



# **Principals' Supervisory Strategies For Effective Teachers' Job Performance In Public Senior Secondary Schools In Rivers State**

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## **ABSTRACT**

This paper strives to reviews the extent to which supervision of instruction influences teachers' role effectiveness in public senior secondary schools. Supervisory techniques include used by teachers include classroom visitation (observation), demonstration technique, conferences/workshop techniques, research techniques, micro teaching, team teaching and guided practice. Supervisory activities which the principal employs to bring about desirable changes in teacher behaviour in order to improve teacher effectiveness are checking of teachers' lesson notes, scheme of work, students notes, teachers punctuality, moderation of examinations question papers, moderation of marking scheme among others. Roles of the supervisor in the school system include staffing, planning, coordination and curriculum development

**Keywords:** Principal, supervisory strategy, effective teachers job performance.

## **INTRODUCTION**

Education is one of the vital instruments for development, be it socio-political, economic, individual and national development. In the process of teaching and learning, the head of the school (principal) are all involved in the daily efforts for attainment of education success. According to Sule et al. (2015), the variations in the teachers talents, potentialities in- compatibilities, teaching methods, as well as the needs and the problems of the society and increase in students population, among others call for proper supervision of instruction. Meanwhile, the service of education in Nigeria has not a centralized framework. This is because, the planners of curriculum are different from the persons that later teach, though they are interdependent the great point of meeting lies on the scope of the work of supervision. This proves that supervision contributes to determining the success of educational plans (Ego, 2005), Zikanga et al. (2021) opined that for effective supervision to be in place in school system, the school head who acts as a supervisor and the district inspectors must be involved in the supervision of instruction.

In the school organizations especially in secondary schools, it is the duty of the head teachers to establish and improve teachers competence through supervisory methods or techniques. These supervisory techniques include

- Classroom visitation (observation)
- Demonstration technique
- Conferences/workshop techniques
- Research techniques
- Micro teaching
- Team teaching
- Guided practice (Robert-Okah 2002).

Other supervisory activities which the principal employs to bring about desirable changes in teacher behaviour in order to improve teacher effectiveness are checking of teachers lesson notes, scheme of work, students notes, teachers punctuality, moderation of examinations question papers, moderation of marking scheme among others. For these activities to be workable, the school administrator must possess supervisory capacity to enforce them and also to motivate the teachers to make use of their talents judiciously so that instruction and instructional procedures can be enhanced at the end. (Ekundayo et al. 2013).

In addition, teachers play an important role in attainment of high level of academic excellence, through which the inculcation of the right type of knowledge skills values and attitudes are transferred to the learners so that they function efficiently and effectively within the society. The teachers can achieve this through being disciplined and committed to their duties. (Ikegbusi, 2014). Ikegbusi added that for teachers to be high disciplined and their high productivity achieved in the education sector, there will be strengthening of schools instructional supervision by the principals and the appropriate officials. The principals/administrators' rules and regulations set towards school goal attainment are carried out by the teachers who are expected to abide by these set rules. It has been observed that poor performance of the teachers and students in the secondary education in Nigeria over the years has been attributed to the failure of various levels of government ranging from local to Federal to embark on quality supervision of instruction. The development of Nigeria education is attached to an effective implementation of educational policies designed through quality supervision of teaching learning activities in schools.

#### **Statement of the problem**

Supervision of instruction is expected to bring about a desirable outcome in an educational system when it is well conducted through well designed methods by supervisors. Supervision is to improve teaching and learning and ensure that stated educational goals and objectives are achieved. Teachers who are acknowledged as one of the instruments for educational success are sometimes accused of being poor performers in their assigned duties. The poor academic achievement of public senior secondary school students in Rivers State seems to indicate poor instructional supervision being performed by the principals who are supposed to provide professional guidance to enable teachers improve on their instructional delivery. The outcome results to untimely preparation of lesson notes by the teachers, poor classroom instruction, poor evaluation of students' performance in continuous assessments and end of the term examinations, inappropriate use of teaching methods, poor use of teaching aids, poor supervision of students' extracurricular activities among others. Hence this study examined principals' supervisory strategies for effective teachers' job performance in public senior secondary schools in Rivers State.

