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**PRINCIPALS' SUPERVISION TECHNIQUES AND TEACHERS' JOB EFFECTIVENESS  
IN PUBLIC SECONDARY SCHOOLS IN OBUDU LOCAL GOVERNMENT AREA OF  
CROSS RIVER STATE, NIGERIA**

**Udang, Joseph Akor**

Department of Educational Management, Faculty of Educational  
Foundation Studies, University of Calabar,  
Cross River State, Nigeria

**ABSTRACT**

The study investigated the relationship between principals' supervision techniques and teachers' job effectiveness in public secondary schools in Obudu Local Government Area of Cross River State, Nigeria. An Ex-post-facto research designs was adopted for the study. The sample was hundred (100) teachers including the principals from the population of ten (10) schools out of twenty three (23) public secondary schools in the study area. To achieve the purpose of the study, three research questions and three research hypotheses were formulated. Data collection was carried out with the use of two research instruments titled "Principals' Supervision Questionnaire Techniques (PSTQ)" and "Teachers' Job Effectiveness Questionnaire (TJEQ)". The instruments were subjected to face validity, and had a reliability index of 0.71 to 0.82 Pearson product moment correlation analysis was used for data analysis at 0.05 significance. Result obtained revealed that, a significant relationship exist between principals' supervision techniques in terms of classrooms visitation/conference with teachers, facilities and among other teachers' job effectiveness of teachers. Based on the findings, it was concluded that job effectiveness of teachers would be enhanced when they are properly supervised by the principals using the various supervisory techniques. Also, recommendations were made that, government should ensure that, only those qualified be allowed to participate in supervision job, more supervisory resources should be provided by the government to enable principals promote teachers' job effectiveness.

**Keywords:** Supervisory techniques, Teachers, Job, Effectiveness, Secondary Schools

## INTRODUCTION

Teaching profession is as old as man, teachers belonging to the noble category of impartation of knowledge and moulding of learners for the socio-economic advancement of the society. Teachers have the vision of progress and growth for present and future generation. However, teachers do well in their jobs provided opportunities for advancement and better working conditions are provided with effective supervision. Teachers' job effectiveness in the school system largely depends on success or failure which is anchored on the supervisory measures implored by the school administrators to ensuring effectiveness of school culture in promoting teaching and learning. Teachers' job performance is measured on the effectiveness in handling lesson notes preparation, lesson presentation, maintenance of discipline, interpersonal relationship and classroom management, assessment of students and participation in school activities with thorough supervision by educational managers and administrators.

Teacher's job effectiveness involves all the activities carried out by the teachers to achieve the desired effect on students. It involves the extent to which the teachers participate in the overall running of the school in order to achieve the expected objectives and goals of the schools. In other words, effectiveness is the accomplishment of school goals. However, Affianmagbon (2017), has observed professional laxity on the part of teachers. To him teachers are merely saying on the job to look for better jobs outside. He complained that, the constant cases of absenteeism, persistence lateness to school, irregular and unauthorized movement from duty post and indiscipline constitute a big problem to the attainment of educational goals in secondary schools. Accordingly, Adetula (2015), has called the attention of all to the state of affairs in our secondary schools in his words "a totally unwholesome and non-professional behavior of teachers such as absenteeism, lateness malingering, trading and the general low level of commitment to duty appear to be indices of lack of supervision in school administration". Given this scenario in the school, it is the duty of the principal to coordinate such activities through the effective supervision, without which, effective teaching and learning may not be accomplished easily. Supervision of instruction has become very necessary in recent times because of the importance attached to education and the desire to improve the quality of education.

