

PRINCIPALS' SUPERVISORY PRACTICES AND STUDENTS' RELIGIOUS VALUES IN PUBLIC SECONDARY SCHOOLS IN THE FEDERAL CAPITAL TERRITORY, ABUJA

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Abstract

This study investigated the relationship between principals' supervisory practices and students' religious values in public secondary schools in the Federal Capital Territory, Abuja. Four research questions and four null hypotheses guided the study. The study adopted a correlational research design. The study was conducted in the Federal Capital Territory, Abuja. The population of the study comprised 4,050 respondents, consisting of 85 principals and 3,965 teachers in public secondary schools. A sample of 420 respondents, comprising 60 principals and 360 teachers, was selected using a multistage sampling procedure involving simple random, purposive, and proportionate stratified random sampling techniques. Data were collected using a structured questionnaire, titled: *Principals' Supervisory Practices and Students' Religious Values Questionnaire (PSPSRVQ)*. The instrument was subjected to face and content validation three experts in the Institute of Education, University of Nigeria, Nsukka. The reliability of the instrument was established using the Cronbach Alpha reliability method, which yielded an overall reliability coefficient of 0.84. The researchers, with the assistance of four trained research assistants, administered and retrieved the questionnaires directly from the respondents. Data were analyzed using Mean and Standard Deviation to answer the research questions, while Pearson Product Moment Correlation was used to test the null hypotheses at the 0.05 level of significance. The decision rule for the research questions was based on a criterion mean of 2.50, while hypotheses were rejected where the probability value was less than or equal to 0.05. The findings revealed that classroom visitation had a significant positive relationship with students' religious values ($r = 0.684$, $p < 0.05$) and that supervision of students' discipline also had a significant positive relationship with students' religious values ($r = 0.701$, $p < 0.05$). The study further revealed that inspection of lesson notes and monitoring teachers' attendance and punctuality were significantly related to students' religious values. Based on the findings, it was recommended that principals should strengthen regular instructional supervision through consistent classroom visitation, effective monitoring of teachers, and sustained supervision of students' discipline to enhance the development of students' religious values.

Keywords: Principals' supervisory practices, classroom visitation, students' religious values, supervision

Introduction

Education is universally acknowledged as a vital instrument for personal development, social transformation, and national progress. It provides individuals with the knowledge, skills, attitudes, competencies, and values required to function effectively in society and contribute meaningfully to national development. According to UNESCO (2021), education is a lifelong process that empowers individuals to acquire competencies that promote sustainable development, peace, responsible citizenship, and social inclusion. Similarly, Okeke (2022) described education as a deliberate process through which desirable knowledge, attitudes, values, and skills are transmitted to learners for individual and societal development. In the same vein, Arop, Ekpang and Owan (2023) viewed

education as a systematic process of developing learners intellectually, morally, socially, emotionally, and spiritually to enable them become productive and responsible members of society. These definitions indicate that education extends beyond the acquisition of academic knowledge to include the development of sound character and moral values that enable learners to live responsibly within their communities.

The increasing rate of moral decadence, indiscipline, examination malpractice, cybercrime, substance abuse, violence, bullying, cult-related activities, dishonesty, and disrespect for constituted authority among secondary school students has become a major concern to governments, educators, parents, religious organizations, and other stakeholders in education. Across many countries, concerns have continued to grow regarding the declining moral standards among young people despite the increasing investment in education. UNESCO (2024) observed that educational institutions are increasingly expected to produce learners who possess not only academic competence but also ethical values, social responsibility, respect for diversity, and positive character necessary for peaceful coexistence. Likewise, OECD (2023) reported that schools are now expected to integrate cognitive development with moral, civic, and social learning in order to prepare learners for the demands of contemporary society. This growing concern has shifted attention towards the role of school leadership in promoting both academic excellence and value-based education.

In Nigeria, the goals of education emphasize the development of individuals who are intellectually competent, morally upright, socially responsible, and capable of contributing to national unity and sustainable development. The Federal Republic of Nigeria (2014), through the National Policy on Education, maintained that education should inculcate the right values and attitudes for the survival of the individual and society. In support of this position, Nwosu and Ugwoke (2021) argued that secondary education should not only prepare students for higher education but should also equip them with the moral values, discipline, and ethical principles necessary for responsible citizenship. Similarly, Eya and Ugwuanyi (2022) asserted that one of the fundamental objectives of secondary education is the formation of students' character through effective teaching, discipline, and positive school experiences. This implies that schools are expected to produce graduates who are academically competent and morally responsible. The realization of these educational objectives depends largely on the effectiveness of school leadership, particularly the leadership provided by the principal.

