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# **Principals' Competence in Supervision of Lesson Plans and Instructional Delivery and Secondary School Goals Attainment in Jalingo Education Zone, Taraba State, Nigeria**

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**Abstract:** The study examined principals' competence in supervision of lesson plans and instructional delivery and secondary school goals attainment in Jalingo Education Zone, Taraba State, Nigeria. Two research purposes and corresponding research questions and null hypotheses guided the study. The study adopted correlational research design. The population of the study consisted of all the one thousand, two hundred and fifty-two (1252) teachers, in all the 47 public secondary schools in Jalingo Education Zone, Taraba State. Six hundred and thirty-two teachers from 28 secondary schools selected through purposive and simple random sampling techniques served as sample for the study. The instrument for data collection was two researcher-designed questionnaires titled 'Supervision of Lesson Plans and Instructional Delivery Questionnaire (SLPIDQ) and Secondary School Goals Attainment Questionnaire (SSGAQ), which were validated by three experts from the Department of Educational Foundations, Faculty of Education, Taraba State University, Jalingo. The reliability of the instrument was ascertained using Cronbach Alpha, which yielded reliability coefficients of 0.820 for SLPIDQ and 0.859 for SSGAQ which were esteemed to be reliable. Data generated from the study was analyzed using mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation Coefficient (PPMC) was used to test all the null hypotheses at 0.05 level of significance. The results of the study revealed that principals' competence in supervision of teachers' lesson plans and supervision of teachers' instructional delivery, have significant relationship with school goals attainment. The study concluded that principals' supervision of teachers' lesson plans and instructional delivery, significantly relate to school goals attainment in Jalingo Education, Taraba State, Nigeria. It was recommended among others that appointment school principals should be based on display of competence in the ability to supervise lesson plans, and other instructional practices, which will go a long way to ensuring the efficacy of instructional delivery in classrooms.

**Keywords:** Competence, Supervision of lesson plan, Instructional Delivery, Goals Attainment.



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## 1. Introduction

Education is widely regarded as an instrument for national development, and secondary education occupies a critical position in providing a foundational knowledge for preparing learners for higher education and useful living. The extent to which secondary schools attain their goals may be largely determined by the quality of instructional leadership provided by the principal. According to Federal Republic of Nigeria (Federal Republic of Nigeria [1], the specific goals of secondary education are: to ensure that all primary school leavers are provided with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background; offer diversified curriculum to cater for the differences in talents, opportunities, and future roles; provide trained manpower in the applied science, technology, and commerce at sub-professional grades; develop and promote Nigerian languages, art and culture in the context of the world's cultural heritage; inspire students with a desire for self-improvement and achievement of excellence; foster National unity with an emphasis on the common ties that unite us in our diversity; raise a generation of people who can think for, themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals, and live as good citizens, among others. Thus, school goals attainment delineates a secondary school learner is expected to achieve after completing the educational programme. The secondary school level is seen as the instrument of quality for the all-round development of learners

However, Research evidence has indicated that there is decline in the goals attainment of secondary schools in Nigeria as depicted by students' massive failure in West African Examination Council examinations. For instance, [2] revealed that only 23.2 percent (that is, 529,425,000 out of 1,692,435,000) of candidates who participated in the 2020 May/June Senior Secondary Certificate Examinations (SSCE) administered by the West African Examination Council (WAEC) recorded credit pass in five subjects, excluding English Language and Mathematics, as against 36.57 percent in 2019 and 50.81 percent in 2018. It seems obvious that students' learning outcome is drastically dropping on annual basis. Some come out without acquiring employable and life skills that can make life meaningful for themselves and the society. Thus, there seems to be a mismatch between secondary education goals (that are clearly stated) and the observed output produced from schools [3]. Akeke, et al. [4] also observed that many secondary school leavers including those in Jalingo Education Zone, Taraba State, cannot contribute meaningfully to the economic development of the country as they find it difficult to gain admission into higher institutions of learning. This according to the authors could be attributed to poor quality control initiatives by most secondary school principals.

