



Compensatory Education: The Head Teacher Integrative Leadership Roles to the Educationally Deprived

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Abstract

The Nigerian school administrative system rest in the hand of the school principals, head masters and mistresses, rectors, provosts, vice chancellors and heads of department at the university level. These school heads or managers are entrusted with functions and roles in planning, organizing, supervising and evaluation of curricular activities as well as counselling responsibilities at schools. These leaders hold teaching degrees and are given several responsibilities at schools. These leaders hold teaching degrees and are given several responsibilities which helps to integrate the educational disadvantaged with sound compensatory measures using the skills and knowledge they have acquired. This article exposes the concepts of compensatory education and the measures used to compensate the deprived educationally. The paper also further tested the perceived roles of schools leadership to ascertain the value functions of planning, organizing, supervising, directing and communicating and its relevance to compensatory education goal attainment. To arrive at the intended investigation. Several sets of statistical analysis were conducted using mean and standard deviation and t- test of significance on data from 80 respondents. The research population for the study comprised of school heads and assistance in using the Pearson Product Moment Correlation co efficient and established at 0.05 level of significant. The result revealed that all the items considered to be functions or roles of schools leadership to a large extent determine achievement of compensatory education goals in Nigeria. The paper recommends that Head teachers should effectively carry their integrative leadership roles of planning, organizing, directing, supervising and communicating compensatory education measures to help the deprived in the Nigeria society

Keywords: Compensating Education, Deprivation, Planning, Organizing, Communication, Instructional Supervision, Directing.

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INTRODUCTION

In many societies of the world, there is a high level of disparities with regard to access to social services and income distribution. These disparities are socio- economically linked to the types of employment, occupation, and levels of education as well as geographical factors that impact on the parents among others. In Nigeria, a large number of people live in abject poverty both monetarily and multidimensional as most persons have no access to basic amenities, land, credit facilities, technologies, education and health. The negative effect of poverty on children's academic results and general wellbeing have raised a lot of concern as they suffer higher incidences of adverse physical health, developmental delays, behavioral and emotional problems among others, than children from blue blooded families.

Compensatory education was born during the 1960's in America as a new approach to support access for academically under prepared and economically disadvantaged students, (Reimers, 2000). In Nigeria, about 10.5 million children are out of schools even when primary education is officially free. According to United Nations children education fund (UNICEF, 2016). Only 61 percent of 6-11 years old attended primary schools regularly and 35- 59 months receive early childhood education. On the 16th June, 2019, thousands of youth across 10 Nigerian States rally in Abuja on the "day of the African Child" and presented petition to their governors, parliamentarians, policy makers and other influential persons in a mass effort for the need to act on commitments to increase access to safe, quality education for all children, especially girls.

The call for compensatory measures toward ensuring that the educationally disadvantaged are integrated back in schools and given quality education rest in the hand of the teacher which is the medium through which the children are enlightened as he discharges his integrative leadership role to achieve maximum benefit for the children and society in general.

Much emphasis has always be made on the qualities of the teacher rather than the leadership roles of the school leaders and how successful their roles have been over the years that various level of government, UNICEF Nigeria, and world bank has through their various sponsorship emphasis the need for quality and accessible education in support of the Child Right Act (CRA). Have the school leadership roles of communicating, directing, planning etc. impacted positively in the lives of those who are backward due to one form of deprivation or the other, how have their effort proved that their training was not a waste, can effective performance of these function help reposition the deprived educationally?

Background to the Study

Nigeria is a country of over 160 million persons. This number constitutes a reasonable number of children of school age. The country has witness a lot of problems that hampers education and made a lot of children educationally disadvantaged. This factor includes social unrest, flooding, poverty, health problems and bad governance to mention a few. In the early part of 2019, UNICEF Nigeria revealed that about 10.5 million children aged 5-14 years are not in school and 61 percent of 11years old regularly attend primary schools. Presently UNICEF, the World Bank and government at all levels have jointly partner to bring the deprived students back to school and to provide quality education for the deprived with sound compensatory measures. The leaders and heads of school therefore bear the crown of ensuring that these goals are attained. How effective are the skills they qualified for, such as directing, planning, communicating, organizing and supervising to achievement of the goals of compensatory education in their various schools. This

research work stands to test the effectiveness of these leadership/ administrative tools to ensure its level of improvement in the application of compensatory education.