The attainment of educational goals in secondary schools depends largely on the effectiveness of principals' supervisory practices. As the chief administrative and instructional leaders of their schools, principals are entrusted with the responsibility of ensuring that teachers perform their professional duties in accordance with established educational standards while creating an environment that promotes students' academic excellence, moral uprightness, and holistic development. Principals' supervisory practices comprise the various instructional and administrative strategies employed by school principals to monitor, guide, evaluate, motivate, and support teachers in the effective implementation of the curriculum and the realization of school objectives. These practices include classroom visitation, inspection of lesson notes and records, monitoring teachers' attendance and punctuality, observation of classroom management, provision of professional guidance and feedback, organization of staff meetings, monitoring curriculum implementation, and supervision of students' discipline. Through these practices, principals not only enhance teachers' instructional effectiveness but also influence the school climate and students' behavioural outcomes. A conducive school environment

characterized by effective supervision encourages teachers to model desirable behaviours and intentionally integrate moral and religious values into classroom instruction, thereby fostering students' religious values such as honesty, integrity, obedience, love, tolerance, self-discipline, forgiveness, peaceful coexistence, respect for constituted authority, responsibility, and compassion.

The concept of principals' supervisory practices has attracted considerable scholarly attention because of its significant role in improving instructional quality and school effectiveness. Zepeda (2022) defined instructional supervision as a systematic and continuous process through which school leaders observe, guide, support, evaluate, and improve teachers' instructional practices with the ultimate goal of enhancing students' learning outcomes. Similarly, Sergiovanni and Starratt (2021) described supervision as a collaborative process involving assistance, professional guidance, coaching, and feedback designed to improve teachers' instructional competence and promote school improvement. In the same vein, Hallinger (2022) viewed principals' supervisory practices as leadership activities directed towards improving classroom instruction, strengthening teachers' professional capacity, monitoring curriculum implementation, and creating learning environments that promote students' academic and personal development. These definitions indicate that supervision extends beyond inspection and fault-finding to encompass continuous professional support aimed at improving teaching effectiveness and students' holistic development. Since teachers serve as immediate role models for learners, effective supervision enhances their ability to inculcate desirable religious values through classroom instruction, interpersonal relationships, and exemplary conduct.

Among the numerous supervisory practices employed by principals, classroom visitation remains one of the most effective strategies for improving instructional delivery and students' character formation. Classroom visitation enables principals to observe teachers' instructional methods, classroom management techniques, interaction with students, use of instructional materials, and integration of value-based education into the teaching-learning process. Through regular classroom observation, principals identify instructional strengths and weaknesses, provide constructive feedback, recommend appropriate instructional improvements, and encourage teachers to adopt learner-centred strategies capable of promoting both academic achievement and moral development. Effective classroom visitation also enables principals to assess whether teachers exhibit fairness, respect, honesty, patience, tolerance, and professionalism during classroom interactions. These professional behaviours serve as practical examples from which students learn important religious values. Consequently, regular classroom visitation contributes to the development of disciplined learning environments where students are encouraged to practise honesty, obedience, respect for authority, and love for one another, peaceful coexistence, and self-control.

Supporting this view, George (2023) investigated principals' classroom visitation and school discipline in public secondary schools in the South-South geopolitical zone of Nigeria. The purpose of the study was to determine the influence of classroom visitation on school discipline. The study adopted a correlational research design involving principals and teachers selected through stratified random sampling. Data were collected using the Principals' Classroom Visitation and School Discipline Questionnaire, which was validated through face and content validity, while the Split-Half method yielded a reliability coefficient of 0.76. Data were analyzed using mean, standard deviation, and Pearson Product Moment Correlation. The findings revealed that principals' classroom visitation significantly improved school discipline and promoted positive students'

behaviour. The study further established that regular classroom supervision enhanced teachers' commitment to maintaining orderly learning environments. Although the study focused on school discipline rather than students' religious values, its findings suggest that effective classroom visitation creates conditions that encourage students to exhibit virtues such as obedience, self-discipline, respect for constituted authority, and peaceful coexistence, all of which are essential components of students' religious values. (ICIDR)

Another important supervisory practice is the inspection of teachers' lesson notes and instructional records. Lesson notes constitute evidence of instructional preparedness and curriculum implementation. Principals inspect lesson notes to ensure that teachers adequately plan their lessons, state clear instructional objectives, select appropriate teaching methods, provide relevant learning experiences, and integrate affective objectives that promote values education. Regular inspection encourages teachers to prepare adequately for classroom instruction and deliberately incorporate moral and religious lessons into their teaching. Well-prepared lessons provide opportunities for teachers to discuss virtues such as honesty, diligence, tolerance, respect, love, justice, and responsibility across different subject areas. As teachers consistently reinforce these virtues during instruction, students are more likely to internalize and demonstrate positive religious values in their daily activities.

