Determinants Of Principals’ Supervision Approaches For Effective Job Productivity In The Secondary Schools, Rivers State Nigeria

Dr. Edo, Barineka Lucky & David, Amaechi Anita

Department of Educational Management
Rivers State University, Port Harcourt, Nigeria

ABSTRACT
Supervision has become a conscious way that aim at providing information relevant for the development and growth of individuals in a specific area of specialization. It serves as partnership business among principals, teachers and students as well as individual bequeathed with the responsibilities of resolving challenges and discrepancies to arrive at the best alternatives solutions. Therefore, the study centred on determinants of supervision strategies for effective job productivity. The study used descriptive survey design method. Consequently, three research questions and three hypotheses were drawn for the study. The population of the study consists of 48 (principals) and 342 (teachers). Purposive random sampling technique was used for the study. The instrument was title, Supervision Strategies and Job Productivity Questionnaire (SSJPQ). Finding indicated that supervision improves teaching and learning through a deliberate emphasis on ways and means of instilling excellence in the quality instruction as it strives to stimulate greater effectiveness or productivity. It was therefore concluded that enhancing of teachers’ job productivity is significantly derived from various administrative strategies such as: supervision, motivation, planning and mentoring. These administrative styles fundamentally contribute to the efficiency and potentiality for teachers’ job productivity. It was therefore recommended that conferencing, mentoring and planning should be fundamental for the achievement of the predetermined goals and objectives of the school system.

Keywords: Job productivity, supervision, principals, teachers

INTRODUCTION
Educational system is designed for the development of attitude and behavioral tendency of individuals in the society through definite activities of supervision strategies. In other words, improvement of teaching and learning is the general purpose of supervision that is fundamental for the development of the educational system. In reference to the above fact, the National policy on Education (2013) makes it clear that one of the cardinal objectives of administration in education is to ensure quality control through regular inspection and continuous supervision of instruction and other educational services. Therefore, the basic premise of school supervision is that instructional contextual behavior impact on all aspects of learning situation. For this purpose, literature identifies that supervision practices and characteristics are basically associated with measurable development and proactive learning activities. These characteristics reflect on such elements as: clearly defined curriculum, focused classroom instruction and management, firm consistent discipline, close monitoring of student performance and strong instructional leadership. Hence, to attain superlative effect in the teaching and learning both internal and external, supervision is an important component of teaching and learning.

Supervision has therefore become critical and variables for examination and evaluation of school programmes for desirable results. Hence, it utilizes a wide array of strategies, methodologies and approaches aimed at improving instruction and promoting educational leadership as well as change in modern curriculum demands and needs (Ekyaw, 2014). Thus, it has fundamentally perceived as a
segment of administration specifically labeled or developed for the achievement of specific school goals and objectives. It is on this note that Rino (2009) envisions supervision as a conduit through which an organization demonstrates their commitment or lack of commitment to the organization. In this regard, principals, teachers, school board management and agencies are responsible for providing work related information, instructions and resources that will propel the ability to attain the best measurable outcome. This can only be ascertained by giving both positive and corrective feedback that is quite relevant, timely and fair. This is predicated on the fact that supervision is an organized behavioral system that functions as an intervening variable for interacting and enhancing learning attitude of the students.

Statement of the Problem

Education system like other organization is bequeathed with increasing complex situation. The complexities of educational systems tend to be characterized by: politics of education, students’ population explosion, examination malpractice, increased school enrolment, and increased recruitment of unqualified teachers, indiscipline, leadership control and lobbying, provision of educational resources, poor academic performance, determination and introduction of relevant curriculum programmes. These variables interacted in multiple forms to influence certain nature of administration by the principals and other relevant stakeholders. It is argued that these factors impact on the system’s capacity to install and maintain a viable programme for quality control and assurance. In other words, achievement of relevant learning objectives solemnly revolves around the extent of administrative supervision inadvertently demonstrated by the principals and school board.

