

PRINCIPALS SUPERVISORY ROLES AND TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN ABAKALIKI EDUCATION ZONE OF EBONYI STATE

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ABSTRACT

This study investigated Principals Supervisory Roles and Teachers' Job Performance in Secondary Schools in Abakaliki Education Zone of Ebonyi State. Four purposes and research questions guided the study. The population of the study comprised 1915 teachers and principals in 77 public secondary schools in Abakaliki Education Zone of Ebonyi State. The sample of the study consists of 405 principals and teachers. The instrument for the Data collection was the researcher's structured questionnaire, which was validated by three experts, in Ebonyi State University, Abakaliki. The reliability yielded 0.88 using Cronbach alpha procedure. Data collected were analyzed using mean (\bar{x}), standard deviation (SD) with the aid of statistical package for SPSS. The results revealed that: principals' supervisory role on classroom management, principals' supervisory role on curriculum instruction, principals' supervisory role on students discipline and principals supervisory role on records keeping to a high extent influenced teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State. Based on the findings, the study recommended that Government of Ebonyi State should provision the needed supervisory facilities for classroom management in order improve school system. Secondary Education Board should integrate technology devices for improving principals' supervisory roles in secondary schools. This implies that supervisory functions of school principals in secondary school improve teachers performance in their classroom activities which directly influence students' academic performance but when this supervisory function are neglected by school principals, the performance activities of school teachers would be deteriorated.

Introduction

Secondary education system in Nigeria is charged with setting standards of knowledge and skills to be attained by teachers. This standard is always expected to be maintained in secondary education administration. This standard of knowledge and skills ensure proper application of curriculum at school through supervision and inspection exercises (Adamu, 2015).

The principal being the Chief Executive of the secondary school ensures that the policies and objectives, of the programme of the secondary schools are implemented and strictly adhered to. He/she also has the responsibility of promoting effective teaching and learning in the school. He ensures that his employer recruits qualified and competent teachers to the school. It is part of the principal's duty to orientate new staff members to school life. The information provided would help the new staff to adjust to the new environment, and make the work easier to accomplish. So, in every work organization, it is imperative that workers performances are appraised. Organizations, supervise and evaluate employee performance for a variety of reasons including retention, promotion and accountability for completing job related tasks (Farley 2010). Education as an organization has the principals as the school head and the chief executive who carry out supervisory functions.

Supervision is highly indispensable in every organization if efficiency and good quality output are required. Supervision is crucial be it in military, religions, political, business and educational circles. Thus, supervision is the process of over-seeing the performance of tasks assigned to an individual, a group or groups of people with the aim of directing and controlling its execution to a successful outcome. In other words, whoever takes the job of supervision is a supervisor (Onyeike, 2018).

Nwankwo (2014) opined that supervision can be divided into two categories in the school system, namely: instructional supervision and personnel supervision. Instructional supervision is defined as a set of activities which are carried out with the aim of making the teaching and learning process better for the learner, while personnel supervision is defined as a set of activities which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of the achievement of the stated aims and objectives of the educational system.

Supervision of instruction enables the principal to monitor the performance of his teaching staff with the aim of identifying the merits and demerits and utilizing befitting and genial systems to rectify the blemishes and enhance the benefits. Along these lines, the teachers are increasingly availed of the opportunity to become better. It is a process of stimulating growth and excellence in teaching (Onyeike, 2018). The process of supervision is continuous and it ensures that teachers carry out their daily routine functions both academic and extra-curricular according to rules and regulations as stipulated in the educational goals and principles. Educationists generally agree that school principals should devote most of their time to improving and supporting instruction. This is because both parents and government are now more concerned with result oriented education and the principal has the professional obligation to offer nothing less. History indicates that supervision of education had existed in the past as inspection (Okendu, 2012). The concept and implementation of inspection had however, varied from supervision in a number of ways. First, it was more

authoritarian and fault finding in nature and did not provide the kind of atmosphere of relaxation and trust needed for teachers to gain from the experience. By the beginning of the last century, the practice of inspection took a more democratic and interactive shape, and the aim was no longer victimization but professional and supportive guidance (Onyeike, 2018) to the teacher.