Empirical evidence supports the importance of this supervisory practice. Oroye-Okpoudhu (2020) examined the mechanisms used by principals to achieve effective instructional supervision in public secondary schools in Delta State, Nigeria. Using a descriptive survey design, the study found that principals frequently employed supervisory mechanisms such as checking teachers' lesson notes, ensuring adherence to the scheme of work, conducting classroom visitation, providing feedback after supervision, and recommending strategies for improving instruction. The study concluded that these supervisory mechanisms contributed significantly to effective instructional delivery and recommended their sustained application in public secondary schools. Although the study emphasized instructional effectiveness, the supervisory mechanisms identified equally provide opportunities for teachers to integrate value-based instruction capable of promoting students' religious values through consistent classroom practice. (ICIDR)

Adebayo and Adeyemi (2022) investigated the influence of principals' supervisory practices on students' discipline in public secondary schools in Oyo State, Nigeria. The study sought to determine the extent to which principals' supervisory practices influenced students' discipline. Three research questions and three corresponding hypotheses guided the study. A correlational research design was adopted. The population comprised 4,825 teachers in public secondary schools, from which a sample of 368 teachers was selected using a multistage sampling technique. Data were collected using a structured questionnaire developed by the researchers. Face and content validity of the instrument were established by experts in Educational Management and Measurement and Evaluation, while its reliability was determined using Cronbach's Alpha, which yielded a coefficient of 0.84. The researchers personally administered the questionnaire, and the data collected were analyzed using mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation was used to test the hypotheses at the 0.05 level of significance. The findings revealed that effective classroom supervision significantly improved students' discipline and enhanced teachers' commitment to instructional responsibilities. The study is similar to the present study because both focus on principals' supervisory practices in public secondary schools. However, it differs from the present study in that it examined students' discipline rather than students' religious

values and was conducted in Oyo State instead of the Federal Capital Territory, Abuja. This difference constitutes a geographical and variable gap which the present study seeks to address.

Similarly, Okeke and Nwosu (2023) examined the relationship between principals' instructional supervision and students' moral behaviour in public secondary schools in Enugu State. The purpose of the study was to determine how instructional supervision influenced students' moral behaviour. The study was guided by four research questions and four hypotheses and adopted a descriptive survey research design. The population consisted of 5,210 teachers, while 400 respondents were selected through proportionate stratified random sampling. Data were obtained using a researcher-developed questionnaire whose face and content validity were established by three experts in Educational Administration and Educational Psychology. The reliability of the instrument was determined using the Cronbach's Alpha method, which produced a reliability coefficient of 0.87. The instrument was administered directly by the researchers with the assistance of trained research assistants. Mean and standard deviation were used to answer the research questions, while multiple regression analysis was employed to test the hypotheses. The findings indicated that regular classroom visitation and effective monitoring of teachers significantly promoted students' moral behaviour and strengthened discipline in schools. Like the preceding study, this study focused on principals' supervisory practices in public secondary schools. Nevertheless, it differs from the present study because it investigated students' moral behaviour instead of students' religious values and was conducted in Enugu State. Consequently, the present study intends to bridge this conceptual and geographical gap by focusing on students' religious values in public secondary schools in the Federal Capital Territory, Abuja.

In the same vein, Ibrahim, Yusuf and Mohammed (2024) investigated principals' supervisory roles and students' character development in public secondary schools in Kano State. The purpose of the study was to examine the extent to which principals' supervisory roles influenced students' character development. The study was guided by three research questions and three null hypotheses. An ex post facto research design was adopted. The population comprised 6,438 teachers, while a sample of 450 respondents was selected using a simple random sampling technique. A structured questionnaire served as the instrument for data collection. The instrument was validated by specialists in Educational Management and Tests and Measurement, while its reliability was established using the split-half method, which yielded a reliability coefficient of 0.82. The researchers adopted direct administration of the questionnaire, and the data were analyzed using mean, standard deviation, and linear regression analysis. The findings showed that principals' effective supervision significantly enhanced students' character development and improved teachers' commitment to value-based education. This study is related to the present study because both examined principals' supervisory practices and students' behavioural outcomes. However, while the previous study focused on character development in Kano State, the present study concentrates specifically on students' religious values in public secondary schools in the Federal Capital Territory, Abuja, thereby filling an existing contextual gap.

However, despite the growing body of empirical literature on principals' supervisory practices and students' educational outcomes, existing studies have largely concentrated on variables such as teachers' job performance, instructional effectiveness, students' academic achievement, school effectiveness, discipline, and teachers' commitment. Only a few studies have considered students' moral or religious values, and

those that did were conducted in different geographical locations, using different populations, research designs, and contextual settings. To the best of the researcher's knowledge, no known empirical study has specifically examined the relationship between principals' supervisory practices and students' religious values in public secondary schools in the Federal Capital Territory, Abuja. This constitutes both a conceptual and geographical gap in the existing literature. The present study, therefore, intends to fill this gap by examining how principals' supervisory practices relate to students' religious values in public secondary schools in the Federal Capital Territory, Abuja. It is expected that the findings of this study will contribute to the existing body of knowledge on educational management, provide empirical evidence for policymakers and school administrators, and offer practical insights for strengthening supervisory practices aimed at promoting students' religious values and holistic development.

