

## PRINCIPALS' SUPERVISORY TECHNIQUES AS PREDICTORS OF SCHOOL ADMINISTRATION IN SECONDARY SCHOOLS IN RIVERS STATE

By

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### ABSTRACT

The study investigated principals' supervisory techniques as predictors of school administration in public secondary schools in Rivers State. Two research questions were answered while two null hypotheses were tested in this study. The study is a correlation research design with a population of 286 principals from the 286 public secondary schools in Rivers State. The sample size of the study is 200 principals drawn from 200 schools representing 70% of the population. Two instruments, Principal's Supervisory Techniques Questionnaire (PSTQ) and School Administration Questionnaire (SAQ) were used for data collection. The instruments PSTQ and SAQ were face validated by three experts. Internal consistency reliability type through Cronbach alpha techniques gave the reliability coefficients of 0.71 and 0.74 for Principal's Supervisory Techniques Questionnaire (PSTQ) and School Administration Questionnaire (SAQ) respectively. Linear regression was used to answer the research questions while t-test associated with linear regression was used to test the null hypotheses at 0.05 level of significance. The study revealed that principals' classroom visitation supervisory technique significantly predicts school administration to a very high extent in secondary schools in Rivers State. More so, the study revealed that principals' team teaching supervisory technique significantly predicts school administration to a very high extent in secondary schools in Rivers State. Based on the findings of this study, the researcher recommends that the school teachers should always visit the classrooms at will without informing the classroom teacher. More so, the principals should make frantic efforts to monitor the development strategies and strands in each of the departments in the school in order to ensure that everyone is carried along and shown sense of belonging in their teaching profession.

**Keywords:** Principals' Supervisory Techniques, School Administration, and Secondary School

## **Introduction**

Education is popularly known as bedrock for human and national development. A simple way of appreciating education is that it is a tool or a necessary weapon for every human being to acquire for the purpose of navigating this complex world without which the individual may get lost in it or live in darkness without being blind (Akpan, 2012). It is in view of the indispensable role of education in development of man and modern society that various declarations on education have been made at the global level and in Nigeria. To be able to effectively provide education, there is need to ensure that the educational system is reliable. Reliability in terms of educational system can only be enhanced through supervision (Peretomode, 2001). Education is instrumental in the advancement in Science and Technology thereby turning the world into a global village. The importance of education cannot be overemphasized as it cut across every level in school and beyond. Prominent among the levels of education is the level that instills in the students' literacy, numeracy and communication skills. These skills are gotten at the secondary education level. In the same vein, Federal Republic of Nigeria (2014) defined secondary education as the tutelage youngsters received after primary education and before the tertiary phase of education. The wide-ranging objectives of secondary education according to the policy shall be to prepare the individual for: worthwhile living within the society and higher education. In explicit term, secondary education is meant to provide the following: (a) provide all primary school leavers with the prospect for education of the higher level, regardless of sex, social status, religious or ethnic background. (b) offer diversified curriculum to cater for the differences in endowments, opportunities for future roles (c) provide trained manpower in the applied science, technology and commerce at sub-professional grades (d) inspire students with the desire for the self-improvement and achievement of excellence. These objectives cannot be achieved without effective school administration.

In Nigeria, principals are referred as the school administrators. He or she is the chief executive and chief academic officer of the secondary school education. As opined by Asodike, Kaegon, Olawulo and Amadike (2012), the principals are the overall superintendent in the school. He is responsible for the implementation of policy programmes (Nnabuo, 2001). Thus, the principal is the chief administrator of secondary school. The administration that goes on in the school setting can be classified as educational administration. Educational Administration is the process of bringing men and materials together for effective and functional teaching and learning in the school (Amadi-Eric, 2008). The focus of educational administration is the enhancement of teaching and learning. We can define educational administration as a process through which the school administrators arrange and co-ordinate the human and material resources available to education, for the purpose of achieving the goals of the educational system. Nkang (2012) maintained that the principal is saddled with the responsibility of administration and supervision.