Teacher continues to remain an integral part of school organization. These creative and reflective skills are enhanced through professional growth. School principals' supervisory role in the area of enhancing teacher effective toward job performance is critical to the creation and success of a school learning community.

Teachers' job performance involves all the activities carried out by the teacher to achieve the desired effects on students. It involves the extent to which the teacher participates in the overall running of the school in order to achieve the expected objective and goals of the school. In other words, performance is the accomplishment of school goals. However, Affianmagbon (2007) observed professional laxity on the part of teachers. He assert that, many teachers are merely staying on the job to look for better jobs outside. The author again complained that the constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and indiscipline constitute a big problem to the attainment of educational goals in secondary schools. Adetula (2005) has called attention to the state of affairs in our secondary schools where in his words "a totally unwholesome and non-professional behaviour of teachers such as absenteeism, lateness, malingering, office trading and the general low level of commitment to duty appears to be indices of lack of supervision in school administration". Given

this scenario in the school, it is the duty of the principal to coordinate such activities through effective supervision, without which, effective teaching may not be accomplished easily.

Paul and Olof (2010) assert that within schools, the principal is in a unique position to influence the implementation of these guiding principles and to affect the overall quality of teacher professional development. One of the primary tasks of school principals is to create and maintain positive, and healthy teaching and learning environments for students in the school, including the classroom management for effective teaching and learning. Based on these, it has become vital that principals' supervisory role be properly directed for effective and efficient job performance of teachers. This can only be possible through effective supervisory role of the principals. Fritz and Miller (2001) opined that, the responsibility of ensuring that effective teaching and learning take place and the extent to which instructional supervisors carry out their duties is by employing various techniques to enhance teachers' job performance. In line with that, Obi (2014) has outlined many strategies available for supervisors to help teachers improve on the job; and also to facilitate effective instruction in schools. These roles ranges from classroom management. In this direction, classroom visitation refers to a process by which the principal as a supervisor visits the classroom to observe the teacher and students in action. According to Igwe (2021) classroom visitation is a procedure by which the educational leader who possesses wisdom can be of great assistance in aiding the teacher to improve both his instructional techniques and the learning process of the student. The main purpose of the principals' classroom visitation is the improvement of the teaching/ learning process. To successfully carryout the classroom visitation however, the visit has to be planned. Igwe

(2001) again assert that teachers are always fearful and scared of supervisor and as such do not take it in good faith. Since supervision is inevitable, it behooves the supervisor to plan his visitation together with the teacher to dispel teachers' fear and anxiety. Irrespective of the issues of supervision in the area of classroom management the principals also looked into curriculum instruction.

Curriculum in education system have been enriched in content to meet the expected level of change in behaviour performance of the students and the needs of the dynamic environs (Onyeike, 2018). This shows that principal as a supervisor has to make sure teachers adhere strictly to the curriculum content. Jackson (2010) teachers who adhere to curriculum content are influenced to great extent by the constant supervision of the principals. In managing curriculum and instructions, the principal must assume responsibilities and leadership functions concerning the curriculum that is foremost in establishing an effective instructional programme. The principal plays the role of the team leader in relation to curriculum development. He takes part in preparing the lesson plans of senior teachers especially those he has selected to help in supervising performance of other teachers. Supervising classroom instruction involves the principal observing a teacher and analyzing his or her classroom practice and the teaching and learning process. This is a situation where the teacher is working directly with the learners and the principal is present as a witness to observe systematically classroom events/between the teacher and the students.

Student's discipline is another area principal carry out supervisory functions. It is in view of this that Magama (2016) stated that discipline is orderliness, which is essential for good teaching and learning in school environment. A disciplined person is orderly, responsible,

delightful, sympathetic, cooperative, honest, considerate and always tries to do what is right and good at all time (Magama, 2016). Students discipline in the school shows the level of teachers' performance in inculcating the right types of values and this is enhanced through principals supervisory roles.

