

Principal's Supervisory Strategies for Teacher's Job Performances in Public Senior Secondary Schools in Abia State

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Abstract

The study investigated principal's supervisory strategies for teacher's job performances in Public Senior Secondary Schools in Abia State. The design for the study was descriptive research design. The population of the study consisted of all the principals of Senior Secondary Schools in Abia State and all the teachers of senior secondary schools in Abia State. The population of the study was 2,224 which equally included 253 principals in 253 public senior secondary schools in Abia State. The sample size for the study was eight hundred and forty-six (846). The drawn sample size was 30% of the entire population. A total of 49 teachers were drawn from each of the 17 local government areas of Abia State, adopting stratified random sampling technique. The instrument for the study was tagged, "Supervisory Strategies and Teacher Performance Questionnaire" (PSQMSQ). The response scale for the questionnaire items was structured using modified Likert type scale. Very High Extent-VHE (4), High Extent- HE (3), Low Extent- LE (2), Very Low Extent- VLE (1). To ensure face and content validities of the instruments, the initial drafts will be submitted to the supervisor, and two (2) other experts in the department of educational management, Ignatius Ajuru University of Education, Rumuolumeni Port Harcourt. The study adopted the Crombach Alpha Reliability for reliability index of the instrument and obtained .923 > .71 which showed that the instrument was highly reliable. Out of 846 copies of questionnaires distributed, 800 copies representing 95% were duly completed and returned. The study used the returned copies for its analysis. Mean and standard deviation was used to answer the research questions, while t-test statistics was used to test hypotheses at 0.05 significance level. The study concluded that supervisory strategies of the principals in other terms refers to his or her job roles to ensure effective job performance of teachers and recommended among others that principals should visit teachers in the classroom during lessons and observations made corrected or commended for effective teacher job performance.

Keywords: Principals, Supervisory strategies, Teachers, Teachers' job performance, Abia State.

Introduction

Education is one of the most important sectors of any nation. In Nigeria, Education is the key to the realization of Nigeria's collective aspiration of being among the top 20 developed Nations of the world NPN 2014. Educational goals and aspirations of any Nation are usually realized based on the strategies the educational system of the country has adopted. In Nigerian educational system, the authority to control schools and give professional guidance to teachers and non-teaching staff especially in Public Senior Secondary Schools have been given to principals.

The principals have the responsibilities to carry out supervisions of all the teaching and learning activities that go on in the schools in order to realize the overall stated educational objectives. No wonder the National policy on Education 2014 section 137:b under planning and administration specifies the need to ensure quality assurance through regular and continuous supervision of instruction and other educational services .Senior Secondary education is the education children receive after basic education and before the tertiary stage within the age range of 15 to 18 years. The objectives of Senior Secondary Education among others are to inspire students with a desire for self-improvement and achievement of excellence; raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour NPE 2014. Education is no longer restricted to considering human needs and the requirements of the present, but it seeks to address and reflect on developing human skills and capacities, and the necessities of the future. To be able to effectively provide all the learning experiences needed in training up students to meet up with the stated educational goals and objectives and contemporary needs, there is need to ensure that the educational system is reliable. Reliability in terms of educational system can only be enhanced through supervision. (Peretomode, 2004, Supervision exist primarily for the purpose of improving the instructional programme in the schools. Bessong,F.E.And Ojong,F 2008. 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.kpoh, and Eze, 2015. The school principal as the instructional leader is entrusted with the responsibility of improving the quality of instructional delivery through adequate supervision of teachers.

To support this, Ugboka (2012) stated that the school principals are the management whose responsibility is to provide variety of supervisory strategies for teachers to see the need for change, plan for change and practice new behaviour for effective teaching and learning. The school Principal is expected to possess some supervisory strategies in supervising the teacher's job performances to ensure that the expected result in Senior secondary education can be achieved. Okorie, and Nwiyi, 2017 asserted that adequate strategic supervision has the capacity of impacting much on the effectiveness of the teachers. This supports the opinion of Efanga 2001 that if an administrator sets up his strategies to supervise teachers' use of time, check how materials and supplies are utilized, coordinate 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 . Nwiyi and Uriah, 2007) asserted that 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. However, some teachers cannot perform their jobs creditably without being effectively supervised. The extent to which teachers carry-out the job performances expected of them depend on the principal's supervisory strategies. The duty of ensuring that effective teaching and learning take place effectively lies with the principals who employ the various instructional supervisory techniques to stimulate teachers to undertake their teaching jobs diligently. The principal is thus faced with the responsibility of supervising teachers generally to improve their job performances, make recommendations and also manage both human and material resources towards achieving the educational goals.

