RELATIONSHIP BETWEEN PRINCIPALS' SCHOOL SUPERVISION AND EFFECTIVE SCHOOL ADMINISTRATION IN PUBLIC SECONDARY SCHOOL IN RIVERS STATE, NIGERIA

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Abstract
The study investigated relationship between principals' school supervision and effective school administration in public secondary schools in Rivers State. Two research questions and two hypotheses guided the study. The study adopted correlational research design with a population of 286 principals in public secondary schools in Rivers State. The sample of 143 was drawn using simple random sampling technique representing 50% of the population. Two instruments titled Principals' Supervision Scale (PSS) and Effective School Administration Scale (ESAS) were used for data collection. The instruments were validated by three experts in the relevant areas. The internal consistency reliability coefficient of 0.78 and 0.83 were computed for PSS and ESAS through Cronbach Alpha. Linear regression was used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. Based on the findings of this study, the researcher concludes that there is significant relationship between principals' supervision and effective school administration in public secondary schools in Rivers State. Specifically, it was concluded that there is high extent of significant relationship among principals' instructional supervision, personnel supervision and effective school administration in public secondary schools in Rivers State, Nigeria. The researchers recommended that the school principals should always have routine instructional supervision taking into cognizance the effective classroom management strategies, lesson preparation and delivery as well as class interaction. The principals should identify through personnel supervision those that are very efficient and effective in their tasks areas in order to assign them as mentors of others who may be underperforming in the school.
Keywords: Principals, Supervision, Effective School Administration and Secondary Schools

INTRODUCTION

The role of education in global and national development cannot be overemphasized. Education mostly at secondary level is instrumental to human and

national development. This is because secondary education is a very important level of education that requires greater attention because it qualifies one for enrolment into tertiary institution after its successful completion. This level of education is remarkable in the role it plays in helping one to properly adjust in the pursuit of professional courses at the tertiary level. To this end, the objectives of Post-Basic Education (secondary education) as enshrined in FRN (2014) are to

a. Provide holders of the Basic Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of higher level irrespective of gender, social status, religious or ethical background;
b. Offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
c. Provide trained manpower in the applied sciences, technology and commerce at sub-professional grade;
d. Provide entrepreneurial, technical and vocational job specific skills for self-reliance, and for agricultural, industrial, commercial and economic development;
e. Develop and promote Nigeria languages, art and culture in the context of world's cultural heritage;
f. Inspire students with desire for self-improvement and achievement of excellence;
g. Foster patriotism, national unity and security education with emphasis on the common ties in-spite of our diversity; and
h. 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.

These objectives may be far from reality if the principals do not have knowledge and administrative competence. Administratively, the principals ensure that the noble goals and objectives of secondary education are achieved. Administration entails the management at school programmes and activities. School administration is carried out by the administrator which is known as the principal in secondary schools. The success of secondary schools depends largely on the principals as the head of administration. Principals are saddled with administrative functions such as school community relations, management of school finance, staff and student personnel administration, evaluation, curriculum development, supervision of instructions (Ezeocha, 2000). Effective school administration cut across effective leadership, communication, commitment, social interaction, persuasion and risk management (Manager, 2021).

It most disheartening to note that most principals are underperforming in their statutory administrative functions. Empirically, it was reported by Nmaduagwu (2019) that most public secondary school principals find it very difficult to influence

their subordinates to work expectedly. In the same vein, in study involving public secondary school principals, 67% of them agreed that they are not satisfied with their level of achievement in the school administration (Nworgu, 2019). Similarly, most of the principals submitted that it is difficult to effectively harness the limited human and material resources in the school system (Amadi, 2019). The most unfortunate scenario was the report of Opurum (2019) that most of the public school principals in Rivers are not competent and tends to delegate responsibilities to their subordinates. This goes on to show that teachers and students may be behaving in an awkward manner.

