

PRINCIPALS' INSTRUCTIONAL SUPERVISION STRATEGIES AND TEACHERS' JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

The study investigated principals' instructional supervision strategies and teachers' job performance in public senior secondary schools in Rivers-State. Three research questions and three corresponding null hypotheses were formulated to guide the study. The study adopted a correlational research design. The population of this study consisted of 302 Principals and 6557 teachers' totaling 6,859 in the 302 public senior secondary schools in Rivers State. The sample for this study was 343 respondents; comprising of 206 teachers' and 137 principals. The sample was determined using 5% of the total population of the study. To achieve this, simple random sampling technique was used to select 30 schools representing 10% of the total population of (302) schools in Rivers State. However, out of 343 copies of the instrument distributed, 289 were correctly filled and returned which represented 84.2 % return rate of the instrument distributed and used for data analysis. The scores of the two sets of instruments were correlated using Pearson product moment correlation to determine the reliability index of 0.75 and 0.83 respectively which showed that the instruments were reliable and adopted for the study. The Pearson Product Moment Correlation Statistics was used to answer the research questions and test the formulated null hypotheses at 0.05 level of significance. The result of the study indicated that there is a moderate relationship between principals' regular inspection of lesson plans and teachers' job performance in public senior secondary schools in Rivers State. It concluded that in order to ensure effective and efficient performance, principals and instructors should be deeply devoted to their duties. Principals' instructional supervision tactics will go a long way toward helping them achieve the desired outcome in their administration. It was recommended among others that principals should employ regular inspection of lesson plans to enhance teacher's effectiveness in secondary schools.

Keywords: Regular inspection of lesson plans, teachers' personal development, appropriate instructional materials and teachers' job performance.

1. Introduction

Education refers to all techniques or procedures intended to impart knowledge and skills that advance moral character and intellectual ability. It is intended to help pupils learn about culture, shape their behaviour into that of adults, and point them in the direction of their final place in society. There is often minimal formal education, which is learning that takes place in settings called schools or classrooms and is administered by instructors, in most prehistoric societies. When it comes to monitoring and supervising all activities within the school system that are aimed at achieving educational objectives, the principal's instructional supervision can be seen as the center of school

administration. Managing all of the school's operations is a common burden placed on principals.

The process of evaluating the performance of teachers' has changed over time along with the definition of what effective teaching is, due in part to increasing state and federal governments attention to school-level and classroom-level accountability for student learning. The performance of teachers' as determined by value-added techniques is taken into consideration, despite the widespread agreement that good teaching matters and may be the most important school-based element in raising student success (Darling-Hammond, 2000). There are many more indirect metrics of instruction,

such as instructor knowledge demonstrations, teacher reactions to hypothetical teaching scenarios, or parent satisfaction questionnaires (Wilson & Floden, 2003).

The principal, as an educational leader, plays a crucial role in instructional supervision by establishing effective mechanisms for implementing the curriculum, fostering a strong culture of cooperation, and developing strategies for problem-solving for the benefit of the school. Shepherd and Dibbion (2010) found that the capacity to identify a certain important mechanism of the work and to utilize professionalism in applying these aspects for simple implementation of the learning culture is what makes a principal of a school effective. If we take a critical look at the definition of supervision provided above, instructional supervision strategies-as they relate to this study-should be understood as that aspect of administrators' approaches that primarily focuses on teachers' growth, particularly in relation to the attainment of instructional goals. Principals' insistence on the use of appropriate instructional materials is one of the strategies of supervisory techniques which influence teachers' job performance which is to capture realities of the lesson objectively enough and comprehensively enough to enable supervisor and teacher to reconstruct the lesson as validly as possible afterwards, in order to analyze it Goldhammer et al. (1993) as cited by Iroegbu and Etudor-Eyo (2016) classroom observation has two concerns, the first being the teachers' task to teach the lesson so well or as well as possible and the second is the supervisor's task to invent or document the occurrence during the lesson as accurately as possible. There are several ways data can be collected and recorded in a classroom observation; Verbatim recording where the supervisor records everything that is said and done by the teachers' as accurately as possible, specific verbatim where the supervisor selects specific areas to record in as much detail as possible, general observation where the

supervisor selects areas that he/she will record and focus on during the observation, videotaping where an agreed upon lesson or segment is video-taped for later review and audio taping of teacher and student's responses if it has been so agreed upon before the lesson.