Statement of the Problem

The need for Principals instructional supervision in our educational system cannot be over emphasized. In our senior secondary schools today, principals of Public Senior Secondary Schools

seem to pay little or no attention to supervision and this, has drastically reduced teachers job performances. It has been observed that principals generally seem to spend more of their official hours on administrative functions to the detriment of effective supervision of teaching and learning activities going on in the school. Media and many research reports have indicated a steady decline in the quality of education in the recent times and this has been attributed to poor supervision by principals of schools. It is suspected that there is laxity on the part of teachers in their professional job performances. According to him, many teachers are merely staying on the job to look for better jobs outside. Also, there are constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and other forms of indiscipline which constitute a big problem to the attainment of educational goals in Public Senior Secondary Schools in Abia State. Classroom is the delivery room of educational curriculum. Implementations of all the lofty ideas that have been stated in the National Policy of Education rest on the effectiveness of the classroom teacher. If the classroom teacher fails, the National curriculum has failed. Teachers are the backbone of the entire educational system and their roles should be monitored. Teachers are one of the key inputs to education delivery; thus, the quality of education partially depends on the way teachers are trained and supervised. If principals' supervisory strategies could serve as a spring board to enhance teachers job performances which gives rise to realization of stated educational goals and objectives, this study therefore becomes imperative as it is likely to encourage principals of schools to effectively apply various strategies in supervising classroom teachers in Public Senior Secondary Schools in Abia State. This paper was designed specifically to investigate the extent to which principals classroom visitations strategy affect teachers job performances in public senior secondary schools in Abia State. It also will determine the extent to which principals delegation of supervisory functions strategy affect teacher's job performances in public senior secondary schools in Abia state. and to examine the extent principals record keeping strategy affect teachers job performances in public senior secondary schools in Abia State.

Aim and Objectives of the Study

The aim of the study was to investigate principal's supervisory strategies for teacher's job performances in Public Senior Secondary Schools in Abia State; with the following specific objectives:

1. To determine the extent principals' classroom visitations strategy enhance teachers' job performances in public senior secondary schools in Abia State
1. Investigate the extent principals' delegation of supervisory functions strategy enhances teacher's job performances in public senior secondary schools in Abia State.
2. Ascertain the extent principals record keeping strategy enhances teachers job performances in public senior secondary schools in Abia State.

Research Questions

The following research questions guided the study.

1. To what extent does principal's classroom visitations strategy enhance teachers job performances in public senior secondary schools in Abia State?
2. To what extent does principals' delegation of supervisory functions strategy enhance teacher's job performances in public senior secondary schools in Abia State?
3. To what extent does principals' record keeping strategy affect teachers job performances in public senior secondary schools in Abia State?

Hypotheses

The following null hypotheses were tested for the study

H₀₁: There is no significance difference between the opinion of principals and teachers in principals’ classroom visitations strategy and teachers job performances in public senior secondary schools in Abia State

H₀₂: There is no significance difference between the opinion of principals and teachers in the delegation of supervisory functions strategy and teacher’s job performances in public senior secondary schools in Abia State

H₀₃: There is no significant difference between the opinion of principals and teachers in record keeping strategy and teachers’ job performances in public senior secondary schools in Abia State.

Review of Related Literature

Theoretical Framework

There are many theories and models on supervision

The study relied on Mayo Elton theory of human relation and Follet Parker’s theory of human relation group dynamics and interpersonal relationship. Mayo Elton (1950-1953) an exponent of human relation theory and Follet Parker Mary (1924) a leading protagonist of human relation interested in group dynamics and interpersonal relationship, both philosophers took cognizance of socio-psychological aspect of organization life as a factor contributing towards efficiency and effectiveness in organizational management and productivity.

