



Principal's Instructional Supervisory Techniques: A panacea to teacher's job performance in Rivers State Secondary Schools

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Abstract

This paper investigated principal's instructional supervisory techniques and its impact on teacher's job performance in Secondary schools in Rivers State, Nigeria. This paper focused on the meaning of supervision/instructional supervisory techniques as a concept, components of principals instructional/supervisory techniques, importance of supervisory techniques, management roles of principals as a supervisor in a school system, challenges to principals instructional supervisory techniques and teachers effective job performance. For the school system to realise its aims and objectives, the principals must be abreast with the current realities in school administration. Teacher's Job performance involves all the activities carried out by the teacher to achieve the desired effect on students. This implies that the teacher participates in the overall running of the school in terms of teaching and learning in order to achieve the expected objective and goals of the schools. Therefore, the paper made some conclusions and suggestions in view of the prevailing circumstance in school system in terms of enhancing effective teaching and learning.

Keywords: Supervision, Effectiveness, Techniques, Teacher, Job, Performance, Principal, School, System.

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INTRODUCTION

The principal through his subordinates can see to the growth and development of school most especially in the area of instructions. It is obvious that without proper management of human resources the school may not achieve its goals and objectives. The principal as a schools head (Human resource) can be able to coordinate other human resource such as the teachers who are the major force in the implementation of instruction and other staff who are in one way or the other contribute to instructional growth of the school.

Armstrong (2006) maintained those human resources as strategic and coherent approach to the management of organisations most valued assets; the people working there who individually or collectively contribute to the achievement of its objectives. To provide the educational service to learners, the education sector requires strategically developed human resources that will deliver the services to the satisfaction of all stakeholders. Besides, the education sector faces a huge task of providing relevant education for supporting national development.

The principal as a school administrator must be effective in the performance of his role in this regard; he needs to have an in-depth knowledge of the process of curriculum development and implementation. This is essential, for him to adequately address the questions of curricular relevance to the needs, abilities and interest of students and how to maximise students learning outcomes. Furthermore, he needs to know, why, what and how the curriculum evaluation process if he is to maintain and improve the teaching – learning process in the school.

The principal as an administrator must keep in mind that the curriculum must first meet the needs of the students. Although most administrators agree on what goals to seek, they differ considerably on methods to best achieve these goals. A good school should recognise that learning involves three important elements: content, method and materials. It is the duty of the teacher to create a conducive environment for the students so that meaningful interaction of the three components can occur.

Instructional Supervisory Techniques of principal contains teaching – learning process, that is; the subject to be taught, the duration of teaching for each subject, the content of what is to be taught in each subject, the nature of evaluation and who is to teach the subject, indeed all must be properly organised and co-ordinated to achieve the desired school goals and objectives. The principal employ some techniques which he deemed fit while supervising the school activities. The principal is the centre of improvement of school system and the centre of school affairs regards to instructional supervision. Therefore, much lies with him/her. Anyanwu (2004) explains that the principal is to provide good leadership that is to be a role model to the teachers as well as students and motivate the teachers to promote effective teaching, learning and academic excellence. A dynamic principal must set goal and targets and develop strategies to achieve them. He needs to carry along his staff in achieving the educational goals and academic excellence. This is because he is regarded as the central figure and the key factor in the success or failure of the institution.

Nowadays, some principals only concentrate on administrative tasks. It is advisable that principals also teach to keep them abreast of new methods of teaching and developments in education. Again, teaching will make them know the problems teachers and students are having and how to tackle them. Regular school self evaluation should be embarked upon for improvement. Anyanwu (2007) maintained that the teachers need to be dedicated and committed to work and cooperate with the school management to achieve goals and objectives. They need to be creative, productive and engage in self-evaluation and development.

The principal is the Chief Executive of the school organisation. He has the authority to coordinate and organise the activities in such a way that things are done accordingly. Agih (2015) describes the school manager as the individual in a school setting who directs and coordinates the affairs of the school in such a way as to achieve its primary goals and objectives which is instructions. The principal is involved in the following management activities, effective planning, organising, supervising, controlling and evaluation. Therefore, the smooth accomplishment of set objectives is determined through the relationship established between the school principal and other member of staff in the school system.

The relationship between teachers and students is another important area that the supervisor would pay attention especially during classroom visitation if teacher's job performance should be improved upon. Besides, using classroom visitation techniques for the enhancement of teachers job performance demand more time from principal. The principal should also consider instructional improvement as a top priority in statutory role. It became rather unfortunate that many principals

never spend much time in visiting classes for the purpose of supervision.

Education is the key to national development of any country, and in every educational system, the teachers constitute a vital component. Despite the remarkable advancement in technology in all areas of teaching and learning process through the production of instructional materials such as television, computer projector of various kinds, the teacher is still an indispensable significant factor for motivating and imparting knowledge to the learners at each level of education. The extent to which teachers achieve this important role of imparting knowledge is contingent on their effective job performance.

Teachers' job performance involves all the activities carried out by the teacher to achieve the desired effects on students. It involves the extent to which the teacher participates in the overall running of the school in order to achieve the expected objective and goals of the school. In other words, performance is the accomplishment of school goals.