Principals' instructional supervision is a crucial component of school administration and a key step in raising educational standards. Observing, advising, and assisting instructors as they carry out their instructional methods is a continuous activity. The main objective of instructional supervision is to make sure that teachers are always working to improve their teaching methods and that every student receives the best instruction possible. Additionally, it assists school leaders in highlighting achievements, identifying areas for growth, and gauging the performance of their educational strategies. In order to improve student learning outcomes, this type of supervision aims to promote collaborative, reflective teaching methods. It is a crucial facet of school leadership that necessitates strong communication, planning, and execution abilities.

An essential part of instructional supervision is the Principal's regular inspection of lesson plans. The goals, objectives, activities, and assessments that will be carried out in the classroom are included in lesson plans, which serve as a roadmap for teaching and learning. Principals ensure that lesson plans adhere to the curriculum and standards of the school, are suitably tailored to meet the needs of various learners, and include efficient teaching practices by routinely evaluating them. Additionally, by routinely reviewing lesson plans, a principal is able to give specific and helpful comments to instructors, emphasizing areas that need development and praising achievements. Additionally, this procedure promotes open communication between teachers and principals, collaborative planning, and offers chances for professional development.

A key component of instructional

supervision is principal's support of teachers' personal growth. Opportunities for personal and professional growth are crucial for teachers to advance their knowledge, experience, and skill sets, when administrators support teachers' personal growth, they foster a school culture that prioritizes lifelong learning and development, which boosts employee happiness, retention, and academic achievement.

By providing teachers access to workshops, conferences, and other professional development opportunities, principals may support their personal growth. They can assist educators in obtaining higher education degrees and certificates. Additionally, via job-embedded professional development, principals may recognize the talents of teachers and provide them chances to share their knowledge with other staff members.

Principals and instructors should have regular discussions and provide feedback to assist teachers discover areas for improvement. With the use of this data, principals may construct personalized development plans for each teacher that may involve coaching, mentoring, and continuous assistance. Principals may foster a culture of lifelong learning by supporting teachers' personal growth, which will strengthen teaching methods, boost employee happiness, and eventually improve student learning results.

A crucial aspect of instructional supervision is the principal's level of insistence on the use of appropriate instructional materials. Teaching and learning in the classroom are greatly supported by instructional materials including textbooks, technology, and supplemental materials. When principals insist on the use of proper instructional materials, they guarantee that instructors and students have access to excellent resources that are in line with the curriculum and learning objectives of the institution. To make sure that instructional materials are chosen based on research-based data that supports their efficacy, principals should collaborate with teachers and other stakeholders. They should promote the

distribution of adequate funds for the purchase of top-notch educational materials that allow instructors to provide effective instruction and cater to the various demands of their students.

The realization of secondary education objectives is a growing concern due to the suspicion that many principals pay little attention to the supervision of teacher's instructional supervision in secondary schools, in spite of the societal demand for effective teacher performance in secondary schools in Rivers State, and the need for thorough supervision in schools. Stakeholders in Nigeria's education system have expressed worry over teachers' recent lack of instructional competency and performance, which has a negative impact on students' academic achievement. This circumstance, when combined with teachers' growing rates of ineffective use of teaching and bad classroom management, seems to indicate that instructional supervisors have failed to instill in teachers' the necessary abilities and attitudes for effective learning. This situation coupled with the increasing rate of poor utilization of instructional and poor classroom management on the part of the teachers' appears to suggest that instructional supervisors have failed in inculcating in teachers' the desired skills and attitudes for efficient functioning in the classroom.

The decline in the standard of secondary education in the Rivers State may be attributable to teachers' and the instructional supervisors' lackadaisical attitude and lack of dedication. Based on this, the researcher decided to look into the subpar instructional supervision practices that seriously affect teachers' job performance as evidenced by students' poor academic performance in both internal and external examinations, messy school buildings, misbehaviour by students inside and outside of the school, and a host of other problems. It is in this light that this study investigates principals' instructional supervision strategies and teachers' job performance in public senior secondary schools in Rivers State.

2. Purpose of the Study

The purpose of the study was to investigate Principals' instructional supervision strategies and teachers' job performance in public senior secondary schools in Rivers State. Specifically the study sought to:

Determine the extent of relationship between principals' regular inspection of lesson plans and teachers' job performance in public senior secondary schools in Rivers State.