Mayo’s focus was on people and their relationship in organization. He drew the conclusion that “when special attention is given to workers by management, productivity is likely to increase regardless of actual changes in working conditions.” Parker Mary on the other hand emphasized that “meeting psychological needs of workers is motivating force. Accordingly, meeting psychological needs seems a departure from the strict economic motivation concept.

Emphasis in human relation according to the exponents is the ability of the school principal (supervisor) to create the awareness of human worth, recognition of teachers’ worth leading to job satisfaction and teachers’ participation in decision-making process of the school. The relevance of these theories to supervision of instruction revolve around the school principal as internal supervisor, should as much as possible encourage participation and interaction between him (supervisor) and the teacher; adherence to and practice of the principles of equality. Principles of equality demand that supervisors should see their supervisees as colleagues in supervisory process that will lead to improvement in instruction delivery and staff development.

Conceptual Framework

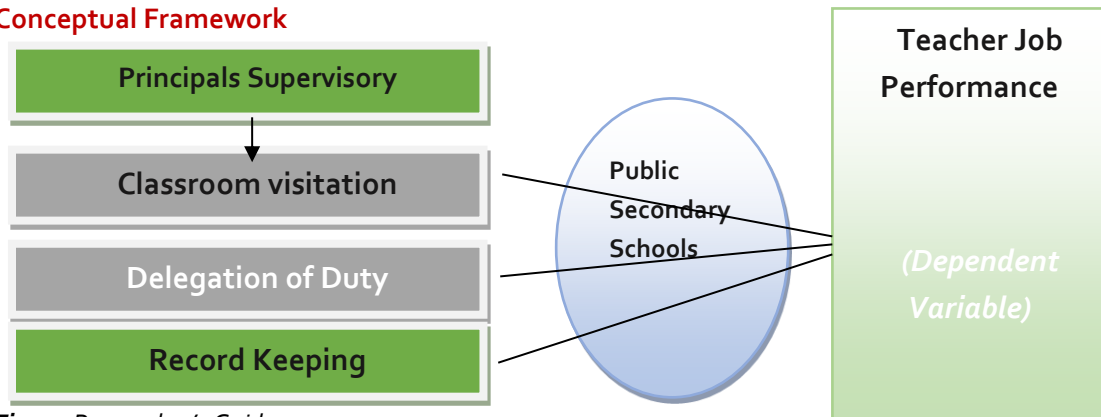


Fig. 1: Researcher’s Guide, 2022

Concept of Supervision

Supervision on its own is a compound term, where 'Super' connotes 'Above' or 'Over' and 'Vision' implies 'To See'. Thus, supervision implies overseeing and directing the works of others. Britannica edition of the Oxford Dictionary (2010.) defines supervision as: "one who supervises"; A person who exercises general direction or control over a business; a body of workmen etc. One who inspects and directs the work of others." Good's dictionary of education (1973) also defines supervision as all efforts of designated school officials towards providing leadership to all the teachers and other educational works in the improvement of instruction. According to Cambridge advanced learner's dictionary (2013) supervision is the [act of watching a person or activity](#) and making [certain](#) that everything is done [correctly, safely](#). It is also the [activity of managing a department, project](#), etc. and of making [sure](#) that things are done [correctly](#) and [according](#) to the [rules](#).

Strategy is an overview of the organization which encompasses all its activities Bush and Coleman (2000). Various situations demand the use of various supervisory strategies. The school Principal requires some basic skills and strategies in supervising the teacher's job performances in public Senior Secondary Schools mostly because the students at this level of education are teenagers. There are several supervisory strategies available for school principals.

Iloh, Nwaham, Igbinedion and Ogogor (2016) listed the variety of supervision strategies to include: classroom visitation/ observation, inter/intra school, team teaching practices, workshops, demonstration, clinical supervision and micro-teaching among others. This is also in line with Ani (2007) who outlined supervisory strategies as follows: classroom visitation, micro-teaching, research approach, workshop, demonstration technique and tape recording. The supervisory strategies adopted in this paper are: Delegation of supervisory functions, Classroom Visitation and Effective record Keeping strategy.