Purpose of the Study

The purpose of the study was to investigate determinants of supervision strategies for effective teachers’ productivity in the secondary schools, Rivers State.

Research Questions

- To what extent does organization of conference as supervision strategy influence teachers’ Job productivity in secondary schools in Rivers State?
- How do principals’ planning strategies influence teachers’ Job productivity?
- To what extent do principals’ mentoring strategies promote teachers’ Job productivity?

Hypotheses

H₀₁: There is no significant difference in the mean responses of principals and teachers on which principals’ organization of conferences strategy influence teachers’ Job productivity.

H₀₂: There is no significant difference in the mean responses of principals and teachers on how principals’ planning strategy influence teachers’ Job productivity.

H₀₃: There is no significant difference in the mean responses of principals and teachers on how principals’ mentoring strategy promote teachers’ Job productivity.

REVIEW OF THE RELATED LITERATURE

Concept of Supervision

Supervision has been described as opportunities provided to teachers and students in developing their capacities for academic success (Sergiovanni & Starratt, 2002). In another words, supervision has become a conscious ways that aim at providing information relevant for the development and growth of individuals in a specific area of specialization. It serves as partnership business among principals, teachers and students as an individual bequeathed with the responsibilities of resolving challenges, and discrepancies to arrive at the best alternatives solutions. In this case, more opportunities are provided to think about their actions and emotions and to adopt conscious plans to manage and activate classroom learning environment. For Omoregie (2002) supervision can be superlatively attained when there is regular resources utilization and processes for maintaining lines of action that promote productivity. Kamindo (2006) conceived supervision as focusing on improving teachers’ and students’ capacity to learn smoothly in any learning environment. It tends to improve teaching and learning through a deliberate emphasis on ways and means of instilling excellence in the quality instruction as it strives to stimulate
greater effectiveness or productivity. For the attainment of the expected results it requires an expert technical service primarily concerned with improving learning activities.

**Purpose of School Supervision**

In the education sector, there is determination of promoting and developing favorable setting for teaching and learning process which eventually lead to the improvement in the academic excellence. In view of this, Chike-Okoli, (2006) sees supervision as teachers’ improvement purpose which is geared towards:

- Ensuring that discipline is maintained. Maintaining high moral among the teachers.
- Suggesting ways of improving teachers’ performance.
- Providing opportunities of discovering teachers with special abilities or qualities.
- To ensure that public or even privet funds are spent efficiently on the school system.
- To approve school for recognized public Examination such as: West African
- School Certificate Examination (WASCE) and National Examination Council (NECO).
- To carryout special investigation on disciplinary, financial or educational problems.
- To serve as a link between the teachers on the field and Ministry of education in the Centre.
- For better school administration and organization. For the approval of opening of new school.
- Cost Benefit Analysis: Education is a big business which costs government and individuals a lot of money.

For Obadara, (2006), the purpose of school supervisions reflects on: administrative, educational or formative and supportive role. It also reflects that teachers do their work effectively, mentoring of new teachers to function effectively on the job, providing professional information to teachers, guiding teachers to the sources of instructional materials and providing technical assistance to teachers when required.

**Determinants of Effective Supervision Strategies**

**Conferencing Strategy**

Conferencing strategy is conceived as an organized procedure by which teachers learn and acquire new knowledge and skills for definite teaching and learning purposes. For Idonije (2005) it increases human efficiency, opportunity to acquire new skills and current knowledge required in carrying out various specialized tasks in their place of work. Sule (2013) asserts that the supervisor acts as mirror to upholds the best practice. Individual conferencing follow classroom observation during which the supervisor points out or discusses with the supervisee what is being observed during the interaction at various stages of critical observation. This means that conferencing in this case have to be interactive in nature for realization of the desired goals of instructional activities. In view of Kimosop (2002), feedback got through interactive analysis helps in terms of shared information, incorporation of the supervised teachers’ suggestions, building of confidence which of course enhances learning process. Thus, for the purpose of enhancing quality assurance, there must be routine check of standards by referencing to schemes of work, lesson plans, records of work covered, ensure duty attendance by teacher and class attendance by students by keeping their respective registers.

