



Principals' Utilization of Instructional Supervisory Skills for Attainment of Quality Education

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Abstract

This study investigated principals' utilization of instructional supervisory skills for the attainment of quality education in public senior secondary schools in Rivers State, Nigeria. Three research questions and three hypotheses were used to guide the study. A descriptive research design was used for this study. The population of this study comprised all 335 principals and 5,577 teachers in public senior secondary schools in Rivers State, totaling 5912 academic staff. The sample size for this study comprised 70 principals and 500 teachers, giving a total 570 respondents, representing approximately 9.6% of the population of the study. The stratified random sampling technique was adopted to select the sample. The instrument for data collection was a self-structured questionnaire titled "Principals' Utilization of Instructional Supervisory Skills for Attainment of Quality Education Delivery Questionnaire" (PUISSQEDQ). The instrument was validated by three lecturers in the Department of Educational Management, Ignatius Ajuru University of Education, Port Harcourt. The reliability index was .860, which was obtained using the Pearson's Product Moment Correlation statistics. Mean and Standard Deviation of the descriptive statistics were used to answer the research questions, while t-test inferential tool was used to test the null hypotheses at .05 alpha level of significance. The findings of the study revealed that the principals' utilization of instructional pedagogical instructional supervisory skill, evaluation instructional supervisory and interactive supervisory instructional skill, enhances the attainment of quality education in public senior secondary schools in Rivers State, Nigeria. It was concluded that principals' utilization of instructional supervisory skills enhances the attainment of quality education in public senior secondary schools in Rivers State. The study therefore, among others, recommended that principals should carry out regular coaching on various instructional skills to equip teachers to deliver effective services in the schools, and principals should carry out frequent instructional supervision on teachers to effect same on student for effective goal attainment in public senior secondary schools, especially in Rivers State, Nigeria.

Keywords: Principals, Utilization, Instructional Supervisory, Skills, Attainment, Quality Education, Public Senior, Secondary Schools, Rivers State.

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INTRODUCTION

The school principal has multiple roles to play in ensuring quality education. All strategic planning activities at a school are led and approved by the principal. Student admission and retention also fall under a principal's responsibilities. School principals oversee all aspects of academics within the school. They mentor and evaluate teachers. They conduct classroom observations to assess teachers and to evaluate students. They make decisions related to the curriculum, such as leading textbook adoptions or deciding on new instructional programmes or techniques.

Several Commissions on Education such as; National Commission for Colleges of Education (NCCE), National Board for Technical Education (NBTE), National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) and many others have discussed and made recommendations on improvement and maintenance of quality education in Nigeria. The Universal Basic Education Commission (UBE) precisely, recommended that instructional supervision be undertaken in the schools by trained qualified and experienced personnel. The principals of schools were mandated amidst other responsibilities to carry out a clinical instructional supervision in their schools for attainment of quality education. The emphasis is that, the principals should focus mainly on instructional supervision of their teachers especially, when these teachers discharge their academic duties in the classroom, laboratories and workshops, etc.

Archibong (2012) defined instructional supervision as a professional continuous and collaborative process of assisting teachers in for of guidance, direction, stimulation or other development activities to develop the teaching and learning process. Others have described instructional supervision as a form of in-service training to ensure that teachers are up-to-date with developments in education. It is a set of activities that have the major goal of improving the quality of teachers and improving learning as a whole. This responsibility rests on the shoulders of school administrators, starting from the school principal to external supervisors. Instructional supervision has therefore played important roles in enhancing quality education. Teacher have the opportunity to learn new innovations in lesson delivery. In other words, without instructional supervision, the teacher will gradually become outdated. This is because, instructional supervision on the basis of the principals acquired new ideas and knowledge updates the teachers for the attainment of quality education.

To carry out instructional supervision effectively, the school principal needs a hand full of instructional supervisory skills. Zachariah (2013) cited in Nzambi (2014) made a list of instructional supervisory skills needed by the school administrator for efficient performance. They include: (a) interpersonal skills, which include those of communication, motivation, decision making, problem solving, and conflict management; (b) technical skills, which include ways to approach goal setting, assessment, planning, instructional observation, and research and evaluation; (c) information skills; (d) human relations skills, the ability to work with and through others in a morally elevating way; (e) administrative skills (influencing, recording); (f) skills for managing change; (g) self-awareness skills; and (h) conceptual skills, the ability to see the big picture to imagine, to speculate, and to envisage change.

Earlier, Enaigbe (2009) had outlined instructional supervisory skills as follows: pedagogical skills, evaluation skills, disciplinary skills, reportorial skills, managerial skills, interactive skills and analytical skills. These skills must be possessed by the internal school

manager (the principal), if they must be identified as experts in their managerial roles in the school system.

Instructional supervision in schools is very important and as a result only those teachers, who are trained, qualified, experienced and of high professional integrity are promoted as principals for the performance of the related roles. The instructional supervisory activities of the principal is therefore expected to improve the quality of teaching through improved skills of teachers which in turn improves students' academic performance.

Principals play the role of instructional supervisors from time to time by checking the teachers' classroom work and assessing their overall performance based on students' academic achievement. Principals are also charged with the duty of promoting the academic and professional status of teachers by availing them with current curriculum materials and in-service courses. The principals are expected to provide the right motivation and stimulation for staff and students to enhance academic achievement. They are to use supervisor-teacher friendly methods moving away from the traditional method of control and authoritarianism (Wenzare, 2012). The traditional methods of inspection instill fear to teachers and lower their morale. Principals therefore ought to be sources of inspiration for teachers and their students through appropriate utilization of instructional supervisory skills that are humane and related to be 21st century pedagogy.

