Influence of Principals’ Administrative Strategies on Teachers’ Academic Productivity in Secondary Schools In Rivers State, Port-Harcourt, Nigeria.

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ABSTRACT
This study centred on Influence of Principals’ Administrative Strategies on Teachers’ academic Productivity in Secondary Schools in Rivers State. Thus, four research questions and hypotheses were drawn for the study. The study used descriptive survey design method .The population of the study consists of 56 (principals) and 2634 (teachers) giving the total population as 2690 selected from 56 public senior secondary schools in three local government areas of Rivers State. The sample size of this study comprises 348 drawn from 56 public secondary schools. Simple random sampling technique was Taro Yamene. The instrument for this study was questionnaire constructed by the researchers. The idea for the development of the questionnaire was based on the requirement of the research questions. It was coded, Principals’ Administrative Strategies and Teachers’ Academic performance Questionnaire (PASTAPQ). Twenty (20) structured items, with a Likert type scale was used and the respondents were asked to select one of the four (4) options: Strongly Agree (SA) Agree (A) Disagree (D) and Strongly Disagree (SD). Findings indicated that supervisory, motivation, planning and mentoring strategies promote teachers academic performance. Based on the findings, it was concluded that teachers’ academic performance is enhanced when principals utilized varieties of supervisory strategies such as: motivational, planning and monitoring. In other words, these strategies often generate or project teachers’ creative ability in their respective areas of specialization when it is effectively practice. It was therefore recommended that there should be frequent supervision of the teachers for the enhancement of their capacity to carry on their respective academic responsibilities.

Keywords: Administrative strategies, principals, productivity. teachers

INTRODUCTION
The success and development of the school system depends on the quality and nature of the principals’ administrative strategies. This has made teachers’ productivity central to the attainment of modern technology and knowledge production (Ojudu, 2012). For instance, the rapid technological advancement in every sphere of human endeavor comes to the forefront through knowledge explosion and revolution. In this present scenario therefore, roles and functions of teachers as an agent of change has become more critical. In the context of rapid changes, it is imperative that teachers be given opportunities and encouraged to update their knowledge and skills through effective administrative strategies in order to be conversant with the latest developments in their respective field. In the school system, the key stakeholders are: principals, teachers, and other supporting staff, who contribute honestly to school development. In general, the responsibility of teachers is associated with the commitment and efficiency of the principals who shoulder greater responsibilities also in planning, coordinating, supervising, organizing, disciplining and budgeting. Hence, it can be explained that their roles is pivotal in maintaining and raising the standard of creativity and potentialities of the teachers in the secondary education.

Principals’ administrative strategies are concerned with the dimension of ideas and imagination that specifically has its root in the process consisting of four functions; acquisition, development, motivation and maintenance of human resources. Khan (2005) states principals’ administrative strategies as effective mobilization of human resources based upon appropriate, training and placement of an appointed staff in order to achieve the set goals and objectives. Principals’
administrative strategies as an important management function concerned with obtaining, developing and motivating the human resources required by an organization to achieve its objectives. Effective utilization of human resources in an organization through the management of people and related activities is essential for the productivity of the teachers. This implies that no educational system may rise above the quality of its teachers’ productivity. Productivity is the relationship between total output and total input. This involves integration of both physical and human resources efficiently to increase output. It is used to describe how the various skills, talents and potentialities are utilized to cause changes or innovation in the learning environment. According to the researcher, productivity in organization is tied to academic staffs who are major contributors to the school system. Scholars have often argued that the challenge of productivity in the academic environment has become a challenge of measurement. Difficulty in measurement stems from the fact that inputs and outputs are not only difficult to define but are also difficult to quantify. However, Umo (2010) used the following variables to measure academic staff productivity: punctuality, submission of examination grades on time, extra lessons for students and participation in extra-curricular activities. Researchers like Jamil, Atta, Ali, Balochi, and Ayaz, (2011) have also argued that productivity of academic staff is acknowledged through efficient classroom management, lesson organization, recording and reporting students’ work achievement, quality and competency in teaching skills, lecturers’ behavior and attitude towards task responsibilities, material resource management and student management.

Consequently, principals’ administrative strategies and teachers’ academic productivity always targets at improving capacities of academic staff to play their roles and fit in their academic assignments optimally. It aims at removing performance deficiencies as its target workplace safety and proficiency, to develop high level of management personnel and for further career development. It therefore follows that improvement of academic staff competence is crucial to high level of academic productivity. As revealed by Purcell, Kinnie, Hutchinson, Rayton and Swart (2003) evidence shows that productivity depended on having the right mix of the skills, abilities, motivation and potentialities in achieving the predetermined goal of the institutions. Thus, there is need for an enabling environment for collaborative efforts therefore very critical for the realization of the school instructional outcomes. This is because the more skillful the academic staff, the higher their level of productivity. Skilled labor not only can do things beyond the competence of unskilled labor, it is likely also to be able to work faster, with less supervision, fewer errors as well as producing goods and services of a higher substance and quality.

Statement of the Problem
Principals’ administrative strategies are important management function concerned with obtaining, developing and motivating the human resources required by an organization to achieve its objectives. In addition, Olusanya, Awotungase and Ohadebere (2012) see it as effective utilization of human resources in an organization through the management of people and its related activities. This implies that no educational system may rise above the quality of its teachers’ productivity. In this case, principals used supervisory, motivation, mentoring and adequate planning strategies for the enhancement of the instructional activities of the teachers.

The failure of achieving the objectives of high level of teachers’ productivity is attributed to certain factors like: lack of commitment, lack of motivation, improper leadership, lack of effective communication, inadequate supervision, teachers’ ineffectiveness, lack of orientation, seminars, workshops and conferences. Among the problems are also indiscipline, uncooperative behaviour of top management, senior managers and line managers, denial of or irregular promotion of staff, frustration from government inactions, poor management policies. this problems inform the researcher to investigate Influence of Principals’ Administrative Strategies on Teachers’ academic Productivity in Secondary Schools in Rivers State.