Purpose of the Study

Various attempts have been made by school leadership to compensate the educationally disadvantage with suitable compensatory education to solve the problem of education deprivation and offer quality and equitable education to the child. The school heads as professionals who hold a teaching degree(s) and whose main responsibilities are planning, communicating, directing, supervising and evaluation of the school curricular activities has not been heard in terms of the school curricular activities and of how his roles has affected positively in the lives of the students.

A broad quantitative approach was used for the study, which involve the exploration into perception of school members from twenty five Nigerian schools concerning the effectiveness of school leadership roles and participant were used. Thus, the purpose of this study is to:

- Determine the extent to which the school leadership value function of directing can help in achieving compensatory educational goals in Nigeria.
- Determine the extent to which the school leadership value function of communication can help in achievement compensatory education goals in Nigeria.
- Determine the extent to which the school leadership value functions of institution supervision can help in achieving compensatory education goal in Nigeria.
- Determine the extent to which the school leadership value function of organizing can help in achieving compensatory education goal in Nigeria.
- Determine the extent to which the school leadership value function of planning can help in achieving compensatory education goal in Nigeria.

Research Questions

- To what extent does school leadership value function of directing helps in achieving compensatory education goal in Nigeria?
- To what extent does school leadership value function of communication help in achieving compensatory education goal in Nigeria?
- To what extent does school leadership value role of instructional supervision help in achieving compensatory education goal in Nigeria?
- To what extent does school leadership role of organizing help in achieving compensatory education goal in Nigeria?
- To what extent does school leadership role of planning help in achieving compensatory education goal in Nigeria?

Hypotheses

- **H₀₁:** There is no significant relationship between school leadership roles and achievement of compensatory education goals in Nigeria.
- **H₀₂:** There is no significant relationship between schools leadership role of planning and achievement of compensatory education goal in Nigeria.

- **H₀₃**: There is no significant relationship between school leadership role of instructional supervision and achievement of compensatory education goals in Nigeria.
- **H₀₄**: There is no significant relationship between school leadership role of communicating and achievement of compensatory education goals in Nigeria.

CONCEPTUAL CLARIFICATION

Compensatory Education

Compensatory education is an educational measure aimed at addressing educational imbalance in society caused by deprivation. Kumanwee (2019) observed that compensatory education serves as supplementary education and programmes designed to repositioning the disadvantage child, as a re-awaken educational and economic strategy for the under privileged.

The approach was first acknowledged in the 1960s by the federal legislation through the Elementary and Secondary Education Act (ESEA) amended by the “No Child Left Behind Act” (NCLBA) in United States. The act created a family of compensatory elementary and secondary school programmes. These programmes includes—head start, early reading first, education for homeless children and youth even, start family, literacy. This was followed by concurrent development of compensatory measures or eligible post-secondary students and those who desire to attend college in 1964 and 1965 respectively by the Economics Opportunity Act (EOA) and Higher Education Act (HEA) in a bit to expand excess to higher education for the deprived. Borman (2017) observed that the idea behind compensatory education is to in a sense “compensate” for the disadvantaged by expending and improving the educational programmes offered to children living in poverty.

Deprivation and Compensatory Mechanism

Education deprivation as broad as it may be, have various compensatory measures that serves as antidote to the educationally deprived. This can be applied in the following ways:

Table 1: Education deprivation

Area of deprivation	Compensatory measures
Socio-cultural deprivation	<ul style="list-style-type: none"> -Give them access to social service -Parental involvement in their children education -Provision of stimulating home learning environment. -Provision of security care and motivation by parent -demonstration of respect for students cultural and language background. - Partnership with parent to achieve educational goals. -Organization of effective schools, programs and good learning environment for the disadvantaged child. - Adjustment of their Curriculum to include skills, problem solving approach and other application. - Supplementary programs for learning environment. Total free education at all levels.

Environmental/ Geographical
Deprivation

- Total free education for the disadvantaged due to national and ecologically deprivation.
- Provision of school and programs that enrich their skills e.g. Fisherman, nomadic and farmers education programs e.g. ADP, IITA, NDE etc.
- Provision of student support services.
- Stimulating speech and intellectual development programs.
- Adult education programmes
- Education for the homeless.