The stakeholders are more and more becoming conscious of the need for the schools to be accountable of the results of the students they are teaching. This is exerting pressure on the principals to improve teaching in their schools. This pressure helps the principals to be keen on carrying out effective instructional supervision to improve the quality of education, especially in the public senior secondary schools. Principals have to pay attention to the instructional leadership activities that bring about effective instructions to the teachers, which in turn lead to academic success of the students. Principals have to relate administrative tasks and processes by a well-established programme of supervision which helps to knit together the various activities towards achievement of school goals. Zepeda (2011) described supervision as a "glue" of a successful school holds true. As a result of its binding activity, it acts as a sensory system and lifeblood of the school and which must be injected into the teachers.

Some researchers have focused on variables relating to the principals and their roles of instructional supervision while others have researched on instructional supervision activities and improvement of teachers' class instruction. However studies on this field have failed to bring in the students' variables who are the beneficiaries of principal's instructional supervisory activities. Without bringing in student's academic achievement the study will not be complete because teaching is only a means to an end which is student's academic achievement. Student's academic achievement is crucial when discussing the instructional supervision because it provides a reflection of the quality of the activities that have been offered. Poor academic achievement of students raises concern as to whether instructional supervision has positive influence on the student's academic achievement. This study therefore examines principals' instructional supervisory skills for attainment of quality education in public senior secondary schools in Rivers State.

Statement of Problem

Although the Ministry of Education is focused on improving the supervision of instruction in schools, however there is much to do especially in the attainment of quality education. Many

factors are responsible for poor quality of education and some of the factors might be related to ineffective supervision of teachers by the principals. This assumption of ineffective supervision of principals resulting into lower quality of education is yet to be verified but the fact that many students perform poorly in their examinations is a reality.

Principals are expected to provide effective supervision of instruction by motivating, stimulating and consulting with teachers. The Ministry of Education through Rivers State Secondary Education Board (SEB) do organize workshops and in-service training for principals in order to equip them as instructional supervisors. With these interventions in place it would be reasonable to expect efficient supervisory skills which in turn leads to quality education. Sadly, Goodwin et al. (2012) reported that most principals spent less than a third of their time in supervision. They have been reported to use only 20% of their time for visiting classes, curriculum related task and staff development.

Predictions are that principals still lack basic instructional supervisory skills despite the investments the State Government has made over time. Unfortunately, some researchers and the observation researcher as a developed teacher showed that few principals are efficient in instructional supervision while others lack pedagogical instructional supervisory skill, evaluation instructional supervisory skill, and interactive supervisory instructional skill. Hence, the non-utilisation of these skills would have an inherent effect on the attainment of quality education in schools. This study therefore examines principal's utilization of instructional supervisory skills for the attainment of quality education in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of this study is to investigate the extent principals' utilization of instructional supervisory skills for the attainment of quality education in public senior secondary schools in Rivers State. Specifically, the study achieved the following objectives:

- To ascertain the extent principals' utilize pedagogical instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State,
- To examine the extent principals' utilize evaluation instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State,
- To investigate the extent principals' utilize interactive supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State,

Research Questions

The following research questions addressed the study:

- To what extent do principals utilize pedagogical instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State?
- To what extent do principals utilize evaluation instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State?
- To what extent do principals utilize interactive supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State?

Hypotheses

The following null hypothesis further guided the study:

- There is no significant difference in the mean ratings of principals and teachers on the extent principals utilize pedagogical instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State.
- There is no significant difference in the mean ratings of principals and teachers on the extent principals utilize evaluation instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State.
- There is no significant difference in the mean ratings of principals and teachers on the extent principals utilize interactive supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State.

CONCEPTUAL REVIEW

Principals' Instructional Supervisory Skills

The Department of Education defined instructional supervision as a professional, ongoing, and collaborative process for improving instruction. It consists of guidance, assistance, idea sharing, facilitation, or creation to assist teachers in improving the learning situation and quality of learning in schools. Under this program, a supervisor or instructional leader who possesses superior knowledge and skills and works collaboratively in a school environment that fosters the development of a professional learning community extends a helping hand to a professional colleague. Instructional supervision is an important tool for schools as it helps them in ensuring that their vision and mission are achieved by supervising, training, and empowering teachers so that they can create valuable experiences for their students. It is a form of educational supervision undertaken to achieve the following objectives (Jared, 2011):

- To provide objective feedback to teachers;
- To diagnose and solve teaching problems;
- To help teachers develop their strategies and skills;
- To evaluate teachers for promotions or appointments; and
- To help teachers maintain a positive attitude.

Instructional supervision, when undertaken by the principal, focuses primarily on helping teachers reflect on their actions and promoting school improvement through professional development (Sergiovanni & Starratt cited in Chen, 2018). On the other hand, general instructional supervision is school-based and is undertaken by relevant staff such as inspectors, teachers, principals, and administrators in schools to provide support, supervision, and continuity assessment for the professional development of teachers and the improvement of their teaching process. Instructional supervision heightens the professional knowledge of teachers and promotes the effectiveness of the teaching strategies they implement. Being the main stakeholders in the implementation of the curriculum, teachers should be involved in the strategic planning of the instructional supervision program. If teachers view supervision as something

done to them and for them but not with them, its potential to improve schools cannot be fully realized (Chen, 2018).