#### **Aim and objectives of the study**

The aim of this study was to investigate the extent to which supervision of instruction influences teachers' role effectiveness in public senior secondary schools in Rivers State.

Specific Objectives of the study included,

- To identify principals' supervisory strategies that enhance teachers' job performance in public senior secondary schools in Rivers State.
- To determine the extent classroom visitation/observation enhance teachers' job performance in public senior secondary schools in River State.
- To determine the extent demonstration technique enhance teacher's job performance in public senior secondary schools in River State.
- To determine the extent research approach enhance teacher's job performance in public senior secondary schools in Rivers State.
- To determine the extent to which workshop/seminar enhances teacher's job performance in public senior secondary schools in Rivers State.

#### **Research Questions**

The following research questions guided the study.

- What are the principals' strategies that enhance teachers' job performance in public senior secondary schools in Rivers State.?

- To what extent does visitation/observation enhances teachers' role effectiveness in public senior secondary schools in Rivers State.?
- To what extent does demonstration technique enhances teachers' job performance in public senior secondary schools in Rivers State?
- To what extent does research approach enhances teachers' job performance in public senior secondary schools in Rivers State?
- To what extent does workshop/seminar enhances teachers' job performances in public senior secondary schools in Rivers State?

### **Hypotheses**

The following null hypotheses are tested at 0.05 level of significance.

Ho<sub>1</sub>: There is no significant difference in the mean response of principals and teachers on the extent to which classroom visitation/observation enhances teachers' job performance in public senior secondary schools in Rivers State.

Ho<sub>2</sub>: There is no significant difference in the mean response of principals and teachers on the extent to which demonstration technique enhances teachers' job performance in public senior secondary schools in Rivers State.

Ho<sub>3</sub>: There is no significant difference in the mean response of principals and teachers on the extent to which research approach enhances teachers' job performance in public senior secondary schools in Rivers State.

Ho<sub>4</sub>: There is no significant difference in the mean response of principals and teachers on the extent to which workshop/seminar enhances teachers' job performance in public senior secondary schools in River State.

### **Scope of the study**

This study is delimited to exploring the influence of instructional supervision on teachers' role effectiveness in public senior secondary schools in Rivers State, and will cover variables like classroom visitation/observation, demonstration technique, research approach, and workshop/seminar techniques. The study will also cover all public secondary schools in Rivers State.

## **Review of Related Literature**

### **Theoretical Framework**

This study is anchored on theory X and theory Y propounded by Douglas McGregor in 1960. McGregor (1960) used these theories to describe two contrasting models of employee motivation (Ololube 2019). Theory x postulates that employees are always lazy and will avoid work if they can, lack ambition and a desire for responsibility, are selfish and resistant to change and dislike work. Base on this, the average employee is more efficient under strict supervision. Therefore, the supervision style required for theory x employees should involve the hard approach of the supervisor being coercive, requiring close supervision practice and tight control (Zikenga, et al, (2021). Therefore, the supervisory behavior needed in theory x should be strict.

On the other hand, theory y postulates that work is as natural as play or rest provided the work environment is favourable. (Ololube, 2019). Employees enjoy working, exercise self-direction and self-control in the service of the objectives to which they are committed, people have the capacity to exercise imagination and creativity, they are not by nature passive or resistant to organizational needs but are willing to accept responsibility. The y theory suggests that supervisors have to employ supervision approaches that are supportive and communicative.

Therefore, from the foregoing, it implies that theory x employees (teachers) portray pessimistic behaviour at workplace by disliking work. Because of this human characteristic to dislike work, these employees (teachers) must be coerced, controlled, directed and threatened with punishment in order to gain their compliance to achieve organizational goals. This is done so as to prevent wastage of both human and material resources. Since, theory x employees (teachers) resist change and discourage innovation, few organizations will need them. The theory x employees will continue to loose tangible rewards from the

management because they are seen as stubborn and unproductive teachers or employees. Conversely, theory y employees (teachers) portray optimistic behaviour at workplace since they love to work, accept responsibility, encourage change and innovation. The management allows them to exercise self-control and self-direction in accomplishing organizational goals and objectives. They are giving the opportunity to participate in management in the area of decision making. Theory y employees (teachers) consistently enjoy tangible rewards such as promotion among others. Many organisations use theory y employees (teachers). With knowledge of McGregors' theories of x and y, the management or the supervisor will be able to know the leadership style to use especially when he observes these two dimensions of employees in the workplace.