A lot has been said about the possible factors that could lead to poor goals attainment especially in the secondary schools. Some factors identified include: poor teaching skills, arising from poor supervision of school programmes. Nwosu and Bakari [5] observed that most principals give little attention to instructional supervision by hardly checking teachers' classroom activities, delivery of instructions, preparation of lesson plans/notes and overall activities within the school premises. which may also be due to lack of supervisory competence in overseeing both the school programmes and the learning environment. This could be as a result of poor supervision of teachers' lesson plans and teachers' instructional delivery by the principals, as observed by Fehintola [6] who noted that a principal may be competent in harmonizing instructional resources but may simply overlook checking the content and arrangement of teachers' lesson plan and instructional materials or not care to guide the teachers on how to establish a positive classroom environment, thus leading to poor learning outcomes. Akeke, et al [4] also argued that there is decline in teachers' instructional task performance

because of poor supervision during job delivery, which results to students' poor academic performance, thereby hampering school efforts towards goal attainment.

Principals' supervision of teachers' lesson plan is very crucial in the teaching and learning process. Fehintola [6] defined lesson plan as a design that helps the teacher to systematically follow basic instructional techniques for achieving predetermined objectives. A lesson plan is the teacher's guide for running a particular lesson and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method/procedure), and a way of measuring how well the goal was reached (test, worksheet, homework, among others. This is why individual teachers should write and present their lesson plan to the supervisor (principal) for scrutiny. This builds confidence in the instructor in the process of instructional delivery order than relying on the entirety of the lesson plan. The ability of the principals to effectively supervise teachers' lesson plan could positively impact on teaching and learning, thereby leading to the attainment of school goals.

Some empirical studies have been conducted on principals' supervision of lesson plan. For instance, Obunga [7] examined influence of principals' instructional supervision practices on Kenya Certificate of Secondary Education performance in public schools, Loitokitok, Sub County, Kenya. The findings of the study revealed that checking of professional documents by principals such as teachers' lesson plan, scheme of work and record of work positively influence students' performance in Kenya Certificate of Secondary Education. Similarly, Usman [8] examined the impact of instructional supervision on academic performance of secondary school students in Nasarawa State with reference to Senior Secondary Certificate Examination (SSCE). The study found that regular instructional supervision using robust supervision strategies like checking of teachers' lesson plans/notes, students' notebooks, classroom visitation/inspection by school administrators, and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools. Also, Wabuko [9] examined the influence of head teachers' instructional supervision practices on teachers' job performance in public primary schools in Lang'ata Sub County in Nairobi, Kenya and found that 67.6% of teachers' job performance was attributed to combination of the independent factors that related to head teachers' instructional supervision practices (Classroom observation, provision of instructional resources, checking teachers' professional records (lesson plan, lesson notes and scheme of work). Further results showed that a one percent (1%) change in classroom observation practice will lead to 0.488% variation in teachers' job performance; also, a one percent (1%) change in checking teachers professional records will lead to 0.384% variation in teachers' job performance. The study concluded that head teachers who consistently conduct lesson observation and held model teaching sessions with teachers, significantly influenced teacher performance and hence students' performance. However, Yego, et al. [10] examined the relationship between instructional supervision and teachers' performance in public secondary schools in Nandi North Sub County, Kenya. The study discovered that the extent of implementation of instructional supervision in lesson preparation, preparation of assessment materials, lesson implementation and innovation and creativity was good. There is no significant relationship between instructional supervision in lesson preparation ( $\rho=0.679$ ) and teachers' performance.

Instructional delivery refers to a teacher's use of varied research-based instructional strategies to engage students in active learning [11]. It is the professional dissemination of lesson content to students in a teaching and learning scenario. Principals' supervision of teachers' instructional delivery, which may also be called classroom visitation or observation therefore has to do with principals visiting teachers while in class to observe how they deliver lessons to students. It is a supervisory strategy in which the principals visit the classroom and observe teachers' delivery of lessons taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization, use of instructional materials, among others. Astrid, et al. [12] hold that effective teaching takes place when the objective of the lesson is achieved, and this can only be ascertained through classroom questioning. The principal is therefore expected to effectively supervise the instructional delivery of teachers to ensure that the lessons objectives are achieved. However, how the principals go about performing this role could be a mark of their supervisory

competence.