Similarly, conferencing strategy is necessary if efficiency is to be attained. When teachers are offered in-service training, they acquire new and improved skills as well as knowledge that will enable them to perform better thereby enhancing their productivity. Training and retraining for teachers therefore is capable of enhancing the level of performance and also enabling them to cope with the ever-increasing challenges. If teachers’ classroom relationship with the students is cordial and at the same time feel a sense of accomplishment for their jobs learning is easily achieved. It is further observed that teachers’-students’ relationship is important and that it helps to create an environment that is conducive to learning.

**Mentoring strategy**

Mentoring is the technique of attaching higher skilled or experienced individuals with the goal of making lesser skilled personality grows and develops specific competencies. It does not only support in polishing the abilities and competencies of the individuals and groups but also provides positive alteration of employees’ skills to their improved performance and organizational outcomes.
Mentoring nourishes and relaxes the teachers’ behavior as it guides to develop and make adjustment in the working environment. Consequently, it demands for positive feedback for perpetual corrective measures. Thus, a planned mentoring program implies producing high competent skills with a model of changing attitudes to teaching and learning.

Educationists consider mentoring as a cost saving device because managing the process seems to be less expensive. Hence, if the process is effectively managed, it provides for high return in the form of delivery and transferring of knowledge production that actually accelerate or lead to achieving the expected organizational goals. Seniors and professionals in the form of mentors share information and experiences with mentees which in the long run create and develop a deeper sense of loyalty to the organization and increases their commitment to their tasks responsibilities (Hutcheson, 2006).

A mentor may play its role as a supervisor or a manager or otherwise. Experiences are shared and knowledge is definitely collaborated in certain areas of teaching and learning. Effective mentoring relation may be predicted on even development that characterized goal setting, planning and building protégé self-efficacy in specific areas of profession.

Creating and developing mentoring relationship is one of the most important parts of coaching as it provides the medium of sharing experiences as well as preparing for a level fair play for achieving success in teaching and learning perspective. In this case, mistakes are minimized and reality is concretized to properly align with the fundamental objectives of the learning environment.

**Principals’ Planning Strategy**

Planning is the most significant management tool for effective teachers’ productivity and customizing of the available resources. To achieve such ends, all human and materials resources must be well utilized in the right way and at the right time to create high quality products at minimal cost. This implies that planning is the basic element of all the management functions as it involves selecting from alternatives future course of actions.

In the same vein, fundamental management function is to plan and target professional development of teachers in their relevant field. In this case, the administrator organizes coordinates and directs all necessary workload prevalent within the space of time. Planning workload involves activities geared towards ensuring proper use of both human and material resources based on their qualification and experiences (Adiele, 2002). In this circumstance, there is provision of providing for effective utilization of resources to achieve objectives, satisfaction and development. The basic administrative functions in this regards revolve around: efforts at ensuring that able and willing teachers are assigned related responsibilities, ensuring that teachers’ efforts and energies are directed towards genuine educational objectives; assessing teachers’ abilities and ensuring that they are maximally utilized for instructional purposes; recognizing individual differences among teachers and assigning teaching jobs accordingly as well as ensuring that teaching staff are relieved of routine duties meant for non-teaching. This process ensures teachers’ job descriptions such as: preparing lessons to be taught, teaching students in the classroom; giving assignments, marking and recording assignments and test. Thus, in planning for teachers’ workload, the interest of the teacher and the learner must be paramount as too much workload will definitely affect teacher’s productivity and hence reduce the morale. A teacher will be demoralized if he finds his class too large and too many scripts to mark and record. If teacher’s responsibilities are of intolerable magnitude, it will result to stress and the learners are bound to suffer for it.