Examine the extent of relationship between principals' encouragements towards teachers' personal development and teachers' job performance in public senior secondary schools in Rivers State.

Ascertain the extent of relationship between the level of principals' insistence on the use of appropriate instructional materials and teachers' job performance in public senior secondary schools in Rivers State.

Research Questions

The following research questions were formulated to guide the study.

What is the extent of relationship between principals' regular inspection of lesson plans and teachers' job performance in public senior secondary schools in Rivers State,?

What is the extent of relationship between principals' encouragements towards teachers' personal development and teachers' job performance in public senior secondary schools in Rivers State.?

What is the extent of relationship between principals' insistence on the use of appropriate instructional materials and teachers' job performance in public senior secondary schools in Rivers State.

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

HO₁: There is no significant relationship between principals' regular inspection of lesson plans and teachers'

job performance in public senior secondary schools in Rivers State.

HO₂: There is no significant relationship between principals' encouragements towards teachers' personal development and teachers' job performance in public senior secondary schools in Rivers State.

HO₃: There is no significant relationship principals' insistence on the use of appropriate instructional materials and teachers' job performance in public senior secondary schools in Rivers State.

3. Methodology

The study adopted a correlational research design. The population of this study consisted of 302 Principals and 6557 teachers' totaling 6859 in the 302 public senior secondary schools in Rivers State. The sample for this study was 343 respondents; comprising of 206 teachers' and 137 Principals. The sample was determined using 5% of the total population of the study. To achieve this, simple random sampling technique was used to select 30 schools representing 10% of the total population of (302) schools in Rivers State. However, out of 343 copies of the instrument distributed, 289 were correctly filled and returned which represented 84.2 % return rate of the instrument distributed and used for data analysis. In order to ascertain the reliability of the instrument, 10 copies of the questionnaire were administered to 10 respondents which were not part of the sample. After two weeks, the same sets of instruments were re-administered to the same respondents. The scores of the two sets of instruments were correlated using Pearson product moment correlation to determine the reliability index of 0.75 and 0.83 respectively which showed that the instruments were reliable and adopted for the study. The Pearson Product Moment Correlation Statistics was used to answer the research questions and test the formulated null hypotheses at 0.05 level of significance. Statistical analysis was done using the statistical package of the Social Science SPSS version 23.

Results

The results were presented in line with research questions and null hypotheses that guided the study as showed in the table below;

Answers to Research Questions

Table 1: Pearson's Product Moment Correlation analysis on the extent of relationship between principals' regular inspection of lesson plans and teachers' job performance in public senior secondary schools in Rivers State

Variables	N	R	R-squared	Remarks
Principals regular inspection of lesson plans Teachers' Job Performance	289	0.73	0.53	Moderate Relationship

Legends

- n - Number of respondents
- R-squared - Coefficient of determination

From the result in table 1, the sample size was 289, $r = 0.73$ while r-squared was 0.53. The correlation coefficient of 0.73 shows that there is a moderate relationship between principals' regular inspection of lesson plans and teachers' job performance. So therefore the answer to research question one states that there is a moderate relationship between principals' regular inspection of lesson plans and teachers'

Table 2: Pearson's Product Moment Correlation analysis on the extent of relationship between principals' encouragements towards teachers' personal development and teachers' job performance in public senior secondary schools in Rivers State

Variables	N	R	R-squared	Remarks
Principals encouragements towards teachers' personal development Teachers' Job Performance	289	0.65	0.42	Positive Low Relationship

Legends

- n - Number of respondents
- R-squared - Coefficient of determination

From the result in Table 2, the sample size was 289, $r = 0.65$ while r-squared was 0.42. The correlation coefficient of 0.42 shows that there is a positive low relationship between principals' encouragements towards teachers' personal development and teachers' job performance. So therefore the answer to research question two states that there is a positive low relationship between principals' encouragements towards teachers' personal development and teachers'

Table 3: Pearson's Product Moment Correlation analysis on the extent of relationship between principals' insistence

Research Question 1

What is the extent of relationship between principals' regular inspection of lesson plans and teachers' job performance in public senior secondary schools in Rivers State.?

job performance in public senior secondary schools in Rivers State.

Research Question 2

What is the extent of relationship between principals' encouragements towards teachers' personal development and teachers' job performance in public senior secondary schools in Rivers State.?

job performance in public senior secondary schools in Rivers State.