Instructional supervision is mainly concerned with improving schools by helping teachers to reflect their practices, to learn more about what they do and why, and to develop professionally (Sergiovanni & Starratt, 2007). Olorunfemi (2008) and Okobia (2015) opined that instructional supervision is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. According to Peretomode ,(2001) Supervision of Instructions 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 systems Kalita (2017) opined that from general perspective, supervision of instruction may be defined as the efforts to stimulate, coordinate and guide the continuous development of teachers as well as other educational workers in an educational institution, both individually and collectively for improvement of all the functions of the institution.

From the foregoing the researcher is of the opinion that instructional supervision therefore is the blood and life wire of effective teaching and learning activities aimed at realizing the stated educational goals. It is important to note also that for instructional supervision to succeed, the instructional supervisor must be effective.

Teachers' Job Performance

Performance refers to the act of executing a given task. Teachers' job performance can be defined as the actions teachers perform in schools in order to achieve educational goals (Hwang et al., 2017). According to Ekpoh, and Eze, 2015 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. Adepoju (1996) asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. Teachers' job performance is measured by the frequency at which they carry out their daily functions towards the attainment of educational set goals. The more diligently, teachers undertake their tasks, the higher their performance and the better the attainment of the set goals of a school. David (2017) stressed that teachers who are committed to duties and demonstrate an utmost level of zeal to work are punctual to school, have full knowledge of the content of the subjects they teach and get lesson plan ready before teaching

In this regard, teachers' performance could be measured through annual report of their activities in terms of performance in teaching, lesson preparation and presentation, mastery of subject matter, teachers' commitment to job and extra-curricular activities. According To Limon, And Sezgin-Nartgün, 2020 Teachers are expected to carry out effective teaching, satisfy the students with his/her teaching quality and style, manage the time effectively in the classroom, discipline the class, carry out the tasks assigned to them by school administrators, motivate the students, be punctual and orderly and assure the students' academic achievement. Additionally, Limon, and Sezgin-Nartgün, 2020 opined that teachers are required to build positive relationships with the parents and their colleagues since these relationships have a direct or indirect effect on teachers' job performance. An effective teacher should always update himself/herself and adopt new skills (Hanif, 2004). Collie and Martin (2016), opined that one of the distinguishing features of the teaching profession is that it requires a constant adaptation to daily innovations, change, and uncertainty. Teachers have to apply various resources to respond to students' needs during the instruction. They also have to manage emotions and adapt to unexpected situations in terms of classroom management. Effective collaboration with other shareholders is a must for teachers in case of changes in curriculum and regulations. When appointed to a new school or classroom, they have to communicate with their new colleagues and adapt to the priorities of his new school and its administration. Teachers have to engage in continuous professional development to acquire new knowledge for better job performance.

From the foregoing therefore, the writer hereby opines that the expected job performances of a classroom teacher in Abia State Senior Secondary Schools should among others include

Punctuality the teacher is expected to come to school on time. The school time table in Abia State stipulates that morning devotion should start by 8 ooa.m. It is therefore expected that every teacher should be in school on or before the time.

Regularity teachers are expected to come to school always. In cases where a teacher has need to be unavoidably absent, appropriate permission should be obtained from the principal.

- Teaching the class always as stipulated in the class time table
- Effective use of instructional materials during lesson delivery
- Effective application of student-centered method of teaching during teaching learning activities.
- Use of good communication skills
- Good use of chalkboard resource
- Marking class attendance register daily
- Identifying learning styles of the learners and teaching in a nexus as to carry all learners along
- Writing of lesson notes and lesson plans weekly.

- Writing out the class scheme of work every term
- Recording in the class diary the topics and subjects that have been taught weekly.
- Carrying out continuous assessment of the learners within a term
- Conducting Examination of the learners at the end of each term.
- Showing record of learners scores on both continuous assessment and exams taken within a term
- Above all, it is also expected that the teacher should have good carriage that makes him stand out as a role model.