School records are pieces of information on relevant events about a school (Adeyemi, 2010). School records can therefore be describe as information keeping documents on school administration(Adeyemi, 2010). The supervisory function also covers the job performed by principals in the supervision of teachers' on records keeping over lesson plans/notes, staff records book, attendance register, the log book, teachers records of work, school time table, time books, staff movement book, continuous assessment book, syllabus and curriculum among others (Okendu, 2012). The principal as a supervisor oversees the activities of teachers in the areas of records keeping and other workers in the school to ensure that they conform with the generally accepted principles and practice of education.

The quality and thoroughness of instructional supervision may vary from person to person or even influenced by gender (Okendu, 2012). In other words, male principals and female principals in secondary schools may have different temperaments and ingenuity in supervising instruction.

Accordingly Adeolu (2012) affirms that principalship as a well-established position of the chief executive who provides instructional leadership by coordinating curricula, co-curricular programmes and is responsible for the general administration of the secondary school. The principals being instructional leaders are at the vantage positions to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to

stimulate them for scholarship and best practices in curriculum delivery. Principals work to embed life-long learning into the everyday life of students and teachers knowing that, 'it enriches the ambience of the school and makes it into a place of excitement, energy, and direction' (Golde, 2008). Learning is what schools are all about and the school principal must understand the ways in which teacher learning and growth is connected to student learning and development. However, Golde points out that traditional school structures and norms often mitigate against the development of learning communities where all staff are committed to continuous learning. Part of the principal's role is to help people inside and outside of the school unfreeze current values, expectations, structures and processes to new ways of thinking about teaching, learning, and schooling can be considered (Mathew 2010). Within the school, principals understand that successful school change and school improvement requires effective teachers job performance (Adetula, 2005). As Adeolu (2012) suggest, focusing on people is the most effective way to change any organization. In fact, it can be argued that organizations do not change, only individuals change'. Their central premise is that by focusing first on teachers and their needs, principals 'help create conditions which enable staff to perform their tasks effectively. In a situation, were the school head lack supervisory techniques, the school organization will vehemently suffer for inefficiency in the areas of teaching and thus will in turn, affect the academic performance of the students. The realization of quality education in school can be a result of multiple factors as already been elaborated by Onyeike (2018).

Statement of the Problem

The ability of teachers to render co-operative effort willingly determines the extent to which secondary schools achieves their goals and

objectives. The pivotal role of the teacher on the use of pedagogy and the attainment of educational results are indispensable. Moreso, some teachers cannot perform their jobs creditably without being effectively supervised by principals. To ensure that their job performance meet the required standard, teachers in secondary schools are expected to prepare their lesson plan to guide their lesson presentation in the classroom at all times. The extent to which teachers carry-out these functions largely depends on how effective the school principals carry out their instructional supervisory functions in the schools. Specifically, among the supervisory functions or roles of the principal includes but not restricted to checking on: teachers' lesson notes, scheme of work, students' attendance register, lesson delivery observation and others.

Researcher's observation shows that there seems to be laxity on the part of teachers in their professional role performance. Many teachers may be merely retaining their jobs while seeking for better alternatives. Observation reveals that many teachers on the field are not committed to the job of teaching. Such teachers are seated on the fence looking for greener pasture. When their lack clicks, they will drop their present employment draw to their cotton and drop their pen and papers. The constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post to other is a form of indiscipline by teachers which constitute a challenges to the attainment of educational goal the in secondary schools system.