Supervision refers to an act by which any person inspects or supervises the work of other people, that is, whether they are working properly or not. Supervision is one of the administrative functions of an administrator. According to Goods Dictionary of Education (2005), supervision is all effort of designated school officials towards providing leadership to the teachers and other educational workers to improve instructions. Ikwuegbu (2014) said it is a combination or integration of a number of processes of procedures and conditions that are consciously designed with the sole aim of advancing the work effectiveness of teachers and other personnel involved in school process. Hence, Nosiri (2017) defined school supervision as the process of enhancing and improving effective teaching and learning. More so, Nwogu (2010) in his definition opined that, supervision is the process of bringing about improvement in instruction by working with people who are working with pupils. As a matter of fact, school supervision is concerned with the improvement of teaching and learning in order to ensure quality services rendered to educational clients; thereby achieving educational objectives. Simply put, school supervision is the process of bringing about improvement in teachers' performance and students' active participation in the classroom. Thus, school supervision is primarily aimed at developing teachers towards positive attitudes and pedagogical skills that will enable them to achieve excellence in teaching.

According to Okoro (2014), supervision is assistance in the development of a better teaching-learning situation. Moorer in Nosiri (2017:215), further added that, supervision is used to describe those activities which are primarily and directly concerned with studying and improving the conditions which surround learning and teaching. Supervision deals mainly with improvement of teaching and learning. Supervision is necessary in schools because it monitors, guides and stimulates optimal utilization of limited educational resources for achievement of educational objectives. It helps teachers to recognize and accept general aims, help them see beyond the present performance and seek improvement; to identify and coordinate efforts and resources for more efficient and greater impact on important educational problems; to increase the amount and quality of learning by students and to promote continuous appraisal of performance of all who emerge in the educational process (Ezeocha, 2000). The National Policy on Education elicited in precise terms the objectives of educational supervision which one of them is: "to ensure uniform standard and quality control of instructional activities in schools through regular and continuous supervision" (FGN, 2014, p. 60). Supervisory function is the foundation on which all programmes for improvement of teaching must be built. This implies that it must have some techniques.

Techniques referred to numerous approaches of achieving something or carrying out something especially one requiring some skills or knowledge. Nkang (2012) hypothesized that techniques are specific ways or methods of performing and

manipulating activities with the sole aim of achieving a desired goal. Abraham (2013) identified technique as methods or ways of having something done. Contextually, techniques are methods employed for the supervision of instruction (teaching and learning) for the optimal attainment of goals of education. The resultant effects of principals' ineffective supervision may promote teachers' lateness to school, poor attendance, truancy by students, increase in examination malpractice, abandonment of duty, insubordination, application of wrong teaching methods and overall falling standard of education. For supervision, there are numerous techniques of carrying out effective supervision. According to Nkang (2012) and Barikor (2005), supervision techniques are classroom visitation; inter-visitiation; workshop; team teaching; conferencing; staffing training/programmed development technique and research or co-operative investigation of educational problem. The focus of this study is on the classroom visitation and team teaching which seem to be frequently practiced in secondary schools in Rivers State.

Classroom visitation is one of the techniques used by the principals in their administrative responsibilities. Classroom visitation according to Peretomode (2001) is a planned strategy adopted by the principals to help the teachers in improving in their instructional techniques and teaching processes. It was reported that classroom visitation removes fear and anxiety that can hamper effective classroom management (Nwaogu, 1980). More so, it was also submitted that classroom supervision in the areas of lesson preparation, lesson delivery and method of assessment are instrumental to school organization (Osika, 2002). Teachers' supervision by the principals can be instrumental in team teaching supervision.

Team teaching is the type of teaching that involves more than one teacher teaching the same subject. These teachers make use of the same period to administer their instruction to the students probably in turns within a given period (Cassel, 2019). Therefore, team teaching is the teaching activity carried by two or more teachers within or outside the school in order to achieve the same instructional objectives. Team teaching supervision technique by the principals is the method of checkmating team teaching among the teachers. This behooves the principals to ascertain the level of cooperation, collaboration, and synergy as well as talent management among the paired teachers in the quest to deliver quality instruction to the students. The principals also supervise their level of compatibility and agreeableness in time management and students assessment. Therefore, proper team teaching supervision can lead to effective and efficient school organization (Ibeabuchi, 2021). Further study revealed that team teaching supervision has a positive relationship with teachers' level of commitment and dedication in school programmes and activities (Okeafor, 2021).

