

## PRINCIPALS' MOTIVATIONAL AND DISCIPLINARY INSTRUCTIONAL SKILLS FOR EFFECTIVE ATTAINMENT OF QUALITY EDUCATION

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### ABSTRACT

This study examined the impact of principals' motivational and disciplinary instructional skills on the attainment of quality education in public senior secondary schools in Rivers State, Nigeria. Effective school leadership plays a crucial role in shaping learning outcomes, and principals' ability to motivate teachers and enforce discipline is essential for fostering a productive academic environment. The study utilized a descriptive survey research design, sampling 67 principals and 481 teachers to assess their perceptions of motivational and disciplinary strategies. Data was collected through a structured questionnaire and analyzed using mean, standard deviation, and t-test statistics. Findings revealed that principals frequently employ motivational techniques such as teacher recognition, professional development opportunities, and workload support, which enhance teacher morale and instructional effectiveness. Similarly, disciplinary instructional skills, including confidential reprimands and the enforcement of ethical standards, significantly contribute to maintaining order and ensuring effective teaching. However, challenges persist in balancing motivation and discipline to achieve optimal educational outcomes. The study recommended that policymakers and education stakeholders strengthen professional development initiatives for principals, emphasize a holistic approach to motivation and discipline, and implement policies that promote a well-structured, supportive learning environment.

**Keywords:** Principals, Motivational Skills, Disciplinary Instruction, Quality Education, Secondary Schools, Rivers State.

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## INTRODUCTION

Education is the cornerstone of national development, shaping the knowledge, skills, and values necessary for societal progress. The effectiveness of an educational system is largely determined by the quality of its leadership, particularly the role of school principals in ensuring that teaching and learning processes are conducted effectively. Among the essential competencies required of school principals, motivational and disciplinary instructional skills play crucial role in promoting conducive learning environment. These skills enhance teachers' and students' engagement, commitment, and overall performance, thereby contributing significantly to the attainment of quality education.

School principals serve as the primary instructional leaders within their institutions (Ololube, 2013). Their responsibilities extend beyond administrative duties to include guiding teachers, supporting student learning, and ensuring the implementation of school policies that promote academic excellence. Effective principals possess strong leadership skills, which enable them to inspire and guide their staff toward achieving educational goals (Ololube, 2024). As such, motivational and disciplinary instructional skills are two key aspects of their leadership that directly impact the teaching-learning process (Wiles & Bondi, 2004).

Motivational skills help principals foster an environment where teachers and students are encouraged to perform at their best. When teachers feel valued and supported, they become more committed to their duties, leading to improved instructional delivery. Similarly, motivated students exhibit higher levels of engagement, enthusiasm, and willingness to learn, which enhances their academic performance. On the other hand, disciplinary instructional skills enable principals to maintain order and uphold academic standards within the school. A well-disciplined learning environment ensures that both teachers and students adhere to ethical and professional standards, reducing disruptions and promoting academic success.

Motivation is a key factor in enhancing teachers' performance and students' learning outcomes. Principals who utilize motivational strategies create a work culture that inspires teachers to go beyond their routine duties to deliver quality instruction. Some of these strategies include recognizing teachers' efforts, providing professional development opportunities, offering incentives, and fostering a collaborative school culture.

According to Akber et al. (2024), teachers who feel motivated are more likely to embrace innovative teaching methods, engage students effectively, and contribute to school improvement efforts. Additionally, students thrive in environments where their efforts are acknowledged, and their learning experiences are made engaging and meaningful. Principals are able to significantly influence students' academic growth and overall development by setting clear expectations, providing constructive feedback, and encouraging goal setting (Ololube, 2017).

Furthermore, motivation is not limited to rewards and recognition. Principals who exhibit strong communication skills, emotional intelligence, and leadership vision inspire both teachers and students to take ownership of their roles in the educational process. When teachers and students are motivated, the school culture shifts toward one of excellence, productivity, and continuous improvement.

Discipline is a fundamental aspect of effective school management. Without proper discipline, the learning process is disrupted, and academic performance is compromised. Principals who enforce disciplinary measures in instructional supervision ensure that teachers adhere to professional standards, classroom management is effectively implemented, and students exhibit appropriate behavior conducive to learning.

Effective disciplinary instructional skills involve setting clear rules and regulations, ensuring consistent enforcement of policies, and maintaining a fair and just approach in handling disciplinary issues. When discipline is upheld, teachers can conduct their lessons without unnecessary disruptions, and students can learn in an environment that fosters concentration and academic rigor.

In addition, disciplinary skills include conflict resolution, problem-solving, and decision-making abilities. School conflicts, whether between teachers and students or among students themselves has the potential to hinder the learning process. Principals who possess strong disciplinary skills can address conflicts constructively, ensuring that grievances are resolved in a manner that promotes harmony within the school. Moreover, discipline instills values such as responsibility, respect, and accountability in students, preparing them for future leadership roles in society.

The combination of motivational and disciplinary instructional skills is essential for achieving quality education (Kumari & Kumar, 2023). A school environment that is both inspiring and well-ordered provides the foundation for academic excellence. While motivation encourages participation, enthusiasm, and commitment, discipline ensures that academic and behavioral standards are upheld. A balance between these two leadership approaches creates a structured yet dynamic learning atmosphere where students can maximize their potential.

Furthermore, when principals integrate motivation and discipline into instructional supervision, they foster a culture of continuous improvement. Teachers are empowered to develop their professional competencies, and students are guided to achieve their academic goals in an environment that values both encouragement and accountability. On the whole, schools that highlight instructional leadership skills produce well-rounded graduates equipped with the knowledge, skills, and ethical values necessary for societal development (Ololube, 2024).

### **Statement of the Problem**

The attainment of quality education in public senior secondary schools in Rivers State is largely dependent on the leadership effectiveness of school principals, particularly their motivational and disciplinary instructional skills. However, many schools continue to experience challenges related to teacher motivation, student discipline, and instructional supervision. The lack of proper recognition and incentives for teachers has led to declining morale and commitment, while inadequate enforcement of disciplinary measures has resulted in ineffective classroom management and poor student performance. Additionally, some principals struggle to strike a balance between motivation and discipline, leading to an environment where either excessive leniency or rigid control negatively affects teaching and learning. These challenges highlight the need for an in-depth examination of the extent to which principals in public secondary schools utilize motivational and disciplinary instructional skills to enhance the attainment of quality education. This study, therefore, seeks to assess the effectiveness of these skills, determine existing gaps, and provide recommendations to improve school leadership practices for better educational outcomes.