Also, some empirical studies have been conducted on principals' supervision of teachers' instructional delivery. For instance, Uwaleke, et al. [13] examined principals' supervisory roles and teachers' job performance in public secondary schools in Ekiti State, and discovered significant relationship between principals' role of classroom observation and teachers' job performance in public secondary schools in Ekiti State. Also, Amajuoyi [14] examined principals' instructional supervision for improving the academic performance of students in secondary schools in Orumba South Local Government Area, Anambra State, Nigeria. The study discovered among other things that principals' supervision of instructional delivery through classroom visitation influence students' academic performance in Orumba North LGA, Anambra State. Similarly, Garaba, et al. [15] carried out a study on the influence of principals' classroom visitation on teachers' pedagogical practices in public secondary schools of Bauchi State, Nigeria and found that principals' classroom visitation has statistically significant effect on teachers' pedagogical practices in public secondary schools. Also, Namunga [16] examined the effect of supervision of instructional practices on teaching and learning in secondary schools in Kenya. The study established that there was significant relationship between supervision of teachers' instructional practices and effectiveness of secondary schools in Kenya. However, Samoei [17] carried out a study on the influence of instructional supervisory roles of the principals on student's academic achievement in Nandi North District, Nandi County Kenya and found that Principals were found to refrain from visiting classrooms for lesson observation and rarely provided in-service training for teachers

The attainment of the broad goals of secondary education therefore involves the principals of secondary schools carrying out effective supervision of lesson plans and supervision of instructional delivery so as to improve the quality of teaching and invariably also enhance school goals attainment. However, Nwosu and Bakari [5] have observed with dismay that some administrators seem to no longer guide the teachers properly on how to structure well their instructional objectives to enable students gain knowledge and become useful members of the society. Consequent upon this, according to the authors, poor supervision of educational programmes and school environment has culminated to all forms of academic issues in Taraba State, including Jalingo Education Zone. There is therefore the need to address this problem. It is against this background that this study investigated principals' competence in supervision of lesson plans and instructional delivery and secondary school goals attainment in Jalingo Education Zone, Taraba State, Nigeria.

### **Statement of the Problem**

Secondary schools are established to attain set goals which include academic excellence, character formation, and production of manpower for national development. The attainment of these goals largely depends on effective instructional leadership provided by the principals particularly in the areas of supervision of teachers' lesson plans and instructional delivery. Ideally, principals as instructional leaders are expected to be competent in vetting and supervising lesson plans to ensure that teachers adequately prepare and align their content with curriculum objectives, and to regularly supervise classroom instructional delivery to ensure effective teaching and learning.

However, observations and anecdotal evidence in Jalingo Education Zone, Taraba State suggests a disturbing trend. There appears to be a decline in secondary school goals attainment as evidenced by poor academic performance of students in external examinations, low completion rates and concerns about quality of instruction. This raises concerns about the supervisory competence of principals in the study area. It has been observed that most principals give little attention to instructional supervision by hardly checking teachers' classroom activities, delivery of instructions, preparation of lesson plans/notes and overall activities within the school premises. This may be either be due to administrative overload, lack of supervisory skills or nonchalant attitude. However, the intersection between principals' competence in supervision of lesson plan and instructional delivery and secondary school goals attainment seem not yet documented as most of the studies were conducted in different Education Zones and states leaving a gap in knowledge regarding Jalingo Education Zone.

This gap creates uncertainty as to whether principals' competence in supervision of lesson notes and instructional delivery actually relates to secondary school goals attainment in the zone. This study therefore investigated principals' competence in supervision of lesson plan and instructional delivery and secondary school goals attainment in Jalingo Education Zone, Taraba State, Nigeria.