The hallmark of every educational institution is to achieve its lofty goals and objectives. The failure to achieve these goals and objectives can be likened to poor

school supervision by the principals. In Rivers State, some principals have consistently displayed administrative efficiency and effectiveness. This is evidential in the misnomers currently happening in the schools such as teachers' lateness to school, poor attendance, truancy by students, increase in examination malpractice, abandonment of duty, insubordination, application of wrong teaching methods and overall falling standard of education. All these are suggesting poor supervisory techniques by the school principals. It is believed that absence or ineffective supervisory technique may result in teachers' dissatisfaction, hence diminishing job performance of teachers. It is not empirically ascertained to weather principals' supervisory techniques are correlates of school administration in secondary schools in Rivers State. Therefore, the problem in a question form is, to what extent does principals' supervisory techniques correlates of school administration in secondary schools in Rivers State.

### **Purpose of the Study**

The aim of the study was to investigate principals' supervisory techniques as correlates of school administration in secondary schools in Rivers State. Specifically, the study seeks to:

1. determine the extent principals' classroom visitation supervisory technique predicts school administration in secondary schools in Rivers State.
2. establish the extent principals' team teaching supervisory technique predicts school administration in secondary schools in Rivers State.

### **Research Questions**

The following research questions were answered in the study

1. To what extent does principals' classroom visitation supervisory technique predict school administration in secondary schools in Rivers State?
2. To what extent principals' team teaching supervisory technique predict school administration in secondary schools in Rivers State?

### **Hypotheses**

1. Principals' classroom visitation supervisory technique does not significantly predict with school administration in secondary schools in Rivers State.
2. Principals' team teaching supervisory technique does not significantly predict with school administration in secondary schools in Rivers State.

### **Methods**

The study adopted a correlation research design. The population of the study was 286 principals in the 286 schools in Rivers State, Nigeria. The sample size of the study is 200 principals drawn from 200 schools representing 70% of the population. Two instruments Principal's Supervisory Techniques Questionnaire (PSTQ) and School Administration Questionnaire (SAQ) were used for data collection. The Principal's

Supervisory Techniques Questionnaire (PSTQ) is 20-item instrument that has two sections of A and B. The first section-A elicited demographic information from the respondents such as years of experience, gender and school location. The section-B has two clusters of I and II that elicited responses on Principals' Classroom Visitation and Team Teaching Supervisory Techniques respectively. Each of the clusters has 10-items respectively. The instrument PSTQ was designed to have four response options of Very High Extent (4), High Extent (3) Low Extent (2) and Very Low Extent (1). The higher the scores depicts the higher weight assigned to an item on response.

The second instrument named School Administration Questionnaire (SAQ) has 10 items to measure school administration in secondary schools. The instrument SAQ was designed with four response options of Very High Extent (4), High Extent (3) Low Extent (2) and Very Low Extent (1). The instruments PSTQ and SAQ were face validated by three experts, one from the Department of Measurement and Evaluation and the other two from the Department of Educational Management all in the Faculty of Education. During validation, they were requested to properly screen the purpose of the study with emphasis on the variables as well as the items in the instruments. Internal consistency reliability type through Cronbach alpha techniques gave the reliability coefficients of 0.71 and 0.74 for Principal's Supervisory Techniques Questionnaire (PSTQ) and School Administration Questionnaire (SAQ) respectively. Linear regression was used to answer the research questions while t-test associated with linear regression was used to test the null hypotheses at 0.05 level of significance.

## **Results**

**Research question 1:** To what extent does principals' classroom visitation supervisory technique predict school administration in secondary schools in Rivers State?

**Table 1: Linear regression of the extent of prediction of principals' classroom visitation supervisory technique on school administration**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted Square</b>	<b>R</b>	<b>Decision</b>
1	.93	.86	.85		Principals' classroom visitation supervisory technique predicts school to a very high extent

Data on table 1 revealed that the regression and regression square coefficients are 0.93 and 0.86 respectively. The regression coefficient of 0.93 revealed that there is a high positive relationship between principals' classroom visitation supervisory technique predict school administration in secondary schools in Rivers State. The extent of prediction is determined by using coefficient of determinism. Therefore, principals' classroom visitation supervisory technique predicts 86% of school administration.

The result showed that principals’ classroom visitation supervisory technique predicts school administration to a very high extent.

**Research question 2:** To what extent principals’ team teaching supervisory technique predicts with school administration in secondary schools in Rivers State?

**Table 2: Linear regression of the prediction of principals’ team teaching supervisory technique on school administration**

Model	R	R Square	Adjusted Square	R	Decision
1	.83	.69	.65		Principals’ team teaching supervisory technique predicts school administration to a high extent

Data on table 2 revealed that the regression and regression square coefficients are 0.83 and 0.69 respectively. The regression coefficient of 0.83 revealed that there is a high positive relationship between principals’ team teaching supervisory technique predict school administration in secondary schools in Rivers State. The extent of prediction is determined by using coefficient of determinism. Therefore, principals’ team teaching supervisory technique predicts 69% of school administration. The result showed that principals’ team teaching supervisory technique predicts school administration to a high extent.