Statement of the Problem

The development of students who are academically competent and morally upright remains one of the primary goals of secondary education in Nigeria. Schools are expected to provide an environment where effective leadership, quality instructional supervision, and value-based education work together to promote students' intellectual, social, moral, and religious development. Through effective supervisory practices, principals are expected to monitor teachers' instructional activities, promote discipline, encourage the integration of moral and religious values into classroom teaching, and create a school climate that fosters desirable attitudes and behaviours among students. Ideally, students in public secondary schools should demonstrate religious values such as honesty, respect for authority, tolerance, self-discipline, integrity, responsibility, compassion, peaceful coexistence, and obedience to school rules and societal norms. Contrary to this expectation, there are growing concerns that many students in public secondary schools appear to exhibit behaviours that are inconsistent with acceptable religious and moral values. Incidents of examination malpractice, bullying, disrespect for teachers and parents, truancy, violence, dishonesty, substance abuse, cyber-related misconduct, and other forms of indiscipline continue to be reported in many secondary schools. These behaviours suggest that the desired religious values expected of students may not be adequately developed despite the presence of school leadership and supervisory structures. Although several factors such as family background, peer influence, social media, and societal changes have been associated with these behavioural challenges, the effectiveness of principals' supervisory practices in promoting students' religious values remains an issue of concern.

The persistence of these undesirable behaviours raises questions about whether principals are effectively carrying out supervisory practices capable of influencing teachers' commitment to value-based education and fostering positive religious values among students. If this situation persists, it may undermine the achievement of educational objectives, weaken students' character formation, increase cases of indiscipline, and negatively affect the development of responsible citizens required for national development. It is this observed concern that constitutes the problem of the study. Specifically, it is not clearly known whether principals' supervisory practices have any significant relationship with students' religious values in public secondary schools in the Federal Capital Territory, Abuja. This uncertainty creates the need for an empirical investigation into the relationship between principals' supervisory practices and students' religious values in public secondary schools in the Federal Capital Territory, Abuja.

Purpose of the Study

The main purpose of this study is to examine the relationship between principals' supervisory practices and students' religious values in public secondary schools in the Federal Capital Territory, Abuja. Specifically, the study seeks to:

1. determine the relationship between classroom visitation and students' religious values in public secondary schools in the Federal Capital Territory, Abuja.
2. examine the relationship between inspection of lesson notes and students' religious values in public secondary schools in the Federal Capital Territory, Abuja.
3. determine the relationship between monitoring teachers' attendance and punctuality and students' religious values in public secondary schools in the Federal Capital Territory, Abuja.
4. examine the relationship between supervision of students' discipline and students' religious values in public secondary schools in the Federal Capital Territory, Abuja.

Research Questions

The following research questions guided the study:

1. What is the relationship between classroom visitation and students' religious values in public secondary schools in the Federal Capital Territory, Abuja?
2. What is the relationship between inspection of lesson notes and students' religious values in public secondary schools?
3. What is the relationship between monitoring teachers' attendance and punctuality and students' religious values in public secondary schools?
4. What is the relationship between supervision of students' discipline and students' religious values in public secondary schools?

Hypotheses

- H₀₁:** There is no significant relationship between classroom visitation and students' religious values in public secondary schools in the Federal Capital Territory, Abuja.
- H₀₂:** There is no significant relationship between inspection of lesson notes and students' religious values in public secondary schools in the Federal Capital Territory, Abuja.
- H₀₃:** There is no significant relationship between monitoring teachers' attendance and punctuality and students' religious values in public secondary schools in the Federal Capital Territory, Abuja.
- H₀₄:** There is no significant relationship between supervision of students' discipline and students' religious values in public secondary schools in the Federal Capital Territory, Abuja.

Methods

The study adopted a correlational research design. The choice of this design was based on its suitability for determining the relationship between principals' supervisory practices and students' religious values without manipulating the variables. The design enabled the researcher to determine the degree of relationship among the variables as they naturally exist in public secondary schools. The study was carried out in the Federal Capital Territory (FCT), Abuja, Nigeria. The Federal Capital Territory comprises six Area Councils, namely: Abaji, Abuja Municipal Area Council (AMAC), Bwari, Gwagwalada, Kuje, and Kwali. The Territory has several public secondary schools established by the Federal Capital Territory Administration to provide quality secondary education for students. These schools are administered by principals who are responsible for instructional supervision, staff management, curriculum implementation, and students' discipline.

The population of the study comprised all principals and teachers in public secondary schools in the Federal Capital Territory, Abuja. According to the records of the Secondary Education Board (SEB), Federal Capital Territory, Abuja (2025), there are 85 public secondary schools, 85 principals, and 3,965 teachers, giving a total population of 4,050 respondents. The sample size for the study consisted of 420 respondents, comprising 60 principals and 360 teachers selected from public secondary schools in the Federal Capital Territory, Abuja. The sample size was determined using the Taro Yamane (1967) formula for sample size determination. A multistage sampling procedure was adopted for the study. At the first stage, simple random sampling technique was used to select four Area Councils from the six Area Councils in the Federal Capital Territory. At the second stage, simple random sampling technique was used to select fifteen public secondary schools from the selected Area Councils. At the third stage, all the principals in the selected schools were purposively selected because each school had only one principal, while teachers were selected using proportionate stratified random sampling technique to obtain the required sample size.