Supervision of instruction has become very necessary in recent times because of the importance attached to education and the desire to improve the quality of education. According to Osakwe in Ekpoh and Eze (2015), supervision is concerned with the provision of professional assistance and guidance to teachers and students geared towards the achievement of effective teaching and learning in the school. The principal as a supervisor provides a professional guidance to teachers in order to improve their competencies for effective teaching process to enhance the learning and growth of the students. The school principal in carrying out their duties assist the teachers to perform effectively in the areas of preparation of lesson plan and lesson notes before lesson delivery, good use of instructional methods and teaching aids, keeping and maintaining of school records, classroom management, among others. Through supervision the principal can provide meaningful feedback and direction to teachers that can have profound effect in the learning that occurs in the classroom.

There are several supervisory practices principal can adopt in order to ensure that the teachers are effective in discharging their duties. Some of these supervisory practices include the following: principal's punctuality supervisory practices, principals' assessment supervisory practices, lesson note, Teacher – student relationship etc.

In the principals punctuality supervisory practices, the principals may maintain time book which will require the classroom teachers to indicate the time the teachers arrive for work, the principal ensuring that they go to work earlier than the teachers to monitor the teacher, principal moves round the school each morning

to take note of teachers who are yet to arrive in the school, principal make adequate use of staff movement book as well as sanction teachers who are not in school early enough. In the principals' instructional supervisory practices, principals regularly mark teachers lesson notes, principals visit the classroom to observe the teacher while teaching, principals routinely go through students note book to ensure that teachers are doing their work, principals compare the scheme of work with teachers lesson notes to ensure the teaching are following the scheme of work strictly and completing the right amount of work.

The principals may also adopt classroom management supervisory practices. This will include principals regularly visiting the classroom to check teachers classroom management strategies, principals sometimes visiting the classroom to maintain discipline among students where necessary, principals visiting the classroom to assist teacher control noise making among students as well as principals entering the staff room or sometimes the classrooms to settle quarrel among teachers art student etc. The principals may sometimes adopt assessment supervisory practices. These principals assessment supervisory practices may include the following: Principals scrutinise teachers question paper, principals ensure that assignment and classroom test given to students relate to what they have taught, principals are knowledgeable in continuous assessment practices and implement it strictly, principal organise seminars to teach teachers on how to develop various instruments for continuous assessment, principals set up continuous assessment committee as well as principal's ensuring that examination is conducted based on acceptable standard.

Instructional materials supervisory techniques are also other principals supervisory techniques. Such instructional materials supervisory, techniques include: Principals providing instructional material for teaching, principals monitoring the use of the instructional materials, principal organising seminar to teach teachers how to improvise the instructional materials, principals insisted that teachers sign for the instructional materials they want to use, principals ensuring that the instructional materials are well preserved, principal caution teacher on the appropriate handling of the instructional materials.

These principal instructional techniques may enable the teachers be in school early, appropriately fill the attendance and staff movement book, teachers are accessible to teachers ensuring that appropriate teaching methods is utilized by teachers, follows the scheme of work strictly maintain time management. Also, the principals' supervisory techniques enable teachers to employ effective classroom management strategies, maintain discipline in the class room and ensure adequate sitting arrangement. In addition principals supervisory techniques may ensure that examination

malpractice is eliminated, ensure objectivity in scoring, ensure that question papers have the needed quality.

Principals 'instructional supervisory techniques have obvious benefits to the school system Leonard in David (2019) explained that principals instructional supervisory techniques benefits teachers in the following ways:

1. It helps in improving the competencies of individual teachers. This enables them to render effective services.
2. It allows for collaborative effort aimed at improving students learning.
3. It enables teachers to adopt the local curriculum to the needs and abilities of the students and also bring the local curriculum in line with acceptable standard.
4. Mentoring or providing beginning teachers with the experience they need to be integrated into the teaching profession.

CONCEPTUAL CLARIFICATION

Supervision/Instructional Supervisory Techniques

Secondary school education occupies a strategic position in Rivers State because of the important roles it plays in preparing the students for useful life in the society and for tertiary education, thus, there is a clarion call for supervision of secondary school activities by principals to improve teachers' classroom instruction and for effective secondary school administration. Educational administrators all over the world have a long time tradition of providing supervision for students and teachers at different levels of the educational system. The process of supervision involves the stimulation of professional growth and development of teachers, the section and revision of educational objectives, materials of instruction and methods of teaching and evaluation of instruction. In supporting the above view, Ndu in David (2019) defines supervision as assistance in the development of a better teaching/learning situation. In the modern education, supervision is used to describe activities which are primarily and directly concerned with studying and improving the conditions which surround learning and teaching. In the view of Mangia (2008), there are several interpretations of the term supervision, but typically, supervision is the activity carried out by supervisors to oversee the productivity and progress of employees, teacher and students who report directly to the supervisor.

Nwaogu in David (2019) stated that supervision is the process of bringing about improvement in instruction by working with people who are working with secondary school students. Supervision, therefore, becomes a process of stimulating growth and a means of helping teachers to help themselves. It can be deduced from the definitions given above that in the secondary school level supervision is designed to improve instruction of the classroom teacher. In this

process, there are factors that influence the quality of instructional programme at the secondary school level where the classroom teacher is highly involved. These include relationship, conducive environment and motivation.