## **Conceptual Framework**

### **Concept of Instructional Supervision**

Supervision is the regarded as the process of guiding, directing, explaining, supporting facilitating, experimenting and encouraging. (Jaja, et al., 2015). This shows that supervision is an element of administration. It is also a service to help teachers. It involves evaluation because of its implications for the process of improvement. It is democratic rather than autocratic affair. It goes on through the process of overseeing or controlling subordinates known as teachers. According to Sule (2013) in a response to critics on the quality of education and as a measure of improvement on the downward trend on educational achievement argued that school supervision whether internal or external has become a veritable instrument for checking teachers teaching effectiveness supervision according to Anuma (2004), is seen to play a vital role in deciding the content and nature of curriculum in selecting the school organizational pattern and learning materials in order to enhance teaching-learning process. Similarly, supervision is essentially a leadership function, a kind of superior-subordinate relationship, where a leader instructs, oversees and corrects subordinates in order to achieve effective performance.

Instructional supervision is an important element in the entire education system and needed to be given special attention. According to Okendu (2012), instructional supervision is referred to as the process of enhancing the professional growth of the teachers, the curriculum and improving the methods of teaching in the classroom through democratic interactions between the teachers and supervisor. National Open University of Nigeria (NOUN, 2006) cited in Usman ((2015), observed that if schools are not supervised adequately the effect will tell on the students' outputs negatively and educational objectives may not be attained. Oyewole and Alonge, (2013) stated that instructional supervision is one of the various strategies employed in achieving educational objectives.

In secondary education, supervision is one of the functions of the school operations the principal uses as part of administration to oversee the school. This supervisory role is challenging and it involves consistent process of helping teachers to enhance their instructional effectiveness (Abubakar, 2018). They added that one of the main administrators at the educational institutions are educational supervisors who are also the principals or head teachers. Supervision according to Jaja, et al, (2015) is aided effort given to teachers in carrying out professional tasks so that students can learn better from the teachers. Supervision has a function to direct, coordinate, develop, guide and organize others for achievement of school objectives. According to Isa and Jailani (2015) supervision is a process of guiding, directing, stimulating, growth with overall view of improving teaching and learning process better for the learner. They summarized this definition in two ways: firstly, supervision of instruction materials is educational process that focuses on the importance of teaching and learning in a good system. Secondly, supervision of instruction involves motivating the teacher to explore new instructional strategies to improved teaching and learning. The teacher should be aware of educational goals and standards to be implemented.

According to Iregbu & Eludo-Eyo (2016) in public secondary schools, there is always someone appointed to occupy the position of the school head which is known as the principal, and whose duty is to ensure quality control through regular and consistent supervision of instruction and other educational services. Instructional supervision stimulates teachers' professional knowledge and promotes the effectiveness of teaching activities. (Chien-Chin, 2018). Principals inspire teachers to overcome challenges and changes in education. They identified four aims of instructional supervision which include;

1. To provide objective feedback to teachers.
2. To diagnose and solve teaching problems.
3. To evaluate teachers for advancements or appointments.
4. To help teachers maintain a positive attitude.

Egwu (2015) added that the quality of instructional supervision may vary among individuals or even influenced by gender. In other words, male principals and female principals may have different temperaments in supervising instruction.