According to Osakwe (2010), supervision is concerned with the provision of professional assistance and guidance to teachers and student geared towards the achievement of effective teaching and learning in the school. The principal as a supervisor provides professional guidance to teachers in order to improve their competencies for effective teaching process to enhance the learning and growth of the students. The school principal carries out his supervisory duties by assist the teachers to perform effectively in such areas like preparation of lesson plan and lesson notes before lesson delivery, good use of instructional methods and teaching aids, keeping and maintaining school records, classroom management, among others. Through supervision, the principal can provide supervisory directives to teachers that can have profound effect in the learning that occurs in the classroom. Based on the above realization; it has become necessary that principal's supervisory techniques be properly directed for effective and efficient job performance of teachers. This can only be possible through effective supervisory technique. Fritz and Miller (2001),

opined that, the responsibility of ensuring that effective teaching and learning takes place and the extent to which instructional supervisors carry out their duties is by employing various techniques to enhance teacher's job effectiveness. Accordingly, Obi (2014), has outlined many strategies available for supervisors to help teachers improve on the job; and appraisal method, micro-teaching, classroom visitation, clinical supervision, workshop, demonstration method among others. These methods provide feedback to the teacher on the various learning outcomes of the educational system, and also, help to realize the goals of teaching and learning. This study therefore is out to examine the relationship between classroom visitation and conference with teachers, facilities, checking of school records and teachers job effectiveness. It is disheartening to note that, with all the concern of the government as well as its agencies, the problem of poor supervision and teachers' effectiveness still persist. These therefore, arouse the curiosity of the researchers to investigate principals' supervision techniques and teachers' job effectiveness in secondary schools in Obudu local government area of Cross River State.

### **LITERATURE REVIEW**

Principals' classroom visitation technique refers to a process by which the principal as a supervisor visits the classroom to observe the teacher and students in action. According to Igwe (2011), classroom visitation is a procedure by which the educational leader who possesses wisdom can be of great assistance in aiding the teacher to improve on both his instructional techniques and the learning process of the students. The main purpose of the principals' classroom visitation according to the definition is for the improvement of the teaching and learning process. To successfully carryout the classroom visitation however, the visit has to be planned. Igwe (2011), noted that teachers are always fearful and scared of supervision and as such do not take it in good faith. Ezzeocha (2013), opined that, since supervision is very important, it behooves on the supervisor to plan his visitation together with the teachers to dispel teachers' fear and anxiety. To carry out a successful and harmonious visitation, advocated the following strategies: existence of good rapport between teachers and supervisors so that they latter would not be seen as an enemy. The supervisor should carefully prepare the visit and should enter the classroom as unobtrusively as possible. A conference should precede and follow the visit. The supervisor should concentrate on the total learning situation, student's teacher behavior and the attitude of the students. Visitation should be at the approval of the teachers. The supervisor should attempt to discover strong points in the learning situation, discuss the past during conference and give credit where it is due. The supervisor should never openly show disapproval of what happens in the classroom, rather, should make complimentary remarks before leaving the classroom (page:65).

Peretomode (2011), emphasized a mutual teacher-supervisor relationship during classroom observation. The implication according to peretomode was that before engaging him in a pre-visit conference which might also be instrumental in dispelling teacher apprehension of the forth-coming visit and could provide the principal with the teachers' intentions so that both could share a framework of meaning and understanding of the teachers' reasoning premises, doubts and explicit professional motives. Apart from the pre-visit conference, other facets of classroom visitation would be real observation period and the post visit conference. Since the supervisor observes the lesson so that he may latter analyze it with the teacher,

Lovell and Kimball (2015), pointed out that it is crucially important that the data constitute a true, accurate and complete representation of what took place. This would be so because, if the data was seriously distorted, then the whole exercise becomes worthless.

The relationship between teacher and students is another important are that the supervisor would pay attention to during classroom visitation if teachers' job effectiveness should be improved upon. Beside, using classroom visitation technique for the enhancement of teachers job effectiveness demand more time from principals, the principal should also consider instruction improvement as a top priority in statutory role. It becomes rather unfortunate that many principals never spend much time in visiting classes for the purpose of supervision.

According to Alu (2011), Most of the persons performing duties of supervisors are not qualified since they lack experience on how to motivate their supervisees to get the best out of them during supervision. Ogunsaju (2015), confirmed, this when he said a supervisor who does not care for the well-fare of his people do not achieve results, hence promotion of good human relations among the working staff has been used as another major approach to good and effective supervision. Various experiments have confirmed that human relations are important in all organizations since supervisor's work with and through people to accomplish the purpose of the organization. He said further that every supervisor must learn to motivate his supervisees since it is very important in the realization of school goals.