Research Question 3

What is the extent of relationship between principals' insistence on the use of appropriate instructional materials and teachers' job performance in public senior secondary schools in Rivers State.?

on the use of appropriate instructional materials and teachers' job performance in public senior secondary schools in Rivers State

Variables	N	R	R-squared	Remarks
Principals insistence on the use of appropriate instructional materials Teachers' Job Performance	289	0.57	0.32	Positive Low Relationship

Legends

n	-	Number of respondents
R-squared	-	Coefficient of determination

From the result in table 3, the sample size was 289, $r = 0.57$ while r -squared was 0.32. The correlation coefficient of 0.32 shows that there is a positive low relationship between principals' insistence on the use of appropriate instructional materials and teachers' job performance. So therefore the answer to research question three states that there is a positive low relationship between principals' insistence on the use of

appropriate instructional materials and teachers' job performance in public senior secondary schools in Rivers State.

Test of Hypotheses

H₀₁: There is no significant relationship between principals' regular inspection of lesson plans and teachers' job performance in public senior secondary schools in Rivers State.

Table 4: Relationship between Principals' Regular Inspection of Lesson Plans and Teachers' Job Performance

		Principals' Regular Inspection of Lesson Plans	Teachers' Job Performance
Principals' Regular Inspection of Lesson Plans	Pearson Correlation	1	.522**
	Sig. (2-tailed)		.000
	N	289	289
Teachers' Job Performance	Pearson Correlation	.522**	1
	Sig. (2-tailed)	.000	
	N	289	289

** . Correlation is significant at the 0.05 level (2-tailed).

SPSS Output, 2023

The SPSS output on Table 4 reveals a correlation coefficient of 0.522** between principals' regular inspection of lesson plans and teachers' job performance, indicating a moderate significant relationship between principals' regular inspection of lesson plans and teachers' job performance. More so, the probability value (0.000) is less than the critical value (0.05), this shows that there is a moderate significant relationship between principals' regular inspection of lesson plans and teachers' job performance. This further implies that principals'

support for prompt implementation of lesson plans enhance teachers' ability to meet deadlines, principals' checking the nature, relevance and adequacy of the lesson before use improve teachers' lesson delivery principals' ensure that no class is left unattended enhance teachers' regularity to class and principals' monitor classroom teachers' to ensure proper use of lesson plan in classroom instruction service delivery. Based on this, we reject the null hypothesis that there is no significant relationship between principals' regular

inspection of lesson plans and teachers' job performance and accept the alternate hypothesis that there is a moderate, significant relationship between principals' regular inspection of lesson plans and teachers' job performance in public senior secondary schools in Rivers State.

HO₂: There is no significant relationship between principals' encouragements towards teachers' personal development and teachers' job performance in public senior secondary schools in Rivers State.

Table 5: Relationship between Principals' Encouragements towards Teachers' Personal Development and Teachers' Job Performance

		Correlations	
		Principals' Encouragements Towards Teachers' Personal Development	Teachers' Job Performance
Principals' Encouragements Towards Teachers' Personal Development	Pearson Correlation	1	.650**
	Sig. (2-tailed)		.000
	N	289	289
Teachers' Job Performance	Pearson Correlation	.650**	1
	Sig. (2-tailed)	.000	
	N	289	289

** . Correlation is significant at the 0.05 level (2-tailed).

SPSS Output, 2023

The SPSS output on Table 5 reveals a correlation coefficient of 0.650** between principals' encouragements towards teachers' personal development and teachers' job performance, indicating a strong significant relationship between principals' encouragements towards teachers' personal development and teachers' job performance. More so, the probability value (0.000) is less than the critical value (0.05), this shows that there is a strong significant relationship between principals' encouragements towards teachers' personal development and teachers' job performance. This further implies that principals ensure teachers' attend conferences regularly, principals ensure teachers' are train to discuss vital issues raised during training principals pay teachers' to attend

workshops annually for their professional growth and teachers' are properly remunerated for their services in our school. Based on this, we reject the null hypothesis that there is no significant relationship between principals' encouragements towards teachers' personal development and teachers' job performance and accept the alternate hypothesis that there is a strong significant relationship between principals' encouragements towards teachers' personal development and teachers' job performance in public senior secondary schools in Rivers State.

