THE PRINCIPAL’S SUPERVISORY STRATEGIES AND TEACHER’S EFFECTIVENESS IN SECONDARY SCHOOLS IN AKWA IBOM SCHOOL

By

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Abstract
The paper seeks to investigate the influence of principal’s supervisory strategy on teacher’s effectiveness in secondary schools. Three research questions guided the study. 86 principals from all the schools in Akwa Ibom north-west senatorial district were used for the study. A nine item structured questionnaire was developed and used for the collection of data. The questionnaire was vetted by experts in research methods; while the reliability coefficient yielded an “r” value of 0.83 level of significance after a test re-test method was adopted on some principals outside the senatorial district used for the study. Simple percentage was adopted for data analyses. The result revealed that delegation of supervisory function strategy, effective record keeping strategy and teacher’s monthly assessment strategy enhances teacher’s effectiveness in secondary schools. The paper therefore recommended the adoption of these supervisory strategies by principals for teacher effectiveness in secondary schools.

Supervision of teacher’s performances is one of the administrative functions of school administrators. Okoroma (2000) described administrative functions as a number of activities, which are interdependent and referred to collectively as administrative process. Therefore as part of the administrative function, supervision of teacher’s performance resides equally with the management of the school.
Bush and Coleman (2000) opined that strategy is an overview of the organization which encompasses all its activities. The school administrator requires some basic skills or strategies in supervising the teacher’s performance in order that the expected result in secondary education can be achieved. Various situations demand the use of various supervisory strategies. That is why a school administrator has to be psychologically alert and versed in adopting different strategies in performing his supervisory roles. (Okoroma, 2000)

Adequate strategic supervision has the capacity of impacting much on the effectiveness of the teachers. For instance, if an administrator sets up his strategies to supervise teachers’ use of time, check how materials and supplies are utilized, co-ordinate student bodies to assist the teachers, make sure that teachers’ notes of lessons and other records are up-to-date, there is no reason effectiveness should not be the products of the teachers (Efanga 2001:156-157).

When the principal adopts good supervisory strategy, the teacher’s will be effective in performing the prescribed duties which invariably would lead to the achievement of the goals of secondary education (Nwiyi and Uriah, 2007).

**Principal’s Supervisory Strategies and Teacher’s Effectiveness**

There are three basic principal’s supervisory strategies identified in the study. They include delegation of supervisory functions to teachers, effective record keeping and teacher’s monthly assessment.

**Delegation of Supervisory Functions**

This strategy entails principals delegating supervisory functions to teachers in the school. The supervision of day-to-day activities as an administrative function is delegated to the teachers. These teachers are in charge of supervising the use of time, materials, co-ordination of students body, lesson notes, updating both statutory and non statutory records, meetings of different kinds and so on (Efanga, 2001). The most important thing in supervision is supervision of teaching and learning. Udeozor (2004) described supervision as a service help provided for the maintenance and improvement of standards through quality control of instructional activities in the school as well as rendering assistance to teacher’s growth and development. Supervision involves guiding, refreshing, encouraging, improving and overseeing certain given group with the aim of gaining their co-operation and eliciting effectiveness. When teachers are assigned to supervise their fellow teachers and students alike, they tend to do better in terms of regular attendance to school, instructional delivery i.e. teaching in the classroom and involving themselves in extra curricular activities. Personal experience shows that this strategy when adopted by school principals will enhance teacher effectiveness in performing their prescribed roles. In supporting this view, Hoy and Forsyth (1986) felt that delegation of supervisory roles is an aspect of educational
management which has to do with providing assistance in the development of better teaching and learning situations.

However, Umoren (2001) opined that supervisory roles should be left in the hands of the principals. He feels that the school administrator should be the one to check, monitor, co-ordinate and organize all the academic activities within his school for teacher’s effectiveness.

**Effective Record Keeping Strategy**

In every educational setting, information is very crucial for day-to-day operation. School records are very important in the administration of schools, and as such require serious attention for effective and efficient administration of schools at every level of the educational sector. The keeping of records in school as entrenched in the public Education Edict 1974 carries penalties for those who fail to keep them. School records are information banks of what has been done or known, of what is to be done and how things are to be done (Koko & Nwiyi, 2006). School records provide useful source of information not only for the schools but also for the large society, and without record keeping knowledge and learning would be hampered (Amirize, 2000.)

The school records include, Diaries, log book, teacher’s attendance register, staff movement book, visitor’s book, admission register, student attendance register, lesson note, etc. The school administrator is therefore compelled to keep and update these records for administrative convenience. This will enhance the performance of teachers because their movement in and out of the school is being monitored. The lesson note and diaries are also looked into as to ascertain whether the teacher is teaching the right thing or not.

Achuonye and Nwiyi (2010) suggested that school administrators should improve in keeping their records through the use of information and communication technology for effective and efficient administration of the school. According to them this strategy will enhance the effectiveness of the teachers in performing their duties.

**Teacher Monthly Assessment Strategy**

This strategy involves the scoring of teacher’s performance by the students. This is done to find out how each teacher performs his or her prescribed role in the school. It is generally believed that when one is aware that his performance is being watched or assessed, he will put in his best in order to impress the assessors. In this regard, putting his best implies being effective in carrying out his duties both in academic and extra-curricular activities. This implies also that the teacher will be punctual and regular to school, teach his lessons, supervise student’s activities, be an active part of parents’ teacher’s association meeting, show active involvement in sporting activities and so on.
This supervisory strategy will ensure teachers compliance in discharging their duties. The purpose of this strategy is for internal assessment in lieu of the preparation for promotion exercise. Experience showed that it is a powerful tool in exposing the inefficiency of the teachers. Therefore teachers would always want to be assessed or rated highly hence effectiveness in their performance.