Some of the abnormalities found among teachers in the secondary school system may be as a result of principals non-performance of their supervisory functions. This laxity in turn may have contributed to teachers poor performance in their classroom activities, thus leading to students poor performance both in internal and external examinations in Ebonyi State secondary

school system. Undoubtedly, it has been observed by scholars that some secondary school principals both in the junior and in the senior secondary schools at ones demonstrate high level of truancy, and abandonment of their primary assignment. Their level of truancy and non-challant attitude cannot be imagined. They leave their official duties (the secondary schools) for their private business leaving also teachers and the students to decide their fate in the school. Thus, the principals supervisory roles and the teachers job performance in the secondary schools in Abakaliki education zone of Ebonyi State is jettisoned to the mind without attention to the schools and the students. These life observation are among the challenges that have prompted this study.

Research Questions

The following research questions guided the study:

1. To what extent does principals' supervisory role in classroom management influences teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State?.
2. To what extent does principals' supervisory role in curriculum instruction influence teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State?
3. To what extent does principals' supervisory role in students discipline influence teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State?
4. To what extent does principals' supervisory role in records keeping influence teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State?

Method

Design of the Study

The design employed in the study was a descriptive survey research design.

This study was carryout in Abakaliki Education Zone, out of the three Education Zones in Ebonyi State. The population of this study comprised all the 1915 teachers and principals in 77 public secondary schools in Abakaliki Education Zone of Ebonyi State. There are 77 principals and 1838 class room teachers totaling 1915 principals and teachers in the zone. (Planning, Research and Statistics (PRS) Dept: SEB, Abakaliki 2021/2022 school year). The sample of the study comprised 405 principals and classroom teachers. To select the sample, the researcher used simple random sampling technique to select from the four local government areas in Abakaliki education zone. Therefore, simple random sampling technique was used to select 38 principals and 367 classroom teachers from the four local government areas representing 50% and 20% respectively of the entire population. This gave a total sample of 405 respondents for the study. The instrument for the study was a researcher's structural questionnaire tagged "Principals Supervisory Roles and Teachers' Job Performance in Secondary Schools Questionnaire. (PSRTJPSSQ). The instrument was submitted for validity to three experts, In order to determine the reliability of the instrument, the questionnaire was administered on thirty principals of secondary school in Afikpo Education Zone of Ebonyi State which is outside the study area. The internal consistency of the instrument was computed using Cronbach Alpha. The overall reliability coefficient of the instrument was 0.88. The internal consistency of each subscale of the instrument was computed separately. Each of the sections A, B, C and D had reliability coefficient of 0.89, 0.77, 0.67 and 0.72 respectively. Since reliability coefficient of above 0.60 was obtained for all the subscales of the instrument, the instrument was considered reliable for use in the present study. The

instrument was personally administered to the respondents by the researcher, with the help of three research assistants. A total of 405 validated copies of the questionnaire were distributed. Out of 405 questionnaires distributed, 400 copies of

questionnaire were returned and was used for statistical analysis in the study.

The data collected was analyzed using mean scores and standard deviation for the research questions.

RESULTS

Research Question 1:

To what extent does principals' supervisory role on classroom management influences teachers' job performance in secondary schools in Abakaliki Education Zone?

Table 1: Mean and Standard Deviation on the extent to which principals' supervisory role on classroom management influences teachers' job performance in secondary schools in Abakaliki Education Zone

S/N	Item statement	N	X	SD	Decision
1	Principal observe classroom instruction to ensure instructional objectives are being follow	400	3.50	0.59	VHE
2	Principal checking the teacher classroom work enhance teachers performance	400	3.32	0.66	HE
3	Assess classroom organization for effective teaching process	400	3.15	0.65	HE
4	The principals assess teachers lesson preparation	400	2.69	0.77	HE
5	Principal mentor teachers movement in class	400	3.40	0.75	HE
6	Principal monitors lesson plan and notes of lesson to ensure that they are well prepared to achieve instructional objectives	400	3.40	0.64	HE
7	Principal uses appropriate supervisory techniques like classroom visitation to ensure improved teaching and learning	400	3.31	0.64	HE
8	Principal meets regularly with entire teaching staff to discuss instructional improvement or lack of it	400	3.32	0.85	HE
Grand mean (\bar{x})			3.67		HE

Table I showed that the respondents agreed on items 1, 2, 3, 4, 5, 6, 7 and 8 that principals' supervisory role on classroom management to a high extent influenced teachers' job performance in secondary schools in Abakaliki Education Zone with a grand mean score of 3.67.