Every profession equips its members with a conceptual and intellectual base from which skills are derived and expressed in practice. The focus of supervisory activity is often that of self-selection of personal preference. It may also be that supervisors have avoided classroom contact and direct attempts to influence instruction because they lack the skills to do so. Katz in David (2019) identified three basic skill areas for administrators: human, technical and conceptual. He further described the three classifications of supervisory skills as human, technical and administrative or managerial. In particular, he emphasized the mix of these skills as the key to supervisory competence. He defined technical skills as the specialized knowledge and ability required to perform the primary tasks inherent in a particular supervisory position, and human relations skill as the ability to work with people and motivate them so that they will desire good performance. Management skill is the ability to make decisions and see relationships that are crucial to the organization or unit goals for which the supervisor is responsible.

In the same vein, Amanchukwu (2011) states that organizational managers, chief executives and principals of schools are constantly in search of better managerial techniques to run their organizations and keep them going. She further stated that in performing their duties, they work with all members of their organization with the view to achieving their predetermined goal and set objectives.

The concept or the instructional supervisory technique mix can be applied to any organization, although there are different techniques requirement at different organizational levels. Instructional supervisors should be able to translate or interpret organizational goals in such a way as to cause teachers to be committed to them. This technique differs from that of planning for goal attainment, which is more of a managerial task. Clarifying an educational organization, some of the same technique might be found in several different roles – principals, supervisor, and curriculum director. What distinguishes a professional role, however, is the particular combination of skills and the frequency with which some of them are practiced.

Components of Instructional Supervisory Techniques

Teachers play a crucial role in ascertaining whether or not the desired educational results have been achieved. Observation over the past decade showed that the enthusiasm and devotion of teachers to their duty in schools are no longer the traits that characterized the teaching profession. Teachers have in recent times

manifested unwholesome attitude towards discharging of their duties; they go late to school, exhibit rudeness to school authority and trade at the expense of teaching. When they teach, they manifest poor knowledge of their subject areas; do not provide regular assessment for student nor keep proper students' performance records, show laxity to duties and cases of indiscipline has continually caused setbacks not only to the attainment of educational objectives, but also to the kind of education provided to the students (Isaac, Haastrup & Osalusi, 2010).

The perceived ineffectiveness of teachers in the performance of their duties in secondary schools in Rivers State could be attributed to several factors. The paper is restricted to the instructional supervisory technique of principals as potential factors in teacher's role performance. If teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized. This may also lead to poor quality of instruction and invariably teachers' lack of commitment to their job which result to ineffectiveness in schools. Peretomode (2001) posited that for teachers to perform their teaching job effectively, the principals should always check their lesson notes to ascertain whether the content is effectively covered in the lesson notes. He maintained that if principals supervises teacher lesson note regularly it would enhance teacher job performance in the classroom.

Supervisory technique consist of activities carried out by supervisor or team of supervisors for days usually a week or longer, enquiring into every aspect of school programme and examining its building and surrounding is referred to as supervisory practices. Such supervisory practices are usually followed by comprehensive reports, copies of which are made available to the individual teacher, school and ministry.

The instructional supervisory activities by the school principal include: checking of teachers' lesson notes, scheme of work, pupils notes, teachers' punctuality, and teacher regularity in class. Classroom observation, demonstration, conferencing, workshop, micro-teaching, moderation of examination questions papers and moderation of marking scheme among others. To carry out these tasks, the school head should have supervisory capacity to enforce this task and also encourage the teachers to utilize their talents when necessary so that the end, instruction and instructional procedures can be improved.

Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Peretomode, 2001). Teachers, whether new or old on the job, need necessary support

in implementing the instructional programmes. Principals as school heads therefore, need to provide that support to teachers, they have to be involved in the implementation of instructional programmes by overseeing what teachers are doing with the students. One of the major causes of poor academic performance among students can be ineffective instructional supervisory techniques. Charles, Chris and Kosgei (2012) suggests that the principal need to effectively supervise his subordinate (teachers) by ensuring that: they are observed regularly; lessons are planned early, lessons are structured with an interesting beginning; revision of previous knowledge and teachers use of voice variation and summary of major points at the end. Teacher use backups/teaching aids properly; Teachers have a good relationship with their students and teacher follow up curriculum strictly, effective instructional supervision aid principals in coordinating, improving and maintaining high teaching and learning standards in schools.

Classroom Management Supervisory Techniques

It involves teacher activities that produce high level of students' involvement in class activities. Classroom management is a term teacher use to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. Classroom management is important in classroom because it supports the proper implementation of curriculum development, developing best teaching practices or techniques and putting them into actions. Classroom management is closely linked to issues to motivation, discipline and respect.

Evertson and Weinstein (2006) Characterised classroom management as the actions the teacher takes to create an environment that support and facilitates academic and social emotional learning. However, teacher clarity is one of the classroom activities of the teacher. Here the teacher begins a new unit of study or project with students; he clarifies the purpose and learning goals, and provides explicit criteria on how students can be successful. Classroom discussion is very necessary, teachers need to frequently step offstage and facilitate entire class discussion. This allows students to learn from each other. It is also a great opportunity for teacher to formatively assess (through observation) how well student are grasping new content and concepts.

Feedback is necessary for both the teacher and student in teaching learning activity. How do learners know they are moving forward without steady consistent feedback? On individual feedback (written or verbal), teachers need to provide whole-group feedback on patterns they see in the collective class' growth and area of need. Student need to be given opportunities to provide feedback to the teacher so that she can adjust the learning process, materials and instruction accordingly. In order to provide student with effective and accurate feedback, teachers need to assess

frequently and routinely where students are in relation to the unit of study's learning goals or end product (summative assessment). This requires that teachers spend the same amount of time on formative evaluation as they do on summative assessment.