Lack of principals' effective administrations and supervision make the teachers to abscond from their duties. Some of the teachers do not even properly prepare their lesson and as such dictates or give to the class prefect to write on the board (Opurum, 2019). A good number of them leave their duty post at will (Nworgu, 2019). This unfortunate development may negatively affect the performance of the students in both internal and external examinations. This may in one way or the other disrupt the normal school operation as well as in the actualization of the lofty goals and objectives. The roles of supervision in effective school administration cannot be underestimated.

Supervision is a Latin Word. Super means 'from the above' or superior and vision means 'to see'. In ordinary sense of the term, supervision means overseeing the activities of others. In management, supervision means overseeing the subordinates with the aim of guiding them in their job specification. Thus, supervision is the act by the superior to supervise the work of others under his administration. In the school setting, the supervision is always done from the superior point of action unto the subordinate. School supervision is a management approach that ensures the achievement of educational goals and objectives (Omorobi, 2021). More so, Hence, Nosiri (2017) defined school supervision as the process of enhancing and improving effective teaching and learning. In the same vein, Ikwuegbu (2013) said it is a combination or integration of a number of processes of procedures and conditions that are consciously designed with the sole aim of advancing the work effectiveness of teachers and other personnel involved in school processes. Educational supervision focuses on changing the behaviour of staff for an improved performance. In order to enhance instruction, the role of the supervisors should be supportive, assisting, explanative, encouraging, guiding, advisory, improving and sharing rather than directing. It is therefore envisaged that supervision is a positive democratic action aimed at the improvement of classroom instruction through the continual growth of all concerned. This could be the reason Okoro (2014) saw supervision as assistance in the development of a better teaching-learning situation.

Supervision can be divided into instructional and personnel supervisions (Peretomode, 2004). Instructional supervision is carried out with the purpose of

making the teaching and learning processes better. Instructional supervision entails the supervision of instructional processes such as seat and sitting arrangement, classroom control, and classroom management (Nworgu, 2019). Instructional supervision implies facilitating, motivating, directing and organizing human and material resources in the schools for the sole purpose of achieving and maintaining higher educational outcome in our schools (Ntukidem, 2003). It helps in lesson preparation, feedback mechanism and teaching aid utilization (Opurum, 2019). Instructional supervision also helps in the improvement of instructional delivery. According to Etor (2002), there exists a significant influence of principals' level of instructional supervisory effectiveness on teachers' work performance in subject matter mastery, communication skill, use of instructional materials, assessment skill and overall work performance. Ukpong (2003) revealed a significant influence of level of instructional supervision on teachers' attitude to work.

Personnel supervision on the other hand deals with the set of activities which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of the achievement of the stated aims and objectives of the educational system. Personnel supervision takes into cognizance the attitude of the teacher in the classroom (Nnabuo, 2001). Teaching effectiveness, mastery of subject matter, communication, use of instructional effectiveness, students' evaluation and overall teachers' teaching effectiveness revealed a significant influence of personnel supervision (Etudor, Etor, Akuegwu & Etokebe, 2013). More so, Enefu and Yusuf (2014) reported that personnel supervision can enhance policies, principles and methods established and implemented in school. According to Nkang (2012) personnel supervision predicts effective classroom organization, effective micro teaching organization, and demonstration technique that are instrumental to effective school organization. More so, Barikor (2005) reported that effective personal supervision is instrumental to enhanced classroom performance. This shows that both material and human supervision are very indispensable in the effective management and administration of secondary schools. Based on this background, the researcher investigated to find out the relationship between principals' school supervision and effective school administration in public secondary schools in Rivers State, Nigeria.

STATEMENT OF THE PROBLEM

Secondary level of education is very critical and vital to the actualization of nation's educational as goals ([FRN, 2014). Effective administration of secondary school is seen as an important way of improving the quality of secondary schools in Rivers State in particular and Nigeria in general.

Therefore, it becomes necessary that principals who are the chief administrative officers of secondary schools in Rivers State apply effective leadership style that can

keep the school running smoothly. Sadly enough, this appears to have evaded most principals in public secondary schools in Rivers State.