The principal plays an important role in instructional supervision. Chen (2018) developed a framework of instructional supervision where they set out the five supervisory tasks of the principal that includes action research, direct assistance, group development, curriculum development, and professional development. In this framework, instructional supervision is viewed as a mechanism to enable teachers to improve instruction provided to students including relationships which is aimed to meet both personal and organizational needs.

Obi (2004) outlined many skills available for supervisors to help teachers improve on the job; and also to facilitate effective instruction in schools. Some of the skills include pedagogical instructional supervisory skills, evaluation instructional supervisory skill, and interactive supervisory instructional skill.

Pedagogical Instructional Supervisory Skills

Pedagogy refers to the study of teaching and learning in alignment with the predefined goals of education. In the teaching learning process, there are two entities involved- the teacher and the learner. Pedagogy acts as a bridge of communication between the two. It involves the methodologies to be adopted by the teacher to deliver a lesson and the techniques to assess the learner's responses to the information being imparted. Pedagogy defines the methods adopted for conducting teaching learning sessions using various strategies and approaches adopted by teachers to ensure the fulfillment of the predetermined objective. The primary objective of pedagogy is to develop effective learning experience among learners (Nagarajan, 2012).

Pedagogy is concerned with the teaching processes. It directs the teacher regarding the teaching strategies employed by the teacher to deliver the content in class to enhance the expected learning outcomes. All the teachers in all levels need to ensure that their teaching materials and strategies would contribute in a notable manner in promoting the learning of the students (Akomolafe, 2020). Pedagogy is concerned with that process how the instructors do to influence the learning of the learners. Knowledge of pedagogy enables the teachers to impart the thorough understanding on the subject among the students and helps the learners in applying those learning in their daily lives outside of the classroom.

Every teachers should possess pedagogical skills because they are essential for effective teaching and learning. Pedagogical skills help teachers to plan and deliver engaging and effective lessons that cater to the diverse learning needs of students. It helps to create a positive and inclusive learning environment where all students feel valued and supported. The use a variety of instructional strategies and techniques promotes active learning and critical thinking. It also helps to assess student's understanding and progress accurately and provide timely feedback to support their learning. Pedagogical skill helps teachers to adapt and modify teaching methods as needed to meet the individual needs and strengths of students. It helps to collaborate with colleagues, parents, and other stakeholders to enhance the overall educational experience for students (Akpan & Udo, 2022). Pedagogical skills are crucial for teachers to be effective educators and help students achieve their full potential in teaching profession.

Pedagogical instructional supervisory skills refer to the ability to effectively guide, support, and evaluate educators in their teaching practices. This includes providing constructive feedback, facilitating professional growth, and ensuring that instructional goals are met.

Principals should have the ability to provide guidance and support to educators in order to help them improve their teaching practices (Ogunu, 2005). This involves observing classroom instruction, providing feedback, and offering resources and strategies for improvement.

The principal also need to have a strong understanding of curriculum design and implementation in order to ensure that instructional goals are aligned with educational standards and objectives. Supervisors should be able to effectively evaluate teachers' performance and provide constructive feedback for improvement. This includes assessing student progress and engagement, as well as monitoring and adjusting instructional strategies as needed. Effective communication skills are essential for supervisors to establish positive relationships with educators, communicate expectations clearly, and foster a collaborative and supportive work environment (Ogunu, 2005). Pedagogical instructional supervisory skills are critical for ensuring that educators are supported and empowered to provide high-quality instruction that meets the needs of all students.

Evaluation Instructional Supervisory Skill

In teaching- learning process the evaluation is the most and mandatory part of this process. Evaluation plays an enormous role in the teaching-learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process and a periodic exercise. It helps in forming the values of judgment, educational status, or achievement of student. Evaluation in one form or the other is inevitable in teaching-learning, as in all fields of activity of education judgments need to be made. In education how much a child has succeeded in his aims, can only be determined through evaluation (Akomolafe, 2020). Thus there is a close relationship between evaluation and aims Evaluation is an attempt to appraise the quality/suitability of a resource. Evaluation methods are used to judge students learning and understanding of the material for purpose of grading and reporting.

Tools and techniques of evaluation are critically examines a subject and then assigns a grade or some other type of formal result based on how well they performed. Here we are going to learn all the tools and techniques of evaluation which will help us understand evaluation. Evaluation is a more comprehensive term which includes testing and measurement and also qualitative description of the student behavior (Akpan & Udo, 2022). It also includes value judgment regarding the worth or desirability of the behavior measured or evaluated. Evaluation is conducted continuously throughout the year and aid in analyzing the students' learning and understanding where they lag. This can help teachers identify where learners need extra help and support in different subjects. Evaluation in one form or the other is inevitable, whether online evaluations or offline, they are important.

Shinda (2022) defined evaluation as a more general judgment of the outcome of a program, which involves the use of observations, various tests, questionnaires, interviews, etc. emphasis are on the processes of educational evaluation. This definition indicates that evaluation is a systematic process, and it omits tile casual, informal or uncontrolled observation of the pupils. The definition also implies that objectives of education have to be identified in advance. Without predetermined objectives, it is not possible to judge the progress, growth and development of students. Evaluation is a systematic process of collecting, analyzing and interpreting information to determine the extent to which pupils are achieving instructional objectives.