## **Aim and Objectives of the Study**

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

- To state the extent principals' motivational instructional skill for attainment of quality education in public senior secondary schools in Rivers State,
- To determine the extent principals' disciplinary 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 and teachers utilize motivational instructional skill for attainment of quality education in public senior secondary schools in Rivers State?
- To what extent do principals and teachers utilize disciplinary 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 use motivational instructional skill for effective 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 use disciplinary instructional skill for effective attainment of quality education in public senior secondary schools in Rivers State.

## **CONCEPTUAL REVIEW**

### **The Principal**

The Principal is part of a Divisional Administrative Team whose function is to support and assist the school in meeting the overall objectives of education. The Principal is the chief academic administrator and a liaison between management, staff, and students in a school. A school principal is a primary leader in a school building. A good leader always leads by example. A principal should be positive, enthusiastic, have his hand in the day-to-day activities of the school, and listen to what his constituents are saying (Raghavan, 2024). An effective leader is available to teachers, staff members, parents, students, and community members. He stays calm in difficult situations, thinks before acting, and puts the needs of the school before himself. An effective principal steps up to fill in holes as needed, even if it isn't a part of his daily routine. The role of the Principal is to provide leadership, direction and co-ordination within the school. The

Principal's main focus should be to develop and maintain effective educational programs within his/her school and to promote the improvement of teaching and learning with his/her school.

The Principal has the responsibility to create an organization and or climate which fosters student and teacher growth. He is expected to have strong academic, administrative, and personal standing, with significant experience in directing and supervising a school. The Principal shall be an inspiration to the staff and students, particularly in terms of discipline and commitment to the institution (Harris, 2007). Thus, the principal as an educational administrator is essentially the organiser, the implementer of plans, policies and programmes meant for achieving specific educational objectives. The educational administrator may contribute, one way or the other, in planning, policy – making and programme designing, yet his major role rests with the effective and efficient implementation of such plans, policies and programmes for the benefit of education in the society.

Nwankwoala (2016) described a principal as someone who must engage in a number of processes such as: planning, coordinating, controlling and being involved in other management processes and contributing to formulation of educational policies. His role also include developing, implementing, and evaluating the programmes within the school. A principal looks for ways to improve the student experience at school. Developing effective programs that cover a variety of areas is one way to ensure this. It is acceptable to look at other schools in the area and to implement those programs within the principal's school that have proved to be effective elsewhere. The principal also evaluate school programmes yearly and tweak them as necessary. If a reading programme has become stale and students are not showing much growth, for example, a principal should review the program and make changes as needed to improve it. The principal's role is to ensure that students, teachers, and parents know what the policies and procedures are and to hold each individual accountable (Reynolds et al., 2011).

In order to achieve these goals, the head of the educational organization plans carefully various programmes and activities. The educational organization may be a school, college or university. The head organizes these programmes and activities with co-operation from other teachers, parents and students, motivating them and coordinating the efforts of staff members as well as directing and exercising control over them. The head evaluates the performance and progress of staff in achieving the purpose of the educational programme, provides feedback to them and brings modification in the plans and programmes of the institution when required. The totality of these processes which are directed towards realizing or achieving the purposes of the school is called educational administration (Harris, 2007).

The role of the principal in school covers many different areas including leadership, teacher evaluation, and student discipline. Being an effective principal is hard work and is also time-consuming. A good principal is balanced within all her roles and works hard to ensure that she is doing what she feels is best for all constituents involved. The principal is the head of administration in senior secondary school. The principal is a human being with personality, character, a set of core values and beliefs (Nagarajan, 2012). These personal characteristics do indeed matter and form the foundation for all professional interactions and decisions, and thus the school climate. In essence, they are the "filter" and set the tone for the entire school.

Being a principal, it requires flexibility in juggling the many roles that it requires the principals' to play. In reflecting on the information gleaned from interviews, books, journal articles and observations the following conclusion is drawn; if the principal is able to balance being an instructional leader, a manager, the creator of a positive climate and culture, a visionary, an ambassador, a communicator, a collaborator, and a real person, then success is

being attained and achieved (Whitaker, 2003). Principals that are competent in finding successful solutions to problems can help improve the performance of the school and uplift the integrity of the school educational system. An institution needs principals who can set as a good instructional leader and knowledgeable in managing school (Burbach & Duke, 2007).

**The principal as a person:** McDonough (2010) stated that the considering demands of being principals have various roles that is expected to play. It seems that prioritizing time management and organization skills are critical in helping the principals in balancing their task. The principals' who prioritizes does not get buried by the demands of paperwork but instead uses the time when school is in session to visit with the students in school. In addition to juggling duties during the school day, balancing the many hours needed to attend school and community functions with a family can be a challenge as well (Karhuse, 2007). Consequently, principals needs to be passionate about their work but also needs to find a balance between work and home. The role of the principals requires one to be active and think on their feet. This requires a fit mind and body. Reflecting on daily actions, keeping abreast with professional development, reading and engaging in a stress relieving activity, such as exercise, are all activities that can help the principals manage her workload.

**The principal as visionary:** According to McDonough (2010), the successful principal has a vision of what education should be. Caring and nurturing the vision with others by articulating it; however, an effective principal serves also as models of the vision through daily actions. Consequently, in addition to articulating the vision, visionaries have an action plan, which lists the key players and steps needed in executing their vision (Daresh, 2002). Relative to the implementation of vision oftentimes means implementing a change can be risky. Leadership, however, entails risk taking and standing for beliefs, even when the odds are not in the leader's favor (Marzano et al., 2005). A successful principal must have a clear vision and goals for where his or her school needs to go, be able to convey that vision to all constituencies, and have the abilities necessary to assist the organization in achieving their goals (Marzano et al., 2005).

Having a vision that extends to the external environment is especially important during times that are characterized by rapid change. Many influences on schools come from outside the educational system, such as technology, demographics, and government policy (Hallinger & Heck, 2002). McDonough (2010) stated that when making a decision, an effective principal asks how the decision will impact on student learning and proceeds with that thought as the focus. If the principal is clear in articulating and sharing its vision then the school community understands where the principals stands for its purpose.