Classroom Visitation and Teacher Job Performance

Classroom visitation is a supervisory strategy in which the principal visit the classroom and observe teachers delivery of the instruction taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others. Similar to this, Iloh, (2016) pointed out that classroom observation involves practicality in real classroom situation, whereby the supervisee, presents what he or she had prepared for his or her lesson, utilizing various teaching methodologies, instructional materials, interacting with the learners, jotting salient points on the instructional board, assessing the students using both formative and summative evaluations, coordinating class activities, while the supervisor (principal) inspects, observes and evaluates what and how the instructor has performed. the principal purpose of observation is to capture realities of the lesson objectively enough and comprehensively enough to enable supervisor and teacher to reconstruct the lesson as validly as possible afterwards, in order to analyze it (Goldhammer, Anderson, & Krajewski, 1993).

There are several ways data can be collected and recorded in a classroom observation: Verbatim recording where the supervisor records everything that is said and done by the teachers as accurately as possible, specific verbatim where the supervisor selects specific areas to record in as much detail as possible, general observation where the supervisor selects areas that he/she will record and focus on during the observation, videotaping where an agreed upon lesson or segment is video-taped for later review and audio taping of teacher and student's responses if it has been so agreed upon before the lesson. work by Murphy (2013) highlights various aspects of classroom observation. For instance, it offers an opportunity for supervisors to assess teachers' styles, their classroom management skills and various aspects of teaching that are hard to obtain through other forms of evaluation. Moreover, it allows teachers to receive constructive feedback on their teaching techniques and methods in a bid to improve them further. In a nutshell, it is one of the most common ways of reflecting on pedagogical practices (Farrell, 2011), which can help teachers evaluate their strengths and weaknesses.

Analysis /Strategy stage is when the supervisor compiles, sorts, and organizes the data collected into a readable data for the teacher (Goldhammer, Anderson, & Krajewski, 1993). The classroom data is analyzed and appropriate strategies are developed that will lead to an improvement in the instructional process. The process includes reviewing the events of the lesson in terms of the teacher's intent and past history, the teaching techniques used, and the outcome. Since all school personnel are busy, the observer must review the teacher performance data and choose priority items to discuss during the conference. Determining what behaviour a teacher can change requires knowledge of the areas of instruction and personal dynamics. It is one thing to suggest that a teacher may need to adopt a new instructional strategy, but quite another to assess whether the teacher has

the competence and personal motivation necessary to make it happen. The supervisor takes the observational data, goes through it and labels the cause and effect situations that have been recorded. The decisions/actions are divided into categories that were agreed in the pre-observation conference. Data from the observation provide a framework and content for the postobservation conference. The post-observation conference is grounded in the reality of the teacher's world-the classroom, where learning occurs for both students and teachers. At its core, the postobservation conference presents forum where teacher and supervisor talk about the events of the classroom observations, targeting areas for improvement or enrichment, and developing an action plan for continuous improvement performance. Typically, this conference should be conducted at least a day or more, but not more than a week, after the observation. It is hard to comprehend what purpose a post observation conference is except compliance with organizational requirements. In fact, it looks like a classic example of adherence to "the ageold rituals of visitation, judgment, and prescription" (Garman, 1986). The supervisors have to try and change the situation so that teachers drop the façade of docile acquiescence and see the benefit of becoming actively involved in the post observation conference. For this to happen we have to go beyond the procedural nature of events themselves. (Garman, 1990). Smyth (1988) also makes a similar call when he states that instead of focusing on the procedural events, "we should be more concerned with important issues such as assisting teachers to achieve forms of teaching that contribute to ways of learning that are more realistic, practical, and just for our students" (p.145 Classroom observation is not an avenue for fault-finding in the classroom teaching process before the students but a platform for principals to involve teachers in the process of improving upon their shortcomings.

Delegation Strategy and Teacher Job Performance

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 Academic Discourse: An International Journal 3 management which has to do with providing assistance in the development of better teaching and learning situations.

Record Keeping Strategy and Teacher Job Performance

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.