### **Purpose of the Study**

The main purpose of this study was to investigate principals' competence in supervision of lesson plans and instructional delivery and secondary school goals attainment in Jalingo Education Zone, Taraba State, Nigeria. Specifically, the study sought to:

- i. Determine the relationship between principals' competence in supervision of teachers' lesson plans and secondary school goals attainment in Jalingo Education Zone, Taraba State.
- ii. Examine the relationship between principals' competence in supervision of teachers' instructional delivery and secondary school goals attainment in Jalingo Education Zone, Taraba State.

### **Research Questions**

The following research questions guided the study:

- i. What is the relationship between principals' supervision of teachers' lesson plans and secondary school goals attainment in Jalingo Education Zone, Taraba State?
- ii. What is the relationship between principals' competence in supervision of teachers' instructional delivery and secondary school goals attainment in Jalingo Education Zone, Taraba State?

### **Research Hypotheses**

The following null hypotheses were tested at 0.05 level of significance.

**H0<sub>1</sub>:** Principals' competence in supervision of teachers' lesson plans does not significantly relate to secondary schools' goals attainment in Jalingo Education Zone, Taraba State.

**H0<sub>2</sub>:** There is no significant relationship between principals' competence in supervision of teachers' instructional delivery and secondary school goals attainment in Jalingo Education Zone, Taraba State

## **2. Methodology**

The correlational research design was used for the study. It is a design that seeks to establish the relationship existing between two or more variables. The population of the study consisted of 1252 teachers in all the 47 public secondary schools in Jalingo Education Zone, Taraba State. Source: Taraba State Ministry of Basic and Secondary Education (TSMBSE 2025). Six hundred and thirty-two teachers from 28 secondary schools selected through purposive and simple random sampling techniques served as sample for the study. The instrument for data collection were two researcher-designed questionnaires titled 'Supervisory of Lesson Plans and Instructional Delivery Questionnaire (SLPIDQ), designated as part 1, and Secondary School Goals Attainment Questionnaire (SSGAQ), designated as part 2. Each of the two parts consisted of two sections: A and B. Section A sought information on the respondents' demographic information, while section B contained the questionnaire items. The part 1 of the SLPIDQ) was divided into two clusters A and B according to the research variables. Each of the clusters contained ten items totaling 20 items. Cluster A sought information on principals' supervision of teachers' lesson plans, while cluster B was on principals' supervision of teachers' instructional Delivery. The part 2 of the SSGAQ consisted of 20 items constructed continuously (not in clusters) to measure the dependent variable of the study which is secondary school goals attainment. The SLPIDQ was made on a four- point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The SSGAQ was also made on four-point rating scale of Very High (VH), High (H), Low (L) and Very Low (VL). They were all scored 4,3,2, and 1 respectively for positive items and 1, 2, 3, and 4, for negative items. The instrument was validated by three (3) experts from Faculty of

Education, Taraba State University, Jalingo. The questionnaires were also subjected to pilot test in which a total of 40 respondents, selected from two secondary schools in Wukari Education Zone, which is not part of the study but share similar characteristics, were used. The respondents were selected using random sampling (balloting). Cronbach's Alpha was employed which yielded reliability coefficients of 0.87 for the SLPIDQ and 0.78 for the SSGAQ respectively. Thus, the questionnaires were esteemed to be reliable for the study. The researchers, with the help of 3 trained research assistants administered and collected the completed questionnaire for analysis. Data generated from the study were analysed using both descriptive and inferential statistics. Descriptive statistics of mean and standard deviation were used to answer the research questions. The decision rule for the research questions was 2.50. This means that items that scored 2.50 and above were accepted, while items that scored less than 2.50 were rejected. Inferential statistics of Pearson Product Moment Correlation Coefficient (PPMC) was used to test all the null hypotheses. The decision rule was: if the calculated ( $r$ ) value exceeds the critical ( $r$ ), the null hypothesis was accepted, but if the reverse is the case, then the null hypothesis was rejected. All the null hypotheses were tested at 0.05 level of significance.