Purpose of the Study
The purpose of the study is to examine the Influence of Principals’ Administrative Strategies on Teachers’ academic Productivity in Secondary Schools in Rivers State. Specifically, the objectives of the study are to:
1. Examine how principals’ supervisory strategies influence teachers’ academic productivity.
2. Determine how principals’ motivational strategies enhance teachers’ academic productivity.
3. Assess the extent in which principals’ planning strategies influence teachers’ academic productivity.
4. Identify how principals’ mentoring strategies promote teachers’ academic productivity.

**Research Questions**

1. To what extent do principals’ supervisory strategies influence teachers’ academic productivity?
2. How do principals’ motivational strategies enhance teachers’ academic productivity?
3. How do principals’ planning strategies influence teachers’ academic productivity?
4. To what extent do principals’ mentoring strategies promote teachers’ academic productivity?

**Hypotheses**

1. There is no significance difference in the mean responses of male and female teachers on how principals’ supervisory strategies influence teachers’ academic productivity.
2. There is no significance difference in the mean responses of male and female teachers on how principals’ motivational strategies enhance teachers’ academic productivity.
3. There is no significance difference in the mean responses of male and female teachers on which principals’ planning strategies influence teachers’ academic productivity.
4. There is no significance difference in the mean responses of male and female teachers on how principals’ mentoring strategies promote teachers’ academic productivity.

**Significance of the Study**

The study will show the need to enhance productivity of teachers through supervision, adequate planning, communication, mentoring and motivation. This is due to the fact that these are the instrument through which potentialities of the teachers is developed as well as utilized to generate certain degree of productivity in secondary schools. The findings of this study is paramount to scholars, educationists, students or other researchers who will involve themselves in conducting research on similar topic in Nigeria. Similarly, the study adds to the volume of literatures on Influence of Principals’ Administrative Strategies on Teachers’ academic Productivity in Secondary Schools in Rivers State. Finally, as formulation and implementation of policies and programme are usually informed by the available data, the findings of the study guides the educational policy-makers in formulating and implementing appropriate educational policies and programmes for teachers’ academic productivity using relevant principals’ administrative strategies.

**Theoretical Framework**

This study is guided by leadership theory propounded by Bernard and Blake (1964) as cited by Sule (2013). From the perspectives of these scholars, leadership connotes supervision in the educational setup. This scholar stated that for effective realization of the set objectives in any organization, there must be a viable leader that understood the processes and direction of events in the organization. It is further argued that most organization failed in the sense that leader don’t understand measure to take to avert negative trend that occurs in the process of administration. In supporting the above assertion, Adesina (1990) explained it is assumed that the leader is the person who gets things done by enlisting the efforts of other people. The leader in any situation must have both social and psychological attributes in order to succeed on the job. Thus, effective leader is the person who is not only able to make his subordinates to do what they have to do, but who also recognizes that these subordinates must be motivated to ensure that the goals and objectives of the institution or organization or system are met. Therefore, a principal serves as a reservoir of alternative solutions to problems that may arise from time to time due to peculiar situations. Hence, for school administrators, supervision of any form must be by an adaptive process could vary the style as the situation demanded. The most effective style of instructional supervision depended on its suitability to the contingency at hand.

This leadership theory therefore asserted that for subordinate performance to be effective, the leader must adopt leadership style that will encourage it. The implication of this theory to the study is that the principal has to provide practical leadership to the teachers under his administration. Another theory utilized for this study is constructivist theory which suggested that learners create knowledge as they seek to understand their own experiences. Fundamentally, constructivism says that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. Knowledge is constructed from (and shaped by) experience or personal interpretation of the world. Thus, emphasizes problem solving and understanding of using authentic tasks, experiences, settings, assessments as well as content presented holistically not in
separate smaller parts. Constructivist theory focused on developing own goals and assessments thus creating new understandings (via coaching, moderating, suggesting) this activities involves collaboration between principals and teachers. The implication of this assertion is that the principals have to work in collaboration by using referral supervision techniques with the teachers for the attainment of the pre-determined objectives. Application of this theory to the study reflects on shifting emphasis from teaching to learning with individualizes and contextualizes experiences. In other words, it focused on developing processes, skills and knowledge construction and reproduction in enhancing business studies.

In another development, this study suggests or demonstrates the required operation, procedure or skill that need to be utilized for appropriate explanation and outcome in order to attain expected desired behavior from the teachers in the process of teaching and learning. Teachers are supposed to build proficiency from frequent review or revision with check tests demonstrated by the principals as a strategic points or repeat practice with feedback.

**Concept of Administrative Strategies**
Administration is conceived as the art of getting things done through people. In a broader sense, it is the process of planning, organizing, leading and controlling the efforts of members of an organization/institution and using all the organizational/institutional goals and objectives. As stated by Osakwe (2015) is the allocation of resources and inputs for the purpose of producing output desired by the customers of an organization so that corporate objectives are accomplished. The interrelated activities and functions of administration include: planning, organization, leadership, control and development. These actions are normally carried out by individuals (managers, administrators, organizational/institutional stakeholders, government officials, etc) within the organization/institution to achieve organizational goals and objectives.

The strategies include proper and effective leadership, discipline, supervision, planning, delegation of duties, monitoring of staff and students activities, motivation of staff, establishment of channels of communication between themselves and their staff and identification of problems. School authorities/managers should also see that students receive adequate teaching and learning through the efforts of both academic and non-academic staff. They should create a conducive environment that will encourage staff and students to actively participate in all school activities, encourage cordial relationship between all categories of staff, and give valuable suggestions to their needs. It is against this background that this study examines the administrative strategies of departmental heads as determinants of effective management of human resources in tertiary institutions.

**Concept of Performance**
Performance is an active ingredient for the enhancement of academic activity in the secondary school system. The policy of management in this regards is to looks in depth, targeting values that involves sustainable planned efforts to increase performance through purposeful reflection actions. In particular, the ultimate goal is to enable the organization to grow stronger in achieving its purpose and mission that reflects on:

- Creating an environment for reform and capacity-building, organizational conditions for empowering staff;
- Influence service delivery systems;
- Identify and grasp opportunities for collaboration in the delivery of services;
- Finding ways of providing choice and harnessing the energies of all users of their service;
- Work to ensure cooperation between leaders across sectors;
- Ensure effective, efficient and frugal use and control of human, material and financial resources including appropriate and well-organized data and information for the delivery of the services (Edo, 2016).