One of the processes by which the school administrators attempt to obtain an acceptable standard of performance and results is through instructional supervision. It is the instrument of quality control in the school system (Peretmode cited in Sule, et al., 2015). Both old and new teachers are expected to implement the instructional programmes while the school head as the principal provide the support needed and engages in overseeing teachers' activities with the students. On the other hand, poor academic performance among students may be attributable to poor instructional supervisory practices. To avoid this, Charles et al, (2012) opined that head teachers should engage in effective supervision of teachers in order to ensure that teachers are observed regularly, lessons are planned early, lessons are structural with an interesting beginning, revision of previous knowledge and teachers' use of voice variations and summary of major points at the end, teachers use teaching aids properly, teachers have a good relationship with students and teachers follow-up the curriculum strictly. Effective instructional supervision helps head teachers in coordinating, enhancing and maintaining high teaching and learning standards in schools. According to Oyedeji cited in Ikegbusi (2016), the functions of school supervisors in order to carry out effective supervision include; making classroom visits, supervising heads of departments, and teachers by checking their scheme of work and lesson notes, checkmating teachers' classroom attendance, checking absenteeism and rewarding hard working teachers and punishing indolent ones by assigning administrative duties to them as means of encouraging to do the right things at the right time. Bamabi, et al, (20121) opined that teachers whether old or new on the job require necessary assistance in implementing the instructional programmes. It is the principals who are expected to provide this assistance to teachers, they have to be involved in the implementation of instructional programmes by monitoring what teachers are doing with the students. In addition, Ogbuagu, (2016) posited that instructional supervision aimed at seeing how the teacher manages the classroom, teachers' mastery of the subject matter and lesson delivery. This implies that instructional supervision aims at making teachers to be effective during lessons. To carry out these tasks, Sule et al, (2015) stated that the school head must have supervisory ability to enforce this task and also encourage the teachers to utilize their talents when necessary so that at the end, instruction and instructional procedures can be improved. This further means that instructional supervision is characterized by all those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom. From foregoing. According to Fayombo (2015), teaching or instructional strategies are techniques which teachers use to assist students to become independent and strategic learners.

### **Techniques of Instructional Supervision**

Techniques of instructional supervision are strategies or methods that could be adopted in the supervision of Instruction. Some of them include;

#### **Classroom visitation /observation**

As the name implies, supervisor visits and observes the teacher during lesson delivery in the classroom. The aim of the supervisor is to observe the complete classroom activities in order to obtain enough information that would assist in providing solution to instructional problems of both the teacher and the learners. According to Robert-Okah (2014), what the supervisor observes the during classroom activities are planning and preparation of lessons notes of the teachers', lesson note presentation, teacher-student interactions and good performances. Marshall in Edo and David (2019) opined that frequent and immediate specific feedback is necessary for checking gaps in the teaching and learning situation. This implies that effective communication is inevitable between the supervisor and the teachers.

The research work of Sule et al, (2015) on instructional supervisory practices and teachers' role

effectiveness in public secondary schools in Calabar South local government area of Cross River State, Nigeria revealed that there was a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness. The result also revealed that there was significant positive relationship between instructional supervisory practice of learning of teachers' lesson notes and teachers' role effectiveness.

The research work of Alimi and Akinfolarin (2012) on the impact of selected modes of instructional supervision activities on student's academic performance in senior secondary schools in Ondo State, Nigeria revealed that there was significant relationships of checking of students notes, class visitations/observation, checking of teachers punctuality and attendance and moderation of examination questions and marking scheme on students' academic performance.

Another research work by Dikeogu & Eric (2019) on perceived impact of instructional supervision strategies on teachers' job performance in senior secondary school in Obio/Akpor local government area of Rivers State revealed that instructional techniques have a significance influence on teachers' job performance.

#### **Demonstration Technique**

This technique involves a supervisor teaching a group of teachers at a time while the teachers observe especially when it involves innovations in teaching. The supervisor demonstrates the innovative skills and methodologies while the teachers' pay attention to it (Nwankwoala, 2020). This technique enhances teachers' growth and mastery.

Demonstration involves teaching and learning process presented for the purpose of illustrations, descriptions, narrations, suggestions, drawing of comparisons and to concretize teaching and learning activities (Edo and Daniel 2019).

#### **Workshop Technique**

This method of supervision involves the use of experts who try to proffer solutions to identified problems of instructional professional group discussions and conferences. The advantage of this technique is that valuable resource materials are provided for the teachers for professional growth and development. (Agi, 2015).