**The principal as an instructional manager:** McDonough (2010) stated that the principal is an instructional manager, the teacher of teachers. Instructional leadership that a principals' provides are staff development, teacher observations/evaluations, and supervision (Daresh, 2002). Direct instructional leadership implies that the principal is providing directly to an individual or a group. However, indirect instructional leadership requires the principals to play more of a supportive role to teachers. According to King (2002), instructional leadership in its simplest form would be anything to try and improve teaching and learning. However, the function of a principal as an instructional leader becomes complex when considering the different models for instructional leadership.

Schools' instructional leadership and management has become a priority in educational system, as it has been widely conventional and acceptable that it takes part as a key role in improving school performance by motivating teachers, as well as influencing the school climate (Daresh, 2002). Schools are often long shadows of their principals. The school looks and feels like its leader (Rooney, 2009). It is therefore imperative that principals have a knowledge and understanding of what it means to be an instructional leader. According to Daresh (2002), research has documented that both direct and indirect instructional leadership are key roles of a principals. If a principal practice instructional leadership daily, then they are successful in coaching and empowering teachers to improve student achievement.

**The principal as a leader of the school:** Whitaker (2003) stated that effective principals center their ideas, days, and job on enhancing student learning by providing a safe and orderly learning environment with minimal distractions. Successful principals creates a learning environment that is attainable to all learners by sending clear and consistent messages regarding expectations of students and staff, hiring quality teachers, and presenting an encouraging performance, a principal sets a motivating tone for the success of the school. Nevertheless, successful principals set a positive tone for their school with an unwavering focus on student learning. They do not tolerate distractions and act in the best interests of their students and the learning environment. Another important factor that a principal has control over is a new hire. Whitaker (2003) added that a principals' single most precious commodity is an opening in the teaching staff. The quickest way to improve the school is to hire great teachers at every opportunity. Just as the only way to improve the average grade is to turn in a better than an average assignment each time, the most significant way to rapidly improve a school is to add teachers who are better than the ones who leave.

Moreover, McDonough (2010) stated that great principals know their tasks and work diligently to hire the best possible teachers. Not only is it important to hire great teachers but also to maintain them. This is reinforced by the idea that successful principals focus on students-by focusing on teachers. Great principals celebrate the success of their students and staff, instilling a sense of value in their achievements. If the principal is successful in creating a positive school culture and climate and praises students and staffs performance at all levels, self-esteem is enhanced, and people feel that their time and work is valued and appreciated (Whitaker, 2003).

**The principal as a manager:** In an integrative essay of McDonough (2010) mentioned that the most current dynamics of successful principals focus on instructional leadership, the principal is still responsible for maintaining a safe and caring learning environment. Ololube (2013) stated that effective principals involve others, including students, in setting high standards for student behavior. They communicate high expectations for behavior, and they apply rules consistently from day to day and from student to student. They expect teachers to handle most disciplinary matters, and they provide in-school suspension with support for seriously disruptive students. They foster a sense of responsibility in students for appropriate behavior and work to create an environment that encourages such behavior (McDonough, 2010).

Successful principals take on the responsibility of encouraging an orderly learning environment by minimizing distractions. Immersing the entire school community in the use of behavior prevention plans can aid in preventing discipline referrals. This calls for the entire school community to take responsibility in sending a consistent message to students regarding expectations for behavior. A preventive measure includes teachers in integrating character

education into their daily lessons and interactions with students. Although the intent of character education is to prevent disciplinary issues from occurring, a principals needs to be prepared if unacceptable behavior does occur (McDonough, 2010).

**The principal as a school-community facilitator:** Communication is critical in a principals' job. Clear, consistent communication with students, staff, parents and community is imperative to the role of a principal. Similar to the teaching and reinforcement of math and reading skills, policies, procedures, and expectations need to be taught, practiced, and reinforced to students and staff. Successful principals indicate taking the time to teach the students, talk with them and show them their expectations. Some principals go over the student handbook and code of conduct to ensure that both student and parent have signed off on reading it (McDonough, 2010). In addition, Saleh (2012) stated that the reinforcement of policies and procedures with discussions regarding their purpose also help in communicating expectations with students.

When communicating with staff, technology provides principals with the tools and ease to communicate with the masses on a daily basis. However, these notes do not take the place of friendly conversations, nor do they decrease the value of faculty meetings (McDonough, 2010). Communication with parents and community is also imperative to a principals' position. Communication via monthly newsletters helps to disseminate "need-to-know" information to parents. In reviewing common threads of principals, the majority spoke of having an open door policy, seeing students, parents and staff alike. Non-verbal communication is just as important as verbal communication. Successful principals' practice active listening when a student, staff member or parent has a concern. Listening carefully and observing the surroundings can help the principals gain a feel for the climate and culture of their building. If the principals' listens and validates the concerns of stakeholders, then the lines of communication are open. Schools administrators' cannot over communicate (McDonough, 2010).

The ideas being cited in the previous paragraphs claimed that a characteristic of principal is one of the most imperative in the education system. The important and key person on the life of the school is the principal whose role requires an understanding and application of strategies that enables each school to develop and accomplish its unique mission and vision (Saleh, 2012). This related readings were very helpful to the researcher in the conceptualization of the research problem, theoretical framework, determination of the variables, choice of research method, sampling plan, development of the research instruments and in the interpretation of findings, views, theories, and concepts taken from authorities will not only help the researcher in expanding her knowledge and understanding about the characteristics of principals but also in strengthening the researcher's sense of responsibilities and commitment in promoting school's progress

### **Motivational Supervisory Instructional Skill**

Motivation is an internal process. Whether we define it as a drive or a need, motivation is a condition inside us that desires a change, either in the self or the environment. Motivation endows a person with the drive and direction needed to engage with the environment in an adaptive, open-ended, and problem-solving way (Reeve, 2015). Motivation is influenced by the satisfaction of needs that are either necessary for sustaining life or essential for wellbeing and growth. Psychological needs for autonomy, mastery, and belonging direct our behavior in much the same way. As do the needs for achievement, power, closure, meaning, and self-esteem. Some



of these needs will become motives as will all the intrinsic activities we engage in. Environment and social context play a significant role in terms of extrinsic motivation. We are also motivated by goals, values, and desires. The essence of motivation is energized and persistent goal-directed behavior. When one is motivated, he/she takes actions. Motivation is the reason or reasons why a person behaves or acts in a certain way. Generally, a person's desire to do something is fueled by their motivation. This is a crucial element in attaining goals in one's life. These goals can be personal, competitive, and based on society. A lack of motivation can lead to depression and other mental illnesses.