From the above analysis, planning presupposed the existence of alternatives and very few decisions for which some kind of alternative does not exist. Decisions has to be taken or decided in advance as regards what to do, how to do it, when to do it, and who is to do it. As the most basic of all managerial functions, planning involves selecting from among alternatives, future courses of action for the departments and enterprise as a whole. In this case, the administrators’ planning must involve an open system approach. This is because planning cannot be taken in a vacuum. Thus, the nature of the environment in which planning decisions and actions are intended to operate must be considered.
Constraints on Effective Supervision of Instruction in Secondary Schools

Supervision required certain body of knowledge, skills and activities that provide for the realization of the expected aims and objectives. This implies that in spite of the expertise of an administrator, there is every tendency for an encumbrance as illustrated thus:

Teachers often resist supervision: this is because it is seen as a medium to detect their lapses in the job. This is more prevalent among teachers who are very reluctant to carry on their respective assignments in the school. A part from this category, there are teachers who truant and see the job as not fulfilling their expectations and demands. On this note, certain resistance is made against the need for supervision.

Inadequate supply of personnel: Many schools suffer defective teaching due to the absence of qualified staff in some subject areas. Also insufficient and unqualified supervisors have inadvertently lead to setback. Moreover, personnel without the experience of teaching in schools were deployed to supervise teachers. This practice hinders quality control, and consequently, resulting in poor quality output while maintenance standards of the students are affected (Ogunu, 2001).

Poor human relations: Good relationship is difficult to establish because of different kinds of human beings involved hence require different supervisory application. Maintaining cordial relationship between the supervisor and supervisee is not always an easy task. An individual difference stains relationship.

Peretomode (2009) aptly outlined that unfriendly attitude comes from teachers and their heads but the principals are said to be worse for it. This is because seniority in civil service is measured in terms of salary Grade Level (GL) rather than academic qualification. Some old principals with many years of experience do not open up to change especially when it is initiated by younger person as they often operate with “you want to teach me my job’ syndrome”. Some of the inspectors of school not easily brought to order and they are very uncooperative because they believe that a lower level officer is also lower in wisdom and skills. They always assume mastery of subjects and expect the teachers to be subservient. According to Ogunu (2001), supervisors assume superior knowledge and regard the teachers as inferior workers who should take instruction without questioning. This always breeds disdain and contempt.

Poor communication: Many supervisors including the school head and departmental heads do not have effective means to communicate with their staff. Teachers are sometimes demoralized due to poor communication. Communication is the most essential tool in supervisory relationship. It is very important that the supervisor should be versatile in the act of communicating to avoid a situation where the message can be misinterpreted.

Inconsistent Educational System: The instability caused due to frequent changes in government policies affect education of students. Frequent changes in school curriculum and school system by the ministries and schools also affect the overall performance in educational system. This implies that policy instability or frequent change in government cannot have an organized administrative pattern in its education.

Excessive workload of the supervisors is seen as a problem for the effective supervision. Hence, challenges relating to supervision are seen in literature as problems relevant to supervision processes and procedures (Celal, 2014).

Low teacher morale: The seeming shabby treatment the teacher receives from their employers and the apparent frustration resulting from this is another hindrance for effective supervision. Payment of teachers’ salaries is seldom regular and promotions are delayed without justification. In a situation where teachers are frustrated and fail to show interest in supervision, the job of a supervisor is made more difficult for the achievement of the objectives of instructional supervision.
Preoccupation of principals with administrative task and duties: Principals are performing administrative duties that they hardly have time to offer academic leadership. They are preoccupied with obtaining information from the ministry of education, board, Parent-Teachers Association (PTA) meetings, parents, and maintaining of school-community relations to detriment of internal supervision of instruction which is their fundamental task (Anuna, 2004).