Economically disadvantaged

- Free school meals.
- Provision / access to social services.
- Supplementary learning enrichment activities.
- Provision of supplementary reading and mathematics class.
- Start family literacy
- Student support services
- Introduction of total free education at all levels

Psychological/ emotionally deprived

- Intellectual development programs.
- Regular communication to ensure a sense of security, love and valued habit training, physical care and general home making tasks
- Partnership with parents to achieve educational excellence
- Recognition and reward for excellence
- Demonstration of respect for students culture and languages
- Systematic change in the school learning environment
- Provision of enabling environment for the physically challenged
- Provision of materials that can aid their learning e.g. Braille for reading and writing.
- Provision of special schools and programs that suit the various challenges

Physically challenged

- Stimulating speeches and intellectual development, regular communication
 - as a means to restore a sense of love, security and being valued
 - Special education programs
 - Early identification placement and nurturance.
 - Provide a wide variety of services administered by competent personnels
 - Facilitate early intervention involving timely identification, assessment and treatment
 - Class size should not be more than 15
 - Upgrade the learning materials
 - Teaching materials should not be too colorful to avoid distraction
 - Use individual method for each child
 - Special school programmes that suit their various groups
 - Stimulating speech learning
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- Demonstration education teaching techniques for the blind and dumb
 - Skills and arts for the disabled.
 - Provision of materials that can aid their learning e.g. brail for reading and writing.
 - Upgrading their learning materials.
 - Learning environment be located in a less distracting area.
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School Leadership

Leadership is a dynamic process by which a group of individuals is influenced to contribute meaningfully to the whole. Manila in Nwankwoala (2016a) and Ololube (2018) observed that leadership involves motivation, influencing, stimulating, girding of the actions of the actions of the citizens of the people towards achievement of the stated organizational goals. The schools as an organization which have predetermined goals is a micro-cosm of the general society. This means that the school transmits values that are needed in the society. One of the objectives of the education as stated in the National Policy on Education (FRN, 2014), among others, is the need for education [schools] to promote equality. This gives every child the right to education and for school leadership to provide educational opportunities for all by initiating and having a follow-up plan for equality and equity purposes. School leaders are expected to comply with the national policy statement and the Child Right Act Conversation which was ratified in 1991 and support the effort to prioritize education and help the educationally disadvantaged to go back to school.

School leadership is essential in every education system. The human and material resources in school is managed and directed by the institutional leader or manager. School leadership involves general management, academic staff management and space management. The school heads are also entrusted with roles such as planning, organizing, supervising, and evaluation of curricular activities as well as counselling responsibilities at school. These leaders hold a degree and several responsibilities which help to integrate the educationally deprived with sound compensatory measures using the skills and knowledge they have acquired.

Leadership Role of Planning

Planning is the process of preparing a set of decisions for action in the futuristic terms backed by the will and resources to achieve predetermined goals. Agabi (1999) in Adiele, Obasi and Ohia, (2017) sees planning as the process of making decision ahead of time about the specific actions to be taken with a view of optimizing the use of limited resources geared towards desirable and specific goal attainment.

In the context of compensatory education as a solution to education deprivation, planning can be seen as a process of identifying a problem and preferring solution to the existing problem with a view to solve the problem using resources available. This is in agreement with the view of Okunamiri, Ibrahim and Okunamiri in Adiele, Obasi and Ohia (2017) who assert that planning is a preparation of series of decisions which are future oriented and is concerned with the proper and most effective use of limited resources for achieving objectives. In planning for compensatory education the school head must consider the scope of his plan. The plan could be micro or macro considering the coverage (Ibara, 2018), and it is helpful for the school leaders to analyze:

- Enrolment of students from different classes by stream;

- Total enrolment by gender if mixed;
- Total enrolment rate of the students;
- Identify quantitative and qualitative requirement of skilled labor needed;
- Identify current manpower with needed manpower.