Evaluation is an integral part of any teaching and learning programme. Whenever a question is asked and answered evaluation takes place. Thus, both teaching and evaluation overlap and merge into each other. In fact, it is not possible to have teaching and learning without evaluation. Both teaching and evaluation are based on the instructional objectives which provide direction to them. Instructional objectives are those desirable behaviours which are to be developed in students. It is for achieving the instructional objectives that instruction is provided and it is to see whether the instructional objectives have been achieved and to what extent, that the evaluation is made (Usman, 2018).

There is interrelationship of objectives, instructional process or the learning experience and evaluation in a programme of teaching. Evaluation is the process of assessing the value, worth, or quality of something. In education, evaluation refers to the systematic and ongoing assessment of student learning, progress, and performance in relation to set learning objectives and standards. The goal of evaluation is to provide teachers and students with information to improve learning outcomes and measure the effectiveness of teaching and learning practices. Evaluation methods can include tests, quizzes, essays, projects, observations, and more. Evaluation is an important aspect of the educational process as it helps teachers understand student learning and adjust their teaching practices accordingly.

Evaluation skills are essential for teachers because they allow them to monitor progress of learners. Teachers are able to assess the knowledge, skills, and understanding of students throughout the learning process (Shinde, 2022). Teachers can identify areas where students are excelling and where they may need additional support by regularly evaluating student progress. Evaluation provides feedback to teachers. Feedback is essential for supporting student learning, reinforcing positive behaviors, and addressing areas needing improvement. Through evaluation, teachers can determine the effectiveness of their instructional strategies and make necessary adjustments to better meet the needs of their students. Teachers can modify lesson plans, teaching methods, and learning materials to enhance student learning outcomes. In making decisions, evaluation skills of a teacher allows him to make informed decisions about student placement, instructional interventions, and curriculum design. Teachers can tailor their teaching approach to support the diverse needs of all learners by analyzing evaluation results.

Evaluation skills also contribute to teachers' professional growth and development. By reflecting on evaluation data and feedback, teachers can identify areas for improvement, set professional goals, and engage in ongoing professional development to enhance their teaching practice (Usman, 2018). Evaluation skills are essential for teachers to effectively assess student progress, provide meaningful feedback, adjust instruction, inform decision-making, and support their professional growth. Teachers need these skills to help students achieve their full potential and create a positive and successful learning environment.

Evaluation instructional supervisory skills involve assessing and appraising the effectiveness of teachers' instructional practices in order to provide feedback, support improvement, and make decisions about professional development and performance. Principals must have the ability to observe teachers in action, collect data on their instructional practices and student outcomes, and analyze this information to identify strengths and areas for improvement (Olowoye, 1989). Supervisors should be familiar with evaluation frameworks and rubrics that outline criteria for effective teaching practices, such as the Danielson Framework or Marzano's Teacher Evaluation Model.

Supervisors should be able to provide feedback to teachers that is specific, actionable, and focused on improving instructional practices. Feedback should be based on evidence from

observations and data analysis. The principal should help teachers set goals for improving their instructional practices and student outcomes, and regularly review progress towards these goals. Supervisors should use evaluation data to identify teachers' professional development needs and plan targeted support and training opportunities to address these needs. Supervisors should use evaluation data to make decisions about teacher performance, such as recommendations for continued employment, promotion, or additional support. Evaluation instructional supervisory skills are crucial for ensuring that teachers receive feedback, support, and opportunities for growth that ultimately lead to improved instructional practices and student achievement (Usman, 2018).

The purpose of evaluation is to give shape to educational objectives, and learning materials, to make teaching methods simple and effective and the classroom climate pleasant and conducive for completing the teaching- learning process. Teaching is not stuffing the mind with dead load of information, contrarily; it denotes expanding the abilities of students to learn and comprehend the subject content studied and when the need arises use it to a new context. Though evaluation is more scientific than measurement, it should be admitted that they are not capable of producing the true picture. They provide us with some useful hypotheses for value judgment. There are simple evaluation methods like observation; analyzing anecdotes and simple recall for which not much training are required. The school principal is in charge to oversee how evaluation is being carried in his school and must be ready to provide technical support when needed.

Interactive Supervisory Instructional Skill

Communication is directly associated with all management processes. Communication takes place almost all the time in this context (Habaci, 2013). Robust and effective communication depends on managers using their responsibilities properly, and employees having knowledge of these responsibilities. The objective in communication is to change something in the person who is being contacted. School principals are expected to have a comprehensive knowledge of humanities, impressive communication skills, and leadership personalities. A robust communication network in school makes for effective communication that will help maintain cultural and social development. Maintaining effective communication is the responsibility of school administrators. The school administrators should be informed about informal as well as formal communication networks between groups and individuals; he/she should also be familiar with this process. If the principal is not familiar with communication networks in the school, this may negatively influence his/her decision-making (Usman, 2018).

An educational administrator is required to be able to communicate effectively, work with others cooperatively, and support and train employees. Principal should have effective communication skills, with different points of view in order to communicate with people from different cultural backgrounds. Educational organizations should be based on the principles of communication and service (Okoye, 2023). An effective principal of a school should have many qualities connected to communication proficiency such as planning communication well, timing the transmitting of information appropriately, initiating communication with self-confidence, communicating without prejudice, taking precautions for people having prejudices, selecting appropriate messages according to needs and interests of teachers, being equipped with sufficient knowledge on important, being able to provide exact information for teachers, abstaining from any act hindering communication and listening to others (Shinde, 2022).