Fetty (2016), noted that in secondary schools' situation, it is the main responsibility of the supervisor to learn how to get the best out of their teachers and other in school system in order to achieve the purpose and goals which secondary schools are meant to serve. Supervisors, incompetency also manifest in their poor attitudes towards their supervisees in school. In line with this, Afe (2001), remarked that the general attitudes of supervisors towards their teachers is negative. According to him, they fail to fulfill the expectations, aspirations, needs and demands of their local government areas in terms of their supervisory operations. To him, they de-emphasize the role of supervisors through their personal characteristics and attitudes towards achieving the aims and objectives of secondary schools.

Nwaogu (2011), pointed out the characteristics of effective and competent supervisor as follows; He has the qualities of imagination and sensitivity, high degree of enthusiasm, feeling of adequacy, sense of originality, sense of relative value, sense of humour, habit of sincerity, sense of resourcefulness and skills in leadership. According to Ololube (2012), supervision of Nigerian schools is a combination of both the officers of the ministry of education and administrators within the school. According to him, administrators in secondary schools are called principals and those in the ministries are called supervisors, inspectors or a consultant. He pointed further that education of the candidate should be considered during the selection of supervisors if they must not be ill qualified or incompetent in their jobs. He submitted that, if is quit unfortunate that many supervisors in our schools are not qualified since majority of them did not study courses in education let alone undergo training in supervision to broaden their knowledge.

Another dimension of instructional supervision which could influence teachers' job performance is supervision of facilities. The school exists for the purpose of teaching and learning. Everything in the school compound should be geared towards the achievement in arts, science, sports and all forms of learning in the school. Many parents chose school compound form outside. Some of our children based mainly on the general appearance of the school compound from outside. Some of the children fancy schools based on the type of school uniform the learners were and the learners' performance during such public functions as children's day celebration.

According to Adorahagbe (2016), maintained that the right type of atmosphere required for effective learning in the one consisting of better school buildings, more and better teaching facilities. Such a learning atmosphere is to be carefully planned by a team of experts implemented by serious minded professionals and maintained by effective administrators. Mbipom (2000), defined school facilities to be the environment, equipment and buildings in which teaching and learning take place, The basis for planning the school plant is the curriculum, therefore, the school facilities are the space interpretation of the school curriculum. It is the physical expression of the school curriculum in the construction, internal and external arrangement of the facilities like, equipment, buildings and grounds around the buildings. It is the physical condition and general appearance of the whole school buildings, equipment and surroundings. The flower beds, paths orchards, shrubs, playgrounds, classrooms, assembly hall, desk, forms and school farms are all parts of the facilities.

Facilities are the physical and materials things that enhance better work on an institution. They are movable and immovable properties, physical structures and assets belonging or allocated to an educational institution to use primarily for educational purposes. According to Adeboyeje (2004), school physical facilities embrace school plants as well as consumables such as papers pencil, chalk, gum, staple and pin while Fadipe (2018), view school plants purely as the non-consumable materials in the school for the promotion of teaching and learning process. Thus, school and educational buildings and facilities, for they constitute an integral part of the overall process of developing an effective educational system.

The process of teaching and learning in school involves the provision of learning experiences and the interaction of the learners with the environment. This being the case, the provision of functional facilities and equipment becomes paramount. The school plant is of significance in teaching and learning in the school system. It plays important roles both in the educational system and in public relation. The type and nature of the school plant greatly determines the relationship between the school and the community. The availability of suitable and equipment helps the school to achieve its educational objectives. No matter how large and fanciful school facilities and equipment may be, if they are not suitable and relevant to the needs of the school and in particular to the needs of the learners, then they have outlived their purpose. Some of the physiological needs of the students include comfort, shelter and security. The school plant does not only protect the children from adverse climate condition like sun and rain but provide optimum comfort necessary to promote intellectual work. Thus, the type of learning that takes place and the students' academic performance has direct relevance of the school plant planning and management.