Another factor that will improve teacher's job performance is met cognitive messages. Here students are given opportunity to plan and organize, monitor their work, direct their own learning, and to self-reflect along the way. When teachers provide students with time and space to be aware of their own knowledge and their own thinking, student ownership increases. Collaborating with colleagues can equally impact teacher's job effectiveness. Hence, great teachers are earnest learners. Spend some time with a colleague, or two or three and talk about what best classroom practices looks like in the classroom. Effective teachers set high standards for students. They also articulate clear goals. Students should know up front what they will learn and what they will be expected to do with what they know.

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1. It helps in improving the competencies of individual teachers. This enables them to render effective services.
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Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Peretomode, 2001). Teachers, whether new or old on the job, need necessary support in implementing the instructional programmes. Principals as school heads therefore, need to provide that support to teachers, they have to be involved in the implementation of instructional programmes by overseeing what teachers are doing with the students. One of the major causes of poor academic performance among students can be ineffective instructional supervisory techniques. Charles, Chris and Kosgei (2012) suggests that the principal need to effectively supervise his subordinate (teachers) by ensuring that: they are observed regularly; lessons are planned early, lessons are structured with an interesting beginning; revision of previous knowledge and teachers use of voice variation and summary of major points at the end. Teacher use backups/teaching aids properly; Teachers have a good relationship with their students and teacher follow up curriculum strictly, effective instructional supervision aid principals in coordinating, improving and maintaining high teaching and learning standards in schools.

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Another factor that will improve teacher's job performance is met cognitive messages. Here students are given opportunity to plan and organize, monitor their work, direct their own learning, and to self-reflect along the way. When teachers provide students with time and space to be aware of their own knowledge and their own thinking, student ownership increases. Collaborating with colleagues can equally impact teacher's job effectiveness. Hence, great teachers are earnest learners. Spend some time with a colleague, or two or three and talk about what best classroom practices looks like in the classroom. Effective teachers set high standards for students. They also articulate clear goals. Students should know up front what they will learn and what they will be expected to do with what they know.

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- The need to be an active learner
- The need to socialize
- The need to be confident and secure

Teachers are most effective when they utilize natural curiosity and exploratory urges of students in the learning process. Effective teachers' learning requires the ability to make sense of a massive amount of information to make a wide variety of decision

concerning “when to do what”. For teachers to be effective, they need to structure knowledge to facilitate its acquisition by the students.

Three central elements involved in effective teaching. Firstly, staff development meetings to promote teachers’ skills in task – analyzing curricular goals, diagnosing students’ entry behaviour, monitoring progress, and adjusting objectives and teaching on the basis of monitoring students’ learning. It also equipped teachers with learning styles and teaching modes. Second is training in observation, analysis of teaching, and growth – evoking conferencing. Teachers learn to plan and coach each other in the translation of theory unto effective practice. Third is a supportive atmosphere that equips teachers to internalize skills and perform better. Ashton and Webb in David (2019) stressed that “one of the concepts of effective teaching is the sense of efficacy. Teachers who have this characteristic manifest the “can do” attitude. Such teachers take pride in the achievement of the students. They play an important role in the achievement of the students aside from the influence of the home factors. Moreover, effective teaching encompasses varying degree of different tasks. The centrality of classroom management to the teacher’ job and its relationship to learning make it worth to inquire further about teacher behaviour that produces well-managed classrooms.

The assessment task and the scoring method comprise the performance assessment. The performance assessment could consist of single task and a scoring method, or it could consist of multiple tasks and one or multiple scoring methods. According to Mesick’s in David (2019) conceptualization and modifying it somewhat; performance assessments can be divided into two categories:

- ❖ Task-centred performance assessments that are primarily intended to tap into and evaluate specific skills and competences.
- ❖ Construct-centred performance assessments that are intended to tap into and sample from a domain of skills and competencies.

An effective assessment task is one which assesses students’ attainment of the learning outcomes. Assessing learning can profoundly shape the educational experiences of students. One of the challenges of effective assessment is to ensure that there is a close alignment between the learning goals and the assessment tasks used to assess whether learning goals have been met. Current best practice includes assessment which is aligned to learning goals which focus not only on content knowledge but also on process and capabilities. Wiggins in David (2019) suggests that three factors determine the authenticity of an assessment; the tasks, the context, and the evaluation criteria. An authentic task is one which requires the students to use knowledge or skills to produce a product or complete a performance. Based on this definition,

memorizing a formula would not be an authentic task however; using the formula to solve a practical problem would be an authentic task.

Performance assessments can measure students’ cognitive thinking and measuring skills and their ability to apply knowledge to solve realistic, meaningful problems. The designed to more closely reflect the performance of interest, allow students to construct or perform an original response, and use predetermined criteria to evaluate student work. Stiggins (1991) notes that if a teacher fails to have a clear sense of the full dimensions of performance, ranging from poor or unacceptable to exemplary, he or she will not be able to reach students to perform at the highest levels or help students to evaluate their own performance. Stiggins maintains that one must both define the attributes being evaluated and also develop a performance continuum. The teacher should be also to tell the student exactly what must be done to receive a higher score. If performance criteria are, well defined with examples provided whenever possible, the students then will understand that he or she should do to improve. To improve the quality of teaching and learning for all learners within the educational systems, teachers’ classroom instructions, are to be evaluated from time to time (Scott, 2003).