As almost all individuals in an educational organization have the same craft knowledge and abilities, mutual communication is easier to achieve than in more heterogeneous groups. In a communication process, there is a constant interaction between receiver and source. In order to coordinate, manage, and influence the teachers and other employees, a principal should have knowledge of his/her employees' thoughts, so, he/she can predict their behaviours and responses in advance. The quality of communication between principals and teachers enables the development of communication channels and the quality of teaching. In this two-way communication between principal and teacher, there are several duties. The principal should inform teachers about the components of the profession, policies related to education, and the success of the profession. In addition, teachers should inform the principal about their professional problems and issues with colleagues. This two-way communication must be face-to-face.

Principal and teachers are expected to express themselves properly in this oral communication. If Principal behave improperly to their employees, and consider teachers to be beneath them, this will close all the communication channels. If two-way communication is developed between the Principal and teachers in a school, teachers grow to be proud of working with their director. This will increase awareness of the Principal among teachers, and vice-versa. If this kind of communication is not developed, communication will remain a hierarchical process, gradually, closing communication channels and thwarting the school's objectives (Okoye, 2023). Teachers carry great responsibility for the well-being of society, and educational effectiveness should not be disrupted by any communicational problems with the Principal. A principal that maintains an effective communication with teachers can be said to possess interactive supervisory instructional skill.

Interactive supervisory instructional skills involve engaging and collaborating with teachers in a supportive and constructive manner to enhance their instructional practices. Supervisors should establish positive and trusting relationships with teachers based on respect, open communication, and mutual understanding (Olowoye, 1989). Supervisors should actively listen to teachers' concerns, ideas, and needs, and demonstrate empathy and understanding.

Supervisors should work collaboratively with teachers to identify challenges, brainstorm solutions, and implement strategies to improve instructional practices. Supervisors should encourage teachers to reflect on their teaching practices, student outcomes, and professional growth, and provide opportunities for self-assessment and self-improvement. Supervisors should offer support, resources, and professional development opportunities to help teachers enhance their instructional skills and meet their goals (Ogunu, 2005). Supervisors should model effective teaching practices and provide demonstration lessons or workshops to showcase best practices and strategies for improving instruction. Supervisors should acknowledge and celebrate teachers' achievements, efforts, and growth in their instructional practices, fostering a positive and motivating work environment. Interactive supervisory instructional skills help create a collaborative and supportive supervisory relationship that empowers teachers to thrive and continuously improve their instructional practices for the benefit of student learning.

Quality Education

From the perspective of education, the term quality has been defined by various scholars. Asiyai (2013) and Furqatovna et al. (2022) agreed that quality education is relevant and reflects the needs of society. They agree that it is an education characterized by adequate funding, adequate

teaching staff, exemplary policy implementation, provision of information and communication technology, training and retraining of teachers, among others things. Quality refers to the value placed on something or a desirable characteristic of a product or service that differentiates it for the person seeking the attribute. Obadara and Alaka (2013) opined that quality is the extent to which a good or service conforms to the established standard that makes it superior to other establishments with similar goals. Ogudinikpa (2015) stated that quality is a sign of excellence that should conform to a given standard which could be seen in the areas of teaching, learning, research, and quality of students, staff, and curriculum.

Considerable consensus exists around the basic dimensions of quality education today, however quality education is all-inclusive. They encompass the quality of learners, quality of learning environment, quality of content, quality of the educational processes, and quality of the outcomes of education. The senior secondary schools in Rivers State should meet these criteria by which quality education is measured. These indices are examined below with respect to senior secondary schools in Rivers State.

Quality of the Learners

The quality of children's lives before beginning formal education greatly influences the kind of learners they can be. Several elements are considered to determine the quality of learners:

Good health and nutrition: Physically and psychosocially healthy students learn well (McCain & Mustard, 1999). Adequate nutrition is needed for normal brain development of the students. Prevention of infections, diseases and injury are also critical to learning. This adds to the quality of learners and by extension, the quality of education.

Psychosocial development: Positive experiences and interactions are vital to preparing a quality learner (Willms, 2000). Effective and appropriate stimulation influences the brain development necessary for emotional regulation, arousal, and behavioural management. A student who misses positive stimulation or is subject to chronic stress in the home may have difficulty with psychosocial development (McCain & Mustard, 1999).

Regular attendance for learning: Research demonstrates that to achieve academically, students must attend school consistently. A student's exposure to curriculum significantly influences achievement, and exposure to curriculum comes from being in school (Fuller et al., 1999).

Family support for learning: Parents may not always have the tools and background to support their children's cognitive and psychosocial development throughout their school years. Parents' level of education, for example, has a multifaceted impact on children's ability to learn in school (Willms, 2000). Parental education not only influences parent-child interactions related to learning, but also affects parents' income. Parents with little formal education may also be less familiar with the language used in the school, limiting their ability to support learning and participate in school-related activities.

Further, although many constraints exist, schools can play a role in helping parents to enhance the 'home curriculum' and improve the quality of parental involvement in their children's education. Strategies include, for example, partnering with organizations that can affect parenting, asking parents to participate in assessment of their child's progress, offering

clear, regular, non-threatening communication; and including parents in decision-making groups at the school (Redding, 2000). The home curriculum seems to play a vital role in preparing quality learners for school. Healthy children with positive early learning experiences and supportive, involved parents are thus most likely to succeed in school.

METHODS

The study adopted the descriptive research design. The population of this study comprised all the 335 principals and 5,577 teachers in public senior secondary schools in Rivers State, totaling 5192 academic staff (Source: Planning, Research and Statistics Unit, RSSSSB, 2024). The sample size for this study comprised 70 principals and 500 teachers, giving a total 570 respondents, representing 9.6% of the population of the study. The sample size was selected using stratified random sampling technique.