Supervision of school records equally has the tendency to encourage teachers' job performance. The term "school record" tends to capture those various meaningful activities and roles rendered by school administrators (principals and staff) of the school to maintain and keep an up-date of date regarding the school. Checking of school record is of paramount value, this is because it is the basis through which effective and efficient school administration can be achieved. Generally speaking, record checking deals with the documentation of data to its at most update towards achieving of any organizational goals. In other hand, the efforts of school principals and staff to preserve and retrieve the information of an individual staff and students and making use of them when need be is herein refers to school record checking. According to Ogbonnaya (2014), it is the administrative responsibility of both principals and teachers to embrace ideal administrative practices that ensures effective and efficient school records keeping in school system. Some of the administrative practices include delegation of work to staff, recording fact as accrued, keeping of accurate custody of record, monitoring of teachers adherence to instructions regarding record keeping management, among others.

School record checking is one of the most important administrative functions in school organization which the school administrator/principal must adhere to. It is impossible to plan and administer any formal organization effectively in which records are not properly kept or mismanaged. To successfully achieve effective school management record must be safely kept and properly managed. Records checking are the systematic control of an organizations vital documents and records. Records and record keeping constitute the arteries that supply life-sustaining blood to the system and sub-systems of organizations and institutions Nwagwu (2011), it will definitely be an impossible task to plan and administer any known organization in which records are not kept, or are carelessly or fraudulently kept. The education system as a social organization has numerous sub-systems or levels that are managed to ensure some coherence and continuity. To successfully achieve this, records must be checked and stored in such a way that they are accessible and safe guarded against environmental damage. The principals/teachers must be very careful in keeping records, checking and cross-checking every item of information going out under their signatures. The principal must also check all the statutory books kept by the class teachers with emphasis placed on honest and faithfulness in keeping them.

The importance of school records keeping cannot be over emphasized. This is because record keeping in the school system acts as information bank through which data, record and events of school can be viewed by the school ministries, PTA members and school community in general. In every social organization like educational institution, school records are very vital tool which can be kept in the school to provide useful information on both staff and student personnel administration.

Summarily, the review was done based on the variables generated to guide the study which include the classroom visitation/conference with teachers, facilities and checking of school records. Also, the different opinions of scholars on principals' supervision and teachers' job effectiveness were reviewed. The empirical studies reviewed were studied both locally and internationally. Most of the reviewed studies

revealed that provision of adequate classroom visitation/conference with teachers, facilities and checking of school records among others can enhance quality supervision in schools which in turn enhance quality teaching by school teachers. The reviewed literature has exposed the researcher to the methodology and statistical tool to be used in analyzing the data. The inadequacies that needed to be filled have been unfolded in the course of this literature reviewed and this review has taken care of them. Though, many scholars has researched on this topic in different locations but the worries of parents, government and educational stake holders about ineffectiveness of teachers in the study area created gap and motivated the researcher to filled this knowledge gap on the topic principals' supervision techniques and teachers' job effectiveness in secondary schools in Obudu Local Government Area of Cross River State.

### **STATEMENT OF THE PROBLEM**

The ability of teachers to render co-operative effort willingly determines to extent to which secondary schools will achieve their goals and objectives. This is so because; it is the teacher, on whose shoulders, lay the actual work of pedagogy and the attainment of educational results. However, some teachers cannot perform their jobs creditably without been effectively supervised to ascertain whether their performance meets the required standard. Teachers in secondary schools in Obudu Local Government Area of Cross River State are expected to prepare lesson notes, teach students and evaluate student's performance during and at the end of term. The extent to which teachers carry-out these functions depends on how effective their principals are performing their instructional supervisory roles. Such roles include checking on: Teachers' lesson note, scheme of work, students' attendance register, lesson delivery, observation and others.