In the same vein, the researcher observed that in learning environment, productivity of academic staff is conceived in respect of the extent in which the course load is accomplished, increase in the rate of students’ achievement, engaging in guidance and counseling on issues that addressed and related to academic progress of the students, bringing innovation to challenging academic situation, advising and attending to students’ academic challenges, carrying out assigned tasks and responsibilities articulately and assiduously, engaging in research and publication that accelerates and enhances the
image of the university. Others are: adequate planning of the scheme of work, participating, assisting and contributing to faculty and departmental projects, setting and conducting of examination proper manner.

**Supervision and Teachers’ Productivity**

The principal as a supervisor assesses and records the performance of teachers, their ability and consistency in carrying out the classroom activities. The activities of the principal as the supervisor include: inspecting, monitoring, rating, assisting, recommending etc. All these activities if carried out professionally will aim at improving teachers’ productivity in instructional delivery.

Teachers’ efficiency reflects on the interactive skills and knowledge adopted in the process of teaching and learning. Efficient teachers know what to teach and how to teach as they have very wide teaching skills and the ability to use them in a timely manner (Shechtman and Leichtentritt, 2004). Teachers’ efficiency equally generates good attitude and behavior that ease learning difficulties among the students. In other words, teachers that have the creative ability always enable the students to work effectively and proactively through adequate supervision. This has equally necessitated the involvement of school principals in the supervision of the teachers for the achievement of the expected outcomes.

Principals’ supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners. This is because it helps in the identification of areas of strengths and weaknesses of teachers. This implies a follow-up activity that is equally directed at the improvement of identified areas of teachers’ weaknesses thus create a cordial working atmosphere based on good human relations. Common experiences revealed that principals’ supervision constitutes the leverage point for instructional improvement, teacher’s competence and efficiency of the educational system while an unsupervised instruction may mar the standard of education. Thus, principals as a catalyst facilitates the implementation of the various sets of instructional activities geared towards an effective, viable, vibrant and qualitative educational system that will improve the teaching-learning situation. As expressed by this scholar, it is directed towards sustaining and ameliorating the teaching-learning process in the educational system, as education plays essential roles in the growth and development of any nation socially, politically and economically.

Supervision by the principals implies to direct, oversee, guide or to make sure that expected standards are met. This reflects on the principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education. The principals therefore use expert knowledge and experiences to oversee, evaluate and coordinate the process of improving teaching and learning activities in schools.

As revealed by Nwakpa (2014) the targets of supervision are:

- To make sure that minimum standards are adhered to. The intention of this being to provide relative equal educational opportunity for all children by ensuring that set school standards are maintained.
- To provide a forum through which purposeful and constructive advice can be rendered for the sake of improving the quality of teaching in school through improvement of educational facilities.
- To make sure that prudence is maintained in the way and manner that public funds are spent in running the schools.
- To make available to the appropriate authorities true position of human and material resources as they concern the schools through reports. Some of the issues under review here include: availability of space, size of classes, state of facilities, staff strength and appropriateness of teaching qualification of teachers as well as the perceptions of the other numerous difficulties that the school has to contend with.
- To stimulate and provide guidance in the display of desirable education practices while noting the various negative education practices.
To provide a verifiable foundation upon which various courses of action can be initiated by the teachers and principal locally within the school, and the inspectors and government on a larger scale.

Ogbonnaya (2005) observed that the principal as a member of the institution oversees the activities of the school which include: studying the backgrounds, capacities and interest of the school teachers. This supervisor’s role will help both teacher and the student in carrying out duties and responsibilities assigned. It is further revealed that principals offer helping hands and utilize opportunity to evaluate the performance of the teachers and learners with the sole aim of improving the academic performance. In the view of Okibe (2008) the teachers also play an internal supervisory role that helps the school head to achieve the goals and objective of the school. It is the duty of the teacher to shape the moral conduct of the learners and to also guide their behavioral pattern as it concerns the well being of the students.

In another development, the principals supervise the cooperation that existed between the school and parent teachers association (PTA) on maintaining healthy relationship with parents and guardian. Thus, Parents’ Teacher Association provides the principals an easy avenue for achieving supervisory objectives. It is the duty of the principals as an internal supervisor to meet problems that are connected with students’ welfare, progress and short coming.

The principals as an internal supervisor also play the role of organization of workshops to update teachers’ knowledge and competence. In the view of Daniel and Jackline. (2016) inexperienced teachers need to be assisted and helped to improve the instruction and teachers teaching abilities. Nwagwu in Ogbonnaya (2005) listed the following areas where principals as internal supervisor may carry out their internal supervisory role in the school system.

- Organizing the school time table and seeing the day-to-day operation of the school.
- Managing and maintaining the school building, playgrounds, equipment and facilities.
- Coordinating the activities and functions of teachers.
- Managing good working conditions for staff and establishing high morale among teachers.
- Supervising the extra curricula activities of students.
- Maintaining high standard of conducts and discipline in school both among students and staff.
- Controlling and supervising the business aspect of school life.
- Managing the finances of school and applying appropriate checks and balances in financial matters.
- Keeping different types of records for the school for example attendance, staff record, school finances, school supplies records of meeting with school boards, log books, register of admission, visitor’s book, corporal punishment book, stock book, school dairy and schemes of work and school time-table.
- Maintaining good school community relationships and participating in community development projects.
- Supervising and helping teachers grow professionally by encouraging teachers to attend in-service training programmes, workshops and refresh courses organized by higher institutions or ministry of education.
- Supervising and encouraging teachers and students in secondary school educational level to use available teaching materials.

**Principals’ Motivation Strategy and Teachers’ Job Productivity**

Teachers are indispensable for developing the prospect of the educational system. Achievement level of schools is directly related with the productivity of the teachers. According to Malik (2010), motivation develops the productivity of the teachers for effective functioning in the education sector. As narrated by Krishnan, 2003) productivity is enhanced from 25% to 85-90%, when teachers are motivated either intrinsic or extrinsic model. In other words, motivation aspired the teachers to put efforts to achieve academic excellence.