In the school setting, everyone needs motivation (Okoye, 2023). Teachers need to be motivated for many reasons. Teachers work hard to educate students and it is important for them to feel valued and appreciated for their efforts. When school management provides motivation and recognition, teachers feel acknowledged for their hard work. Motivation from school management can lead to improved morale among teachers. When teachers feel supported and encouraged by their superiors, they are more likely to be motivated and engaged in their work. Providing motivation can encourage teachers to continue their professional development and improve their teaching skills. When school management invests in the growth and development of their teachers, it benefits both the teachers and the students. Motivated teachers are more likely to be satisfied with their jobs and feel fulfilled in their roles. This can lead to better performance and ultimately benefit the school as a whole. For these reasons, all school principals must possess motivational supervisory skills.

Motivational supervisory instructional skills refer to the ability to inspire, engage, and empower educators to optimize their teaching practices and student outcomes. Motivating educators is essential for creating a positive and productive learning environment, fostering professional growth, and ultimately enhancing student achievement. Providing consistent positive feedback and recognition for educators' efforts and achievements can boost morale, motivation, and job satisfaction (Igwe, 2001). Recognizing and celebrating successes, both big and small, can inspire educators to continue putting in their best efforts. Clearly defined goals and expectations help educators understand what is required of them and provide a sense of purpose and direction. Supervisors should communicate expectations effectively and ensure that educators have the necessary resources and support to meet those expectations.

Developing positive, trusting relationships with educators is crucial for motivating and inspiring them (Olowoye, 1989). Supervisors should take the time to get to know their educators, understand their strengths and challenges, and provide personalized support and guidance tailored to their unique needs. Providing opportunities for ongoing professional development and growth can be highly motivating for educators. Supervisors can offer training, workshops, conferences, and other learning opportunities to help educators enhance their skills, stay current with pedagogical trends, and feel valued and invested in (Olowoye, 1989). Fostering a culture of teamwork, collaboration, and mutual support among educators can boost motivation and morale. Encouraging open communication, sharing best practices, and creating opportunities for collaboration and innovation can inspire educators to work together toward common goals. As Ogunu (2005) stated, motivational supervisory instructional skills are essential for empowering educators to excel in their roles, continuously improve their teaching practices, and ultimately positively impact student learning outcomes.

## **Disciplinary Supervisory Instructional Skill**

One of the most pressing issues in school management is discipline as it concerns administrators, teachers and students. This is quite imperative because no meaningful academic achievement can be attained in any educational setting where there is disorder, disobedience, anarchy and lack of self-control among teachers. Discipline has been variously defined by different authors. Most often the definition depends on the perspective of the individual author. Some see it as closely linked to order and self-control while some others link it to punishment. Onyali (2014) viewed discipline as the sum of educative efforts, including the teaching process, the process of character shaping, submission to rules and authority as well as the development of trust. For the purpose of this work, discipline can be seen as a systematic method of obtaining compliance or order and obedience among teachers to ensure that the set goals of teaching and learning are realized. Discipline thus involves the following three elements; (a) Training to act in accordance with rules, drilling military discipline, (b) Activity, exercise, or a regimen that develops or improved a skill, (c) Punishment inflicted by way of correction and training.

Discipline is therefore a control that is gained by requiring that rules or orders be obeyed and punishment be given to bad behaviour. Ololube (2017) saw discipline as training that develops character, orderliness, self-control and efficiency. Discipline is defined as the practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience. Discipline refers to the establishment and enforcement of rules, expectations, and consequences for behaviour within the school setting. The principal is responsible for maintaining discipline and order among teachers to ensure a positive and productive learning environment for students. As the supervisor, he adopts disciplinary measures as a skill for instructional supervision. This may involve addressing issues such as misconduct, negligence, insubordination, or failure to meet professional standards.

Discipline in this context is not only about punitive measures but also about providing guidance, support, and resources for teachers to improve their performance and behavior. It is essential for the principal to communicate expectations clearly, address any behavioral or performance issues in a timely and fair manner, and provide opportunities for professional development and growth. Discipline in the relationship between the principal and teachers is about promoting a culture of accountability, respect, and collaboration to create a harmonious and effective educational environment.

Discipline in-cooperates control, punishment, use of rules and regulations and maintenance of order. Discipline can be used to establish clear guidelines and expectations for teachers in terms of their instructional practices and behaviour. By clearly outlining what is expected, and leading by example, teachers are more likely to stay on track and deliver high-quality instruction. Discipline can be used to provide constructive feedback to teachers on their instructional performance. Supervisors can use discipline as a way to identify areas for improvement and help teachers develop their skills and knowledge. It can also be used to hold teachers accountable for their instructional responsibilities. This can include ensuring that lesson plans are followed and assessments are administered. Primarily, it is be used to address any misconduct or unprofessional behaviour that may occur in the instructional setting. This can help maintain a positive and respectful learning environment for both teachers and students.

Section 10 of the teachers' handbook (Federal Ministry of Education, 1990) highlighted disciplinary measures that can be taken against any teacher involved in any act of misconduct. The type of disciplinary action to be taken depends on the magnitude of the infraction.

**Warning:** Immediately the work or conduct of a teacher or officer is considered unsatisfactory he is served with a query and given time and opportunity to defend himself. If he fails to fully extricate himself from the allegation, he may be directed in writing to desist from such act of misconduct. Depending on the number of warning an officer has been given, he may lose his promotion to the next higher grade or may even be demoted or retired from the service.

**Interdiction:** If a criminal charge has been laid against an officer and it is considered that in the public interest he should cease to exercise the powers and functions of his office instantly, he may be interdicted. When an officer is interdicted, he ceases to report for duty and receives such proportion of the emoluments of his offices, being not less than half, as will be determined.

**Suspension:** Suspension is applied where a 'prima facie' case (the nature of which is serious) has been established against an officer and it is considered necessary in the public interest that he should forth with be prohibited from carrying on his duties. An officer on suspension ceases to receive his salary pending the time his case is fully investigated. If he is not found guilty, he is paid arrears of his salary not paid during his suspension.

**Termination:** The appointment of an officer may be terminated, thus removing him from the service for grievous and flagrant misconduct. It may be affected by giving the officer a month's or three months' notice of termination of appointment or payment of a month's salary in lieu thereof.

**Dismissal:** This disciplinary action may be resorted to when an officer is guilty of such flagrant infraction that goes to the root of his appointment and serves the nexus between employer and employee. When an officer is dismissed, no notice or salary in lieu thereof is to be given to him and his dismissal usually takes effect on the date on which he is notified. He therefore loses his gratuity and all pensions' rights.