However, it has been observed in recent time that there is laxity of the part of teachers in their professional role performance. Many teachers are staying on the job to look for better jobs outside. The constant cases of absenteeism, persistent lateness to school, irregular attendance to school and un-authorized movement from duty post and other forms of indiscipline constitute a big problem to the attainment of educational goals in secondary schools. This has created a worrisome situation among the government, educational stake holders, parents etc. this study is therefore carried out to establish if instructional supervision on the teachers can enhance teachers' job effectiveness in public secondary schools in Obudu.

### **Purpose of the study**

This research was concerned with principal's supervision techniques and teacher's job effectiveness in public secondary schools in Obudu Local Government Area of Cross River State. Specifically the study is aimed at investigating the following:

1. To establish the relationship between classroom visitation/conference with teachers and teachers' job effectiveness.
2. To find out the relationship between facilities and teachers' job effectiveness.
3. To determine the relationship between checking of school records and teacher's job effectiveness.

### **RESEARCH HYPOTHESES**

The following null hypotheses were formulated to give direction to the study:

1. There is no significant relationship between principals' classroom visitation/conference with teacher's job effectiveness.
2. There is no significant relationship between facilities and teacher's job effectiveness.
3. There is no significant relationship between checking of school records and teachers' job effectiveness.

## **RESEARCH METHODOLOGY**

The research design adopted in this study was ex-post facto. Three specific objectives and three hypotheses were developed for the study. The population for this study consisted of 467 teachers and 23 principals from twenty-three (23) public secondary schools in the study area in Obudu Local Government Area. The study adopted both stratified and simple random sampling technique. The stratification was based on the various schools. Each of the schools was grouped into smaller group called strata. The grouping was done according to ward. The sample for this study was made up of the one hundred (100) respondents who were teachers pooled from the ten (10) public secondary schools selected across the ten (10) wards in Obudu Local Government Area. They consist both male and female residing in the study area. A 20-item validated questionnaire by 3 experts in Test and Measurement was used for data collection. Two instruments were used for data collection called principals' supervision technique questionnaire (PSTQ) and teachers' job effectiveness questionnaire (TJEQ) which was divided into two parts. It has two sections: Section A and B. Section A elicited responses on the demographic characteristics of respondents while Section B focused on the variables. Each sub-independent variable of the study was measured by five items. Each of the subscales constituted a 4-point Likert scale. Cronbach Alpha statistics was used to establish the reliability at .80. The data collected were analyzed using the Pearson moment correlation co-efficient to determine the influence of classroom visitation/conference with teachers, facilities and checking of school records on teachers' job effectiveness. The hypotheses were tested at 0.05 level of significance.

### **Hypothesis one**

The first hypothesis states that there is no significant relationship between principal classroom visitation/conference with teachers and teachers' job effectiveness. In order to test this hypothesis, the independent variable was principal classroom visitation/conference with teachers while the dependent variable was teacher's job effectiveness. The two variables were measured using items defined on the internal scale. Hence both data are continuing and interest was on examining their relationship. Therefore, the Pearson product moment correlation co-efficient was calculated. The test was carried out at 0.05 levels using the Statistical Package for Social Science (SPSS) version 21.0 packages. The result is presented on Table 1.



**Table 1: Results of Pearson’s Product Moment Correlation Coefficient on the relationship between principal classroom visitation/conference with teachers and teachers’ job effectiveness**

Variables	N	$\bar{x}$	SD	r-cal	r-critical	Classroom
Visitation/	100	16.12	2.19	0.39**	0/197	
Conference with teachers and Teachers’ job effectiveness	100	16.12	1.85			

\*\*Significant at 0.05 level, df=98

From table 1, the calculated r-value was 0.39 as against the critical r-value of 0.197 ( $P < .05$ ,  $df=98$ ) based on data evidence. Since the calculated r-value was greater than critical r-value. To this end, therefore, the null hypothesis was rejected and the study concluded that there is a significant relationship between principal classroom visitation/conference with teachers and teacher’s job effectiveness.