Field observation by the researcher showed that some teachers and students in public secondary schools in Rivers State show little or no commitment in carrying out their assigned tasks. Some of the teachers and students come to school at will without questioning. It seems that great number of principals of do not understand the importance of materials and human resources supervision in the school. Based on this, the researcher sought to ascertain if there is relationship that exists between principals' school supervision and effective administration in public secondary schools in Rivers State.

The problem of this study is in question from, is there any relationship that exist between principals' personnel supervision and effective school administration in public secondary schools in Rivers State.

PURPOSES OF THE STUDY

The study investigated the relationship exist between principals' school supervision and effective school administration in public secondary schools in Rivers State, Nigeria. Specifically, the study sought to:

1. determine the relationship between principals' instructional supervision and effective school administration in public secondary schools in Rivers State, Nigeria; and
2. find out the relationship between principals' personnel supervision and effective school administration in public secondary schools in Rivers State, Nigeria.

RESEARCH QUESTIONS

The following research questions were answered to guide the study.

1. What is the relationship between principals' instructional supervision and effective school administration in public secondary schools in Rivers State, Nigeria?
2. What is the relationship between principals' personnel supervision and effective school administration in public secondary schools in Rivers State, Nigeria?

HYPOTHESES

H_o1: There is no relationship between principals' instructional supervision and effective school administration in public secondary schools in Rivers State, Nigeria.

H_o2: There is no relationship between principals' personnel supervision and effective school administration in public secondary schools in Rivers State, Nigeria.

METHODOLOGY

The study was a correlation research design with a population of 286 principals in public secondary schools in Rivers State. The sample of 143 was drawn using simple random sampling technique representing 50% of the population. Two instruments titled Principals' Supervision Scale (PSS) and Effective School Administration Scale (ESAS) were used for data collection. Principals' Supervision Scale (PSS) was a 20 item instrument designed to measure principals' supervision practices in the school. The PSS was designed to have two sections. The first section measured the demographic information of the respondents such as gender, school type, designation and location. The second section has two clusters. The first and second clusters measured instructional and personnel supervision with 10 items for each section respectively. The instrument PSS was designed on a four point response options and their various weights such as Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1).

The second measure Effective School Administration Scale (ESAS) has 15 items that elicited response on effective school administration from the principals. The measure has two sections. The first section elicited demographic responses from the respondents as described in PSS while the second section has 15 items with response options of Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1). The instruments were validated by three experts of which two of them are from Educational Management and Planning, while the third validate is from Measurement and Evaluation all from the University of Port Harcourt. The internal consistency reliability coefficient of 0.78 and 0.83 were computed for PSS and ESAS through Cronbach Alpha. Linear regression was used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The decision rule for the response options are provided thus: Very High Extent-100-75, High Extent-7.49-50, Low Extent- 49.9-25 and Low Extent- 24.9 - 0.00.

RESULTS

Research Question 1: What is the extent of relationship between principals' instructional supervision and effective school administration in public secondary schools in Rivers State, Nigeria?

Table 1: Extent of relationship between principals' instructional supervision and effective school administration

Model	R	R Square	Adjusted R Square	Decision
1	.89	.79	.76	Principals' instructional supervision predicts effective school to a high extent

Data on table 1 revealed that the regression and regression square coefficients are 0.89 and 0.76 respectively. The regression coefficient of 0.89 revealed that there is a high positive relationship between principals' instructional supervision and effective school administration. The extent of prediction is determined by using coefficient of determinism. Therefore, principals' instructional supervision predicts 76% of effective school administration.

Research Question 2: What is the relationship between principals' personnel supervision and effective school administration in public secondary schools in Rivers State, Nigeria?

Table 2: Linear regression of the relationship between principals' personnel supervision and effective school administration

Model	R	R Square	Adjusted R Square	Decision
1	.80	.64	.61	Principals' personnel supervision predicts effective school to a high extent

Data on table 2 revealed that the regression and regression square coefficients are 0.80 and 0.61 respectively. The regression coefficient of 0.80 revealed that there is a high positive relationship between principals' personnel supervision and effective school administration. The extent of prediction is determined by using coefficient of determinism. Therefore, principals' personnel supervision predicts 61% of effective school administration.