**Statement of Problem**

Scholars and indeed stake holders in the education industries have expressed considerable concern about the poor quality of secondary education in Nigeria. This deterioration in quality could be as a result of laissez-faire attitude and lack of commitment on the part of the teachers. This situation may also be as a result of the principals’ supervisory strategies, hence there is no evidence of the effect of the use of effective record keeping, teacher’s monthly assessment and delegation of function and supervisory strategies in making the teacher’s perform their duties effectively, this necessitated the present study.

**Purpose of Study**

The main purpose of the study is to examine how principal’s supervisor strategies can influence teacher’s effectiveness in performing their duties. Specifically, the objectives are to:

1. find out if delegation supervisory function strategy affects teacher’s effectiveness

2. determine the influence of effective record keeping strategy on teachers performance

3. ascertain the effects of teacher’s monthly assessment strategy on the effectiveness of teachers.

**Research Questions**

The following research questions guided the study.

1. Does delegation of supervisory function strategy affect teacher’s effectiveness in secondary schools?

2. Does effective record keeping strategy influence teacher’s effectiveness?

3. Does teacher’s monthly assessment strategy affect teacher’s commitment to duty?
Method

The population of the study comprised all the 86 principals in secondary schools in Akwa Ibom North-west senatorial district. The researcher-made nine-item structured questionnaire was developed and used to collect data for the study. The questionnaire was vetted by experts in research methods while the reliability coefficient yielded an ‘r’ value of 0.83 level of significance after a test re-test method was adopted on some principals outside the senatorial district used for the study. Simple percentage was used to analyze the data collected.

Table 1: Delegation of Supervisory Function Strategy

<table>
<thead>
<tr>
<th>S/N</th>
<th>Variables</th>
<th>No. of Respondents</th>
<th>Yes %</th>
<th>No %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers are effective when they are delegated to supervise student activities</td>
<td>86</td>
<td>81.88</td>
<td>18.12</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>The productivity of the teachers are high when they are supervised by their fellow teachers</td>
<td>86</td>
<td>75.6</td>
<td>24.4</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Teachers are effective when they are strictly monitored by their colleagues</td>
<td>86</td>
<td>71.4</td>
<td>28.6</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 shows that teachers are effective when they are delegated to supervise student’s activities with a percentage score of 81.88. Again the productivity of the teachers is high when they are supervised by their fellow teachers with the percentage score of 75.6. Teachers are effective when they are strictly monitored by their colleagues with a percentage score of 71.4%.

Table 2: Effective Record Keeping Strategy

<table>
<thead>
<tr>
<th>S/N</th>
<th>Variables</th>
<th>No. of Respondents</th>
<th>Yes %</th>
<th>No %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The use of teachers attendance register enhances punctuality and regularity of teachers in the school</td>
<td>86</td>
<td>85.5</td>
<td>14.5</td>
<td>100%</td>
</tr>
</tbody>
</table>
The data in table 2 showed that the respondents accepted that attendance register enhances punctuality and regularity of teachers in the school with the percentage score of 85.5%. They also agreed that supervision of lesson notes and diaries make the teachers more committed to duty with 95% score, 90% also agreed that record keeping enhances teacher’s effectiveness.

Table 3: Teacher’s Monthly Assessment Strategy

<table>
<thead>
<tr>
<th>S/N</th>
<th>Variables</th>
<th>No. of Respondents</th>
<th>Yes %</th>
<th>No %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher’s monthly assessment does not promote teacher’s effectiveness in school</td>
<td>86</td>
<td>11.5</td>
<td>88.5</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers are more committed to duty when they are assessed by the students</td>
<td>86</td>
<td>95</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Teachers monthly assessment enhances teachers productivity</td>
<td>86</td>
<td>89</td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3 shows that teacher’s monthly assessment promotes teacher’s effectiveness in school with a percentage score of (88.5). Again teacher’s monthly assessment by students enables them to be more committed to duty and enhances their productivity with the percentage scores of 95 and 89 respectively.

Discussion of Findings

The result showed that delegation of supervisory function to teachers enhances teacher’s effectiveness. This result is in agreement with the view of Hoy and Forsyth (1986), who opined that delegation of supervisory role is an aspect of educational management which deals with providing assistance in the development of better teacher and learning situation.
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The result again revealed that maintenance of effective record keeping strategy by secondary school principals promotes teacher’s effectiveness. This result agreed with the work of Achuonye and Nwiyi (2010). However, they added that the use of information and communication technology will enhance the effective and efficient administration of the schools.

Finally, the result showed that teacher’s monthly assessment strategy promotes teachers commitment to duty.

Conclusion:

Administration of secondary education is very difficult because of the uniqueness of the adolescence and their characteristics. Principals and teachers should be highly committed to duty as to ensure effective and efficient performance. The strategies adopted by the principals in their administration will go a long way in achieving the desired result. The principal’s supervisory strategies identified in this study enhance teacher’s effectiveness in secondary schools.

Recommendations

Based on the findings of this study, the paper recommends the following:

1. Principals should employ delegation of supervisory function strategy to enhance teacher’s effectiveness in secondary schools.

2. Effective record keeping supervisory strategy should be adopted by school heads for teacher’s effectiveness.

3. Principals should always adopt teacher’s monthly assessment as supervisory strategy for teacher’s effectiveness in secondary schools.

References


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