### 3. Results

The data collected for the study were presented and analyzed using mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation statistics was used to test all the null hypotheses at 0.05 level of significance.

#### Research Questions

**Research Question One:** What is the relationship between principals' competence in supervision of teachers' lesson plan and secondary school goals attainment in Jalingo Education Zone, Taraba State.

**Table 1a.** Mean Ratings of Respondents on Principals' Competence in Supervision of Teachers' lesson Plans.

*Source: Researchers' Field Survey, 2026*

Table 1a above reveals how principals' competence in supervision of teachers' lesson plan relate to secondary school goals attainment in Jalingo Education Zone. Most of the mean responses are seen to be below the criterion mean of 2.50 for acceptance. The respondents disagreed with most of the items. The combined mean for this cluster of items shows a value of 2.27 and SD = .862 indicate that respondents rated principals' supervision of lesson plan low

**Table 1b.** Mean Ratings of Respondents with Regard to Secondary School Goals Attainment.

*Source: Researchers' Field Survey, 2026*

The second instrument as seen in Table 1b above, elicited teachers' responses on the extent of school goals attainment revealed that respondents rated only 5 out of the 20 items as high. On a scale of 1 (VL) to 4 (VH), 15 of the items can be seen to be below the criterion mean of 2.5. For instance, the respondents gave a mean rating of 2.30 for item measuring students' problem-solving capacity; 2.43 for students' academic performance; 2.12 for students' communication skills; 2.11 for students' capacity for self-discipline; and 2.19 for students' creativity skills. They however rated highly items that measured students' capacity for sound judgement ( $\bar{x}=2.72$ ; SD = 0.87); students' vocational skill acquisition ( $\bar{x}=2.62$ ; SD = 0.93); students' leadership skill acquisition ( $\bar{x}=2.59$ ; SD = 0.92). The combined mean for this cluster of items shows a value of 2.38 and SD = 0.91; indicating that respondents rated the school goals attainment as low (L). \*It should be noted that the value gotten for goal attainment ( $\bar{x}=2.38$ ) as the dependent variable was consistently used to compare with the values on the different clusters which measured responses on the sub-independent variables. The mean scores of the same respondents from both instruments were tested for relationship using PPMC as seen in Table 1c below

**Table 1c.** Pearson Product Moment Correlations Between Supervision of lesson plans and School Goals Attainment.

*Source: Researchers' Analysis, 2026*

The relationship between the mean responses on both instruments show a coefficient of 0.541, which is considered a very strong relationship between the variables being tested.

**Research Question Two:** What is the relationship between principals' competence in supervision of teachers' instructional delivery and secondary school goals attainment in Jalingo Education Zone, Taraba State?

**Table 2a.** Mean Ratings of Respondents on Principals' Competence in Supervision of Instructional Delivery.

*Source: Researchers' Field Surveys, 2026*

Table 2a above shows how principals' competence in supervision of instructional delivery relates to secondary school goals attainment in Jalingo Education Zone. Majority of the responses are seen to be below the criterion mean of 2.50 for acceptance level. The respondents disagreed with 9 out of the 10 items and agreed to only 1 out of 10 items. The cluster mean score is low ( $\bar{x} = 2.21$ ;  $SD = 0.85$ ) shows that principals' supervision of instructional delivery is rated low.

Table 2b presents the Correlations between principals' competence in supervision of teachers' instructional delivery and school goals attainment and reveals a moderate, positive and linear relationship as shown below:

**Table 2b.** Correlations Between Principals' Supervision of Teachers' Instructional Delivery and School Goals Attainment.

*Source: Researchers' Analysis, 2023*

The relationship between the mean responses on both instruments shows a coefficient of 0.637, meaning that the variables being tested are strongly and positively correlated.