**Compulsory Retirement:** An officer may be retired from the service compulsorily as a disciplinary action where it is felt, as a result of misconduct, that he is no longer fit to be in the teaching service. Pension rights are not lost as a result of the retirement. vii. Demotion: A teacher found guilty of misconduct, such as embezzlement of school fees, development fees, examination fees or collection of illegal school fees or development levies may be demoted in rank; reduction in status may also affect his salary in some cases. Demotion may take the form of reduction from the rank of a principal to that of a classroom teacher or that of a senior teacher to that of a lower status.

Discipline in instructional supervision is utilized as a skill by the principal to ensure that teachers meet expectations and maintaining a high level of professionalism in the classroom. This is a way to ensure quality education.

### **Quality of the Learning Environment**

Learning environments are made up of physical, psychosocial and service delivery elements:

## **Physical elements**

**Quality of school facilities:** Physical learning environments or the places, in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. Some authors argue that empirical evidence show that condition of school buildings is related to higher student achievement. In a study that included 50,000 students in grades three and four found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped (Willms, 2000). Facilities are important and cannot be ignored when discussing quality education.

**Interaction between school infrastructure and other quality dimensions:** The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches (Willms, 2000). Such factors as on-site availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task. When students have to leave school and walk significant distances for clean drinking water, they may not always return to class, hence they begin to engage in truancy with excuses of water and others things (Miske & Dowd, 1998). In general, location and condition of learning environments can be used in assessing school quality, and this can influence quality education.

**Class size:** Educators and researchers from diverse philosophical perspectives have debated the relationship between class size and student learning at length. Although many studies have found a relationship (Willms, 2000). Class size can influence noise making, student's conflicts, and class participation and also pose challenges to the teacher in terms of workload and classroom management.

## **Psychosocial Elements**

**Peaceful and safe environments:** Within schools and classrooms, a welcoming and non-discriminatory climate is critical to creating a quality learning environment. In many societies, attitudes discouraging girls' participation in education have been significant barriers to providing quality education to all students. There is need create a peaceful environment where both male and female members of the society are allowed to learn. All students must be protected from both direct physical threats and more subtle assaults on their confidence, self-esteem and identity (Pigozzi, 2000). Efforts must be made to eliminate harassment and physical attacks either on public transportation in cities or remote paths in rural areas. In some cases, extreme physical assault, including rape, may be perpetuated against girls at school. The threats that come in the form of unequal treatment, harassment and bullying. The peaceful nature of the learning environment contributes to quality education.

**Teachers' behaviour that affects safety:** Relative to both girls and boys, parents, educators and researchers express important concerns about teachers who create an unsafe environment for students. There are reports of male teachers sexually harassing the girls (Miske & Dowd, 1998).

In other cases, teachers become violent towards students. The behaviours of the teacher affects the quality education.

**Inclusive environments:** Reducing forms of discrimination is also critical to quality education. Children of ethnic and language minorities, politically or geographically isolated groups, and groups at low socio-economic levels may also suffer from discriminatory policies and practices that hinder the advancement of quality education for all children. This can occur by excluding such children from school or by excluding their participation in school once they are attending. In general, continued restructuring of most learning environments needs to occur to improve learning opportunities for children of all abilities and backgrounds.

**Non-violence:** War and other forms of interpersonal and group conflict clearly have an impact on children's mental health and their ability to learn. Many young victims of violence suffer lasting physical, psychological, social-emotional and behavioural effects. Although it is difficult for schools to provide safe havens from some forms of violence, other forms can be effectively prevented through interventions (World Health Organization, 1998).

### **Service delivery**

The school services can also contribute to quality of learning. Provision of health services in education can contribute to learning by reducing absenteeism and lack of attention. Sick children cannot attend school and when they do, they find it difficult to learn (Carron & Chau, 1996). School-based health programmes can increase achievement. Guidance and counselling services, the provision of extra-curricular activities and the provision of school snacks are other examples of service provision that contribute to quality school environments.

### **Quality of Content**

**Student-centered, non-discriminatory and standard curriculum:** Research on educational practices and projections about future needs in society contribute to current understanding of the structure of school curriculum. In general, curriculum should emphasize deep rather than broad coverage of important areas of knowledge, authentic and contextualized problems of study, and problem-solving that stresses skills development as well as knowledge acquisition. Curriculum should also provide for individual differences, closely coordinate and selectively integrate subject matter, and focus on results or standards and targets for student learning (Glatthorn & Jailall, 2000). Curriculum structure should be gender-sensitive and inclusive of children with diverse abilities and backgrounds, and responsive to emerging issues such as HIV/AIDS and conflict resolution. In all content areas, curriculum should be based on clearly defined learning outcomes and these outcomes should be grade-level appropriate and properly sequenced.

**Uniqueness of local and national content:** The specific content of school curriculum, however, depends on local and national values. In our senior secondary schools, quality content should include several pivotal areas. These include literacy, numeracy, life skills and peace education-as well as science and social studies.

**Literacy:** Literacy, or the ability to read and write, is often considered one of the primary goals of formal education. Policies and practices in education for literacy vary significantly among countries. Attention to the way literacy is developed is critical since research has shown that language learning cannot be separated from content. The learning context and agenda people have for learning to read and write have an important impact on the development of literacy skills (Furniss & Green, 1993). Literacy skills like reading, writing, speaking and listening are contributors to quality education.

**Numeracy:** As quantitative data become increasingly prevalent in many societies, the concept of numeracy seems to be evolving. Also known as ‘quantitative literacy’, numeracy encompasses a range of skills from basic arithmetic and logical reasoning to advanced mathematics and interpretative communication skills (Steen, 1999). Numeracy differs from mathematics; while mathematical skills support numeracy, the latter represents the ability to use a range of skills in a variety of contexts, and because mastery of many curricular areas requires numeracy from geography and social studies to science and vocational training (House & Coxford, 1995). Quality of contents is also measured by the numeracy content of the curriculum.

**Life skills:** The term ‘life skills’ can be broadly interpreted, and is often assumed to include such topics as health, hygiene, etiquette, and vocational skills. In UNICEF, however, life skills are defined as psycho-social and interpersonal skills used in every day interactions, not specific to getting a job or earning an income. The definition also explains that “a wide range of examples exist under the UNICEF working definition of Life Skills, such as assertion and refusal skills, goal setting, decision making and coping skills (UNICEF, 2000). Life skills curriculum focuses on attitudes, values and behavioural change, rather than seeking to provide young people with a body of knowledge about a set of topics. As with literacy, age-appropriate life skills can be incorporated into other areas of study.

