons. The teacher has to develop the class through group assignments and discussions the final product of all this efforts is an improvement in the students' achievement (Butin, 2004). Current teacher accountability policies do not focus on teacher effectiveness. The vast majority of teacher receives tenure performance after several years in the profession, without having to demonstrate tangibly that they have improved student achievement [12]. Federal law holds schools accountable for ensuring that teachers are highly qualified, but that provision focuses on teacher qualifications rather than actual impact on students in the classroom.

Principals also need the right mix of incentives to leverage effectiveness measures for improvement perhaps, being held accountable for student performance but given flexibility in hiring and firing teachers [37]. Two important studies find evidence that principals can be accurate evaluators of teacher effectiveness, though factors like accountability for student achievement and authority over staffing matters must be considered [6; 17]. Ideally, accountability policy provides incentives for principals to take evaluations seriously while hiring policy allows them to leverage evaluations to improve staffing [37]. In a nutshell the school principal ensures proper employment, placement, motivation, development, welfare and professional growth of the staff under his



administration.

From the foregoing, school administrators supervise both human and material resources within the school for attainment of desired objectives. The human resources are the teachers and students while the material resources include classrooms, machines, laboratories, chalkboards, offices among others. And when all these are passionately done, internal peace in public secondary schools is guaranteed. No wonder [45] presented in his study that of all the per-requisites for effective management of an organization, the most vital is the human resources. In affirmation [1] concluded that the success of any type of organization, be it social, political, religious or economic, depends to a large extent on the human beings that make up the organization. Therefore school administrators as supervisors do not only take decisions but implant government educational policies which provide the knowledge, discipline, energy and co-operation through which school objectives are achieved. Hence internal peace achieved.

### **3. Method**

#### **3.1 Research design**

Survey research design was adopted for this study. According to Owens in [10], survey research is the collection of data by asking individuals questions either in person, on paper, by phone or online. Conducting surveys is one form of primary research, which is the gathering data first-hand from its source. The information collected may also be accessed subsequently by other parties in secondary research. Survey research is used to gather the opinions, beliefs and feelings of selected groups of individuals, often chosen for demographic sampling. This design will be used in this study because it is economical, allowed a large population to be studied with less expense and its findings can be generalized to other areas outside the study area.

#### **3.2 Population of the study**

The study area is Cross River State. Cross River State is one of the 36 states in Nigeria that has both internal and international boundaries. The state has 18 local government areas with its capital in Calabar municipality. She equally has three Education Zones, which include Calabar, Ikom and Ogoja. There are two hundred and forty-six (246) public secondary schools and six (6) higher institutions in the state [10]. The population of the study was 5,277 teachers in 246 public secondary schools in Cross River State obtained from the Ministry of Education, Calabar for the 2020/21 academic session. Teachers are answerable to the school administrators, government and parents in the course of discharging their duties. As such they will be able to provide data about administrator's supervisory roles.

#### **3.3 The sample and sampling technique**

The sampling technique adopted for this study was stratified random sampling technique. The stratified random sampling according to Nwoagu in [10] is where the population is first categorized into groups that are distinctly different from each other on relevant variables and which the elements are drawn at random within each stratum, is such that the relative proportion of the strata in the resultant sampling are the same as they exist in

the present population. Stratified random sampling technique is chosen because of its capacity for the proportional representation of subjects from the different units or communities of the population. From each of the different educational zones stratified, the various schools in the various zones were selected using hat and draw simple random sampling technique, a sample size of 529 comprising of 316 female teachers and 213 male teachers was drawn.

**3.4 Instrumentation and data analysis**

Questionnaire instrument titled “administrator’s supervisory role and perceived internal peace of public secondary schools questionnaire (ASRPIPPSS)” containing 10 items is the main instrument used to collect data. The instrument was first validated by three (3) experts: these experts scrutinized the instruments in terms of suitability and was administered to respondents to get the reliability coefficient of the instrument. After administration of the instrument internal consistency reliability was computed using Crombach Alpha (a) with an overall index of 0.79. This was considered to be appropriate for the study. Pearson’s Product Moment Correlation Coefficient used to analyses the data.