#### **Test of Hypotheses**

##### **Hypothesis One**

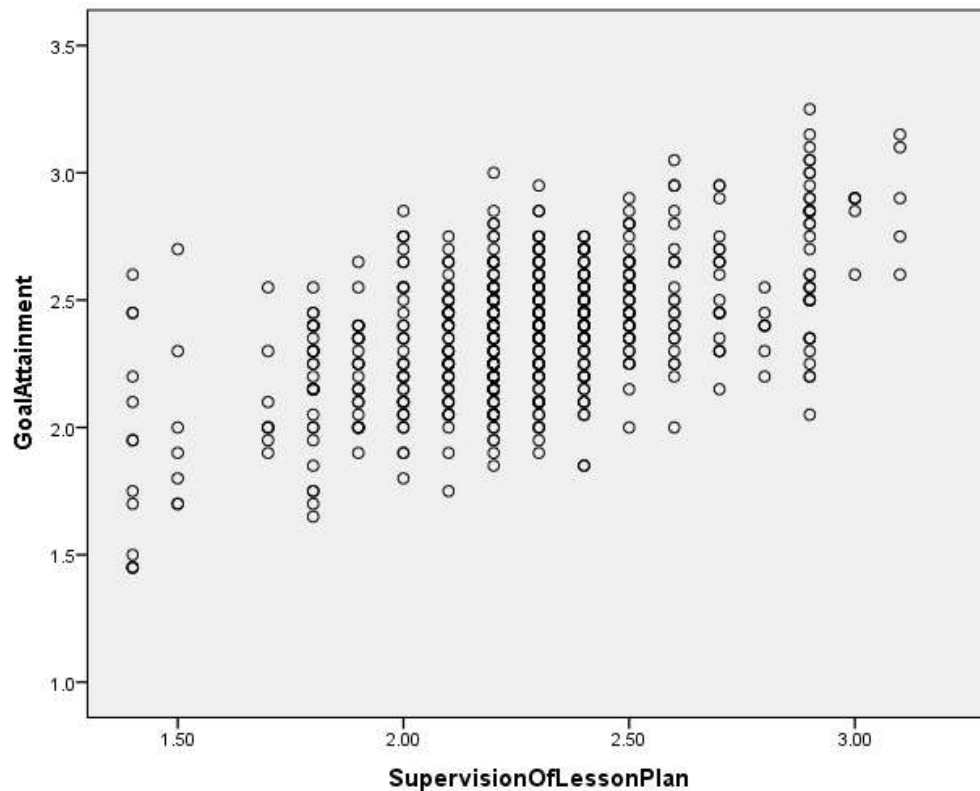
Principals' competence in supervision of teachers' lesson plans has no significant relationship with secondary schools' goals attainment in Jalingo Education Zone, Taraba State.

**Table 3.** Pearson's Product Moment Analysis Showing Significance of Relationship Between Supervision of Lesson Plan and Goal Attainment.

**\*\*.** Correlation is significant at the 0.01 level (2-tailed)

From the table above, the relationship between the mean responses on cluster A in the first instrument (principals' competence in supervision of lesson plan), and that of the second instrument (goal attainment) shows that (at  $N=632$ ,  $r=0.541$ ;  $p < 0.000$ ), which is considered a very strong relationship between the variables being tested. Thus, in addition to  $r=0.541$ , the decision rule states that p-values greater than 0.05 means acceptance of null hypothesis, while p-values less than 0.05 means rejection of null hypothesis. The null hypothesis which states that principals' competence in supervision of teachers' lesson plan does not significantly relate to secondary schools' goals attainment in Jalingo Education Zone, Taraba State is therefore rejected and the alternate hypothesis accepted.

Further evidence can be seen from the scatter plot on Fig. 1 below:



**Figure 1.** Scatter plot showing significant correlation between goal attainment and principals' competence in supervision of teachers' lesson plan.

Source: Researchers' Computation, IBM SPSS Statistics, 2026

**Hypothesis Two:** There is no significant relationship between principals' competence in supervision of teachers' instructional delivery and secondary school goals attainment in Jalingo Education Zone, Taraba State.