#### **Micro Teaching Technique**

This technique allows the teacher to participate in teaching process and to obtain feedback concerning his teaching. Recording is done either with the television or tape recorder. It gives room for correction and improvement of the teacher.

#### **Research Technique**

Maduabum (2007) defined research as a systematic application of the scientific method to the study of a problem. It is used as a technique for instructional supervision in order to discover truth and proffer solution to a problem concerning teaching-learning process. The importance of research in education cannot be over emphasized. According to Ajoku (2006), the importance of research approach include;

**Advancement of knowledge:** It contributes to the development of new knowledge and theories. Through research, teachers learn how students behave and how to shape behaviors.

**Research approach provides solutions to educational problems.** Providing solution to identified educational problems will help ease out the course of educational practice and invariably lead to efficiency and effectiveness of human actions. Research approach improves instructional technology and materials.

**It also contributes to improvement of teacher effectiveness.** Teachers are required to involve in seminars, workshops and conferences as a means of updating themselves and ensuring their effectiveness in their primary assignment.

Ability to make effective planning research approach helps for effective planning in the school system. This helps to access the success of previous policies. Ukeje (1982) in Nwaneri and Ikwuegbu (2016) of instruction remarked that effective supervision helps to develop highly motivated teaching staff.

### **Aims of Instructional Supervision**

The aims of instructional supervision include,

Quality of teachers can be improved through effective supervision of instructional programme. Ezeocha (1985) in Chike-Okoli (2006) observed that any type of assignments or projects that are undertaken by people and are not carefully supervised run into the danger of being haphazardly finished or not completed at all. They added that supervision helps to prevent waste of human and material resources. Enemu (2005) opined that instructional supervision is a planned and coordinated efforts of supervisors to stimulate, help advice, assist, and guide the continued growth of teachers in order to understand more effective performance of their instructional functions. They maintained that instructional supervision embraces all the activities leading to improvement of instructional programme, boosting of teachers' moral, human relation, curriculum development and professional growth.

- Ogbuagu (2016) opined that instructional supervision aims at seeing how the teacher manages the classroom, teachers, mastery of subject matter and lesson delivery. This implies that instructional supervision makes the teachers to be effectively in-charge of lesson to teach and how to make the classroom conducive for lesson delivery.
- To directly influence the attitude of teachers and teaching process employed to promote students learning.
- To ensure that teachers within the school system are carrying out the duties assigned to them ,again to develop favorable climate for effective teaching and learning.
- To know the performance of the teachers recruited to teach in the school system.
- To determine whether they should be transferred, promoted, retained or dismissed. To provide professional information to teachers. (ogunsaju, Olatoye, Chike-okoli in Okundayo, 2013).

### **Roles of Supervisors**

According to Ekindayo (2013), the major roles of the supervisor is to help others to become efficient and effective in the performance of the delegated duties. Additionally, supervisors equally perform the following roles in the school system especially at the secondary school level. They stated the following roles of supervisor as follows;

#### **Instructional leader**

In this role, the supervisor leads other teachers in instruction to make them become effective in their duties. They also lead teachers in developing and implementing an effective plan of instruction. The principal as a supervisor has to adapt to meet the needs of the teachers and the particular environment rather than practice a normative kind of leadership. Instructional leaders improve the quality of instruction by furthering professional growth for all teachers. Supervisors should be flexible enough to deal with any situation and maintain a good relationship with their staff.

#### **Assessing students' progress**

The principal as a supervisor, assesses students' progress by enduring the standards of the regulatory agencies and also facilitates the planning of various types of instruction. The principal ensures that teachers are making use of valid and appropriate information in the planning of lessons or teaching. He will ensure the teachers are preparing and maintaining adequate and accurate records of students' progress.

In addition, Aderonwu and Ehhimetalor in Kiadese (2000) identifies the following roles of supervisor in the school system. They include;

- **Planning:** the principal as the supervisor needs to apply the planning principles to the supervision from the beginning to ensure the purpose of supervision are reached. The planning principles involves the articulation of objectives, selecting of the best strategies mapping out policies, programmes and procedures that would help in attaining the stated objectives.
- **Staffing:** the principal as a supervisor is expected to identify through the process of supervision, staff vacancies in terms of grades and disciplines in accordance with the organization structure of the school.
- **Coordination:** The supervisor is expected to coordinate the efforts of all participating teachers and

others and ensure that decision making becomes a collective responsibility observation: the supervisor is expected to observe management, staff and students at work during supervision session.