The steps recommended in planning for compensatory education are to:

- Identify the various causes of deprivation;
- Determine the number affected by various forms of deprivation;
- Identify suitable compensatory measures that can be used for each case of deprivation;
- Eliminate the current manpower;
- Forecast the manpower needs both skilled and unskilled that can serve the need;
- Determine the curriculum of the deprived;
- Determine the parameter for effectiveness;
- Eliminate the cost for both human and material resources (input);
- Eliminate or forecast result

Leadership Role of Instructional Supervision

Instructional supervision is the practice of monitoring the performance of school staff and pupils, noting the merits and demerits of prescribed technique and using benefiting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of school and achieving educational goals (Ojokwu, 2003).

To Nwankwoala (2016a) the purpose of setting up a school is to link the teacher and the learners. This can only take place effectively and efficiently if adequate supervision of the teaching/ learning process is firmly established. Since the goal of supervision is to bring about improvement in the learning situation of the learner, it is very important for the school leadership to handle supervising role with tactfulness. Wiles and Levels in Ogunsaya (2006) listed the supervisory roles of the school head to include:

- Goal development;
- Programme development;
- Control and coordination;
- Motivation;
- Problem solving;
- Professional development;
- Evaluation of educational outcomes.

Leadership Role of communication

Communication is the only means of interaction by leaders and their subordinates in school organization. Coordination and changes are only affected by means of communication. School leaders used their communicative power to evaluate, direct, instruct and influence others thoughts and behaviors. These interactions are necessary since they contribute directly

or indirectly to school goal attainment. Even in the classrooms communication is essential as learning experience is on.

Information can be transmitted through radio, television, words, telephone etc. and can be in form of symbols, facial expression, body language and gestures. School leaders should be careful in selecting the modes of communication as most cases of educational deprivation has to do with the physically challenged such as hearing and visual impairment. The school head must choose appropriate communication tools to suit each case of compensatory programme of giving equity and equality to the deprived educationally.

Leadership Role of Organizing

This involves putting together all necessary human and material resources in order to accomplish a predetermined goal. Organizing for compensatory education, school heads are expected to bring out rules and tasks to teachers in form of delegated responsibilities to organize their lessons, select topics, state objectives, select teaching aids, and evaluate students. The head can also mobilize financial and material resources necessary to promote instructional programmes and job implementation (Ajadi, 2009).

Leadership Role of Directing

Directing is the continuous job of making decision and putting them in specific and orderly manner and enforcing them, directing is synonymous with leading, commanding, stimulating and influencing.

RESEARCH PROCEDURE

Demographic information

The research population of the study comprised twenty five schools in Rivers State, of which 5 were tertiary, 10 were secondary and 10 were primary schools. The sample size comprised of 20 head teachers in the primary, 20 Vice principals, 10 principals and 30 Heads of Department in the tertiary level, totaling 80 respondents.

Instrumentation

The respondents (school heads) responded to a questionnaire that employed a four point Likert type scale (summated) of 4= very high extent, 3= high extent, 2= low extent, 1= Very low extent, which allows them to rate their opinions on the extent to which school leadership roles of planning, organizing, directing, communicating and instructional supervision can help them achieve compensatory education in Nigeria. The instrument contained a total number of 25 items. Section 'A' of the questionnaire elicits respondents answer to their names, school, positions and age. Section B comprises of variables of head teachers integrative leadership roles of planning, directing, communicating, organizing and supervising to the deprived educationally (5 items each for the 5 sub-sections). The questionnaire was designed by the researcher and validated by senior lecturers in his school to elicit information from the respondents that will help to generate data for analysis.

Reliability of the Instrument

The degree of reliability of the instrument (questionnaire) was established based on a pre-test administration. In this case, a test-retest reliability test was conducted on 10 outside the sample areas, and the Pearson product moment correlation (r) was .728 for the first test and .812 for the second test respectively, thus the instrument was adjudged to be very reliable.

Data Analysis

The descriptive and inferential statistical analysis were adopted for the study is part of a survey that examine the head teacher roles to the deprived and the relationship between the school Head leadership roles and compensatory education for the deprived. The data which was collected using questionnaire was analyzed descriptively through frequency counts, computation of mean and standard deviation (SD). To test the null hypotheses, the t-test was used at 0.05 alpha level of significance. The acceptance or rejection of the null hypotheses was based on the difference between the t-calculated value and the t-critical value.