The instrument used for data collection was a structured questionnaire titled Principals' Supervisory Practices and Students' Religious Values Questionnaire (PSPSRVQ). The questionnaire was developed by the researcher after an extensive review of related literature. It consisted of two sections. Section A sought information on the demographic characteristics of the respondents, while Section B contained items on principals' supervisory practices and students' religious values measured on a four-point Likert scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The instrument was subjected to face and content validity by three experts, comprising two experts in the Institute of Education, University of Nigeria, Nsukka. Their observations and suggestions were incorporated into the final version of the questionnaire to ensure that the items adequately measured the variables of the study. The reliability of the instrument was established through a pilot study conducted among respondents outside the study area who possessed characteristics similar to those of the study participants. Data obtained from the pilot study were analyzed using the Cronbach Alpha reliability method, which yielded reliability coefficients of 0.82 for Classroom Visitation, 0.85 for Inspection of Lesson Notes, 0.80 for Monitoring Teachers' Attendance and Punctuality, 0.84 for Supervision of Students' Discipline, and 0.87 for Students' Religious Values. The overall reliability coefficient of the instrument was 0.84, indicating that the instrument was reliable for the study.

The researchers obtained an introductory letter from the Institute of Education, University of Nigeria, Nsukka and sought permission from the principals of the selected public secondary schools before administering the questionnaire. With the assistance of four trained research assistants, copies of the questionnaire were administered directly to the respondents. The completed questionnaires were collected immediately after completion and, where necessary, during subsequent visits. This procedure resulted in a high rate of questionnaire retrieval. The data collected were analyzed using Mean and Standard Deviation to answer the research questions, while the Pearson Product Moment Correlation (PPMC) statistic was used to test the null hypotheses at the 0.05 level of significance. The decision rule for answering the research questions was based on the criterion mean of 2.50. Any item with a mean score of 2.50 and above was regarded as Agreed (A), while any item with a mean score below 2.50 was regarded as Disagreed (D). For the hypotheses, the null hypothesis was rejected where the probability value (p-value) was less than or equal to 0.05 ($p \leq 0.05$) and not rejected where the probability value was

greater than 0.05 ($p > 0.05$). This decision rule was used to determine the significance of the relationships among the variables studied.

Results

Research Question One: What is the relationship between classroom visitation and students' religious values in public secondary schools in the Federal Capital Territory, Abuja?

Table 1: Mean and Standard Deviation of Respondents' Responses on the Relationship between Classroom Visitation and Students' Religious Values in Public Secondary Schools in the Federal Capital Territory, Abuja

S/N	Item Statement	Mean ($\bar{X}$)	SD	Decision
1	Principals regularly visit classrooms during lesson periods.	3.47	0.71	A
2	Classroom visitation improves teachers' instructional effectiveness.	3.38	0.76	A
3	Classroom visitation encourages teachers to demonstrate good moral conduct.	3.41	0.73	A
4	Classroom visitation promotes teachers' integration of religious values into classroom instruction.	3.35	0.79	A
5	Effective classroom visitation encourages students to respect constituted authority.	3.44	0.69	A
6	Classroom visitation promotes honesty and self-discipline among students.	3.39	0.75	A
7	Classroom visitation enhances students' peaceful coexistence and tolerance.	3.46	0.72	A
Aggregate Score		3.41	0.74	A

Data in Table 1 show that the respondents agreed that classroom visitation is related to students' religious values in public secondary schools in the Federal Capital Territory, Abuja. This is evident from the aggregate mean score of 3.41 and aggregate standard deviation of 0.74, indicating that respondents generally agreed with the statements and their responses were relatively consistent.

Hypothesis 1: There is no significant relationship between classroom visitation and students' religious values in public secondary schools in the Federal Capital Territory, Abuja.

Table 2: Pearson Product Moment Correlation Analysis of the Relationship between Classroom Visitation and Students' Religious Values in Public Secondary Schools in the Federal Capital Territory, Abuja

Variables	N	Mean	SD	r	Sig. (2-tailed)	Decision
Classroom Visitation	420	3.41	0.74			
Students' Religious Values	420	3.58	0.69	0.684	0.000	Rejected H₀

Significant at 0.05 level (2-tailed).

Data in Table 2 show that the Pearson Product Moment Correlation coefficient between classroom visitation and students' religious values is $r = 0.684$, with a significance value of 0.000, which is less than the 0.05 level of significance. This indicates a strong positive and statistically significant relationship between classroom visitation and students' religious values in public secondary schools in the Federal Capital Territory,

Abuja. Therefore, the null hypothesis is rejected, implying that classroom visitation is significantly related to students' religious values.

Research Question Two: What is the relationship between inspection of lesson notes and students' religious values in public secondary schools in the Federal Capital Territory, Abuja?

Table 3: Mean and Standard Deviation of Respondents' Responses on the Relationship between Inspection of Lesson Notes and Students' Religious Values in Public Secondary Schools in the Federal Capital Territory, Abuja

S/N	Item Statement	Mean ($\bar{X}$)	SD	Decision
1	Principals regularly inspect teachers' lesson notes.	3.45	0.72	A
2	Inspection of lesson notes improves teachers' lesson preparation.	3.38	0.76	A
3	Inspection of lesson notes encourages teachers to integrate religious values into classroom instruction.	3.42	0.74	A
4	Regular inspection of lesson notes promotes teachers' commitment to value-based education.	3.36	0.78	A
5	Inspection of lesson notes enhances students' honesty and integrity.	3.40	0.73	A
6	Inspection of lesson notes promotes students' obedience and respect for constituted authority.	3.43	0.71	A
7	Inspection of lesson notes contributes to the development of students' tolerance and peaceful coexistence.	3.39	0.75	A
Aggregate Score		3.40	0.74	A

Data in Table 3 show that the respondents agreed that inspection of lesson notes is related to students' religious values in public secondary schools in the Federal Capital Territory, Abuja. This is evident from the aggregate mean score of 3.40 and aggregate standard deviation of 0.74, indicating a high level of agreement and consistency in the respondents' responses.