This turnover of competent teachers and fulfilling of these vacant positions with inefficient teachers decrease the standard of instruction & due to low quality of instruction, student’s performance is declined. Excessive teacher’s turnover has a deep impact on the achievement level of students. This
excessive turnover is capturing the attention of education research and development. The main goal of educationalists is to know about the reasons of excessive teacher’s turnover. This problem is not only prevailing in Bahawalpur but also the same situation is prevailing in the other cities of Pakistan as well as in other countries.

Secondary school teachers become demotivated due to low salaries and poor facilities like lack of developmental programmes. In other words, teachers’ productivity increases when satisfactory feedback is provided in the process or during the period of exercise their responsibilities. Edo (2016) lends support to the above standpoint that feedback plays a fundamental role in the motivation of teachers. Likewise, these scholars has also conducted his research on teachers’ productivity and concluded the same result that feedback plays an imperative role in improving the morale of teachers. Some other researchers, who conducted their researches on employee motivation, especially on teacher’s motivation, conclude that appraisal contributes much in teachers’ productivity. Appraisals have a enormous impact on productivity of the teachers in the long run. This implies that appraisals play an important role in modifying teacher’s behavior in relation to work activities. Thus, for the enhancement of teachers’ capacity, environment and facilities available has vital contribution to academic pursuit. In other words, when the principals created an environment that is friendly and pleasurable, the extent of academic achievement will be much more viable.

Literature indicated there is a proper link between principals’ motivational strategies and productivity of teachers as sense of responsibilities towards their academic performance increased. Productivity is often affected by principals’ motivation. For instance, when teachers are motivated, their capacity automatically rise towards high level. Thus, teachers’ motivation is a key factor that had been shown to affect the quality of education. At certain level, teachers’ productivity is linked to how teachers felt, treated and how they perceive their own living and learning conditions. The nature of principals’ motivational strategies invariably affected the organizational culture which in turn caused either positively or negatively result in the academic outcome of the school system.

Dessler (2005) examined that from the perspective of teachers in school job performance and motivation are different. Motivation is an input to work, and job performance may be perspective motivational and job performance may be difficult from the output produced, the possibility of high motivation and low motivation and high output is often not considered. The implication of either neglecting motivation or considering it a part of job performance and motivation can be significant if effort is costly for an employee ignoring effort can bias to estimated effect of job performance, because effort should increase job performance.

**Mentoring and Teachers’ Job Productivity**

One way in which teachers support can be made or individualized is through a mentoring programme, whether formal or informal. Mentoring is conceived as the relationship in which an individual with more expertise provides knowledge, facts, ideas and information to a less experienced individual (Peyton, Morton, Perkins, & Dougherty, 2001). This implies that it revolves around a process whereby more knowledgeable and experienced person actuates a supportive role of overseeing and encouraging reflection and learning within a less experienced and knowledgeable person, so as to facilitate that persons’ career and personal development. This depicts that mentor always served as a role model, coach or sponsor for the learner. A principal practicing the act of mentoring is certainly gearing towards letting individual teachers towards gaining career, social, and emotional support for exploration in their respective academic pursuit or for a successful professional development. This is predicated on the fact that mentoring as a process can involve principals and teachers interacting, sharing positive on self efficacy in their respective academic career (Jain, Chaudhary & Jain, 2018).

Mentoring has been a prevalent area of research in the field of education researches has shown the significant benefits of mentoring, so it is logical to accept that it teachers apart from the students. This is because it has formalized the process in which inexperienced individual made have much more supportive role of supervisor which in the long run facilitate or motivate less experienced and knowledgeable individual and professional progress (Roberts, 2000) as cited in Jain, et al 2018. Hence, it is conceived a proven mental development or intervention tool for learning, training and development to cope with academic challenges.

Presently, act of mentoring is seen as a learning method that encourages comfortable relationship between mentors (i.e., knowledgeable and experienced person) and mentee (i.e., less knowledgeable and experienced person) as an instrument to develop individuals’ potentialities in carrying out
particular duties and responsibilities as well as being familiarize with new techniques as related to academic tasks and responsibilities (Long, 2002).

There is no one best way principals can develop mentoring program model to fit all situation in the schools, but are being designed and implemented based on the uniqueness of the teachers challenges in respects of beliefs, policy, orientations, stresses, strengths and weaknesses. Thus, an experienced principals may have the capacity and ability to design the different categories of mentoring programs whether informal relationship (e.g., specific demands, spontaneous and adhoc) and/or formal relationship (e.g., structured and coordinated relationship, using standard norms, continuously action plans, time frame, and particular objectives).

A review of principals mentoring strategy has shown two salient practices reflecting on communication and support (Bernier, Larose and Soucy, 2005). In this context, communication is commonly identified as mentors openly delivering information about the procedures, content, tasks and objectives of the mentoring programs, conducting discussions about tasks that should be learned, giving detailed explanations about the benefits of attending mentoring programs and providing performance feedback. Similarly, support or instrumental mentoring provides emotional support (e.g., acquire new knowledge, skills, and attitudes as a guide which is properly apply in daily life). Thus, the ability of principals to appropriately implement such mentoring characteristics will definitely have significant impact on teachers’ academic outputs. Zachary (2002) argues that teachers who prepare for mentoring increase their potential to enhance their academic productivity. This is because it helps to maximize or enriching teaching experience and professional development as gains are made through exposure to new and diverse perspective of learning as this provide for a higher skilled and more motivated teachers.

**Principals’ Planning Strategy and Teachers’ Job Productivity**

Planning is the most significant management device for performance and for organizations to perform well, resources must be well utilized and customers well served. To achieve such ends, all of an 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 (Olusanya, etal,2012).