HO₃: There is no significant relationship principals' insistence on the use of appropriate instructional materials and teachers' job performance in public senior secondary schools in Rivers State.

Table 6: Relationship between Principals' Insistence on the use of Appropriate Instructional Materials and Teachers' Job Performance

		Correlations	
		Principals' Insistence on the Use of Appropriate Instructional Materials	Teachers' Job Performance

Principals' Insistence on the Use of Appropriate Instructional Materials	Pearson Correlation	1	.442**
	Sig. (2-tailed)		.000
	N	289	289
Teachers' Job Performance	Pearson Correlation	.442**	1
	Sig. (2-tailed)	.000	
	N	289	289

** . Correlation is significant at the 0.05 level (2-tailed).

SPSS Output, 2023

The SPSS output on Table 6 reveals a correlation coefficient of 0.442** between principals' insistence on the use of appropriate instructional materials and teachers' job performance, indicating a moderate relationship between principals' insistence on the use of appropriate instructional materials and teachers' job performance. More so, the probability value (0.000) is less than the critical value (0.05), this shows that there is a moderate relationship between principals' insistence on the use of appropriate instructional materials and teachers' job performance. This further implies that principals insist that teachers' use graphs during teaching, principals ensures that teachers' adhere to the use of computers while teaching teachers' maintain the use of recent teaching methodology and teachers' are provided with instructional materials to teach. Based on this, we reject the null hypothesis that there is no significant relationship between principals' insistence on the use of appropriate instructional materials and teachers' job performance and accept the alternate hypothesis that there is a moderate relationship between principals' insistence on the use of appropriate instructional materials and teachers' job performance in public senior secondary schools in Rivers State.

4. Discussions of Findings

Principals' Regular Inspection of Lesson Plans and Teachers' Job Performance

From the result in table 1, the sample size was 289, $r = 0.73$ while r -squared was 0.53. The correlation coefficient of 0.73 shows that there is

a moderate relationship between principals' regular inspection of lesson plans and teachers' job performance. So therefore the answer to research question one states that there is a moderate relationship between principals' regular inspection of lesson plans and teachers' job performance in public senior secondary schools in Rivers State. It further revealed that a correlation coefficient of 0.522** between principals' regular inspection of lesson plans and teachers' job performance, indicating a moderate significant relationship between principals' regular inspection of lesson plans and teachers' job performance. More so, the probability value (0.000) is less than the critical value (0.05), this shows that there is a moderate significant relationship between principals' regular inspection of lesson plans and teachers' job performance. This further implies that principals' support for prompt implementation of lesson plans enhance teachers' ability to meet deadlines, principals' checking the nature, relevance and adequacy of the lesson before use improve teachers' lesson delivery principals' ensure that no class is left unattended enhance teachers' regularity to class and principals' monitor classroom teachers' to ensure proper use of lesson plan in classroom instruction service delivery. Based on this, we reject the null hypothesis that there is no significant relationship between principals' regular inspection of lesson plans and teachers' job performance and accept the alternate hypothesis that there is a moderate, significant relationship between principals' regular inspection of lesson

plans and teachers' job performance in public senior secondary schools in Rivers State.

This is in agreement with Akpan (2017), who opined that a vast majority of the teachers agreed that the principal's regular inspection of lesson plans enhanced their job performance. The study also revealed that principals who actively engage in instructional supervision tend to have improved teacher performance, which in turn, leads to higher student achievement. Furthermore, Uchegbu (2015) suggests that the principal's instructional supervision strategies can serve as a guide for teachers to enhance their teaching skills and create a positive teaching and learning atmosphere in the classroom. The systematic and consistent inspection of lesson plans by the principal also serves as a form of accountability for the teacher and encourages them to have a more structured and organized teaching approach.