Research Question 2:

To what extent does principals' supervisory role on curriculum instruction influences teachers' job performance in secondary schools in Abakaliki Education Zone?

Table 2: Mean and Standard Deviation on the extent to which principals' supervisory role on curriculum instruction influences teachers' job performance in secondary schools in Abakaliki Education Zone

S/N	Item Statement	N	\bar{X}	SD	Decision
9	The principal provides instructional materials for teaching/learning	400	3.49	0.56	HE
10	Principal encourages quality assurance over school visitation	400	3.42	0.54	HE

11	The principals often visit classroom to ensure that curriculum content are covered	400	3.41	0.59	HE
12	Curriculum content are discussed with the teaching staff for improvement	400	3.07	0.85	HE
13	ensure that the scheme of work is covered each term	400	3.09	0.56	HE
14	Provision of funds for teachers in service training	400	3.16	0.66	HE
Grand mean (\bar{x})			3.27		HE

Table 2 result showed that the respondents agreed on items 9, 10, 11, 12, 13, and 14 that principals' supervisory role on curriculum instruction to a high extent influenced teachers' job performance in secondary schools in Abakaliki Education Zone with a grand mean score of 3.27.

Research Question 3:

To what extent does principals' supervisory role on students discipline influences teachers' job performance in secondary schools in Abakaliki Education Zone?

Table 3: Mean and Standard Deviation on the extent to which principals' supervisory role on students discipline influences teachers' job performance in secondary schools in Abakaliki Education Zone.

S/N	Item Statement	N	\bar{X}	SD	Decision
15	Discipline staff through negative reinforcement as their students misbehavior	400	3.24	0.87	HE
16	Principal sanction of a students over juvenile create an impact toward the form teacher	400	3.59	0.57	HE
17	Punishment of teachers who exhibits non-challant attitude toward carrying out his or her duties	400	3.23	0.63	HE
18	Sanction students who indulge in frequent absenteeism	400	3.00	0.92	HE
19	Principals sanction staff for refusing to punished disobedient students	400	3.42	0.62	HE
20	Create uncondusive school climate for recalcitrant students in the school	400	3.31	0.83	HE
Grand mean (\bar{x})			3.29		HE

Table 3 showed that the respondents agreed on items 15, 16, 17, 18, 19 and 20 that principals' supervisory role on students discipline influenced teachers' job performance in secondary schools to a high extent in Abakaliki Education Zone with a grand mean score of 3.29.

Research Question 4:

What to extent does principals supervisory on records keeping influence teachers' job performance in secondary schools in Abakaliki Education Zone?

Table 4: Mean and Standard Deviation on the extent to which principals supervisory on records keeping influence teachers' job performance in secondary schools in Abakaliki Education Zone

S/N	Item Statement	N	\bar{X}	SD	Decision
21	Principal monitoring teacher's attendance register during lessons on daily basis arouse teachers job task	400	3.41	0.53	HE
22	Principals ensuring time books are effective followed has an influence teachers job performance	400	3.28	0.70	HE

23	Monitoring of staff records book, lesson plan and notes by principal arouse teachers work performance	400	2.96	0.83	HE
24	Evaluating staff movement book on daily basis by principal influence teachers job performance	400	3.34	0.63	HE
25	Principals evaluation of teachers continuous assessment book arouse teachers job performance	400	3.37	0.60	HE
Grand mean (x)			3.27		HE

Result in Table 4 revealed that the respondents agreed on items 21, 22, 23, 24 and 25 that principals supervisory on records keeping influenced teachers' job performance in secondary schools to a high extent in Abakaliki Education Zone with a grand mean score of 3.27.