The instrument for data collection was a self-structured questionnaire titled: “Principals’ Utilisation of Instructional Supervisory Skills for Attainment of Quality Education Delivery Questionnaire” (PUISSQEDQ). The instrument was structured into two sections. Section A, anchored on the respondents’ bio-data while section B, dealt on 18 statements items that gave answers to the three research questions. The instrument was structured further using the four-point modified Likert’s rating scale response pattern of Very High Extent (VHE) = 4 points, High Extent (HE) =3 points, Low Extent (LE) =2 points and Very Low Extent (VLE) =1 point, respectively.

The instrument for this study was validated by three experts in the Department of Educational Management, Ignatius Ajuru university of education, Port Harcourt. To establish the reliability of the instrument, a test-retest method was adopted. The researcher administered 20 copies of the instrument to 10 principals and 10 teachers who are not part of the sample size of the study, but are part of the population of the study. The same instrument were re-administered on the same respondents after two weeks. Their response were collected and analysed using the Pearson’s Product Moment Correlation Co-efficient (PPMCC) to achieve the reliability index value of .860.

The researcher administered 570 copies of the instruments to the respondents with the assistance of 3 research assistants who were trained for this purpose. Thereafter, most of the instrument were retrieved on the spot, while others were retrieved on a later day. After the collection and collation of the instrument, 548 copies were retrieved from respondents, representing 95% retrieval return-rate.

Mean and standard deviation descriptive tools were used to analyse the responses of the research questions, and based on criterion mean of 2.50 while the null hypothesis were tested using independent t-test inferential tool at 0.05 level of significant, and with the aid of the Statistical Package for Social Science (SPSS), Version 23.

DATA ANALYSIS

Research Question One: To what extent do principals and teachers utilize pedagogical instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State?

Table 1: Mean ratings and standard deviation on extent principals and teachers utilize pedagogical instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State.

		Principals =67 Teachers =481					Remark
S/N	Items	\bar{X}_1	SD_1	\bar{X}_2	SD_2	$\frac{\bar{X}_1+\bar{X}_2}{2}$	
1.	Frequent classroom visits to obtain feedbacks and support leads to quality instruction	2.60	1.09	2.85	1.03	2.73	High Extent
2.	Addressing instructional challenges by the principal has an influence on quality instruction	2.94	1.02	3.00	1.01	2.97	High Extent
3.	Regular coaching on various instructional strategies enhances quality instruction	2.92	1.01	2.93	1.01	2.92	High Extent
4.	Principals with high instructional supervisory skills delivers quality instruction	2.93	1.04	3.06	0.93	2.99	High Extent
5.	Use of effective supervisory skills improves the students learning speed.	2.12	1.04	2.03	1.02	2.08	Low Extent
6.	Instructions are duties of the classroom teachers, therefore the knowledge of the principals influence quality instruction	3.09	1.02	3.06	1.01	3.07	High Extent
Grand mean		2.77	1.04	2.82	1.00	2.79	High Extent

Data on Table 1 showed the mean ratings and standard deviation on the extent principals and teachers utilize pedagogical instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State. The table shows that, frequent classroom visits to obtain feedbacks and support leads to quality instruction, addressing instructional challenges by the principal has an influence on quality instruction, regular coaching on various instructional strategies enhances quality instruction, principals with high instructional supervisory skills delivers quality instruction, use of effective supervisory skills improves the students learning speed. This is because they all recorded the mean set values that are above 2.50 criterion mean. Their mean set values includes 2.73, 2.97, 2.92, 2.99 and 3.07 respectively as contained in item 1, 2, 3, 4, 5, and 6. But they responded To a low extent on item 5 with mean set ratings of 2.08. In all, the grand mean set value of 2.79 showed that to a high extent principals and teachers utilize pedagogical instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State.

Research Question Two: To what extent do principals and teachers utilize evaluation instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State?

Table 2: Mean ratings and standard deviation on the extent principals and teachers utilize evaluation instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State

		Principals = 67		Teachers = 481		Remark
S/N	Items	\bar{X}_1	SD_1	\bar{X}_2	SD_2	
7.	Principals evaluation instructional skill helps to improve the teachers' evaluation skills	2.97	1	2.91	0.93	High Extent

8.	Principals' evaluation instructional supervisory skills enhances evaluation skills of the teachers	3.02	0.97	3.27	0.91	3.14	High Extent
9.	Principals' evaluation instructional supervisory skill assist teachers to improve their evaluations and this leads to quality education	3.02	0.98	3.16	0.84	3.09	High Extent
10.	Evaluation in schools is very necessary, hence the principals' must possess good evaluation instructional supervisory skills	2.96	1.02	3.04	0.93	3.00	High Extent
11.	Through effective evaluation, the school learning outcomes are determined.	2.17	0.94	2.12	1	2.14	Low Extent
12.	Evaluation by the principals motivates teachers to carry out classroom evaluation.	3.03	0.97	3.00	0.93	3.02	High Extent
Grand Mean		2.86	1.18	2.92	0.92	2.89	High Extent

Data on Table 2 show the mean ratings and standard deviation on the extent principals and teachers utilize evaluation instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State. The table show that both principals and teachers agreed to a high extent; principals evaluation instructional skill helps to improve the teachers' evaluation skills, principals' evaluation instructional supervisory skills enhances evaluation skills of the teachers, principals' evaluation instructional supervisory skill assist teachers to improve their evaluations and this leads to quality education, evaluation in schools is very necessary, hence the principals' must possess good evaluation instructional supervisory skills and evaluation by the principals motivates teachers to carry out classroom evaluation. This is because they recorded mean set values above 2.0 criterion mean as contained on item 7, 8, 9, 10 and 12 with the mean set values of 2.94, 3.14, 3.09, 3.00, and 3.02 respectively. But to a low extent on item 11 with mean sett ratings of 2.02. Further, the overall grand mean set scores of 2.89 shows that to a high extent principals and teachers utilize evaluation instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State.