Hypothesis 2: There is no significant relationship between inspection of lesson notes and students' religious values in public secondary schools in the Federal Capital Territory, Abuja.

Table 4: Pearson Product Moment Correlation Analysis of the Relationship between Inspection of Lesson Notes and Students' Religious Values in Public Secondary Schools in the Federal Capital Territory, Abuja

Variables	N	Mean	SD	r	Sig. (2-tailed)	Decision
Inspection of Lesson Notes	420	3.40	0.74			
Students' Religious Values	420	3.58	0.69	0.651	0.000	Rejected H₀

Significant at 0.05 level (2-tailed).

Data in Table 4 show that the Pearson Product Moment Correlation coefficient between inspection of lesson notes and students' religious values is $r = 0.651$, with a significance value of 0.000, which is less than the 0.05 level of significance. This indicates a strong positive and statistically significant relationship between inspection of lesson notes and students' religious values in public secondary schools in the Federal Capital

Territory, Abuja. Therefore, the null hypothesis is rejected, implying that inspection of lesson notes is significantly related to students' religious values.

Research Question Three: What is the relationship between monitoring teachers' attendance and punctuality and students' religious values in public secondary schools in the Federal Capital Territory, Abuja?

Table 5: Mean and Standard Deviation of Respondents' Responses on the Relationship between Monitoring Teachers' Attendance and Punctuality and Students' Religious Values in Public Secondary Schools in the Federal Capital Territory, Abuja

S/N	Item Statement	Mean ($\bar{X}$)	SD	Decision
1	Principals regularly monitor teachers' attendance in school.	3.43	0.73	A
2	Principals ensure that teachers report to school on time.	3.37	0.77	A
3	Monitoring teachers' attendance promotes regular classroom instruction.	3.45	0.71	A
4	Monitoring teachers' punctuality encourages teachers to serve as good role models for students.	3.39	0.75	A
5	Regular monitoring of teachers' attendance promotes students' respect for time and responsibility.	3.41	0.74	A
6	Teachers' punctuality encourages students to exhibit discipline and obedience.	3.36	0.78	A
7	Effective monitoring of teachers' attendance contributes to the development of students' religious values.	3.44	0.72	A
Aggregate Score		3.41	0.74	A

Data in Table 5 show that the respondents agreed that monitoring teachers' attendance and punctuality is related to students' religious values in public secondary schools in the Federal Capital Territory, Abuja. This is evident from the aggregate mean score of 3.41 and aggregate standard deviation of 0.74, indicating a high level of agreement and consistency in the respondents' responses.

Hypothesis 3: There is no significant relationship between monitoring teachers' attendance and punctuality and students' religious values in public secondary schools in the Federal Capital Territory, Abuja.

Table 6: Pearson Product Moment Correlation Analysis of the Relationship between Monitoring Teachers' Attendance and Punctuality and Students' Religious Values in Public Secondary Schools in the Federal Capital Territory, Abuja

Variables	N	Mean	SD	r	Sig. (2-tailed)	Decision
Monitoring Teachers' Attendance and Punctuality	420	3.41	0.74			
Students' Religious Values	420	3.58	0.69	0.672	0.000	Rejected H_0

Significant at 0.05 level (2-tailed).

Data in Table 6 show that the Pearson Product Moment Correlation coefficient between monitoring teachers' attendance and punctuality and students' religious values is $r = 0.672$, with a significance value of 0.000, which is less than the 0.05 level of

significance. This indicates a strong positive and statistically significant relationship between monitoring teachers' attendance and punctuality and students' religious values in public secondary schools in the Federal Capital Territory, Abuja. Therefore, the null hypothesis is rejected, implying that monitoring teachers' attendance and punctuality is significantly related to students' religious values.

Research Question Four: What is the relationship between supervision of students' discipline and students' religious values in public secondary schools in the Federal Capital Territory, Abuja?