Principals' Encouragements towards Teachers' Personal Development and Teachers' Job Performance

From the result in table 2, the sample size was 289, $r = 0.65$ while r -squared was 0.42. The correlation coefficient of 0.42 shows that there is a positive low relationship between principals' encouragements towards teachers' personal development and teachers' job performance. So therefore the answer to research question two states that there is a positive low relationship between principals' encouragements towards teachers' personal development and teachers' job performance in public senior secondary schools in Rivers State. It further revealed that a correlation coefficient of 0.650^{**} between principals' encouragements towards teachers' personal development and teachers' job performance, indicating a strong significant relationship between principals' encouragements towards teachers' personal development and teachers' job performance. More so, the probability value (0.000) is less than the critical value (0.05), this shows that there is a strong significant relationship between principals'

encouragements towards teachers' personal development and teachers' job performance. This further implies that principals ensure teachers' attend conferences regularly, principals ensure teachers' are train to discuss vital issues raised during training principals pay teachers' to attend workshops annually for their professional growth and teachers' are properly remunerated for their services in our school. Based on this, we reject the null hypothesis that there is no significant relationship between principals' encouragements towards teachers' personal development and teachers' job performance and accept the alternate hypothesis that there is a strong significant relationship between principals' encouragements towards teachers' personal development and teachers' job performance in public senior secondary schools in Rivers State.

This is in conformity with Okoli (2014) that principals who encourage and support their teachers' personal and professional development tend to have higher-performing and more effective teachers in their schools. This is because when teachers feel supported by their principals and have access to opportunities for growth, they are more engaged and motivated in their work, which ultimately translates into improved student learning outcomes.

Furthermore, Zineldin (2019) found that principal empowerment of teachers through encouragement and support led to their personal and professional development, which in turn had a positive impact on their job performance. In addition, the study reported that such support from the principal also helped to reduce teacher turnover rates and improve teacher retention.

Principals' Insistence on the Use of Appropriate Instructional Materials and Teachers' Job Performance

From the result in table 3, the sample size was 289, $r = 0.57$ while r -squared was 0.32. The correlation coefficient of 0.32 shows that there is a positive low relationship between principals' insistence on the use of appropriate instructional materials and teachers' job performance. So

therefore the answer to research question three states that there is a positive low relationship between principals' insistence on the use of appropriate instructional materials and teachers' job performance in public senior secondary schools in Rivers State. It further revealed that a correlation coefficient of 0.442** between principals' insistence on the use of appropriate instructional materials and teachers' job performance, indicating a moderate relationship between principals' insistence on the use of appropriate instructional materials and teachers' job performance. More so, the probability value (0.000) is less than the critical value (0.05), this shows that there is a moderate relationship between principals' insistence on the use of appropriate instructional materials and teachers' job performance. This further implies that principals insist that teachers' use graphs during teaching, principals ensures that teachers' adhere to the use of computers while teaching teachers' maintain the use of recent teaching methodology and teachers' are provided with instructional materials to teach. Based on this, we reject the null hypothesis that there is no significant relationship between principals' insistence on the use of appropriate instructional materials and teachers' job performance and accept the alternate hypothesis that there is a moderate relationship between principals' insistence on the use of appropriate instructional materials and teachers' job performance in public senior secondary schools in Rivers State.

This is in agreement with Yusuf et al. (2019) found that the use of appropriate instructional materials was significantly associated with higher teacher job performance in public secondary schools in Nigeria. The study also found that the availability of these materials influenced teachers' attitudes towards their work, leading to increased motivation and job satisfaction.

Similarly, another study by Yusuf and Abidoye (2017) reported that the use of appropriate materials had a significant positive

impact on teachers' instructional practices, leading to improved student learning outcomes. The study also indicated that teachers who had access to quality instructional materials were able to deliver more engaging and effective lessons. Furthermore, a study by Oyinloye et al. (2015) found that principals who insisted on the use of appropriate instructional materials had a positive impact on teacher job performance and student learning outcomes. Teachers who had access to these materials were able to deliver lessons more effectively, leading to improved student academic achievement.

5. Conclusion

In order to ensure effective and efficient performance, principals and instructors should be deeply devoted to their duties. Principals' instructional supervision tactics will go a long way toward helping them achieve the desired outcome in their administration. The supervision strategies used by the principal that were discovered in this study improve teachers' efficacy in secondary schools. In fact, the development of inclusive, high-quality education that is pertinent to societal needs is the ultimate goal of educational administration, particularly in secondary school systems. It is on the basis of this premise that the principal must adopt some pertinent strategies to guarantee the quality of education in secondary schools.

6. Recommendations

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

Principals should employ regular inspection of lesson plans to enhance teacher's effectiveness in secondary schools.

School administrators should always meets with the teacher after classroom to encourage after every class instruction.

Principals' should insist on using the relevant knowledge and skills of supervision acquired to improve the method of supervision for teachers' performance.

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