Appraisal means evaluation or determining the event to which a teacher is succeeding in achieving objectives. Evaluation may also refers to as appraisal of information gathered by less objective methods such as rating scales, anecdotal records and interviews. These data obviously do not lend themselves to measurement by precise standards units but they are very valuable as a basis for making judgements about the quality of the learner’s reactions, methods of work and other tangible educational outcomes. Evaluation of instruction from the modern concept of supervision is one of the most important supervisory techniques. This is so because its primary purpose is to give direction to future work. In accepting to this view, Hamock and Owings in David (2019), take supervision evaluation as:

- ❖ Evaluation appraises what has been done in order to plan for the future.
- ❖ Evaluation appraises progress towards determined goals.
- ❖ Evaluation is accomplished by those who have participated in the enterprises being evaluated.
- ❖ Evaluation is diagnostic and continuous.

Thus, evaluation might begin with self-evaluation, by peers, evaluation by supervisory personnel and evaluation by students. Individuals, who are occupying supervisory positions, should at all-time create an atmosphere in which everybody is constantly on the alert to improve himself/herself and assist others to grow professionally. Allthese do not really imply that evaluation is only negative. Authorities in the field indicated and suggested that good supervisory programme should emphasize the good side of

performance rather than weakness. The diagnostic aspects of evaluation as a technique for improving teaching and learning process, one could then conclude that the evaluation process is a valuable professional growth experience that should be enlarged in the school system.

Chalkboard Instructional Supervisory Technique

For effective implementation of official designed curriculum, the school should have adequate and relevant resources materials especially chalkboard. It helps the teachers to impact teaching task successfully. It is the function of the principals to guide the process of drawing up budget and scale of preference for instructional resources. Ngaroga (2006) assert that for the teacher to perform their job well, it is incumbent upon the principal to avail necessary equipment especially the chalkboard required promptly. To achieve quality education, it is very pertinent not just to provide the chalkboard but to equally ensure that indeed the teachers make adequate use of the resources. Thus, the effective utilisation of the chalkboard reduces the length of time needed for delivery since the learners are able to do personal study (self-study) along classroom instruction. A chalkboard is a reasonable writing surface in which text or drawing are made with sticks or calcium surface or calcium carbonate, known, when used for this purposes, as chalk. Blackboard is originally made of up smooth of sheets of black or dark grey state stone. Using chalkboard in teaching improves teaching effectiveness, classroom management. The chalkboard is an important teaching tool. The chalkboard as part of his supervisory instructional techniques, he should proffer some guidelines for teachers to follow when using it. These include (Igbegiri, 2020).

When beginning a lesson, write the date and the lesson objectives at the top corner of the chalkboard. This will help both you and the students to stay on track.

Divide your board into a large space and smaller space. Use the larger space for the main content of the lesson and the smaller part for minor details. You can add a third space to include new vocabulary.

Don't write too much. A cluttered chalkboard may confuse your students.

Write in a very organised manner so the students can see corrections.

It's better to write in manuscript than to write in cursive as it's easier for student to read.

Allow students sufficient time to copy what you wrote before you erase it.

Provide you students with opportunities to write at the chalkboard. Many students enjoy the chance to display what they know and even to play the role of the teacher. This is especially effective for Maths Problem.

Chalkboard is a smooth hard panel, usually black. They are generally a black or a white board and are used to write something with a piece of chalk. They are

mainly used for teaching purpose in educational institution. A chalkboard includes a large writing area, a writing substance and an eraser. Chalkboard is the most available instructional material which can be used in presenting new lesson. It is very useful to show solution of the different mathematical problems systematically, it help to present more formally prepared lessons or informal session that Ss can understand follow more topic, it can be used to draw or illustrate a point-by-point outline of a lesson by a diagram, chart etc.

The importance of instructional materials or aids especially chalkboard in teaching and learning is too obvious to be over emphasized. A lot has been written to show the indispensable role of instructional materials in curriculum implementation. Akinfe, Olafimi and Fashiku (2012) stated that use of instructional material in teaching process is less stressful for both teacher and students. For any meaningful educational programme to be achieved in terms of the implementation, the aspect of instructional material (chalkboard) should be given serious priority. The effectiveness of teaching and learning depend to a large extent on the use of chalkboard.

Lesson Note Instructional Supervisory Technique

The development of a lesson note serves as a road map to effective teaching. Robertson (2000) stated that a lesson note helps the teacher to have focus during teaching and that anyone who taught without lesson note would be handicapped in the teaching – learning environment. Therefore, teachers are expected to take adequate care when writing their lesson notes while the unit heads, who are their immediate supervisors, need to be concurrent in checking their lesson notes to make them more responsible to the duties as part of his or her instructional supervisory techniques that must be applied in the school system, it is the responsibility of the school to develop and maintain teachers competence. Good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience. The development of interesting lessons takes a great deal of time and effort. As a new teacher you must be committed to spending the necessary time in this endeavour.