A major management function of the principals is to plan to make the best use of teachers’ talent. In this case, the principals organized, coordinate and direct teachers’ workload. Planning teachers’ workload involves activities geared towards ensuring proper use of teachers by assigning to them the rightful duties based on their qualification and experiences. In another development, planning for teachers’ workload is another function performed by principals gearing towards providing effective utilization of resources to achieve objectives, satisfaction and development of the teachers. 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 staff (Adiele, 2002). This process ensures teachers’ job descriptions such as: Preparing lessons to be taught, teaching students in the classroom; giving assignments, test, 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. Planning presupposed the existence of alternatives and very few decisions for which some kind of alternative does not exist. It decides in advance 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 enterprise as a whole and for every departmental goals and determining ways of achieving them. In this case, the principals’ planning must involve an open system approach to managing. This is because planning cannot be taken in a vacuum. Rather, it must consider the nature of the future environment in which planning decisions and actions are intended to operate. For Olusanya, etal
(2012) it is instructive for principals to adhere to certain condition in respects of assigning workload to reduce stress among teachers:
- No one teacher should do a work that will require up to 3 persons to do;
- There should be planned work schedule (school timetable) detailing starting time, break time and ending time;
- Improving physical environment: good and well ventilated staff rooms, beautification of school environment and provide social support to teachers;
- Spreading workload to all staff;
- Involve staff in discussion in work schedules that concerns them, they may have suggestions that you may not have considered. This will encourage group participation and sense of belonging to staff;
- Encourage staff members to spend time with their families and watch movies etc; above all, they should avoid school related work during vacation and engage in other hobbies.

Planning is conceived from the perspective of: long-range planning- Involves determining activities to be executed over an extended period of time. Long range plan may extend for several decades. It is principally concerned with how organization will position itself among competing firms in a market as it identifies the activities to be performed to the accomplishment of goals and objectives. Intermediate planning Identified activities to be carried out over a period of five years at the middle levels of the organization. Short-range planning reflects on implementation within a planning horizon of less than one year. This requires specify activities to be carried out that will achieve certain production levels each week. A short-range plan is necessary for organizations as it has its drawbacks. Ultimately, this can lead to failure in the accomplishment of organizational goals (Olusanya, et al., 2012).

Empirical Studies
In a study conducted by Abdulrahaman (2014) to examine principals’ administrative process strategies for the achievement of quality assurance in secondary schools in Kogi State. The design of the study was a descriptive survey. Five research questions and two null hypotheses guided the study. The population of the study consists of 228 respondents. Sample of the study consisted of 228 principals. Questionnaire was used as instrument for data collection. Mean and standard deviation were used to answer the research questions, while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings of the study indicate that the principals’ planning strategies for quality assurance in secondary schools include preparation of school time table on time among others. There is no significant difference between the mean ratings of male and female principals on the principals’ planning strategies for the achievement of quality assurance in secondary schools. The study concluded among others that proper use of the documented planning, organizing, coordinating, staff personnel, and budgeting strategies by school principals could promote quality assurance in secondary school administration. Although, this study was conducted on administrative process strategies and quality assurance, it is still relevant in the sense that it gears towards productivity for the achievement of goals and objectives of the school system.

Akomolafe (2012) conducted a study on administrative effectiveness of principals of public and private secondary schools. The population for the study consists of teachers in both public and private schools. A sample of 295 subjects were sampled, 191 subjects from public institutions, 104 subjects from private institutions. Data were gathered using a self-constructed questionnaire titled, Principals’ administrative effectiveness in secondary schools (PAESS). The validity and reliability of instrument were ascertained. The result of the study revealed that there was moderate level of administrative effectiveness in public schools while there was high level of administrative effectiveness in private secondary schools. It also revealed that schools with high level of administrative effectiveness manifest high level of discipline. This study is also relevant as even thought it was conducted in another region in Nigeria.

In a study carried out by Aja (2015) to assess how administrative control strategies are carried for quality assurance in public secondary schools in Ebonyi State. Four research questions guided the study. Descriptive survey research design was adopted for the study. Two thousand nine hundred and ninety two (2992) teachers/principals in the two hundred and twenty one (221) public secondary schools in Ebonyi state were used for the study. Simple random sampling technique was used to select
three hundred (300) teachers/principals used for the study. Researcher structured questionnaire was used for data collection. The data collected were analyzed using mean scores. The findings of the study revealed that Ebonyi state public secondary schools are not adequately supervised, educational facilities are not adequately provided and teachers’ performance are not adequately appraised for teachers improvement. It was also observed that disciplinary measures are not adequately applied in public secondary schools. Based on the findings, it was recommended that the federal and state inspectorate services should ensure regular supervision and monitoring of public secondary schools to ensure their total compliance with the quality standards, also the secondary education board should ensure that required educational facilities are provided to all public secondary schools. Above all regular appraisal programme should be organized for teachers for their professional growth and overall improvement of instructional delivery in public secondary school. This is also relevant as it’s related to administrative processes that enhance the best possible ways of realizing the academic learning activities.

In another a study conducted by Ayodele, Buari and Oguntuase (2016) Principals’ Administrative strategies and the students’ academic performance in Nigerian secondary schools. The study adopted a descriptive research design of the survey and ex-post facto types. Multi stage and simple random sampling techniques were used to select 225 secondary school principals and 1,800 teachers in the three states selected for the study. Two sets of instruments were used for the study. These are Principal’s Administrative Strategies Questionnaire (PASQ) and Secondary School Student’s Academic Performance Inventory (SSSAPI). The study concluded that Principals Administrative strategies had significant impact on Students’ academic performance. In essence, the principal should be committed to changing organizational culture from traditional patterns of hierarchical structure to participative management to improve the effectiveness of participatory decision in the school system. More so, Suleiman, Mustapha and Ibrahim (2016) conducted a study on the relationship between principals’ administrative styles and students’ academic performance in Taraba State secondary schools, Nigeria. The objectives of the study were to determine the relationships between initiative structure of leadership styles, consideration structure of leadership styles, and participatory structure of leadership styles as they affect students’ academic performance. A null hypothesis was raised and tested at 0.05 level of significance. Correlation research was adopted as a design for the study. The population of the study comprised all the 4,300 teachers’ and 10,750 students registered with Taraba State Teaching Service Board. Using stratified random sampling, 430 teachers representing 10% of the population were randomly selected from the 8 education zones spread across the state. Findings indicated that three administrative styles of principals’, initiative structure of leadership styles were vital to students’ academic performance in Taraba State secondary schools. This means that students’ academic performance in the schools was a function of effective administrative style used by principals in their respective school.