**Peace education.** Peace education seeks to help students gain the ability to prevent conflict, and to resolve conflict peacefully when it arises, whether on the intrapersonal, interpersonal, intergroup, national or international level. Peace education addresses cognitive, affective and behavioural learning and can occur both within schools, through curriculum development and teacher education, and outside of schools, through camps, sports and recreation programmes, youth groups and clubs, and training for community leaders, parents, librarians and the media (Fountain, 1999). The content of the school curriculum must be reach with peace education before it could be considered as standard curriculum.

## **Quality Processes**

Discussion on quality of educational have centered on system inputs, such as infrastructure and pupil-teacher ratios, and on the content of curriculum. However, more attention should be paid to educational processes, that is, how teachers and administrators use learning experiences for students. Their work represents a key factor in ensuring quality school processes.

## **The Teachers**

**Professional learning for teachers:** Quality teachers are those that are capable of helping their students learn, have deep mastery of both their subject matter and pedagogy (Darling-Hammond, 1997). The preparation that teachers receive before beginning their work in the classroom varies. In Rivers State, most teachers are degree holders in education. The training received by a teacher affects educational quality since student achievement, especially beyond basic skills, depends largely on teachers' command of subject matter (Mullens et al., 1996) and their ability to use that knowledge to help students learn. A teacher with low quality cannot deliver quality education to learners.

**Teacher competence and school efficiency:** Whether a teacher uses traditional or more current methods of instruction, efficient use of school time has a significant impact on student learning. Teachers' presence in the classroom represents the starting point. Many teachers face transportation and housing obstacles that hinder them from getting to school on time and staying until school hours are over. Many teachers have second jobs, which limit their attention and time in the classroom. Teachers may miss school altogether. As mentioned above, the opportunity to learn and the time on task have been shown in many international studies to be critical for educational quality. Finally, some schools that have been able to organize their schedules according to children's work and family obligations have seen greater success in student persistence and achievement.

**Ongoing professional development:** Professional development can help overcome shortcomings that may have been part of teachers' pre-service education and keep teachers abreast of new knowledge and practices in the field. This ongoing training for teachers can have a direct impact on student achievement. Effective professional development may take many forms; it should not be limited to formal off-site kinds of programmes. Dialogue and reflections with colleagues, peer and supervisor observations and keeping journals are all effective ways for teachers to advance their knowledge (UNICEF, 2000; Anderson, 2000).

**Continuing support for student-centred learning:** Teacher education, both pre-service and in-service, should help teachers develop teaching methods and skills that take new understandings of how children learn into account. Just as curriculum should be child-centred and relevant, so should instructional methods. The limited view of teaching as presentation of knowledge no longer fits with current understandings of how and what students learn. Instead, instruction should help students build on prior knowledge to develop attitudes, beliefs and cognitive skills; as well as expand their knowledge base. Teaching styles in many places, however, remain traditional, teacher-centred and fairly rigid or even authoritarian (Carron & Chau, 1996). Teaching methods that facilitate active student learning rather than promote passivity and rote memorization represent a new and difficult paradigm for many teachers.

**Teacher feedback mechanisms:** Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to gauge individual student learning and adapt activities according to student needs. This process should include both performance assessment and assessment of factual knowledge. Indeed, many teachers and educational systems continue to rely almost exclusively on traditional paper-and-pencil tests of

factual knowledge that tend to promote rote memorization rather than higher order thinking skills (Colby, 2000). There must be introduction of new ideas in this area. This will contribute to quality of the teachers and education.

**Teacher beliefs that all students can learn:** The way time is used is related to school priorities and expectations. Quality education puts students at the centre of the process; student achievement must be the school's first priority. Since schools exist because of students, this would seem self-evident. Perhaps because of the complexity of educational systems, however, teachers may not always believe in the school's ability to help all students. For example, some teachers interviewed in Guinea and Mexico tended to blame the pupils and their family environment for poor performance (Carron & Chau, 1996). Research around the world has shown that low expectations for student achievement permeate educational systems. Rather than setting high standards and believing that students can meet them, teachers and administrators in many developing countries expect that up to half the students will drop out or fail. Schools committed to student learning communicate expectations clearly, give frequent and challenging assignments, monitor performance regularly, and give students the chance to participate in and take responsibility for diverse school activities (Craig et al., 1998).

**Teachers' working conditions:** Teachers' working conditions affect their ability to provide quality education. Many aspects of school life and educational policy go into teachers' perceptions of their employment. As mentioned above, the condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher's experience as an educator. Teachers' remuneration also matters. In rivers state, teacher salaries have declined in recent years because of the condition of the economy. Over the years, the promotion of teachers have been delayed until recently, in the current administration, the promotion was carried out. In situations when teachers are not well taken care of their output and attitude to work declines, resulting to poor education.

## **Supervision and Support**

**Administrative support and leadership:** The quality of administrative support and leadership is another critical element in school processes, both for students and for teachers. At a more macro level, ensuring financial resources for education, especially for recurrent budgets is a necessity. Teachers need governments who are supportive of education systems. Organizational support for teaching and learning takes many forms, including such measures as advocating for better conditions and professional development, respecting teachers' autonomy and professionalism and developing inclusive decision-making processes. Such support has been shown to have impact on student learning. Unfortunately, few administrators in our locality are given formal training in their supervisory functions in schools. Again, promotions and appointments are not regularly based on leadership or management skills.

The principals are saddled with the responsibility of supervision. The supervision is not limited to certain areas; it covers a range of activities but most importantly, instructional supervision (Zepeda, 2011). To successfully handle this responsibility, the principal must undergo training and retraining so as to master instructional supervisory skills.



**Use of technologies:** In areas where electricity, telephone and other products of technology are available, using them in learning contributes significantly to improve the quality of educational processes. Outside of areas with relatively developed infrastructure, there are some innovations that use technologies to support priority content and outcome goals such as basic literacy. These include the use of low earth orbiting satellites to send and receive email, the use of CD-ROMs to disseminate Internet downloads where connectivity does not exist, and the use of handheld computers for tasks which were previously confined to desktop computers. Using Internet technologies to assign teachers where they are needed is an innovation that could be explored further to improve quality of education (Droste, 2000).