### Hypothesis two

There is no significant relationship between facilities and teachers’ job effectiveness. To test this hypothesis, the independent variable was facilities. This was measured using five items from the study instrument. While the dependent variable was teachers’ job effectiveness, both variables were defined on the interval scale, hence data produced were continuous. Since result interest was to determine two sets of variables that was defined on the interval scale and yielded a continuous data. To this, Pearson product movement correlation co-efficient was used to test the hypothesis at 0.05 level of significance level. The results of the test together with associated statistic are presented on Table 3.

**TABLE 2 Result of Pearson product moment correlation analysis of the relationship between facilities and teacher’s job effectiveness.**

Variables	N	$\bar{x}$	SD	r-cal	r-critical
Facilities	100	14.32	2.09	0.132	0.197
Teachers’ Job effectiveness	100	16.52	1.85		

From table 2, calculated r-value was 0.132 while the critical r-value was 0.197 ( $n=100$ ,  $p < .05$ ,  $df=98$ )

since the calculated r-value was less than the actual r-value, the null hypothesis was retained. This means the test was not significant. To this end, there is no significant statistical relationship between facilities and teachers' job effectiveness.

**Hypothesis three**

There is no significant relationship between checking of school records and teachers' job effectiveness. To test this hypothesis the independent variable was checking of school records while the dependent variable was teachers' job effectiveness. Both dependent and independent variable were defined on the four-point Likert type scale. Hence data produced was continuous. Since researcher interest was to examine the relationship between two sets of data measured on a continuous scale, the Pearson product moment correlation co-efficient was used to test the hypothesis. The results of the analysis and the associated descriptive are presented on Table 3.

**Table 3; Summary of Pearson product moment correlation analysis of the relationship between checking of school records and teachers' job effectiveness (N=100).**

Variables	N	$\bar{x}$	SD	r-cal	r-critical
Checking of schools records	100	14.28	1.76	0.183*	0.197
Teachers' Job effectiveness	100	16.52	1.85		

From table 3, the calculated r-value was 0.183 less than the critical r-value of 0.197 ( $p < .05$ ,  $N=100$ ,  $df=98$ ) based on data evidence, since the calculated r-value is less than the critical value. Therefore, the null hypothesis was retained and the study concluded that there is no significance relationship between checking of school records and teachers' job effectiveness.

**DISCUSSION OF FINDINGS**

The results obtained from the data analyzed shows that teachers' job effectiveness to a great extent significantly depends on effective supervision in the school system. The first hypothesis had speculated that there is no significant relationship between principal classroom visitation/conference with teachers and teachers' job effectiveness. The findings of this study is in agreement with that of Igwe (2011) classroom visitation is a procedure by which the educational leader who possesses wisdom can be of great assistance in aiding the teacher to improve on both his instructional techniques and the learning process of the students. The main purpose of the principals' classroom visitation according to the definition is for the improvement of the teaching and learning process.

The present study also supports the view of Fetty (2016), noted that in secondary schools' situations, it is the main responsibilities of the principal (supervisor) to learn how to get the best out of their teachers and other is the school system in order to achieve the purpose and goals which secondary schools are meant to achieve. Also, Ogunsaju (2015), he said a principal (supervisor) who does not care for the well-fare of his people do not achieve results, hence promotion of good human relations among the working staff has been used as another major approach to good and effective supervision. Therefore, Peretomode (2011), emphasized a mutual teacher-supervisor relationship during classroom observation. The implication according to Peretomode was that before engaging him in a pre-visit conference which might also be instrumental in dispelling teacher apprehension of the forthcoming visit and could provide the principal with the teachers; intentions so that both could share a framework of meaning and understanding of the teacher's reasoning premises, doubts and explicit professional motives.

The second hypothesis had speculated that, there is no significant relationship between facilities and teachers' job effectiveness. The findings of this study reveal the calculated r-value was 0.131 ( $p < 0.05$ ) as against the critical r-value of 0.197, indicating that, there was no significant statistical relationship between facilities and teachers' job effectiveness. The findings of this study are in view with Adeboyeje (2004), school physical facilities embrace school plants as well as consumables such as papers pencil, chalk, gum, staple and pin while Fadipe (2018), view school plants as purely as the non-consumable material in the school for the promotion of teaching and learning process. Thus, schools are educational buildings and facilities, for they constitute an integral part of the overall process of developing an effective educational system.