Table 7: Mean and Standard Deviation of Respondents' Responses on the Relationship between Supervision of Students' Discipline and Students' Religious Values in Public Secondary Schools in the Federal Capital Territory, Abuja

S/N	Item Statement	Mean ($\bar{X}$)	SD	Decision
1	Principals effectively supervise students' discipline in the school.	3.46	0.71	A
2	Supervision of students' discipline promotes obedience to school rules and regulations.	3.42	0.74	A
3	Effective disciplinary supervision encourages students to demonstrate honesty and integrity.	3.38	0.77	A
4	Principals' supervision of students' discipline promotes respect for constituted authority.	3.44	0.72	A
5	Supervision of students' discipline encourages peaceful coexistence among students.	3.40	0.75	A
6	Effective disciplinary supervision promotes students' self-discipline and responsibility.	3.43	0.73	A
7	Supervision of students' discipline contributes to the development of students' religious values.	3.45	0.70	A
Aggregate Score		3.43	0.73	A

Data in Table 7 show that the respondents agreed that supervision of students' discipline is related to students' religious values in public secondary schools in the Federal Capital Territory, Abuja. This is evident from the aggregate mean score of 3.43 and aggregate standard deviation of 0.73, indicating a high level of agreement and consistency in the respondents' responses.

Hypothesis Four: H_{04} : There is no significant relationship between supervision of students' discipline and students' religious values in public secondary schools in the Federal Capital Territory, Abuja.

Table 8: Pearson Product Moment Correlation Analysis of the Relationship between Supervision of Students' Discipline and Students' Religious Values in Public Secondary Schools in the Federal Capital Territory, Abuja

Variables	N	Mean	SD	r	Sig. (2-tailed)	Decision
Supervision of Students' Discipline	420	3.43	0.73			
Students' Religious Values	420	3.58	0.69	0.701	0.000	Rejected H_0

Significant at 0.05 level (2-tailed).

Data in Table 8 show that the Pearson Product Moment Correlation coefficient between supervision of students' discipline and students' religious values is $r = 0.701$, with a significance value of 0.000, which is less than the 0.05 level of significance. This indicates a strong positive and statistically significant relationship between supervision of students' discipline and students' religious values in public secondary schools in the Federal Capital Territory, Abuja. Therefore, the null hypothesis is rejected, implying that supervision of students' discipline is significantly related to students' religious values.

Discussion

The findings of the study revealed that there is a significant relationship between classroom visitation and students' religious values in public secondary schools in the Federal Capital Territory, Abuja. The finding implies that effective classroom visitation by principals enhances teachers' instructional practices, promotes classroom discipline, and encourages the integration of moral and religious values into classroom instruction. Through regular classroom supervision, principals are able to observe teachers' classroom practices, identify instructional challenges, provide constructive feedback, and ensure that teachers demonstrate desirable behaviours capable of influencing students positively. Consequently, students are more likely to develop religious values such as honesty, obedience, tolerance, integrity, self-discipline, respect for constituted authority, and peaceful coexistence. The findings are in consonance with the study of George (2023) who found that principals' classroom visitation significantly improved school discipline and promoted positive behavioural outcomes among students in public secondary schools. The study further revealed that regular classroom visitation enhanced teachers' effectiveness and strengthened students' compliance with school rules and regulations. Similarly, the findings agree with the study of Awe, Tilije, Fatimayin, and Adeyemi (2022) who reported that principals' supervisory practices significantly improved teachers' productivity and instructional effectiveness in public secondary schools. The authors concluded that effective supervision motivated teachers to perform their responsibilities efficiently, thereby improving students' learning experiences and behavioural outcomes. The present finding is also consistent with the views of Zepeda (2022), who maintained that classroom visitation is an important supervisory strategy for improving instructional quality and students' holistic development. Likewise, Sergiovanni and Starratt (2021) emphasized that effective supervision promotes professional growth among teachers and creates learning environments that foster students' moral and social development. Therefore, the present finding confirms that classroom visitation is an indispensable supervisory practice for promoting students' religious values in public secondary schools.

The findings of the study revealed that there is a significant relationship between inspection of lesson notes and students' religious values in public secondary schools in the Federal Capital Territory, Abuja. This finding indicates that regular inspection of teachers' lesson notes encourages proper lesson preparation, effective curriculum implementation, and deliberate incorporation of moral and religious values into classroom instruction. It also enables principals to monitor teachers' preparedness and ensure that instructional activities are consistent with educational objectives relating to students' character formation. The findings are in consonance with the study of Oroye-Okpoudhu (2019) who found that inspection of lesson notes constituted one of the major instructional supervisory mechanisms adopted by principals for improving instructional effectiveness in public secondary schools. The study concluded that regular supervision of lesson preparation significantly enhanced teachers' instructional performance and improved the quality of

teaching. Likewise, the findings agree with the study of Adekunle (2023) who reported that principals' supervisory techniques, including inspection of lesson notes and monitoring classroom instruction, significantly influenced teachers' effectiveness and students' academic achievement in secondary schools. The study emphasized that consistent supervision encouraged teachers to prepare adequately for instruction and deliver quality lessons. The findings further support the position of Hallinger (2022), who asserted that instructional leadership enhances teaching quality through continuous monitoring of classroom practices and instructional planning. Similarly, Bush (2021) maintained that effective educational leadership requires continuous supervision capable of improving teachers' professional competence and students' overall development. Therefore, the present finding suggests that inspection of lesson notes contributes significantly to promoting students' religious values by ensuring effective value-based classroom instruction.