It is also important to understand that the best planned lesson is worthless if interesting delivery procedures along with good classroom management techniques are not in evidence. There is a large body of research available pertaining to lesson development and delivery and the significance of classroom management. They are skills that must be researched, structured to your individual style, implemented in a teaching/learning situation and constantly evaluated and revamped when necessary. Consistency is of the utmost impotence in the implementation of a classroom management plan. The principals in performing his or her instructional supervisory roles, such role include

checking on teacher's lesson notes, scheme of work etc. These instructional strategies are techniques the principal use to inculcate better teaching through the teachers.

Teacher – Students Relationship Instructional Supervising Techniques

This aspect of principal's instructional supervisory techniques is very vital in the school system. It creates a peaceful co-existence in the school administrative atmosphere especially between the teachers and students. The relationship between a teacher and students is one of the most influential factors in a learning environment. This is the key element affecting student's progress, engagement of school and academic motivation, a teacher - student's relationship from the basis of the social context also. Interactions between teacher and students are not only affected by many factors like gender but in turn, also affect behaviour and academic outcomes of students. Positive and supportive relationship between students and teachers ultimately increase an intelligence of belonging and motivate students to willingly take part in different classroom activities.

It is very important that the interaction between a teacher and his student should be supportive of the learning environment. The relationship between teacher and student has been found to have immense effects in learning and schooling experience of the student. Every teachers should plan to enhance their communications with students to allow for quality learning. If the relationship between teacher and student is positive it has several benefits at all levels of an educational establishment, inside the classroom and across the whole school environment. The presence of positive student – teacher relationship (interactions) alone does not change to academic success, but learners that create a strong bond with their teacher to perform better than those learners who have some conflict with their teachers. Teachers can help in improving the academic success of the students by expressing confident expectation for every student, giving students similar opportunities to take part in class discussion and motivate students that they are self-confident in their ability to get success when it comes to their homework or coursework.

Importance of instructional supervisory techniques in a school system

The aims of supervision are to promote growth, interaction, fault-free problem solving and a commitment to build the capacity in teachers. Glatthorn, Glickman, in David (2019) opine that the "purpose of instructional supervision are formative, concerned with on-going, developmental, and differentiated approaches that enable teachers to learn from analyzing and reflecting on their classroom practices with the assistance of another professional. Moreover, in line with the necessity of supervisors' help for teachers" Sergiovanni and Starrat (2002) stated that most teachers

are competent enough and clever enough to come up with the right teaching performance when the supervisor is around. One of the major aims of supervision is for relationship building among teachers and supervisors for the sole purpose of building the learners and the society. According to Acheson and Gall cited in Shauibu (2016), the intents of supervision is promoting face-to-face interaction and relationship building between the teacher and supervisor and also promote capacity building of individuals and organization. More so, as asserted by Sergiovanni and Starrat cited in Zepeda (2003), supervision promotes the improvement of students' learning through improvement of the teacher's instruction; and it promotes change which results in a better developmental life for teachers and students and their learning. Therefore, instructional supervision assists the teacher's growth professionally and in instructional delivery. Furthermore, it is a strategy that helps to implement and improve the teaching/learning process. It is equally an activity performed for the advantage of the students learning performance.

The importance of supervision can be seen as a process of helping, guiding and advising a subordinate in order to improve the quality of work or meet an emergency need. According to Adiele (1997), it is clear from the foregoing that the traditional emphasis of supervision in schools in Nigeria system of education was on the maintenance of standard; however, there is also indication that staff development, direction and counselling becomes ingredients in Nigeria supervision. Every prospective principal, planner, educational practitioner or head teacher requires being with concept of supervision and techniques of supervision in order to improve instruction and facilitate the achievement of educational objectives. Okibe (2005) asserts that adequate information on supervision and its related concept like supervisory instruction and utilization of supervisory technique for schools or when to carry out supervision, seeking support and when to improve the instruction of teachers through effective application of supervision to improve academic performance of learners. Supervision is necessary like any other planning activity; supervision is a very needful step towards progress in the activities of secondary schools and primary educations. Neglect to carry out effective supervisory techniques is assurance to total failure of educational objectives. Results are hard to achieve, when effective supervisory techniques are not drawn. Supervision helps financial control and also enhances the evaluation of school performance as to maximize the scarce resources available.

According to Acheson in Annick (2000) the ultimate goals of supervision is to improve teacher's classroom instruction. Supervision therefore, allows for objective feedback, which if given in a timely manner, will help to improve results. It also helps to diagnose, instructional problems and provides valuable

information which can help in solving problems. As a result, teachers are able to develop new skills and strategies which will be replicated as needed. As teacher's instruction improves, students will become more motivated; classroom management will be improving and better atmosphere for maximising learning will exist. Brenner (2000) maintained that not only does supervision aid teachers in improving classroom instruction, it also aids teacher in improving the chances of promoting or taking on other responsibilities as a teacher grows professionally. One of such responsibilities could be to provide direct assistance to colleagues. If supervision is perceived in positive light, then the teacher will become self-motivated and will seek further professional development even when it is not a requirement of the job.