The study also acknowledges the view of Mbipom (2000), defined school facilities to be the environment, equipment and building in which teaching and learning take place. The basis for planning the school plant is the curriculum; therefore, the school facilities are the space interpretation of the school curriculum. It is the physical expression of the school curriculum in the construction, internal and external arrangement of the facilities like, equipment, buildings and grounds around the buildings. It is the physical condition and general appearance of the whole school buildings, equipment and surroundings. The flowers, beds, paths orchards, shrubs, playgrounds, classrooms, assembly hall, desk, forms and school farms are all parts of the school facilities.

The findings of this research is in line with that of Asagwara (2012) who confirmed that, learning is made easier and more enjoyable, when learning aids are available, motivation to participate in school activities is also keener when necessary facilities for doing so are available. These assertions underscore the importance of school facilities in the life of the learner. It is pertinent to emphasize that students learn more and work harder where outcomes and general school performance have direct relationship with school plant administration. The findings also agreed with that of Udom (2018) who confirmed this fact in his study of the influence of learning facilities on academic performance of students in WASC examination.

The third hypothesis speculated that, there is no significant relationship between school records and teachers' job effectiveness. The findings of this study reveal the calculated r-value was 0.183 ( $p < .05$ ) which was less than the critical r-value of 0.197, showing that there was no significant relationship between checking of school records and teachers' job effectiveness. The findings of this research hypothesis are in consonance with Ogbonnaya (2014) who found that it is the administrative responsibility of both principals and teachers to embrace ideal administrative practices that ensures effective and efficient school records keeping in school system. Some of the administrative practices include delegation of work to staff, recording fact as accrued, keeping of accurate custody of record, monitoring of teacher's adherence to instructions regarding record keeping management, among others.

Also, Nwagwu (2011), it will definitely be an impossible task to plan and administer any known organization in which records are not kept, or are carelessly or fraudulently kept. The education system as a social organization has numerous sub-systems or levels that are managed to ensure some coherence and continuity. To successfully achieve this, records must be checked and stored in such a way that they are accessible and safe guarded against environmental damage. The principals/teachers must be very careful in keeping records, checking and cross-checking every item of information going out under their signatures. The principal must also check all the statutory books kept by the class teachers with emphasis placed on honest and faithfulness in keeping them. The findings also agreed with Eke (2000), and argued that if school records are properly kept, they serve as an information bank from which the principal and his staff can recall stored information when needed.

The findings are also in consonance with Nduka (2017), pointed out that since records cannot be left to the memories of the people, they must be kept to form a repertoire of useful information for individual staff, the school, the community and other educational institutions, the nation and the rest of the world. Also, Kempner (2009) noted that records enable the school head to understand the background nature, problems activities, and the progress of the school and of each child. Kempner acknowledges the fact that it is the duty of school heads, teachers and the administration to provide records when needed.

## **CONCLUSION**

The study has shown that principals' supervision influences teachers' job effectiveness in secondary schools. It also reveals that supervision help the teachers to perform better and make use of teaching aids to enhance classroom instructions and that with thorough supervision, students achieve better academically. Therefore, it is safe to conclude that the impact of supervision is being felt in secondary schools.

## **RECOMMENDATIONS**

Based on the findings of the study the following recommendations were made:

1. Government should ensure that only principals or administrators who are qualified should be allowed to participate in supervision for teachers' job effectiveness.

2. More instructional aids should be provided by the government to enable principals or supervisors to function well in improving teachers' job effectiveness.
3. Principals or supervisors should be given adequate motivational aids on their job to as well encourage teachers' job effectiveness.
4. A lot more should be done by government to make teachers realize the essence of supervision, is for improvement of pedagogical skills.

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