Research Question Three: To what extent do principals and teachers utilize interactive supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State?

Table 3: Mean ratings and standard deviation on the extent principals and teachers utilize interactive supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State

		Principals = 67 Teachers = 481					Remark
S/N	Items	\bar{X}_1	SD_1	\bar{X}_2	SD_2	$\frac{\bar{X}_1 + \bar{X}_2}{2}$	
13.	Interaction between principals and the teachers results in friendly school environment leading to quality education	3.35	0.81	2.91	0.99	3.13	High Extent
14.	Through constant interactions, teachers are able to freely express their concerns, which is addressed leads to quality education	3.01	1.01	2.92	0.96	2.97	High Extent
15.	Interactive supervisory instructional skills aids the principals to receive feedbacks on	3.2	0.98	2.89	0.96	3.04	High Extent

	the implementation of objectives of the school.							
16.	Positive interaction promotes the learning outcomes of the school.	3.29	0.79	3.00	1.01	3.14	High Extent	
17.	Through positive interaction, issues of the school are resolved amicably.	2.04	1.04	2.05	0.96	2.05	Low Extent	
18.	Interaction skills of the principals directly improves the way teachers view the principals	2.97	0.97	2.97	0.99	2.97	High Extent	
Grand Mean		2.98	0.93	2.79	0.98	2.88	High Extent	

Data on Table 3 shows the mean ratings and standard deviation on the extent principals and teachers utilize interactive supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State. The table shows that interaction between principals and the teachers results in friendly school environment leading to quality education, through constant interactions, teachers are able to freely express their concerns, which is addressed leads to quality education, interactive supervisory instructional skills aids the principals to receive feedbacks on the implementation of objectives and programmes in the school, leading to quality education, positive interaction promotes the learning outcomes of the school, interaction skills of the principals directly improves the way teachers view the principals as jointly agreed to items 13, 14, 15, 16, and 18 with the mean scores of 3.13, 2.97, 3.04, 3.14 and 2.97 respectively. But to a low extent on item 17 with the mean set ratings of 2.05. In all, the grand mean man set score of 2.88 showed that principals and teachers utilize interactive supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State a high extent.

Test of Hypotheses

Hypothesis One: There is no significant difference in the mean ratings of principals and teachers on the extent principals utilize pedagogical instructional supervisory skill for attainment of quality education in pubic senior secondary schools in Rivers State.

Table 4: Summary of t-test analysis of mean ratings of the mean ratings of principals and teachers on the extent principals utilize pedagogical instructional supervisory skill for attainment of quality education in pubic senior secondary schools in Rivers State

Groups	N	\bar{x}	S.D	Df	2-tailed	Sig. level	Decision
Principals	67	2.77	1.04	546	0.91	.05	Accepted
Teachers	481	2.82	1.00				
N=	548						

Data in Table 4 shows summary of mean, standard deviation and 2-tailed of difference between the mean ratings of principals and teachers on the extent principals utilize pedagogical instructional supervisory skill for attainment of quality education in pubic senior secondary schools in Rivers State.

The calculated 2-tailed value used in testing the hypothesis stood at 0.91 while the alpha level of significance stood at .05 using 546 degrees of freedom. At 0.05 level of significance.

The calculated 2-tailed of 0.91 is greater than 0.05 alpha level of significance, hence there is no significant difference between the mean ratings of principals and teachers on the extent principals utilize pedagogical instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State.

Based on the foregoing the null hypothesis was accepted and confirmed that there is no a significant difference between the mean ratings of principals and teachers on the extent principals utilize pedagogical instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State.

Hypothesis Two: There is no significant difference in the mean ratings of principals and teachers on the extent principals utilize evaluation instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State.

Table 5: Summary of t-test analysis of mean ratings of the mean ratings of principals and teachers on the extent principals utilize evaluation instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State

Groups	N	\bar{x}	S.D	Df	2-tailed	Sig. level	Decision
Principals	67	2.86	1.18	546	3.15	.05	Accepted
Teachers	481	2.92	0.92				
N=	548						

From Table 5 above, the data depicts the summary of mean, standard deviation and t-test of difference between the mean ratings of principals and teachers on the extent principals utilize evaluation instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State. The calculated 2-tailed value used in testing the hypothesis stood at 3.15 while the alpha level of significance stood at .05 using 546 degrees of freedom at .05 level of significance. The calculated 2-tailed of 3.15 is greater than 0.05 alpha level of significance, hence there is no significant difference between the mean ratings of principals and teachers on the extent principals utilize evaluation instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State. From the foregoing, the stated null hypothesis was accepted, thus there is no significant difference between the mean ratings of principals and teachers on the extent principals utilize interactive supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State.

Hypothesis Three: There is no significant difference in the mean ratings of principals and teachers on the extent principals utilize interactive supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State.