Methodology

The design for this study is descriptive research design. The design for the study was descriptive research design. The population of the study consisted of all the principals of Senior Secondary Schools in Abia State and all the teachers of senior secondary schools in Abia State. The population of the study was 2,224 which equally included 253 principals in 253 public senior secondary schools in Abia State (Abia State Ministry of Education, January, 2022). The sample size for the study was eight hundred and forty-six (846). The drawn sample size was 30% of the entire population. A total of 49 teachers were drawn from each of the 17 local government areas of Abia State, adopting stratified random sampling technique. The instrument for the study was tagged, "Supervisory Strategies and Teacher Performance Questionnaire" (PSQMSQ). The response scale for the questionnaire items was structured using modified Likert type scale. Very High Extent- VHE (4), High Extent- HE (3), Low Extent- LE (2), Very Low Extent- VLE (1). To ensure face and content validities of the instruments, the initial drafts will be submitted to the supervisor, and two (2) other experts in the department of educational management, Ignatius Ajuru University of Education, Rumuolumeni Port Harcourt.

The study adopted the Cronbach Alpha Reliability test was used to scale the reliability index of the instrument and obtained .923>.71 which showed that the instrument was highly reliable.

Reliability Statistics	
Cronbach's Alpha	N of Items
.923	15

The research instruments were administered to the respondents with the assistance of two (2) trained research assistants. The respondents were properly briefed and instructed before the administration of the instruments and the filled copies were duly analyzed. Out of 846 copies of questionnaires distributed, 800 copies representing 95% were duly completed and returned. The study used the returned copies for its analysis. Out of 846 copies of questionnaires distributed, 800 copies representing 95% were duly completed and returned. The study used the returned copies for its analysis. Mean and standard deviation was used to answer the research questions, while t-test statistics was used to test hypotheses at 0.05 significance level.

Mean and standard deviation was used to answer the research questions, while t-test statistics was used to test hypotheses at 0.05 significance level. The research question rule for interpreting the

mean scores was stated thus, any item with mean of and equal 2.50 and above was interpreted as agree while mean scores below 2.50 was interpreted as disagree, this was obtained by summing the

$$\frac{(4324) + 10}{4 + 4}$$

weighted points and divided by four (4), i.e.

Results

Research Question 1: To what extent does principal’s classroom visitations strategy enhance teachers’ job performances in public senior secondary schools in Abia State?

Table 1: Extent principal’s classroom visitations strategy enhance teachers’ job performances in public senior secondary schools in Abia State

S/N Items	Descriptive Statistics			Remark
	N=800	\bar{x}	Std. Deviation	
1. The principal visits classrooms during lessons.		2.52	1.35	HE
2. Principals makes observations during class visitation		2.66	1.30	HE
3. There is usually pre-lesson meeting with teachers by the principal		2.64	1.36	HE
4. Observations made in class are followed up for corrections		3.47	1.25	VHE
5. Principals visits classroom after lessons to find out level of understanding of the lesson		2.67	1.56	HE
Grand Mean		3.02	1.38	HE

Table 1 above showed in item 1 mean score of 2.52 and STD 1.35 which implied high extent that principal visits classrooms during lessons. In item 2 mean score of 2.66 and STD 1.30 equally showed high extent that principals makes observations during class visitation. In item 3 mean score of 2.64 and SD 1.36 showed high extent that there is usually pre-lesson meeting with teachers by the principal. In item 4 mean score of 3.47 and STD 1.25 showed very high extent that observations made in class are followed up for corrections. In item 5 mean score of 2.67 and STD 1.56 showed high extent that principals’ visits classroom after lessons to find out students’ level of understanding of the lesson.

Thus, aggregate mean score of 3.02>2.5 showed high extent that extent how principal’s classroom visitations strategy enhances teachers’ job performances in public senior secondary schools in Abia State.

Research Question 2: To what extent does principals’ delegation of supervisory functions strategy enhance teacher’s job performances in public senior secondary schools in Abia State?

Table 2: extent principals’ delegation of supervisory functions strategy enhance teacher’s job performances in public senior secondary schools in Abia State

S/N Items	Descriptive Statistics			Remark
	N=800	\bar{x}	Std. Deviation	
6. Principals delegate duty to some teachers considered fit to do the job	2.92	1.93		HE
7. Monitoring of the use of time in the school	2.80	1.43		HE
8. Principals check teachers on duty	1.89	1.14		VLE
9. Principals check and rule the teachers time book every morning	1.96	1.17		VLE
10. Principals mark teachers scheme of work .	1.33	.47		VLE
Grand Mean	2.18		1.23	LE

Table 2 above showed in item 6 mean score of 2.92 and STD 1.93 which implied high extent that principals delegate duty to some teachers considered fit to do the job. In item 7 mean score of 2.80 and STD 1.43 showed high extent that monitoring of the use of time in the school. In item 8 mean score of 1.89 and STD 1.14 showed very low extent that principals checking teachers on duty. In item 9 principals mean score of 1.96 and STD 1.17 implied very low extent that principal check and ruling teachers time book every morning. In item 10 mean score of 1.33 and STD .47 showed very low extent that principals mark teachers' scheme of work.