METHODOLOGY
The study used the descriptive survey design method to examine Influence of Principals’ Administrative Strategies on Teachers’ academic performance in Secondary Schools in Rivers State. This design was used to determine the currents as related to this study. The population of the study consists of 56 (principals) and 2634 (teachers) giving the total population as 2690 selected from 56 public senior secondary schools in three local government areas of Rivers State. The sample size of this study comprises 348 drawn from 56 public secondary schools. Simple random sampling technique was Taro Yamane. The instrument for this study was questionnaire constructed by the researcher with the assistance of the supervisor. The idea for the development of the questionnaire was based on the requirement of the research questions. It was titled, Principals’ Administrative Strategies and Teachers’ Academic performance Questionnaire (PASTAPQ). The questionnaire consists of two sections. Section A contains two questions on demographical information while Section B contains twenty (20) structured items. A Likert type scale was used and the respondents were asked to select one of the four (4) options: Strongly Agree (SA) Agree (A) Disagree (D) and Strongly Disagree (SD). To validate the instrument, Principals’ Administrative Strategies and Teachers’ Academic performance Questionnaire, the content validity was determined by the professional judgment of the supervisor and two experts in measure and evaluation. Thus, 404 copies of the questionnaires were administered and retrieved 359 (89%) for the analysis of the research
questions. The data was collected with the instrument hence frequencies, mean scores to analyze the research questions were used while z-test was used to test the hypotheses.

RESULTS
Research question 1: To what extent do principals’ supervisory strategies influence teachers’ academic performance?

Table 4.1: Mean Score Responses on principals’ supervisory strategies and teachers’ academic performance.

<table>
<thead>
<tr>
<th>S/no</th>
<th>Items</th>
<th>Principals (N=48)</th>
<th>Students (N=311)</th>
<th>Mean set</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$\bar{X}$</td>
<td>STD</td>
<td>$\bar{X}$</td>
<td>STD</td>
</tr>
<tr>
<td>1</td>
<td>Provides instructional improvement, teacher’s competence and efficiency</td>
<td>3.52</td>
<td>.618</td>
<td>3.32</td>
<td>.745</td>
</tr>
<tr>
<td>2</td>
<td>Identification of areas of strength and weaknesses.</td>
<td>3.35</td>
<td>.668</td>
<td>3.26</td>
<td>.775</td>
</tr>
<tr>
<td>3</td>
<td>Set a minimum standard for the achievement of educational objectives.</td>
<td>1.50</td>
<td>.505</td>
<td>1.80</td>
<td>.810</td>
</tr>
<tr>
<td>4</td>
<td>Sustaining and ameliorating the teaching-learning process.</td>
<td>3.40</td>
<td>.917</td>
<td>3.30</td>
<td>.729</td>
</tr>
<tr>
<td>5</td>
<td>Observed how the teacher teaches, manages and controls the students in the classroom.</td>
<td>3.29</td>
<td>.798</td>
<td>3.17</td>
<td>.766</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3.012</td>
<td>0.70</td>
<td>2.97</td>
<td>0.765</td>
</tr>
</tbody>
</table>

The result of table 4.1 indicated that provision of instructional improvement, teacher’s competence and efficiency (3.42), Sustaining and ameliorating the teaching-learning process (3.35), Identification of areas of strength and weaknesses(3.31), observed how the teacher teaches, manages and controls the students in the classroom (3.23) were accepted while set a minimum standard for the achievement of educational objectives (1.65) was rejected. Thus, it was generally accepted by the respondents that principals’ supervisory strategies influence teachers’ academic performance with the average mean score of (3.00).

Research question 2: How do principals’ motivational strategies enhance teachers’ academic performance?

Table 4.3: Mean Score Responses on principals’ motivational strategies and teachers’ academic performance.

<table>
<thead>
<tr>
<th>S/no</th>
<th>Items</th>
<th>Principals (N=48)</th>
<th>Students (N=311)</th>
<th>Mean set</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$\bar{X}$</td>
<td>STD</td>
<td>$\bar{X}$</td>
</tr>
<tr>
<td>1</td>
<td>Improvement of the teaching/learning process among the teachers.</td>
<td>3.17</td>
<td>.859</td>
<td>3.19</td>
</tr>
<tr>
<td>2</td>
<td>Stimulates and provides guidance in the display of desirable education practices.</td>
<td>3.29</td>
<td>.849</td>
<td>2.88</td>
</tr>
<tr>
<td>3</td>
<td>Enhancement of teachers’ efficiency and proficiency.</td>
<td>2.96</td>
<td>.922</td>
<td>3.24</td>
</tr>
<tr>
<td>4</td>
<td>Opportunities for exchange of ideas on teaching methods and other areas of teaching interest.</td>
<td>1.56</td>
<td>.501</td>
<td>1.83</td>
</tr>
<tr>
<td>5</td>
<td>Constant interaction with the teachers to determine success</td>
<td>3.25</td>
<td>.786</td>
<td>3.22</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2.85</td>
<td>0.78</td>
<td>2.87</td>
</tr>
</tbody>
</table>
From the findings on table 4.2 above, Constant interaction with the teachers to determine success (3.24), Improvement of the teaching/learning process among the teachers(3.18), Enhancement of teachers’ efficiency and proficiency(3.10) and Stimulates and provides guidance in the display of desirable education practices (3.09) was subscribed to by the respondents while Opportunities for exchange of ideas on teaching methods and other areas of teaching interest (1.70). Hence, it was therefore concluded that principals’ motivational strategies enhance teachers’ academic performance with the average mean score of (2.86).

Research question 3: How do principals’ planning strategies influence teachers’ academic performance?