The Findings

The findings from this study were summarized as follows:

1. To a high extent do principals' supervisory role on classroom management influences teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State while the result of hypothesis revealed that there is no significant difference in the mean ratings of principals and teachers on the extent principals' supervisory roles on classroom management influence teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State
2. Principals' supervisory role on curriculum instruction influence teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State to a high extent while of the hypothesis indicated that there is no significant difference between the mean ratings of principals and teachers on the extent principals' supervisory roles on curriculum instruction influence teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State
3. Principals' supervisory role on students' discipline to a high extent influenced teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State while of the hypothesis indicated that there is no significant difference between the mean ratings of principals and teachers on the extent principals' supervisory roles on students discipline influence teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State.
4. principals supervisory role on records keeping to a high extent influenced teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State while the result of hypotheses revealed that there is no significant difference in the mean ratings of principals and teachers on the extent principals supervisory on record keeping influence teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State.

Summary of Findings

This study investigated Principals Supervisory Roles and Teachers' Job Performance in Secondary Schools in Abakaliki Education Zone of Ebonyi State. Four research questions and four null hypotheses guided the study. Literatures

related to the study were reviewed to guide the study under four sub-headings, namely, conceptual framework, theoretical framework, review of empirical studies and summary of related literature. The population of the comprised 1915 teachers and principals in 77 public secondary schools in Abakaliki Education Zone of Ebonyi State while the sample of the study consists of 405 principals and teachers. The instrument was validated by three experts, two experts from the Department of Educational Foundations and one expert from Measurement and Evaluation option of Science Education Department, both in Ebonyi State University, Abakaliki. Data collected were analyzed using mean, standard deviation with the aid of statistical package for SPSS while t-test was used to test the null hypotheses at 0.05 level of significance. The result revealed that:

1. To a high extent do principals' supervisory role on classroom management influences teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State while the result of hypothesis revealed that there is no significant difference in the mean ratings of principals and teachers on the extent principals' supervisory roles on classroom management influence teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State
2. Principals' supervisory role on curriculum instruction influence teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State to a high extent while of the hypothesis indicated that there is no significant difference between the mean ratings of principals and teachers on the extent principals' supervisory roles on curriculum instruction influence teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State
3. Principals' supervisory role on students discipline to a high extent influenced teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State while of the hypothesis indicated that there is no significant difference between the mean ratings of principals and teachers on the extent principals' supervisory roles on students discipline influence teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State.
4. principals supervisory role on records keeping to a high extent influenced teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State while the result of hypotheses revealed that there is no significant difference in the mean ratings of principals and teachers on the extent principals supervisory on record keeping influence teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State.

Conclusion

In line with the findings of this study, the following conclusions were drawn: that principals' supervisory role on classroom management influences teachers' job performance in secondary schools, Principals' supervisory role on curriculum instruction influence teachers' job performance in secondary schools, Principals' supervisory role on students discipline to a high extent influenced teachers' job performance in secondary schools and that principals supervisory role on records keeping also recorded high extent to which it influenced teachers' job performance in secondary schools.

Recommendations

Based on the findings, the following recommendations are made as the way forward;

1. In line with the finding on extent to which principals' supervisory role on classroom management influenced teachers' job performance in secondary

schools in Abakaliki Education Zone of Ebonyi State which recorded high extent shows that Government of Ebonyi State should provide needed supervisory facilities for classroom management in order for the principals to maintain effective supervision.

2. In the area of principals' supervisory role on curriculum instruction influence on teachers' job performance in secondary schools. Secondary Education Board should integrate digitalizes devices for improving principals' supervisory roles in secondary schools.
3. Principals' supervisory role on students discipline which recorded high extent influenced on teachers' job performance in secondary schools, the principals should ensure that corporal punishments are administered with caution and not every staff should administer corporal punishment.
4. With relation to principals' supervisory role on records keeping which indicated high extent influenced on teachers' job performance in secondary schools in Abakaliki Education Zone of Ebonyi State. Government of Ebonyi State should procure adequate ICT device for the sustainability of effective records keeping process in secondary schools.

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