RESULT AND DISCUSSION

Nwachukwu in Nwankwoala (2016a) observed that the use of motivation, communication and leadership to guide the subordinates towards the attainment of organizational objective is called directing. Due to differences in human beings, directing is a difficult managerial task. To harmonize the differences, school leaders should direct the teachers on how best to achieve educational goals. The head teachers can direct teachers and students to:

- Form groups that can interface with students with long terms impairment cases;
- Take necessary decisions on how to compensate the students with extenuating circumstances proof toward academic delays;
- Verify independent documentary evidence that supports claims of extenuating circumstance;
- Grant pardon to those with genuine claims;
- Administer test and examination to the deprived;
- Do the work that apply to compensation for the deprived.

Table 2: Effect of Head Teachers Integrative Leadership Roles to the Deprived

S/N	CONTENT	MEAN	SD	Decision
1.	School leadership role of the value function of directing to achievement of compensatory education goals	3.4	0.75	High Extent
2.	School leadership role of the value function of communication to achievement of compensatory education goals	3.4	1.73	High Extent
3.	School leadership role of the value function of institutional supervision to achievement of compensatory education goals	3.0	0.96	High Extent
4.	School leadership role of the value function of organizing to achievement of compensatory education goals	3.2	0.96	High Extent

5.	School leadership role of the value function of the planning to achievement of compensatory education goals	3.2	0.18	High Extent
GRAND TOTAL		16.2	3.53	
Grand (x) and SD		3.2	0.71	High Extent

Above is the means and standard deviation of respondent's view of the effect of the head teacher's integrative leadership roles to the deprived. This research is aimed at assessing the head teacher use of leadership teaching tools such as planning, organizing, directing, and communication and institutional supervision in bit to reposition the deprived educationally. In table 2, the first item tested was the school leadership role of the value function of directing to achieve compensatory education goals in Nigeria. The respondent view brought out a mean of 2.5, it is right to acknowledge that head teachers in leadership position usually employ the role of directing towards compensatory education for the educationally deprived to a large extent.

Again Item 2 which is the use of the value functions of communicating by school heads to achieve compensatory education goal was tested. The result shows a means of 3.4 and a standard deviation of 0.73. This means that the value function of communicating helps to a large extent to the achievement of compensatory education goals in Nigeria.

Item 3 tested the head teachers' school leadership value function of instructional supervision to achievement of compensatory education in Nigeria. The result show a mean of 3.0 and a (SD) of 0.96. This means that institutional supervision is moderately valuable for the achievement of compensatory education in Nigeria.

Item 4 tested on the school leadership goals of organizing to the achievement of compensatory education goals in Nigeria. The result shows a mean of 3.2 and SD of 0.91, this means that leadership role of organizing is to a large extent valuable in the achievement of compensatory education goals. Item 5 tested on the value function of school leadership role of planning to achievement of compensatory education goals. The result shows a mean of 3.2 and a (SD) of 0.18. This means that planning is largely valuable for the achievement of compensatory education goals.

All the items observed to be value functions of schools leadership agreed to be useful in solving the problem of deprivation. This is shown in the result of the grand mean and standard deviation of 3.2 and 0.71 respectively.

T-TEST Analyses of Respondent View

To further verify the study's analytical information, a t-test analysis of the sample was conducted. The t-test analysis determined if there is a significance relationship in the respondents view. Sequels to this, the variables were computed the way they appear in the questionnaire. The result shows that there is a significant relationship between the mean rating of school leadership role and achievement of compensatory education goals in Nigeria. This can be shown below.

HO1: There is no significant relationship between school leadership roles and achievement of compensatory education goals in Nigeria.

Variables	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	r	Df	Cal t-value	Critical value	Decision
School leadership Roles	10		30		268	0.88	2	5.46	0.9500	Sign
Achievement of Compensatory education		80		2640						

The calculated T- value is 5.46 while the critical t- value is 0.9500 degree of freedom 2. Since the obtained value (0.9500) is greater than the critical or table value of 0.9500 at 0.05 level of significant and at DF 2, the null hypothesis is therefore rejected and the alternatives is uphold, meaning that there is significant relationship between school leadership roles and achievement of compensatory education goals in Nigeria.

HO2: There is no significant relationship between school leadership role of planning and achievement of compensatory education goals in Nigeria.