**4. Result**

In this section the main variables of the study are identified, their mean and standard deviation calculated and presented. The means and standard deviations of research variables is presented in the Table below.

**Table 1: Result analysis**

Model	SS	Df	Ms	F-ratio	p-value	R	R <sup>2</sup>	Adj-t-R
Regression	63.456	1	27.211	4.721	.007 <sup>b</sup>	.102	.137	.142
Residual	499.953	527	6.546					
Total	563.409	528						

a). Dependent variable: Internal peace

b). Predictor (Constant): Supervisory role

The table above presents data on the relationship between supervisory role and internal peace in public secondary schools in Cross River State. From the correlation coefficient, an adjusted R of .142 was obtained. This means that about 14.2% of the total variation in internal peace in public secondary schools in Cross River State is accounted for by supervisory role. The p-value (.007) associated with the computed F-ratio of 4.721, which is less than the probability level of 0.05. On the using of this result, null hypothesis was rejected. This implies that there is a significant relationship with administrators’ role and internal peace in secondary schools.

#### **4.1 Discussion**

Absolute tranquillity is an ingredient to sustainable peace and development of any organization. Also, government workers (civil servants generally and teachers in public secondary schools particularly) has this raw attitude that when not monitored bound to behave unusual, unethical and contrary to the objectives of the organization. Therefore, to ameliorate this wanton behaviour in public secondary schools in Cross River State, the principal has to monitor their activities in school in other to obtain maximum efficiency which the result revealed. This is shown in the result of the study which reveals that administrators' supervisory role significantly influence internal peace in public secondary schools in the study area. This finding is in agreement with [43] who posited that supervision involves the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and method of teaching and evaluation of instruction. Similarly, [4] stated that supervisors are catalysts that facilitate the implementation of the various sets of roles which will improve the teaching-learning situation in the input-process for an effective, viable, vibrant and qualitative educational system. The school as a system cannot function effectively where supervision of human and material resources is inadequate. Administrators' exercise of supervision skills in schools is germane to achieving internal peace in the system.

Also from extent findings, it is concluded that when administrators of public secondary schools really know the rudiment of their work and applied it to the best of acceptable standard, maximum result will surely be obtained and efficient academic performance of these students will not only be improve but maximum outcome will be achieve that will qualify them to gain admission into tertiary institutions. This position is supported by [44] who presented that efficient and effective management of school physical facilities the supervision of human resources is mandatory in order to make the school a pleasant, safe and comfortable centre for the learning. According to the author, the school administrator has to play a major task in the school, which is the management of all the physical facilities. School administrators therefore, need to be conversant with universal principles of managing physical facilities for attainment of desired educational goals for effective and universal peace.

#### **4.2 Limitations of the study**

The fact that the analysis of this study was based on the data collected from the respondents through the use of the questionnaire, the study did not guarantee a hundred percent insulation against certain factors that might affect the respondents attitude, mental and emotional well-being during the filling of the questionnaire. Another was the inability of some school administrators to release some vital information needed for the study and other minor issues like terrain were overcome by the researcher.

#### **4.3 Conclusion**

Effective Supervision of students, teachers and other non-human resources is therefore germane to sustenance of internal peace in public secondary schools in Cross River State particularly and Nigeria as a whole.

#### **4.4 Recommendations**

Based on the findings and conclusion of the study, the following recommendations were made:

1. School administrators should ensure that staff and students are adequately coordinated while school records are supervised regularly with erring staff and students reprimanded.
2. The Cross River State Ministry of Education should mandate the principals to submit the breakdown of scheme of work by each teacher to the ministry on a weekly basis for assessment. This will help the principals to thoroughly supervise the teachers and educate them on the proper ways of breaking down of the scheme of work since he principals may not want to be queried by the ministry for teachers' lapses.
3. Government should on its part provide avenues through conferences and seminars for further training of school heads in public schools to further enhance their administrative effectiveness.
4. Equally, government and public school heads should team up to make public schools look physically more attractive than they presently are.
5. Incentives, promotion and compensation should be a top priority of the government to teachers in public secondary schools.

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