METHODOLOGY
The study used the descriptive survey design method. The population of the study consists of 48 (principals) and 342 (teachers). The sample size of this study comprises 48 (principals) and 342 (teachers). Purposive random sampling technique was used for the study. The instrument was title, Supervision Strategies and Job Productivity Questionnaire (SSJPQ).

RESULTS
Research Question 1: To what extent does organization of conference as supervision strategy influence teachers’ Job productivity in secondary schools in Rivers State?
Table 1: Mean on Conference and Teachers’ Job Productivity

<table>
<thead>
<tr>
<th>s/no</th>
<th>Statements</th>
<th>Teachers (N=311)</th>
<th>Principals (N=48)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>STD</td>
</tr>
<tr>
<td>1</td>
<td>Shares ideas on how to improve instructional delivery.</td>
<td>3.19</td>
<td>0.85</td>
</tr>
<tr>
<td>2</td>
<td>Learns new skills to perform better on the job.</td>
<td>3.19</td>
<td>0.91</td>
</tr>
<tr>
<td>3</td>
<td>Gains knowledge of better ways of discharging duties.</td>
<td>3.15</td>
<td>0.87</td>
</tr>
<tr>
<td>4</td>
<td>Increases competency level.</td>
<td>3.26</td>
<td>0.85</td>
</tr>
<tr>
<td>5</td>
<td>Enhances work capabilities.</td>
<td>3.24</td>
<td>0.84</td>
</tr>
<tr>
<td>6</td>
<td>Motivates teachers to work effectively.</td>
<td>3.14</td>
<td>0.84</td>
</tr>
<tr>
<td>7</td>
<td>Provides opportunities for teachers to learn from the practices of others.</td>
<td>3.20</td>
<td>0.87</td>
</tr>
<tr>
<td></td>
<td>Grand mean</td>
<td>3.20</td>
<td>0.86</td>
</tr>
</tbody>
</table>

Data from table 1 shows a grand mean value of 3.20 for teachers and a grand mean value of 2.99 for principals. These values being greater than the cut off mean value of 2.50 indicates that both teachers and principals perceived that conference as supervision strategy influences teachers’ job performance to a high extent in the study area.

Research question 2: How do principals’ planning strategies influence teachers’ Job productivity?
Table 2: weighted responses on planning strategies and teachers’ job performance

<table>
<thead>
<tr>
<th>Items</th>
<th>Principals N=48</th>
<th>Teachers N=311</th>
<th></th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directing teachers on scheme of works</td>
<td>3.21 (.74)</td>
<td>3.10 (.84)</td>
<td>3.16</td>
<td>Accepted</td>
</tr>
<tr>
<td>Making of weekly register</td>
<td>3.10 (.78)</td>
<td>3.15 (.77)</td>
<td>3.13</td>
<td>Accepted</td>
</tr>
<tr>
<td>Preparing duty roaster for teachers</td>
<td>2.96 (.80)</td>
<td>3.23 (.75)</td>
<td>3.10</td>
<td>Accepted</td>
</tr>
<tr>
<td>Failure to Plan weekly activities</td>
<td>1.50 (.51)</td>
<td>1.49 (.50)</td>
<td>1.50</td>
<td>Accepted</td>
</tr>
<tr>
<td>Preparation of school curriculum</td>
<td>3.08 (.90)</td>
<td>3.25 (.74)</td>
<td>3.17</td>
<td>Accepted</td>
</tr>
<tr>
<td>Total</td>
<td>2.77 (.74)</td>
<td>2.84 (.72)</td>
<td>2.81</td>
<td></td>
</tr>
</tbody>
</table>
Findings from the above table 2 confirmed that preparation of school curriculum (3.17), directing teachers on scheme of works (3.16), making of weekly register(3.13), preparing duty roaster for teachers(3.10) accepted and failure to plan weekly activities(1.50) was not accepted. It was generally accepted by the respondents with the average mean score of (2.81).