Thus, aggregate mean score of 2.18<2.5 showed low extent how principals adopt delegation of supervisory functions strategy to enhance teacher's job performances in public senior secondary schools in Abia State.

Research Question 3: To what extent does principals' record keeping strategy affect teachers job performances in public senior secondary schools in Abia State?

Table 3: extent principals' record keeping strategy affect teachers job performances in public senior secondary schools in Abia State

S/N Items	Descriptive Statistics			Remark
	N=800	\bar{x}	Std. Deviation	
11. There class attendance register for teachers	2.91	1.23		HE
12. There is teachers time book	1.19	.39		VLE
13. The school has admission register and transfers	2.43	1.21		LE
14. Management keeps Class diaries of work	2.12	1.27		LE
15. Principals inspect class scheme of work	2.00	1.19		LE
Grand Mean	2.13		1.22	LE

Table 3 above showed mean score of 2.91 and STD 1.23 which implied high extent that there class attendance register for teachers. In item 12 mean score of 1.19 and STD .39 showed very low extent that there is teachers time book. In item 13 mean score of 2.43 and STD 1.21 showed low extent that the school has admission register and transfers. In item 14 mean score of 2.12 and STD 1.27 showed low extent that management keeps Class diaries of work. In item 15 mean score of 2.00 and STD 1.19 showed low extent that principals inspect class scheme of work

Thus, aggregate mean score of 2.13<2.5 showed low extent on how adopt principals adopt record keeping strategy affect teachers job performances in public senior secondary schools in Abia State.

Test of Null Hypotheses

Ho1: There is no significance difference between the opinion of principals and teachers in principals’ classroom visitations strategy and teachers job performances in public senior secondary schools in Abia State.

Table 4: T-test analysis of significance difference between the opinion of teachers and principals in principals’ classroom visitations strategy and teachers job performances in public senior secondary schools in Abia State.

Table 4 above shows a mean difference of .6000 principals and teachers, t-value difference of 0.936

		t-test for Equality of Means						
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
	Teachers.	2.481	799	.000	3.98999	1.58386	.81343	7.04655
	Principals.	2.445	788.813	.000	3.92999	1.60735	.76566	7.09432
Total				.000				

and p-value of .000<.05 which showed that there is a significance difference between the mean rating of male teachers and principals’ opinions on subject mastering of teachers in public senior secondary schools in Rivers State. The null hypothesis is therefore rejected.

Ho. 2: There is no significance difference between the opinion of principals and teachers in the delegation of supervisory functions strategy and teacher’s job performances in public senior secondary schools in Abia State.

Table 5: T-test analysis of significant significance difference between the opinion of principals and teachers in the delegation of supervisory functions strategy and teacher’s job performances in public senior secondary schools in Abia State

		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
			Teachers	2.481	799	.014	3.92999	1.58386
	Principals	2.445	788.813	.015	3.92999	1.60735	.76566	7.09432
Total				.029				

Table 5 above showed a t-value difference of 0.036, similar mean difference of 3.92999, p-value of .029<.05 which implied that there is a significance difference between the opinion of principals and teachers in the delegation of supervisory functions strategy and teacher’s job performances in public senior secondary schools in Abia State. The null hypothesis is therefore rejected.

H03: There is no significant difference between the opinion of principals and teachers in record keeping strategy and teachers' job performances in public senior secondary schools in Abia State.

Table 6: T-test analysis of significant difference between the opinion of principals and teachers in record keeping strategy and teachers' job performances in public senior secondary schools in Abia State.

		t-test for Equality of Means						
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
	Female Teachers	2.281	799	.011	3.22999	1.58386	.81343	7.04655
	Male Teachers	2.145	777.113	.015	3.22999	1.60735	.76566	7.09432
Total				.026				

Table 6 above shows t-value difference of 0.136, no mean difference value of 3.22999 and p-value of .026<.05 which showed that significant difference between the opinion of principals and teachers in record keeping strategy and teachers' job performances in public senior secondary schools in Abia State. The null hypothesis is therefore rejected.