**Hypothesis 1:** Principals’ classroom visitation supervisory technique does not significantly predict school administration in secondary schools in Rivers State.

**Table 3: t-test associated with linear regression of the prediction of principals’ classroom visitation supervisory technique on school administration**

Model		Unstandardize		Standardiz	t	Sig.
		d Coefficients				
		B	Std. Error	Beta		
	(Constant)	3.14	0.36		3.03	.00
1	Principals’ classroom visitation supervisory techniques	.87	.07	.93	10.22	.00

Data on table 3 revealed that the t-test value associated with linear regression is 10.22. The hypothesis is significant because the significant value of 0.00 is less than the alpha

value of 0.05. Therefore, principals' classroom visitation supervisory technique significantly predicts school administration in secondary schools in Rivers State.

**Hypothesis 2:** Principals' team teaching supervisory technique does not significantly predicts with school administration in secondary schools in Rivers State.

**Table 4: t-test associated with linear regression of the prediction of principals' team teaching supervisory technique on school administration**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	2.02	1.33		1.90	.00
1	Principals' team teaching supervisory technique	.75	.03	.83	15.03	.00

Data on table 4 revealed that the t-test value associated with linear regression is 15.03. The hypothesis is significant because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, principals' team-teaching supervisory technique significantly predicts school administration in secondary schools in Rivers State.

### Summary of findings

The findings of this study are summarized as shown below:

1. The study revealed that principals' classroom visitation supervisory technique predicts school administration to a very high extent in secondary schools in Rivers State. The hypothesis also showed a significant prediction of principals' classroom visitation supervisory technique on school administration in secondary schools in Rivers State.
2. The study revealed that principals' team teaching supervisory technique predicts school administration to a very high extent in secondary schools in Rivers State. The hypothesis also showed a significant prediction of principals' team teaching supervisory technique on school administration in secondary schools in Rivers State.

### Discussion of Findings

The study revealed that principals' classroom visitation supervisory technique predicts school administration to a very high extent in secondary schools in Rivers State. The hypothesis also showed a significant prediction of principals' classroom



visitation supervisory technique on school administration in secondary schools in Rivers State. The findings of this study is in agreement with the report that classroom visitation is significant in the removal of fear and anxiety that can hamper effective classroom management (Nwaogu, 1980). In the same vein, it was submitted that classroom supervision in the areas of lesson preparation, lesson delivery and method of assessment are instrumental to school organization (Osika, 2002). Classroom visitation supervisory technique is instrumental to effective school administration possibly because it is a planned strategy adopted by the principals to help the teachers in improving in their instructional techniques and teaching processes that can enhance effective school administration (Peretomode (2001).

The study also revealed that principals' team teaching supervisory technique predicts school administration to a very high extent in secondary schools in Rivers State. The hypothesis also showed a significant prediction of principals' team teaching supervisory technique on school administration in secondary schools in Rivers State. The finding of this study is buttressed by Ibeabuchi (2021) who reported that proper team teaching supervision leads to effective and efficient school organization. The finding of Okeafor (2021) that revealed that team teaching supervision has a positive relationship with teachers' level of commitment and dedication in school programmes and activities is in tandem with this study (Okeafor, 2021). The significant result could be stemming from the fact that team teaching supervision technique by the principals helps the teachers to be committed and hard working with their colleges in order to achieve effectiveness. This process also helps the principals to checkmate the level of cooperation, collaboration, and synergy as well as talent management among the paired teachers in the quest to deliver quality instruction to the students..

### **Conclusion**

Based on the findings of this study, the researcher concluded that principals' supervisory techniques are significant predictors of school administration in secondary schools in Rivers State. More so, principals' supervisory techniques such as classroom visitation and team teaching are valid and reliable techniques that can improve effective schools administration in secondary schools in Rivers State to a very high extent.

### **Recommendations**

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

1. The school teachers should always visit the classrooms at will without informing the classroom teacher.
2. The principals should make frantic efforts to monitor the development strategies and strands in each of the departments in the school in order to

ensure that everyone is carried along and shown sense of belonging in their teaching profession.

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