Table 4.3: Mean Score Responses on principals’ planning strategies and teachers’ academic performance

<table>
<thead>
<tr>
<th>S/no</th>
<th>Items</th>
<th>Principals (N=48)</th>
<th>Students (N=311)</th>
<th>Mean Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Directing teachers on scheme of works</td>
<td>3.21 (.743)</td>
<td>3.10 (.84)</td>
<td>3.18</td>
</tr>
<tr>
<td>2</td>
<td>Making of weekly register</td>
<td>3.10 (.778)</td>
<td>3.15 (.77)</td>
<td>3.09</td>
</tr>
<tr>
<td>3</td>
<td>Preparing duty roaster for teachers</td>
<td>2.96 (.798)</td>
<td>3.23 (.75)</td>
<td>3.10</td>
</tr>
<tr>
<td>4</td>
<td>Planning weekly activities</td>
<td>2.50 (.505)</td>
<td>3.49 (.50)</td>
<td>1.69</td>
</tr>
<tr>
<td>5</td>
<td>Preparation of school curriculum</td>
<td>3.08 (.895)</td>
<td>3.25 (.74)</td>
<td>3.24</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2.69 (.71)</td>
<td>2.74 (.72)</td>
<td>3.18</td>
</tr>
</tbody>
</table>

The result of table 4.3 revealed that directing teachers on scheme of works (3.16), making of weekly register (3.13), preparing duty roaster for teachers (3.10) and preparation of school curriculum(2.72) and planning weekly activities (3.00) was accepted. It was therefore concluded that principals’ planning strategies influence teachers’ academic performance with the average mean score of (3.28).

Research question 4: To what extent do principals’ mentoring strategies promote teachers’ academic performance?

Table 4.4: Mean Score Responses on principals’ mentoring strategies and teachers’ academic performance

<table>
<thead>
<tr>
<th>S/no</th>
<th>Items</th>
<th>Principals (N=48)</th>
<th>Teachers (N=311)</th>
<th>Mean Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enhancing the professional growth of the teachers.</td>
<td>2.56 (.501)</td>
<td>3.87 (.790)</td>
<td>3.22</td>
</tr>
<tr>
<td>2</td>
<td>Evaluate the performance of the teachers and learners.</td>
<td>2.88 (.890)</td>
<td>3.18 (.766)</td>
<td>3.03</td>
</tr>
<tr>
<td>3</td>
<td>Update teachers’ knowledge and competence.</td>
<td>2.98 (.699)</td>
<td>3.32 (.791)</td>
<td>3.15</td>
</tr>
<tr>
<td>4</td>
<td>Increase behavioral pattern of teachers’ teaching and learning.</td>
<td>3.29 (.582)</td>
<td>3.13 (.817)</td>
<td>3.21</td>
</tr>
<tr>
<td>5</td>
<td>Proffers opportunity to evaluate the performance of the teachers</td>
<td>3.50 (.583)</td>
<td>3.31 (.763)</td>
<td>3.41</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3.04 (.65)</td>
<td>3.36 (.79)</td>
<td>3.20</td>
</tr>
</tbody>
</table>
The result of the table 4.4 suggested that Proffers opportunity to evaluate the performance of the teachers (3.41), enhancing the professional growth of the teachers (3.22), increase behavioral pattern of teachers’ teaching and learning (3.21), update teachers’ knowledge and competence (3.15) and evaluate the performance of the teachers and learners (3.03). Generally, it was concluded that principals’ mentoring strategies and teachers’ academic performance with the average mean score of (3.20).

Test of hypotheses

**Ho:** There is no significance difference in the mean responses of male and female teachers on how principals’ supervisory strategy influences teachers’ academic performance.

<table>
<thead>
<tr>
<th>Table 4.5: test of hypothesis 1 using Z- test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
</tr>
<tr>
<td>Principals</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
</tbody>
</table>

The result of table 4.5 indicated that the calculated $z$-calculated (0.93) was less than the $z$-critical (1.96) at the degree of freedom (357) and 0.05 significant level. Hence, the null hypothesis of no significance difference in the mean responses of principals and teachers on how supervisory strategy influences teachers’ academic performance was accepted.

**Ho:** There is no significance difference in the mean responses of male and female teachers on how principals’ supervisory strategy influences teachers’ academic performance.

<table>
<thead>
<tr>
<th>Table 4.5: test of hypothesis 2 using Z- test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
</tr>
<tr>
<td>Principals</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
</tbody>
</table>

The result of table 4.5 indicated that the calculated $z$-calculated (0.95) was less than the $z$-critical (1.96) at the degree of freedom (501) and 0.05 significant levels. Hence, the null hypothesis of no significant difference in the mean responses of principals and teachers on how principals’ motivational strategy enhances teachers’ academic performance was accepted.

**Ho:** There is no significant difference in the mean responses of principals and teachers on which planning strategy influence teachers’ academic performance.

<table>
<thead>
<tr>
<th>Table 4.5: test of hypothesis 3 using Z- test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
</tr>
<tr>
<td>Principals</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
</tbody>
</table>

The result of table 4.5 indicated that the calculated $z$-calculated (0.10) was less than the $z$-critical (1.96) at the degree of freedom (501) and 0.05 significant levels. Hence, the null hypothesis of no significant difference in the mean responses of principals and teachers on which principals’ planning strategy influence teachers’ academic performance was accepted.
**Ho4:** There is no significant difference in the mean responses of principals and teachers on how mentoring strategy promotion teachers’ academic performance.

Table 4.5: test of hypothesis 4 using Z-test

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>X</th>
<th>Std</th>
<th>df</th>
<th>Z-cal</th>
<th>Z-crit</th>
<th>Level</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>48</td>
<td>2.84</td>
<td>0.65</td>
<td></td>
<td>357</td>
<td>0.78</td>
<td></td>
<td>Not significant</td>
</tr>
<tr>
<td>Teachers</td>
<td>311</td>
<td>2.96</td>
<td>0.79</td>
<td></td>
<td></td>
<td>1.96</td>
<td>0.05</td>
<td></td>
</tr>
</tbody>
</table>

The result of table 4.5 indicated that the calculated z-calculated (0.10) was less than the z-critical (1.96) at the degree of freedom (501) and 0.05 significant levels. Hence, the null hypothesis of no significant difference in the mean responses of principals and teachers on how mentoring strategy promotion teachers’ academic performance was accepted.