## **Quality Outcomes**

The environment, content and processes that learners encounter in school lead to diverse results, some intended and others unintended. Quality learner outcomes are intentional, expected effects of the educational system. They include what children know and can do, as well as the attitudes and expectations they have for themselves and their societies. Academic achievement in literacy and numeracy in particular represent key educational outcomes. Teaching students to read, write and calculate is often considered the primary purpose of formal education. Investigations into literacy levels in recent years have shown that children in developing countries had lower levels of literacy than children in high-income countries who had received similar amounts of schooling (Willms, 2000). This is to say that the quality of education is lower than expected.

Parents tend to see academic achievement as closely related to the opportunity for social promotion and employment. These anticipated outcomes tend to be highly valued by families. Future employment possibilities that result from education seem to be a primary factor in the demand for primary education (Bergmann, 1996). Parents tend to attach more importance to educational outcomes as a measure of school quality than students, teachers or principals (Gaziel, 1996). Just as parents seek favorable outcomes, such as academic achievement and eventual employment, they seek to avoid outcomes they view as negative. Parents who view education unfavorably cite the following potential outcomes: children do not respect their parents, school leavers consider themselves superior to their fellow villagers, school leavers become delinquents, girls object to the traditional rules governing marriage, and school girls do not master the required domestic duties (Bergmann, 1996).

The discussion above, which is based on UNESCO description of quality education allows for an understanding of education as a complex system embedded in a political, cultural and economic context. It is important to keep in mind education's systemic nature, however; these dimensions are interdependent, influencing each other in ways that are sometimes unforeseeable. The criteria for judging quality education also accounts for the global and international influences that propel the discussion of educational quality (Motala, 2000). Establishing a contextualized understanding of quality means including relevant stakeholders. Key stakeholders often hold different views and meanings of educational quality (Motala, 2000). Indeed, each of us judges the school system in terms of the final goals we set for our children, our community, our country and ourselves. Definitions of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education's challenges.

## METHODS

This study employed a descriptive research design, deemed suitable as it aims to gather the opinions of respondents regarding how principals' use of instructional supervisory skills contributes to the achievement of quality education delivery. The design is focused on assessing the current situation as it exists at the time of the study (Nwisagbo, 2021). The study's population included all 335 principals and 5,577 teachers in public senior secondary schools in Rivers State, making a total of 5,912 academic staff (Source: Planning, Research and Statistics Unit, RSSSSB, 2024).

The sample size consisted of 70 principals and 500 teachers, totaling 570 respondents, which represents 10% of the population. Stratified random sampling was used to select the sample. Data was collected using a self-structured questionnaire titled: "Principals' Utilisation of Instructional Supervisory Skills for Attainment of Quality Education Delivery Questionnaire" (PUISSQEDQ). The questionnaire was divided into two sections: Section A, which focused on the respondents' bio-data, and Section B, which included 12 statements addressing the five research questions. Section B used a four-point modified Likert scale, where Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points, and Very Low Extent (VLE) = 1 point.

The instrument was validated by two experts. To establish reliability, a test-retest method was used. The researcher administered 20 copies of the instrument to 10 principals and 10 teachers, who were not part of the sample but were part of the study's population. The same instrument was re-administered to the same respondents after two weeks. Their responses were analyzed using Pearson's Product Moment Correlation Coefficient (PPMCC), yielding a reliability index of .813.

570 copies of the questionnaire was distributed to the respondents with the assistance of three trained research assistants. Most of the instruments were collected on the spot, while others were retrieved at a later time. In total, 548 completed copies were returned, representing a 95% response rate. The responses were analyzed using mean and standard deviation for the research questions, with a criterion mean of 2.50. The null hypotheses were tested using the independent t-test at a .05 level of significance, with the help of the Statistical Package for Social Sciences (SPSS), Version 27.

## RESULTS

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

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

S/N	Items	Principals = 67		Teachers = 481		$\frac{\bar{X}_1 + \bar{X}_2}{2}$	Remark
		$\bar{X}_1$	$SD_1$	$\bar{X}_2$	$SD_2$		
1.	Principals need to constantly praise hardworking teachers because it affects further performance	2.88	1.19	3.02	1.05	2.95	High Extent
2.	Regular seminars on professional development of affects positively affects quality education.	3.00	1.01	3.03	1.02	3.02	High Extent
3.	A principal with quality motivational instructional supervisory skill assign teachers leadership roles and duties because this affects the teachers' morale	2.58	1.26	2.28	1.07	2.43	Low Extent
4.	Recognizing teachers effort boost their morale for more instructional delivery.	3.00	1	3.06	1.04	3.03	High Extent
5.	Rewards to exceptional performance of teachers motivates commitment of teachers.	2.95	1.07	2.67	1.08	2.81	High Extent
6.	Providing support to teachers to handle their workloads reduces stress on the teachers and motivates them	3.01	1.08	2.95	1.01	2.98	High Extent
<b>Grand Mean</b>		<b>2.90</b>	<b>1.10</b>	<b>2.84</b>	<b>1.04</b>	<b>2.96</b>	<b>High Extent</b>

Table 1 shows the mean ratings and standard deviation on the extent principals and teachers utilize motivational supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State. The table indicates that both the principals and teachers agreed principals need to constantly praise hardworking teachers because it affects further performance, regular seminars on professional development of affects positively affects quality education, recognizing teachers effort boost their morale for more instructional delivery, rewards to exceptional performance of teachers motivates commitment of teachers, providing support to teachers to handle their workloads reduces stress on the teachers and motivates them to a high extent as noted on 1, 2, 4, 5 and 6 with the mean set scores of 2.98, 2.99, 3.02, 3.03, 2.81, and 2.98 respectively. In all, the grand weighted mean value of 2.96 indicates that principals and teachers utilize motivational supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State to a high extent.