Despite the differences in the interpretation of the term supervision, the purpose remains significantly unchanged. Agi and Adiele (2009) summarized the most pronounced purpose of supervision as:

- ❖ Improvement of teachers effectiveness
- ❖ Ensure the teachers are performing their duties according to prescribed standard and procedure.
- ❖ Improve the quality of teaching and learning
- ❖ Provide proper guidance for instructional delivery and guide action toward school goals attainment.
- ❖ Build confidence in teachers and enhance their mastery of subject matter.
- ❖ Provide support to teachers and give advice that will help improve their service delivery.
- ❖ Help improve professional practice and reinforce norms of autonomy and self-direction.
- ❖ Determine the effectiveness in classroom management
- ❖ Provide the necessary guide for staff development

Thus, the importance of supervision of classroom instructional delivery enables the supervisor to develop teachers professionally and increases their moral and effective teaching. Good supervisory techniques increase teaching effectiveness as it facilitates teacher to develop competencies according to prescribed effectiveness behaviour in the classroom teaching. Instructional supervision is one of the processes which school administrators engage to achieve acceptable standards of performance and goal attainment. Achieving the purposes of educational supervision makes the achievement of the goals of education much easier.

According to Nwagwu (2004) supervision is an important requirement in educational management that concerns itself with the tactics of efficient and effective management of human and material resources. In order

word, supervision is a means to guide, refreshes, encourage, stimulate, oversee and improve teachers with the hope of seeking the co-operation, support in order that they may be successful in the task of teaching, learning and classroom management.

Management Role of the Secondary School Principals as a Supervisor

Supervision of secondary school educational system starts with the principals as the internal supervisors. This revealed that the school head focus the supervisory duty on the learner and the teacher during their field placements. The secondary school principal as an internal supervisor also play the role of organization of workshops to update teachers knowledge and competence, since many new and experience teachers need to be assisted and helped to improve the instruction and teachers teaching abilities. Through the management role the principal assist the teacher in discussion of teacher's lesson and also watch teachers at work frequently. So as to find out problems associated with teachers. Nwagwu in Ogbanaya (2005) listed the following area where principals as internal supervisor may carry out their management role at the secondary school educational level:

- ❖ Organizing the school time table and seeing the day-to-day operation of the school.
- ❖ Managing and maintaining the school building, grounds, equipment and facilities.
- ❖ Coordinating the activities and functions of teachers.
- ❖ Managing good working condition for staff and establishing high morale among teachers.
- ❖ Supervising the extra curricula activities of pupils.
- ❖ Maintaining high standard of conducts and discipline in school both among student and staff.
- ❖ Controlling and supervising the business aspect of life.
- ❖ Managing the finances of school and applying appropriate checks and balances in financial matters.
- ❖ Keeping different types of records for the school for example attendance, staff records, school finance, school supplies, records of meeting with school boards, log books register of admission, the school diary and scheme of work and school time table.
- ❖ Supervising and helping teachers grow professionally by encouraging teachers to attend in-service training programmes, workshop and refresh course organized by high institutions or ministry of education.
- ❖ Supervising and encouraging teachers and students in secondary school educational level to use available teaching/learning materials.

The principal supervises the cooperation that exists between the school and Parents Teachers Association

(PTA) on maintaining healthy relationship with parents and guardian. It is the duty of the principal as an internal supervisor to meet problems that are connected with student's welfare, progress and short coming.

Challenges to Instructional Supervisory Techniques in Secondary Schools

Inadequate supervisory personal: There are insufficient numbers of supervisors for secondary schools in Rivers State of Nigeria. This insufficient number of supervisors militates against the effective supervision of instruction in schools.

Insufficient Relevant Materials: The supervisors of Secondary Schools lack relevant materials, tools, and resources for the effective execution of their functions. Such materials include journals, text books, periodicals, teachers performance evaluation report forms; files stationeries.

Inadequate Motivation: Supervisors are not sufficiently motivated in the execution of their functions. Their employers forget that their satisfaction will direct and control their behaviour as they carry out their activities of supervision. Supervisors at times are dissatisfied with their job because of motivating factors that are minimal. In Nigeria context, several people who are not directly involved in a particular process or a given assignment may receive more compensation and reward more than those who actually carried out the assignment due to the high level of corruption in the country. This singular act may at times affect the way in which instructional supervision is being done in the secondary schools.

Poor method of supervision: Some supervisors are autocratic or dictatorial in their approach to supervision of instruction, they issue directive to teachers, and their interest is to ascertain whether teachers are doing what they are supposed to be doing in terms of planning and executing their job. Poor Leadership style, resistance to change and innovation plus the supervisee's negative attitude to supervision allinstitute serious constraints to supervision of instruction in schools. Ezeocha is Okoro (2000) holds the belief that supervisory staffs are not exposed to democratic culture and thus adopt the old form of inspection. They claim that some supervisors do not run open-door policy by way of involving their clients (supervisees) in decision-making especially when such decision affects them. It is also maintained that some supervisor and the supervisees are resistant to innovations and prefer to preserve the status quo. That is old and experienced teaches tend to resist change and innovation. Thus making instructional supervision very difficult.

Lack of Pre-professional Training for Supervisors: One of the major challenges facing instructional supervision in Rivers State Secondary Schools is the issue of competence and technical knowledge of the instructional supervisors. Evidence

from previous studies (Ajayi & Ayodele, 2006; Eya & Leonard 2012) revealed that some instructional supervisors lack knowledge and competence to carry out the exercise. Some instructional supervisors were appointed based on their level of involvement in the government of the day and not as a result of the skills they possessed. The criteria for appointment of supervisors are basically the possession of a first degree in education and some years of experience. They are appointed without the requisite training in institution for the performance of supervisory duties.