Summary of Findings

The findings of the study are hereunder itemized:

1. There is a significance difference between the opinion of male and female teachers in principals' classroom visitations strategy and teachers job performances in public senior secondary schools in Abia State
2. Answers to the study revealed that low extent how principals' classroom visitations strategy enhances teachers job performances in public senior secondary schools in Abia State.
3. There is a significance difference between the opinion of male and female teachers in the delegation of supervisory functions strategy and teacher's job performances in public senior secondary schools in Abia State.
4. Answers to study revealed very low extent how delegation of supervisory functions strategy enhances teacher's job performances in public senior secondary schools in Abia State.
5. There is a significant difference between the opinion of male and female teachers in record keeping strategy and teachers' job performances in public senior secondary schools in Abia State.
6. Answers to study revealed low extent how record keeping strategy enhances teachers 'job performances in public senior secondary schools in Abia State.

Discussion of Findings

The findings of the study are hereunder discussed:

Principals' classroom visitations strategy enhances teachers' job performances

The findings of the study revealed that principals' classroom visitations strategy enhances teachers' job performances. It means that classroom visitation strategy actually enhances teachers' job

performance. Iloh, (2016) agreed pointing out that classroom observation involves practicality in real classroom situation, whereby the supervisee, presents what he or she had prepared for his or her lesson, utilizing various teaching methodologies, instructional materials, interacting with the learners, jotting salient points on the instructional board, assessing the students using both formative and summative evaluations, coordinating class activities, while the supervisor (principal) inspects, observes and evaluates what and how the instructor has performed. the principal purpose of observation is to capture realities of the lesson objectively enough and comprehensively enough to enable supervisor and teacher to reconstruct the lesson as validly as possible afterwards, in order to analyze it. There are several ways data can be collected and recorded in a classroom observation: Verbatim recording where the supervisor records everything that is said and done by the teachers as accurately as possible, specific verbatim where the supervisor selects specific areas to record in as much detail as possible, general observation where the supervisor selects areas that he/she will record and focus on during the observation, videotaping where an agreed upon lesson or segment is video-taped for later review and audio taping of teacher and student's responses if it has been so agreed upon before the lesson. work by Murphy (2013) highlights various aspects of classroom observation. For instance, it offers an opportunity for supervisors to assess teachers' styles, their classroom management skills and various aspects of teaching that are hard to obtain through other forms of evaluation.

Principals' delegation of supervisory functions strategy enhances teacher's job performances

The findings of the study showed that principals delegation of functions strategy enhances teachers' job performance in senior public secondary schools in Abia State. Udeozor (2004) described delegation of duty 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 extracurricular 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 Academic Discourse: An International Journal 3 management which has to do with providing assistance in the development of better teaching and learning situations.

Principals' record keeping strategy enhances teachers' job performances

The findings of the study revealed that principals' record keeping strategy enhances teachers job performance. Thus Koko & Nwiyi, (2006) agreed that 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.

Conclusion

The study reached that supervisory strategies of the principals in other terms refers to his or her job roles to ensure effective job performance of teachers. Senior secondary school principals supervisory strategy of class room monitoring ensures teachers' job performance to ensure quality in subject mastering, students understanding of lessons and teaching ancillaries. Record keeping is necessary for teacher job performance to safe guard rules guiding behavioural conducts of punctuality and regularity. Delegation of duty is required to ensure principals effectiveness and quality to standard. The study showed that teachers learn in the process of delegation of functions to them. This ensure administrative continuity and growth.

Recommendations

Based on the findings of the study, the following recommendations have been made:

1. Principals should visit teachers in the classroom during lessons and observations made corrected or commended for effective teacher job performance.
2. Principals delegation of duty should be with the intent of growing the younger and performance analysis upon report.
3. Records of teachers should be kept by school administration. Punctuality and regularity should be maintained by principals by keeping attendance register for teachers.

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