**Research question 3: To what extent do principals’ mentoring strategies promote teachers’ Job productivity?**

**Table 3: weighted responses on mentoring strategies and teachers’ job productivity**

<table>
<thead>
<tr>
<th>Items</th>
<th>Principals N=48</th>
<th>Teachers N=311</th>
<th>Mean set</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Enhancing the professional growth of the teachers.</td>
<td>2.56 .50</td>
<td>2.87 .79</td>
<td>2.72</td>
<td>Accepted</td>
</tr>
<tr>
<td>2 Evaluate the performance of the teachers and learners.</td>
<td>2.88 .89</td>
<td>3.18 .77</td>
<td>3.03</td>
<td>Accepted</td>
</tr>
<tr>
<td>3 Update teachers’ knowledge and competence.</td>
<td>2.98 .70</td>
<td>3.32 .79</td>
<td>3.15</td>
<td>Accepted</td>
</tr>
<tr>
<td>4 Increase behavioral pattern of teachers’ teaching and learning.</td>
<td>3.29 .58</td>
<td>3.13 .82</td>
<td>3.21</td>
<td>Accepted</td>
</tr>
<tr>
<td>5 Proffers opportunity to evaluate the performance of the teachers</td>
<td>3.50 .58</td>
<td>3.31 .76</td>
<td>3.41</td>
<td>Accepted</td>
</tr>
<tr>
<td>Total</td>
<td>2.84 0.65</td>
<td>2.96 0.79</td>
<td>2.94</td>
<td></td>
</tr>
</tbody>
</table>

The result of table 3 suggested that proffers opportunity to evaluate the performance of the teachers (3.41), increase behavioral pattern of teachers’ teaching and learning (3.21), update teachers’ knowledge and competence.(3.15) , evaluate the performance of the teachers and learners(3.03) and enhancing the professional growth of the teachers(2.71). The respondents subscribed to all items with the average mean score of (2.94).

**Test of Hypotheses**

**Hypothesis 1:** Ho1: 'There is no significant difference in the mean responses of principals and teachers on which principals’ organization of conferences strategy influence teachers’ Job productivity.

**Table 4: Z-test on conference and Teachers’ Job productivity**

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>Z-cal</th>
<th>Z-crit</th>
<th>Level of sign</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>311</td>
<td>3.20</td>
<td>0.86</td>
<td>1.29</td>
<td>1.96</td>
<td>0.05</td>
<td>Accepted</td>
</tr>
<tr>
<td>Principals</td>
<td>48</td>
<td>2.99</td>
<td>0.99</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data on table 4.1 shows that the calculated z-value (Z-cal) was 1.29 while the critical z-value (Z-crit) was 1.96. Since the Z-cal was less than Z-crit, the null hypothesis was accepted. This implies that there was no significant difference in the mean responses of principals and teachers on how conferences as supervision strategy influence teachers’ Job productivity in secondary schools in Rivers State.

**H02:** There is no significant difference in the mean responses of principals and teachers on which principals’ planning strategy influence teachers’ Job productivity.

**Table 4.8: test of hypothesis using z-test**

<table>
<thead>
<tr>
<th>Respondent</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>Z-cal</th>
<th>Z-crit</th>
<th>Level of sign</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>38</td>
<td>2.77</td>
<td>0.74</td>
<td>0.86</td>
<td>1.96</td>
<td>0.05</td>
<td>Accepted</td>
</tr>
<tr>
<td>Principals</td>
<td>311</td>
<td>2.84</td>
<td>0.72</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

67
The result of table 4.3 indicated that the calculated $z_{\text{calculated}}$ (0.86) was less than the $z_{\text{critical}}$ (1.96) at the degree of freedom (357) and 0.05 significant levels. Hence, the null hypothesis of no significant difference in the mean responses of principals and teachers on how planning strategy promotes teachers’ job productivity was accepted.

$H_0$: There is no significant difference in the mean responses of principals and teachers on how principals’ mentoring strategy promotes teachers’ job productivity.