Hypothesis 1: There is no relationship between principals' instructional supervision and effective school administration in public secondary schools in Rivers State, Nigeria.

Table 3: T-test of linear regression of the relationship between principals' instructional supervision and effective school administration

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.038	1.571		2.570	.010
	Principals' instructional supervision	.853	.045	.89	19.130	.000

Data on table 3 revealed that the t-test value of linear regression is 19.13. The hypothesis is significant because the significant value of 0.00 is less than the alpha

value of 0.05. Therefore, principals' instructional supervision significantly predicted effective school administration in public secondary schools in Rivers State, Nigeria.

Hypothesis 2: There is no relationship between principals' personnel supervision and effective school administration in public secondary schools in Rivers State, Nigeria.

Table 4: T-test of linear regression of the relationship between principals' personnel supervision and effective school administration

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.974	1.790		5.572	.000
	principals' personnel supervision	.669	.050	.89	13.445	.000

Data on table 4 revealed that the t-test value of linear regression is 13.45. The hypothesis is significant because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, principals' personnel supervision significantly predicted effective school administration in public secondary schools in Rivers State, Nigeria.

SUMMARY OF FINDINGS

The study found that:

1. There is significant relationship between principals' instructional supervision and effective school administration in secondary schools in Rivers State.
2. There is significant relationship between principals' personnel supervision and effective school administration in secondary schools in Rivers State.

DISCUSSION OF FINDINGS

The study revealed that there is significant relationship between principals' instructional supervision and effective school administration in secondary schools in Rivers State. The finding of this study is supported by the report that instructional supervision helps in lesson preparation, feedback mechanism and teaching aid utilization (Opurum, 2019). In line with the study, it was found that instructional supervision helps in the improvement of instruction. Similarly, Etor (2002), revealed that there exists a significant influence of principals' level of instructional supervisory effectiveness on teachers' work performance in subject matter mastery, communication skill, use of instructional materials, assessment skill and overall work performance. In the same vein, Ukpong (2003) reported a significant influence of level of instructional supervision on teachers' attitude to work. This implies that instructional supervision is very important in seat and sitting arrangement, classroom

control, and classroom management in the school for effective administration. This could be because instructional supervision implies facilitating, motivating, directing and organizing human and material resources in the schools for the sole purpose of achieving and maintaining higher educational outcome in our schools.

On the other hand, the study showed that there is significant relationship between principals' personnel supervision and effective school administration in secondary schools in Rivers State. The finding of this study is buttressed by the report that personnel supervision influences teaching effectiveness, mastery of subject matter, communication, use of instructional effectiveness, students' evaluation and overall teachers' teaching effectiveness (Etudor, Etor, Akuegwu & Etokebe, 2013). Corroborating with the finding of this study were Enefu and Yusuf (2014) who reported that personnel supervision can enhance policies, principles and methods established and implementation in school. In tandem with the finding of this study, Nkang (2012) found that personnel supervision predicts effective classroom organization, effective micro teaching organization, and demonstration technique that are instrumental to effective school organization. More so, Barikor (2005) reported that effective personal supervision is instrumental to enhanced classroom performance. The possible reason while personnel supervision leads to effective school administration is because it deals with the set of activities which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of the achievement of the stated aims and objectives of the educational system.

CONCLUSION

Based on the findings of this study, the researcher concludes that there is significant relationship between principals' supervision and effective school administration in public secondary schools in Rivers State. Specifically, it was concluded that there are high extent significant relationship among principals' instructional supervision, principals' personnel supervision and effective school administration in public secondary schools in Rivers State, Nigeria.

RECOMMENDATIONS

Based on the conclusion of these findings, the following recommendations were made that:

1. The school principals should always have routine instructional supervision taking into cognizance the effective classroom management strategies, lesson preparation and delivery as well as class interaction.
2. The principals should identify through personnel supervision those that are very efficient and effective in their tasks areas in order to assign them as mentors of others who may be underperforming in the school.

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