Table 6: Summary of t-test analysis of mean ratings of the mean ratings of principals and teachers on the extent principals utilize interactive supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State

Groups	N	\bar{x}	S.D	Df	2-tailed	Sig. level	Decision
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Principals	67	2.98	0.93	546	1.07	.05	Accepted
Teachers	481	2.79	0.98				
N=	548						

From Table 6 above, the data reveals the summary of mean, standard deviation and 2-tailed of difference between the mean ratings of principals and teachers on the extent principals utilize interactive supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State.

The calculated 2-tailed value used in testing the hypothesis stood at 1.07. The alpha level of significance stood at 0.05 using 546 degrees of freedom. At 0.05 level of significance, the calculated 2-tailed of 1.07 is greater than .05 level of significance, hence there is no significant difference between the mean ratings of principals and teachers on the extent principals utilize interactive supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State.

With respect to that, it can therefore be concluded, that the stated null hypothesis was accepted, thus there is no significant difference between the mean ratings of principals and teachers on the extent principals utilize interactive supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS

Extent Principals and Teachers utilize Pedagogical Instructional Supervisory Skill for attainment of Quality Education in Public Senior Secondary Schools

The findings of the study revealed that to a high extent principals' and teachers utilize pedagogical instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State. The findings of the study is in line with Ogunu (2005), having found out that principals should have the ability to provide guidance and support to educators in order to help them improve their teaching practices. Thus, pedagogical instructional supervisory skills effectively guide, support, and help in the evaluation of teachers in their teaching practices. This includes providing constructive feedback, facilitating professional growth, and ensuring that instructional goals are met. This involves observing classroom instruction, providing feedback, and offering resources and strategies for improvement.

Also, the findings of the study collaborated with the findings of Nagarajan (2012), that pedagogy assures the teacher the ability to deliver a lesson and the techniques effectively in order to assess the learner's responses to the information being imparted. Pedagogy outlines the methods adopted for conducting teaching learning sessions using various strategies and approaches adopted by teachers to ensure the fulfillment of the predetermined objective (Akpan & Udo, 2022). It is worthy of note that the primary objective of pedagogy is to develop effective learning experience among learners.

Extent Principals and Teachers utilize Evaluation Instructional Supervisory Skill for attainment of Quality Education in Public Senior Secondary Schools

The findings of the study revealed that to a high extent principals' and teachers utilize evaluation instructional supervisory skill for attainment of quality education in public senior secondary schools in Rivers State. The findings of the study is in synergy with Usman (2018), having found

out that evaluation instructional supervisory skills are vital for ensuring that teachers receive feedback, support, and opportunities for growth that ultimately lead to improved instructional practices and student achievement. In teaching- learning process the evaluation is the most and mandatory part of this process. Evaluation plays an enormous role in the teaching-learning process. It helps teachers and learners to improve teaching and learning.

Again, the findings are in harmony with Akpan and Udo (2022) in their findings that tools and techniques of evaluation are critically in examining a subject and then assigns a grade or some other type of formal result based on how well they performed. Also Akomolafe (2020) noted that evaluation entails a general judgment of the outcome of a program, which involves the use of observations, various tests, questionnaires, interviews, etc. Evaluation is an integral part of any teaching and learning programme. Whenever a question is asked and answered evaluation takes place.

Extent Principals and Teachers utilize Interactive Supervisory Instructional Skill for attainment of Quality Education in Public Senior Secondary Schools

The findings of the study revealed to a high extent that principals and teachers utilize interactive supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State. The findings of the study agreed with the findings as revealed by Okoye (2023), that an educational administrator is required to be able to constantly interact effectively, work with others cooperatively, and support employees for quality instruction to be delivered. Thus, principal should have effective communication skills, with different points of view in order to communicate with people from different cultural backgrounds. Educational organizations should be based on the principles of communication and service delivery.

In another dimension, the findings of the study concurred with Shinde (2022), who found out that an effective principal of a school is one who have many qualities connected to communication proficiency such as planning communication well, timing the transmitting of information appropriately, initiating communication with self-confidence and communicating without prejudice. Thus, in a communication process, there is a constant interaction between receiver and source. In order to coordinate, manage, and influence the teachers and other employees, a principal should have knowledge of his/her employees' thoughts for cordial to take place.

CONCLUSION

This study has identified some principals' instructional supervisory skill for the attainment of quality education in public senior secondary schools in Rivers State, the extent principals' utilization of pedagogical instructional supervisory skill for attainment of quality education in public senior secondary schools, extent principals' utilization of evaluation instructional supervisory skill enhance attainment of quality education in public senior secondary schools, the extent principals' utilization of interactive supervisory instructional skill enhance attainment of quality education in public senior secondary schools. The findings of the study revealed that principals' utilization of instructional supervisory skills leads to attainment of quality education in public senior secondary schools in Rivers State. The principals' instructional supervision entails direct assistance, group development, curriculum development, and professional development to teachers in order to ensure that they meet up with the expectations of the school

system. In this framework, instructional supervision is viewed as a mechanism to enable teachers to improve instruction provided to students including relationships which is aimed to meet both personal and organizational needs.

Recommendations

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

- Principals should carry out regular coaching on various instructional skills to equip teachers to deliver effective services in the school.
- Principals should carry out frequent instructional supervision on teachers to effect same on student for effective goal attainment.
- Principals should ensure mutual interaction with teachers to ensure friendly school environment which will lead to quality education delivery in secondary schools.

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