**Table 4.8: test of hypothesis using $Z$-test**

<table>
<thead>
<tr>
<th>Respondent</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>Df</th>
<th>$Z_{\text{cal}}$</th>
<th>$Z_{\text{crit}}$</th>
<th>Level of sign</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>38</td>
<td>2.84</td>
<td>0.65</td>
<td>357</td>
<td>0.86</td>
<td>1.96</td>
<td>0.05</td>
<td>Accepted</td>
</tr>
<tr>
<td>Principals</td>
<td>311</td>
<td>2.96</td>
<td>0.79</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result of table 4.4 indicated that the calculated $z_{\text{calculated}}$ (0.78) was less than the $z_{\text{critical}}$ (1.96) at the degree of freedom (357) and 0.05 significant levels. Hence, the null hypothesis of no significant difference in the mean responses of principals and teachers on how principals’ mentoring strategy contributes to teachers’ job productivity was accepted.

**DISCUSSION OF FINDINGS**

The result shows that both teachers and principals generally perceived that organization of conferences influence teacher’s job performance to a high extent. Specifically, the respondents perceived that conferences as a supervision strategy provide opportunities for teachers to share ideas, enables teachers to learn new skills, gaining more knowledge of better ways of discharging duties and increases teachers’ competency level. Again, it enhances teachers’ work capabilities, motivating teachers to work effectively as well as providing opportunities to learn from the practices of others. This is in consonance with the ideas of Chidi and Victor (2017). Hypothetically, no significant difference exists in the mean responses of principals and teachers on the extent organization of how conferences as supervision strategy influence teachers’ job productivity. This implies that both teachers and principals had similar views regarding the extent organization of conferences influences teachers’ job performance.

In another development, planning strategies promotes the need for preparation of school curriculum, directing teachers on scheme of works, making of weekly register, preparing duty roster for teachers and assisting planning lesson note. It is hypothetically stated that no significant difference exists in the mean responses of principals and teachers on which principals’ planning strategy promote teachers’ job productivity. This view agreed with the perception of Olusanya, Awotungase and Ohadebere (2012) who inferred that planning is the most significant management device for productivity. Hence, all organizations human and materials resources must be well utilized in the right way and the right time to create high quality products at minimal cost. This implies that planning is the basic element of all the management functions as it involves the selecting from among alternative future course of action for the organization as a whole and every department or section within it. The above fact is also corroborated by (Amininik, Amami, Jalalpour and Azodi, 2000). Hypothetically, no significant difference exists in the means response of the principals and teachers on how planning strategies promote teachers’ job productivity.

Similarly, it was indicated that mentoring strategies contributes to teachers’ job productivity by proffering opportunity to evaluate the performance of the teachers, increase behavioral pattern of teachers’ teaching and learning, update teachers’ knowledge and competence, evaluate the performance of the teachers and learners and enhancing the professional growth of the teachers. Form hypothetical analysis, no significant difference exists in the mean responses of principals and teachers on how principals’ mentoring strategy promotion teachers’ job performance. The above assertion was confirmed by Peyton, Morton, Perkins, Dougherty (2001).
CONCLUSION
Based on the findings, it was concluded that enhancing of teachers’ job productivity is significantly derived from various administrative strategies such as: supervision, motivation, planning and mentoring. These administrative styles fundamentally contribute to the efficiency and potentiality of the teachers’ job productivity.

RECOMMENDATIONS
- Conferencing supervision should be intermittently organized by the management of the school system.
- Teachers should be properly mentoring for proper placement in their areas of specialization.
- Planning strategy should be articulately utilized for supervision to have common relationship with the instructional content.

REFERENCES


Ogunu, M. A. (2001). Constraints on effective supervision of instruction inNigeria schools. A paper presented at the annual conference of the Nigerian association for educational administrators and planners held at the University of Benin


Kamindo (2006)