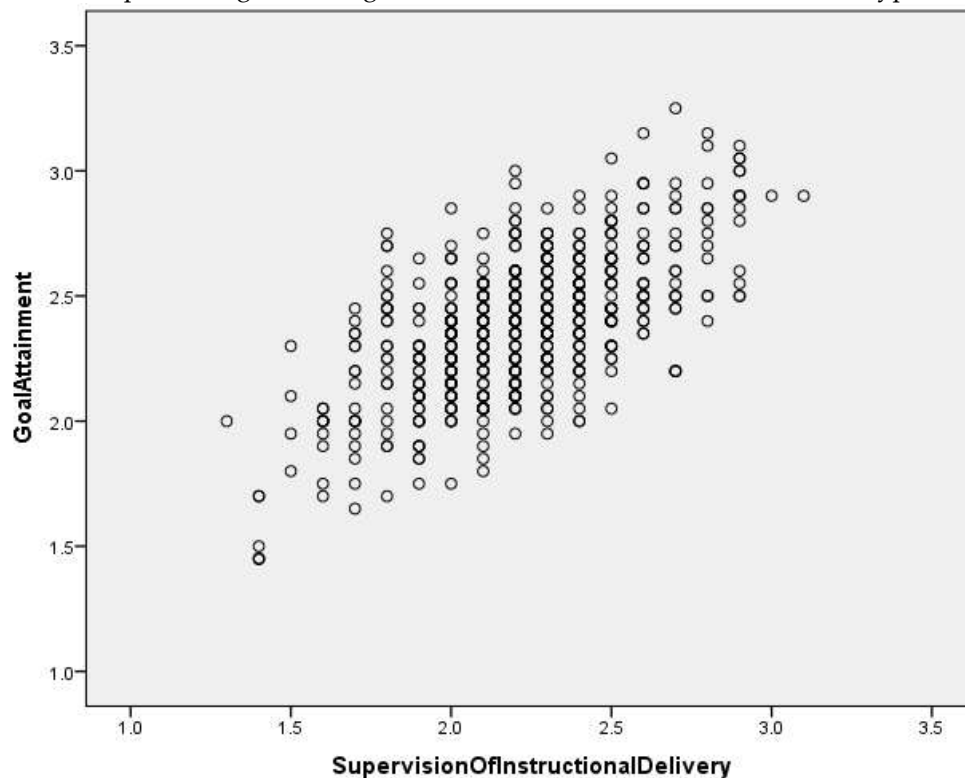
**Table 4.** Pearson's Product Moment Analysis showing Significance of Relationship Between Principals' Competence in Supervision of Instructional Delivery and School Goals Attainment.

\*\*. Correlation is significant at the 0.01 level (2-tailed)

Source: Researchers' Analysis, 2026

Table 6 above shows relationship between principals' competence in supervision of instructional delivery and school goals attainment, revealing that (at  $N=632$ ,  $r=0.637$ ;  $p<0.000$ ), which is indicative of a strong relationship between principals' competence in supervision of instructional delivery and goal attainment. With p-value less than 0.05, the null hypothesis which states that there is no significant relationship between principals' competence in supervision of teachers' instructional delivery and secondary school goals attainment in Jalingo Education Zone, Taraba State is rejected and the alternate hypothesis accepted.

The scatter plot on Fig. 2 below gives further evidence to the claims of the hypothesis test:



**Figure 2.** Scatter plot showing significant correlation between goal attainment and principals' competence in supervision of teachers' instructional delivery.

*Source: Researchers' Computation, IBM SPSS Statistics, 2026*

### Discussion of Findings

The mean and standard deviation scores of respondents on the relationship between supervision of lesson plan and school goals attainment in Jalingo Education Zone, Taraba State revealed that principals' competence in supervision of lesson plans was low. School goals attainment was also analyzed to reveal a low level of goals attainment. The testing of the corresponding hypothesis showed that these two mean scores correlated positively to show a strong relationship between principals' supervision of teachers' lesson plans and schools goals attainment. This means that a low competence in supervision of lesson plan also revealed a low goals attainment. Thus, Principals' competence in supervision of teachers' lesson plan significantly relate to school goals attainment in Jalingo Education Zone, Taraba State.