**DISCUSSION OF FINDINGS**

The result of research question one indicated that principals’ supervisory strategies influence teachers’ academic performance in respects of making provision for teacher’s competence and efficiency as well as sustaining and ameliorating the teaching-learning process. Hypothetically, it demonstrated that no significant difference exists in the mean responses of principals and teachers on how supervisory strategy influences teachers’ academic performance. This is not a surprised as the respondents are fully aware of the circumstance of supervisory strategies often utilized for the enhancement of teachers’ academic performance in the school system. These findings agreed with the conception of Shechtman (2004) who emphasized that teachers’ efficiency reflects on the interactive skills and knowledge adopted in the process of teaching and learning. Efficient teachers know what to teach and how to teach as they have very wide teaching skills and the ability to use them in a timely manner. In other words, teachers that have the creative ability always enable the students to work effectively and proactively through adequate supervision. This has equally necessitated the involvement of school principals in the supervision of the teachers for the achievement of the expected outcomes.

Further analysis revealed that supervisory strategies generate ability to identify of areas of strength and weaknesses. Observed how the teacher teaches, manages and controls the students in the classroom. This result agreed with the perception of Edo(2016) who idealized that principals’ supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners. This is because it helps in the identification of areas of strengths and weaknesses of teachers. This implies a follow-up activity that is equally directed at the improvement of identified areas of teachers’ weaknesses thus create a cordial working atmosphere based on good human relations.

Supporting this assertion Nwakpa (2014) affirmed that it provides an opportunity through which purposeful and constructive advice can be rendered for the sake of improving the quality of teaching in school through improvement of educational facilities. In other words, it provide a verifiable foundation upon which various courses of action can be initiated by the teachers and principal locally within the school, and the inspectors and government on a larger scale.

Findings on research question two inferred that Principals’ motivational strategies enhance teachers’ academic performance through Constant interaction with the teachers to determine success, improvement of the teaching/learning process among the teachers. The result of the hypothesis indicated no "There is no significant difference in the mean responses of principals and teachers on how motivational strategies influences teachers’ academic performance. This may be that the respondents are aware of the fundamental roles of motivation in enhancing the potentialities and creativities of the teachers in relation to instructional delivery. This observation agreed with the opinions of Adelakun, (2011) who identified that teachers’ motivation as a key factor that had been
shown to affect the quality of education. At certain level, teachers’ performance is linked to how teachers felt, treated and how they perceive their own living and learning conditions. The nature of principals’ motivational strategies invariably affected the organizational culture which in turn caused either positively or negatively result in the academic outcome of the school system.

In addition, it was shown in the study that motivational strategies enhance teachers’ efficiency and proficiency in the display of desirable education practices. Contributing to this observation Kadzamira (2006) argued that there is a proper link between principals’ motivational strategies and performance of teachers as sense of responsibilities towards their academic performance increased. Performance is often affected by principals’ motivation. For instance, when teachers are motivated, their capacity automatically rise towards high level. In schools teacher’s productivity can be seen in their interaction with students, with other teachers and with their superiors.

As noted by Nbina (2010), secondary school teachers become demotivated due to low salaries and poor facilities like lack of developmental programmes. For Mullins (1996), teachers’ academic performance increases when satisfactory feedback is provided in the process or during the period of exercise their responsibilities.

The result of research question three indicated that principals’ planning strategies influence teachers’ academic performance directing teachers on scheme of works, making of weekly register, preparing duty roaster for teachers and preparation of school curriculum and planning weekly activities. The test of hypothesis revealed that there is no significant difference in the mean responses of principals and teachers on which planning strategies influence teachers’ academic performance. This may be that planning is the bedrock of any fundamental achievement by the principals of the school system.

Supporting the above analysis, Olusanya, et al (2012) stated that planning is the most significant management device for performance and for organizations to perform well, resources must be well utilized and customers well served. To achieve such ends, all 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.

More so, Adiele (2002) observed that 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.

In another development, planning for teachers’ workload is vital function performed by principals geared towards providing effective utilization of resources to achieve objectives, satisfaction and development of the teachers. 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 staff.

The result of research question four indicated that Principals’ mentoring strategies promote teachers’ academic performance proffers opportunity to evaluate the performance of the teachers and enhancing the professional growth of the teachers. Hypothetical Analysis suggested that no significant difference exists in the mean responses of principals and teachers on how mentoring strategies promotion teachers’ academic performance. This findings is consonance with the perception of (Peyton, 2001) who idealized that One way in which teachers support can be made or individualized is through a mentoring programme, whether formal or informal. Mentoring is conceived as the relationship in which an individual with more expertise provides knowledge, facts, ideas and information to a less experienced individual. This implies that it revolves around a process whereby more knowledgeable and experienced person actuates a supportive role of overseeing and encouraging reflection and learning within a less experienced and knowledgeable person, so as to facilitate that persons’ career and personal development.

Furthermore, it was observed that monitoring increases behavioral pattern of teachers’ teaching and learning, update teachers’ knowledge and competence and assist in evaluating the performance of the
teachers and learners in the long run. This view seems to be acceptable by Long (2002) who stated that presently, act of mentoring is seen as a learning method that encourages comfortable relationship between mentors (i.e., knowledgeable and experienced person) and mentee (i.e., less knowledgeable and experienced person) as an instrument to develop individuals’ potentialities in carrying out particular duties and responsibilities as well as being familiarize with new techniques as related to academic tasks and responsibilities.

In support of the above view, Jain, et al. (2018) stated that a principal practicing the act of mentoring is certainly gearing towards letting individual teachers towards gaining career, social, and emotional support for exploration in their respective academic pursuit or for a successful professional development. This is predicated on the fact that mentoring as a process can involve principals and teachers interacting, sharing positive on self efficacy in their respective academic career.

CONCLUSION

Based on the findings, it was therefore concluded that teachers’ academic performance is enhanced when principals utilized varieties of supervisory strategies such as: motivational, planning and monitoring. In other words, these strategies often generate or project teachers’ creative ability in their respective areas of specialization when it is effectively practiced.

RECOMMENDATIONS

- There should be frequent supervision of the teachers for the enhancement of their capacity to carry on their respective academic responsibilities.
- The principals should be able to apply motivation techniques that will ignite the teachers to participate actively in the instructional activities.
- There should be good intimacy between the principals and teachers for the purpose of realizing the objective of supervision in various areas of teaching and learning.
- There should be intermittent monitoring of the teachers’ classroom activities.
- There should be daily check on lesson notes, dairies, time books, roasters to determine the extent of meeting teachers’ respective academic assignments.

REFERENCES