Variables	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	r	Df	Cal t-value	Critical value	Decision
School leadership Role of planning	10		30		259	0.96	2	4.83	.9500	Sign
Achievement of Compensatory education		80		2350						

The T-calculated is 4.83 while the table value is 0.9500 with a df. of 2 based on 0.05 level of significant. Since the T-calculated is greater than the table value, the null hypothesis is rejected. This means that planning for compensatory measures is significant to school leadership roles or functions for the deprived educationally. This is in agreement with the opinion of Adiele, Obasi, and Ohia (2007) that educational decisions are regularly taken consciously through planning by nations of the world on the type of education, the curriculum content; the ideology based and the goal to attain using education. To Kumanwee (2019), planning should be the first step towards solving a problem. This is also true in the case of compensatory education which serves as an antidote for the disadvantaged educational programs offered to children living in poverty

HO3: There is no significant relationship between school leadership role of instructional supervision and achievement of compensatory education goal in Nigeria.

Variables	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	r	Df	Cal t-value	Critical value	Decision
School leadership Role of instructional supervision	10		30		270	0.94	2	3.898	0.9500	Sign

Achievement of Compensatory education	80	2714
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The analyses of the respondent above shows a t- calculated value of 3.898 while the critical value is 0.9500 at 0.05 significant level. This shows the t-calculated (3.898) is greater than t-critical (0.9500) this also means that the null hypothesis is rejected and the alternative hypothesis is upheld. This means that there is a significant relationship between school leadership role of instructional supervision and achievement of compensatory education goals in Nigeria. The result above supported the views of Okonkwo and Ozurumba in Nwankwoala (2016a) who asserted that school officials or leadership must provide leadership to teach and other educational workers through instructional supervision. Amanchukwu (2002) supported this when she opined that instruction is the most important aspect of educational activities that require supervision.

HO4: There is no significant relationship between school leadership role of communicating and achievement of compensatory education goals in Nigeria

Variables	$\sum x$	$\sum Y$	$\sum x^2$	$\sum Y^2$	$\sum XY$	r	Df	Cal t-value	Critical value	decision
School leadership Role of communicating	10		30		237	0.87	2	1.41	0.9500	Sign
Compensatory Education goals		80		1926						

The calculated t-value is 1.41 while the critical t-value is 0.9500 at DF 2 and the probability level of 0.05. Again, the t-calculated is greater than the table value. This means that the null hypothesis should be rejected and the opposite is taken – there is significant relationship between school leadership role of communicating and achievement of compensatory education goals in Nigeria. This result supported the assertion of Okorie and Nkwagbara in Nwankwoala (2016b) who examined that communication is the basis of interaction between administrators and teachers in school organization.

CONCLUSION AND RECOMMENDATION

This study has theoretically and empirically investigated the Head teacher’s integrative leadership roles to the deprived. Around the world various governments and Agencies have acknowledge the negative effects of education deprivation in the societies and are taken drastic measures to create room for equality and equity through compensatory education, various school leadership and heads should also stand up to their own task or functions in the various schools. Leadership and heads should also stand up to their own task or functions in the various schools to reposition the deprived educationally.

The paper has examined five core value leadership roles of school heads which includes planning, directing, communicating, organizing and institution supervision and the extent to which they are useful in compensatory education. The evidence from the study revealed that all

the five leadership roles are to a large extent useful and important in compensating for the deprived educationally.

Planning should help school heads to integrate compensatory education programs into the overall school programmes in the area of goal determination, organizational attributes concerned with curriculum instruction and assessment rationally ahead of time. This will be effective because successful leaders develop agreement around school goals and keep them in fore – front of programme planning and implementation.

During supervision of instruction, the school head must effectively assess teachers and students' knowledge of skills in organizing information, aid determining relationship, content and the ability to apply strategies that promote understanding. It is worthwhile to note that the focus on improvement oriented evaluation can promote school effectiveness by changing the behavior of instructional staff.

Head teachers should also use communication as effective tool to send directions, instruction and ascertain the level of compliance. Organization of programs into duration, times, and structures within the school programmes is also needed as well as directing all effort toward the goals of equality and equity for all children in Nigeria. This will in no small measure complement the efforts of government, stakeholders and international agencies towards the promotion of the Child Right Act and restore equitable and quality education for all both male and female children and adult.

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