The finding of this study is in agreement with that of Obunga (2019) who found that checking of professional documents by principals such as teachers' lesson plan, scheme of work and record of work positively influence students' performance in Kenya Certificate of Secondary Education. It also aligns with Usman (2015) who found that regular checking of teachers' lesson plans/notes, students' notebooks, classroom visitation/inspection by school administrators, and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools in Nasarawa State, Nigeria. Likewise, this finding bear similarities with that of Wabuko (2016) whose study revealed that 67.6% of teachers' job performance was attributed to combination of the independent factors that related to head teachers' instructional supervision practices (Classroom observation, provision of instructional resources, checking teachers' professional records (lesson plan, lesson notes and scheme of work) in Lang'ata Sub County, Nairobi Kenya. The findings of the study however disagreed with that of Yego, et al. (2020) who found no significant relationship between instructional supervision in lesson preparation and teachers' job performance.

The need for more supervision of teachers' lesson plan preparation cannot be overemphasized,

especially during a period where the government of Taraba State has declared free education at Basic and Post-Basic level with its attendant influx of inexperienced teachers into the school system. Supervising their lesson plans will help principals minimize errors in the teaching-learning interaction, which could most likely hamper the realization or attainment of set goals of the state as well as those stipulated in the National Policy on Education (2014).

Also, Mean and standard deviation scores showing relationship between supervision of teachers' instructional delivery was discovered to be low. Equally, school goals attainment was low. This evidence leads to the conclusion that low competence in supervision of lesson plans also revealed low goals attainment in schools in Jalingo Education Zone. Correspondingly, the null hypothesis tested revealed that principals' competence in supervision of teachers' instructional delivery and goal attainment had a moderate, positive and linear relationship. Thus, principals' competence in supervision of teachers' instructional delivery significantly relate to school goals attainment in Jalingo Education Zone, Taraba State.

This finding lends credence to that of Uwaleke, et al. (2021) who found significant relationship between the principals' role of classroom observation and staff evaluation and teachers' job performance in public secondary schools in Ekiti State. Similarly, the present finding is in congruence with Amajuoyi (2022) whose study found among other things that principals' classroom visitation and curriculum implementation influence student's academic performance in Orumba North LGA, Anambra State. The finding also concurs with Garaba, et al. (2019) who found through regression analysis that principals' classroom visitation has statistically significant effect on teachers' pedagogical practices in public secondary schools in Bauchi State, Nigeria. The finding further aligns with Namunga (2017) who found significant relationship between supervision of teachers' instructional practices and effectiveness of secondary schools in Kenya. The finding however disagrees with that of Samoei (2014) who found that principals often refrain from visiting classrooms for lesson observation and rarely provided in-service training for teachers in Kenya.

Supervising teachers' classroom instructional delivery remains one of the most cogent ways to assure quality of education by principals in their schools. Evidence attests to the fact that teachers' performance has been seen to improve when they are conscious of being observed. Also, lesson plans may be written by someone other than the teacher delivering the lesson and so, there is need to have a practical assessment of the teacher during the pedagogical process.

#### 4. Conclusion

Based on the data presentation, analyses and the findings, the study concludes that principals' competence in supervision of teachers' lesson plans and instructional delivery significantly relates to secondary school goals attainment in Jalingo Education Zone, Taraba State, Nigeria. This implies that when principals effectively supervise teachers' lesson plans and instructional delivery, they engender attainment of secondary school goals.

##### Recommendations

In view of the findings and conclusions of the study, the following recommendations are made:

1. Appointment of teachers to the position of school principals should be based on a display of competence in the ability to supervise lesson plans and other instructional practices, which will go a long way to ensuring the efficacy of instructional delivery in classrooms.
2. School principals should be given constant and periodic training by the Ministries of Education on modern instructional delivery techniques as well as the skills needed to diffuse such training to their subordinates.

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