- **Curriculum development:** The principal who acts as a supervisor can through observation during supervision make useful suggestions that can help the process of curriculum development in the school system.

Similarly, the roles of supervision were also summarized by Kathleen (2006) as follows;

- Monitoring or providing for mentoring of new teachers to enhance a supportive induction into the profession.
- Bringing individual teachers up to minimum standards of effective teaching (quality assurance and maintenance functions of supervision).
- Upgrading individual teachers' competencies, no matter how proficient they seem to be.
- Working with group of teachers as a team to improve students learning.
- Working with groups of teachers to adapt the local curriculum to the needs and ability of different groups of students, while at a bringing the local curriculum in line with state and national standards.
- The supervisor will relate teachers' effort to improve their teaching to the larger goals of school-wide improvement in the service of quality learning for all students.

### **Concept of Effectiveness**

Dictionaries defined effectiveness as the ability to be successful and produce the intended results. Effectiveness means that the aim of any organizational programme is required to be achieved. According to Okorie (2009), effectiveness is the achievement of the plan of a group. It also brings about the satisfaction of individuals teachers and students. (Mba & Pepple, 2021). According to Okoroma (2007), there are certain variables set down for the attainment of the goals and objectives of an educational institutions. These variables include, motivation, responsibilities, achievements, the organization climate and structure, this entails that effectiveness of an organization is relying on the success of these variables. Ukeje in Mba & Pepple (2021) stated that administrators should as a matter of fact maintain institutional harmony relationship to enhance organizational effectiveness. This harmony is needed in supervision between the supervisor and the supervisee. Since no effective supervision can succeed in disharmony. Koko (2005) added that evaluation entails the assessment of students and teachers' effectiveness as regards set goals. In other words, the effectiveness of the teacher is determined by proper evaluation.

### **Teacher Effectiveness**

Generally, teacher effectiveness is defined as a teacher's ability to make use of appropriate approaches, strategies, connections to students, and a particular set of attitudes that lead to improved student learning and achievement.

Mba & Pepple (2011) sees teachers' effectiveness as the accomplishment of the objectives of an educational institution through improved performance of the learners. Koko (2006) added that teacher effectiveness can be measured by the knowledge of subject-matter, lesson plan, accurate use of language, use of questions for various purposes, use of appropriate instructional materials and methods, setting and grading of an achievement tests. Ololube (2005) opined that teacher effectiveness may vary with individuals' students and subjects in a learning situation. Ololube added that a teacher may not be effective with all learners, some may learn better and some may not in a particular subject, but what is important is the professional disposition of the teacher and the conducive environment that will lead to improved learning and outputs. This is so because individual students do not achieve the same academic achievements. Therefore, teacher effectiveness is the ability of a teacher to use different techniques of teaching to ensure that students, the institutional organization as well as himself to achieve their goals and objectives. When this is done, they have succeeded in contributing effectiveness to the school, students and to themselves, with resultant effect of being satisfied.



### **Problems and Challenges of Instructional Supervision**

Supervision of instruction has a lot of problems and challenges in Nigerian schools especially in secondary schools. Some of these problems and challenges are discussed below;

#### **Political Instability**

One of the challenges of instructional supervision is political instability. In Nigeria, continuous change of government usually affects government policies including instructional supervision.

#### **Poor Incentives**

Supervisors are not motivated with commensurate rewards for their jobs and this hinders supervision of instruction in secondary schools.

#### **Attitude of teachers to supervision:**

Teachers attitude to supervision is not encouraging because they see it as a threat to their position ((Robert-Okah,2014).This affects supervision of instruction.

#### **Inadequate supervisors:**

Supervision is mostly faced with the problem of inadequate supervisory staff who will not match to the challenges of the increasing number of teachers in schools in the country.

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