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

S/N	Items	Principals = 67		Teachers = 481		$\frac{\bar{X}_1 + \bar{X}_2}{2}$	Remark
		$\bar{X}_1$	S.D <sub>1</sub>	$\bar{X}_2$	S.D <sub>2</sub>		
7.	Confidentially reprimanding erring teacher is an effective skill the principals apply to maintain respect for teachers and attain quality education	3.07	0.93	3.27	0.75	3.17	High Extent
8.	A principal with disciplinary instructional supervisory skills helps to achieve educational goals.	2.41	1.08	3.03	0.99	2.72	High Extent
9.	Discipline has a significant effect of quality education delivery of the school.	2.97	0.98	3.27	0.73	3.12	High Extent
10.	Through effective discipline, teachers delivers duties effectively.	2.96	1.02	3.19	0.84	3.07	High Extent
11.	Principals with high disciplinary instructional supervisory skills employs various forms of discipline ensure quality education.	2.08	1.04	1.85	0.93	1.96	Low Extent
12.	The discipline applied at a given time has effect on the entire members of the teaching staff in a school	3.07	0.91	2.97	0.92	3.02	High Extent
<b>Grand Mean</b>		<b>2.76</b>	<b>0.99</b>	<b>2.93</b>	<b>0.86</b>	<b>2.84</b>	<b>High Extent</b>

Table 2 shows the Mean ratings and Standard deviation on the extent principals and teachers utilize disciplinary supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State. The table reveals that the majority of the respondents agreed that, Confidentially reprimanding erring teacher is an effective skill the principals apply to maintain respect for teachers and attain quality education, a principal with disciplinary instructional supervisory skills helps to achieve educational goals, discipline has a significant effect of quality education delivery of the school, through effective discipline and teachers delivers duties effectively, the discipline applied at a given time has effect on the entire members of the teaching staff in a school; this is as contained on item 7, 8, 9, 10 and 12 with the weighted mean ratings of 3.17, 2.72, 3.12, 3.07 and 3.02 respectively. From the foregoing, the grand mean set scores of 2.84 shows that principals and teachers utilize disciplinary supervisory instructional skill for attainment of quality education in public senior secondary schools in Rivers State to 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 use motivational instructional skill for effective attainment of quality education in public senior secondary schools in Rivers State.

Table 3: Summary of t-test analysis of mean ratings of the mean ratings of principals and teachers on the extent principals use motivational instructional skill for effective 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	<b>67</b>	2.90	1.10	546	3.10	0.05	<b>Accepted</b>
Teachers	<b>481</b>	2.84	1.04				
N=	<b>548</b>						

Data on Table 3 above 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 motivational 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 3.10. The alpha level of significance stood at 0.05 using 546 degrees of freedom. At .05 level of significance, the calculated 2-tailed of 3.10 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 motivational 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 use motivational supervisory instructional 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 use disciplinary instructional skill for effective attainment of quality education in public 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 use disciplinary instructional skill for effective attainment of quality education in public senior secondary schools in Rivers State

Groups	N	$\bar{x}$	SD	Df.	2-tailed	Sig. level	Decision
Principals	<b>67</b>	2.78	0.99	546	0.82	0.05	<b>Accepted</b>
Teachers	<b>481</b>	2.93	0.86				
N=	<b>548</b>						

Data on Table 4 above 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 disciplinary 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 0.82. The level of significance stood at 0.05 using 546 degrees of freedom. At 0.05 level of significance, the calculated 2-tailed of 0.82 is greater than 0.05 level of significance of 0.05, hence there is no significant difference between the mean ratings of principals and teachers on the extent principals utilize disciplinary supervisory instructional skill for attainment of quality education in

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

## **DISCUSSION OF FINDINGS**

### **Extent Principals and Teachers Utilize Motivational Instructional Skill for Effective attainment of Quality Education in Public Senior Secondary Schools**

The findings of the study revealed that to a high extent principals and teachers use motivational instructional skill for effective attainment of quality education in public senior secondary schools in Rivers State. The findings of the study are in alignment with Okoye (2023) who stated that in the school setting, everyone needs motivation for effective school administration. Teachers need to be motivated for many reasons. Teachers work hard to educate students and it is important for them to feel valued and appreciated for their efforts. When school management provides motivation and recognition, teachers feel acknowledged for their hard work. Motivation from school management can lead to improved morale among teachers.

Also, the findings of the study gained the support of Reeve (2015) in his findings that motivation endows a person with the drive and direction needed to engage with the environment in an adaptive, open-ended, and problem-solving way. Consequently, when teachers feel supported and encouraged by their superiors, they are more likely to be motivated and engaged in their work. Providing motivation can encourage teachers to continue their professional development and improve their teaching skills. When school management invests in the growth and development of their teachers, it benefits both the teachers and the students. Motivated teachers are more likely to be satisfied with their jobs and feel fulfilled in their roles.

### **Extent Principals and Teachers Utilize Disciplinary Instructional Skill for Effective attainment of Quality Education in Public Senior Secondary Schools**

The findings of the study revealed that to a high extent principals and teachers use disciplinary instructional skill for effective attainment of quality education in public senior secondary schools in Rivers State. The findings of the study correspond with the findings of Ololube (2017) that discipline trains and develops character, orderliness, self-control and efficiency. The principal which is responsible for maintaining discipline and order among teachers ensure a positive and productive learning environment for students. As the supervisor, he adopts disciplinary measures as a skill for instructional supervision. This may involve addressing issues such as misconduct, negligence, insubordination, or failure to meet professional standards.

Additionally, the findings of study is also in line with Onyali (2014) that discipline is renowned as the sum of educative efforts, including the teaching process, the process of character shaping, submission to rules and authority as well as the development of trust. Discipline in this context is not only about punitive measures but also about providing guidance, support, and resources for teachers to improve their performance and behavior. It is essential for the principal to communicate expectations clearly, address any behavioral or performance issues

in a timely and fair manner, and provides opportunities for professional development and growth.

## CONCLUSION

The findings from this study featured the critical role of principals' motivational and disciplinary instructional skills in fostering quality education in public senior secondary schools in Rivers State. It was revealed to a high extent that principals employ motivational strategies such as recognizing teachers' efforts, providing professional development opportunities, and fostering a positive school culture, which in turn enhances teachers' commitment and instructional delivery. Similarly, effective disciplinary instructional skills help maintain order and ensure adherence to professional and ethical standards, thereby creating a conducive learning environment. However, challenges persist in balancing motivation and discipline, necessitating continuous training for school administrators. Based on the study's findings, it is imperative for educational policymakers and stakeholders to strengthen professional development programs for principals, emphasize the importance of both motivation and discipline, and implement strategies that encourage a supportive and well-structured learning environment.

## Recommendations

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

- Principals should as a matter of necessity recognize and appreciate teachers who put in their best towards the achievement of the instructional objectives of the school as a way of motivating others.
- It is also recommended that principals should be disciplined proven to effect same on teachers and students in order to attain the overall goal of secondary education.

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