Political Instability: The frequent change of government usually brings about incessant change of government policies regarding instructional supervision. In Nigeria, it is common thing that the successive administration always discontinuous the policy and programmes put in place by the previous administration. This singular act usually affects the effective supervision of instruction in schools. In other words, inconsistent polices on how instruction in schools should be supervised and categories of people to be involved would adversely affect and pose big challenges to instructional supervision especially in secondary schools in Rivers State.

Teacher effective Job Performance

Teacher effective job performance stands for perfection, optimal level of efficiency and productivity on the part of the teacher. It means the level of maturity and learning in the teacher. Thus, effective teachers have the ability to understand the students' emotions and what causes that. The capacity of teachers to effectively regulate these emotions in oneself and in others and most importantly to be able to use emotions as a source of information for problem solving, and ability to be creative in handling social conditions. The teachers who teach effectively may create ways for progressive and productive society. The inherent capability of teaching is the result of dynamic personality of an effective teacher. Poor teaching on the other hand could lead to the prolongation of oblivious, misinterpretation, intellectual and cultural sluggishness in the society. According to Barr cited in Aseka (2016), teacher effectiveness is a relationship between teachers, pupils and other persons concerned with educational undertaking. The effectiveness of any educational system is dependent on the effectiveness of its teachers. Most of the classroom teaching in the Nation continues to be teacher dominated (teacher centred) instead of child-centred. It is high time we pay attention towards is to be adequately prepared to face changing time of globalization. Teachers in the secondary schools occupy important place and the future of the country undoubtedly rests on them. Obidale cited in Aseka (2016) asserts that teachers' job effectiveness is the duties performed by a teacher at a particular period in the school system in achieving the school's goals. The duties include: timely coverage of syllabus, correct pedagogical skills, regular in school and class and

punctual in attendance. Teachers' job effectiveness is highly associated to students output as the end product in education. To obtain quality in education, the teacher and job effectiveness need to improve appropriately. The findings of Hunsaker and Hunsaker (2009) states that; effective supervision should result in growth and learning by the teachers and students. In order to achieve quality and effective instructional supervision program, the under listed conditions contribute to teachers' job effectiveness:

1. Supervision is a participatory process with an ongoing dialogue among principals and teachers to agree on the best methods for instructional delivery.
2. Supervision should involve a wide range of instructional techniques and adopt different methods of teaching which take into consideration the unique talents and abilities of the teachers.
3. Principals' support improvement of instruction by observing teachers, give suggestions, coach or demonstrate teaching skills or alternative teaching methods.
4. Principals make available relevant instructional materials to enhance classroom instructional delivery as to help improve teachers' job effectiveness.

Principals evaluate teachers, student's performance assessment and ensure through effective supervision that teachers give adequate assignment and tasks by making instructional delivery lively thereby aid classroom management.

The principals supervise the heads of departments by checking their scheme of work, lesson notes, making sure they go to classes regularly, checking absenteeism, rewarding hardworking teachers, and punishing the indolent ones, assign administrative duties to them and encouraging them to do the right things at the right time. Materials for effective discharge of assigned duties are provided and experimentation encouraged. These are inputs by the principals into education for quality standard. This is in line with Quinn (2000) which pointed out that principals are responsible for informing teachers' about new educational strategies, technologies and tools that apply to effective instructional. It is the principals' responsibilities to guide and direct students in the process of implementing the curriculum and ensures that facilities for teaching and learning are in order and utilized effectively (Achunine, 1998). Actually, no school can excel in a situation where the principals' do not constantly check the work of the subordinates without effective and regular supervision of instruction by the principals of teacher' instructional delivery, the outputs (products) may not achieve the overall goals of higher learning. In the view of Hoy and Hoy (2009), the logic of this position is that an orderly school environment, that is efficient and well managed, provides the precondition for enhanced student learning.

Therefore, effective instructional leadership is deemed as the most important characteristics of school administrators. Poor academic performance could be linked with inadequate supervision of instructional delivery of principals to optimize both human and materials resources. Ezeocha (1985) pointed out that the absence of effective supervision may lead to many problems in the school system. Some of these problems could include: irregular attendance to classes by teachers and students, wastage of human and materials resources and general indiscipline in the school. The neglect of supervisory functions of principals could be in the following area; checking class attendance of teachers and students, class visitation, identifying and guiding incompetent teachers and in assessing the tone of the school.

CONCLUSION

The study so far explained vividly that principal's instructional supervisory technique and its impact on teacher's effective job performance is very imperative in any institutions of learning especially secondary schools in Nigeria. Without principals instructional supervision the job of a teacher will be a standstill that is, there wouldn't be any meaningful impact in terms of instruction.

Therefore, principal's instructional supervisory techniques in a system are inevitable. Principals must be abreast and key in the current realities in order to respond to the dynamism in the educational system.

Suggestions

The following suggestions are made:

1. The principal should keep on maintaining their supervision on the teacher/student relationship for teacher's job effectiveness.
2. Principals supervision of teacher's writing of lesson note should be improved.
3. Principal's supervision of teacher's use of chalk board should be sustained.
4. Principals should keep on maintaining their supervisory ability on the teachers as regards to classroom management.
5. Principals should be enhancing their supervisory techniques for the overall betterment of the school with respect to the teachers.

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