The findings of the study revealed that there is a significant relationship between monitoring teachers' attendance and punctuality and students' religious values in public secondary schools in the Federal Capital Territory, Abuja. The finding implies that principals who consistently monitor teachers' attendance and punctuality promote a culture of commitment, responsibility, discipline, and accountability within the school. Teachers who attend school regularly and report to duty punctually serve as positive role models for students, thereby encouraging the development of desirable religious values such as responsibility, obedience, honesty, diligence, respect for time, and self-discipline. The findings are in consonance with the study of Awe, Tiliye, Fatimayin, and Adeyemi (2022) who found that principals' supervisory practices significantly enhanced teachers' productivity and professional commitment in public secondary schools. The study established that effective supervision encouraged teachers to discharge their duties responsibly and consistently. Similarly, the findings agree with the study of Onyali and Akinfolarin (2017) who reported that principals' instructional leadership practices significantly contributed to secondary school effectiveness through effective supervision of teachers' instructional activities. The authors concluded that principals who regularly monitored teachers' performance created more productive learning environments that positively influenced students' behaviour. The finding also agrees with the position of Bush (2021), who emphasized that effective school leadership promotes accountability, commitment, and professional responsibility among teachers. In addition, Hallinger (2022) maintained that successful instructional leaders continuously monitor teachers' performance to improve teaching effectiveness and students' learning outcomes. Therefore, the finding demonstrates that monitoring teachers' attendance and punctuality contributes significantly to the development of students' religious values.

The findings of the study revealed that there is a significant relationship between supervision of students' discipline and students' religious values in public secondary schools in the Federal Capital Territory, Abuja. This finding suggests that effective supervision of students' discipline creates an orderly school environment where acceptable moral standards are maintained and students are encouraged to demonstrate desirable religious values such as honesty, respect for constituted authority, tolerance, self-control, responsibility, forgiveness, love, and peaceful coexistence. Effective disciplinary supervision also discourages misconduct and promotes positive interpersonal relationships among students. The findings are in consonance with the study of Ugboke and Adediwura (2012) who found that principals' supervisory strategies significantly influenced the maintenance of discipline in secondary schools. The study concluded that effective

supervisory strategies promoted orderly school environments and reduced disciplinary problems among students. Similarly, the findings agree with the study of Adegoke (2021) who reported that principals' supervisory roles significantly contributed to quality assurance and effective school administration through improved teachers' performance, discipline, and instructional effectiveness. The study emphasized that effective supervision enhances school discipline and promotes positive behavioural outcomes among learners. The findings are further supported by Leithwood, Harris, and Hopkins (2023), who asserted that successful school leadership positively influences school climate, students' behaviour, and overall school improvement. Likewise, Sergiovanni and Starratt (2021) maintained that supervision should promote not only instructional effectiveness but also students' moral and social development. Therefore, the present finding confirms that effective supervision of students' discipline plays a significant role in promoting students' religious values in public secondary schools in the Federal Capital Territory, Abuja.

Contribution to Knowledge

This study contributed to the existing body of knowledge by providing empirical evidence on the relationship between principals' supervisory practices and students' religious values in public secondary schools in the Federal Capital Territory, Abuja. Unlike previous studies that focused mainly on teachers' productivity, instructional effectiveness, academic achievement, school discipline, and school effectiveness, the present study specifically examined students' religious values as an educational outcome of principals' supervisory practices. The study also filled the geographical gap in the literature by providing evidence from public secondary schools in the Federal Capital Territory, Abuja. Furthermore, the findings established that classroom visitation, inspection of lesson notes, monitoring teachers' attendance and punctuality, and supervision of students' discipline are significant supervisory practices associated with the promotion of students' religious values. The study therefore provides useful information for educational administrators, policymakers, researchers, and school principals seeking to strengthen instructional supervision and character development in secondary schools.

Conclusion

Based on the findings of the study, it was concluded that principals' supervisory practices have significant positive relationships with students' religious values in public secondary schools in the Federal Capital Territory, Abuja. Specifically, classroom visitation, inspection of lesson notes, monitoring teachers' attendance and punctuality, and supervision of students' discipline were found to be significantly related to students' religious values. The study therefore concludes that effective instructional supervision by principals plays a vital role in promoting desirable religious values such as honesty, obedience, integrity, responsibility, tolerance, self-discipline, respect for constituted authority, and peaceful coexistence among students. Consequently, strengthening principals' supervisory practices will enhance both instructional effectiveness and students' moral and religious development in public secondary schools.

Recommendations

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

1. Principals should conduct regular classroom visitation to monitor instructional activities, provide constructive feedback to teachers, and encourage the integration of religious and moral values into classroom teaching in order to promote students' religious values.

2. Principals should ensure regular inspection of teachers' lesson notes to improve lesson preparation, enhance curriculum implementation, and encourage teachers to incorporate value-based instruction that fosters students' religious values.
3. Principals should consistently monitor teachers' attendance and punctuality to promote professional commitment, accountability, and discipline among teachers, thereby providing positive role models capable of influencing students' religious values.
4. Principals should strengthen the supervision of students' discipline by enforcing school rules fairly, promoting positive behaviour, and creating a conducive school environment that encourages honesty, respect for constituted authority, self-discipline, tolerance, and other desirable religious values among students.

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