

# PRINCIPALS' SUPERVISORY PRACTICES FOR EFFECTIVE GOAL ATTAINMENT IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

**Oriji Smart EFFEREBO**

Department of Educational Management

Faculty of Education

Ignatius Ajuru University of Education, Nigeria

[deoebitarimember@gmail.com](mailto:deoebitarimember@gmail.com)

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## ABSTRACT

This study investigated principals' supervisory practices for effective goal attainment in public secondary schools in Rivers State. Four research questions and four corresponding null hypotheses were used for the study. A Descriptive Survey Research Design was employed for the study. The population of the study comprised 6,153 teaching staff, consisting 320 principals and 5,833 teachers from public senior secondary schools of the 320 secondary schools in the twenty-three (23) Local Government Areas of Rivers State. A sample of 615 teaching staff, comprising 320 principals and 295 teachers which represents 10% of the total population of teaching staff in public senior secondary schools in Rivers State was used for the study, was selected using a stratified and simple random sampling techniques. The instrument for data collection was a 20-item self-structured questionnaire titled: Principals' Supervisory Practices for Effective Goal Attainment Questionnaire (PSPEGAQ). The reliability index was determined using Pearson Product-Moment Correlation (PPMC) statistical tool, which yielded a coefficient of .91. Mean and standard deviation statistical tools were used in answering the four research questions, while an independent sample t-test was employed to test the null hypotheses at a .05 alpha level of significance. The findings of the study shows that to a high extent, instructional supervision, effective communication, professional development programmes, and performance monitoring were utilized as principals' supervisory practices for effective goal attainment in public senior secondary schools in Rivers State. Based on these findings, the study concluded that principals' supervisory practices, including instructional supervision, effective communication, professional development programs, and performance monitoring, significantly contribute to achieving effective goal attainment in public senior secondary schools in Rivers State. The study, therefore, recommended that principals should conduct regular classroom observations and provide constructive feedback to teachers to improve teaching practices and ensure adherence to curriculum standards. Also, principals should establish clear channels of communication between themselves, teachers, students, and parents to promote transparency and collaboration.

**Keywords:** Principals Supervisory Practices, Effective Goal Attainment, Public Senior Secondary Schools, Rivers State.

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## INTRODUCTION

Education has long been considered a central pillar of national development, serving as the foundation for personal growth, societal progress, and economic stability. It plays a vital role in shaping the values, skills, and competencies required for the advancement of any nation. The importance of education is enshrined in the United Nations Educational, Scientific and Cultural Organization (UNESCO) declaration, which asserts that education is a fundamental human right, essential for promoting peace, sustainable development, and social cohesion (UNESCO, 2020). In the context of Nigeria, education is the gateway to improved living standards, social mobility, and the reduction of poverty, making it a powerful tool for achieving national development goals.

At the foundation of the Nigerian educational system lies senior secondary education, a key stage that prepares students for higher education or entry into the workforce. This level of education forms the bedrock of the country's socio-economic transformation, as it nurtures young individuals with the necessary skills and knowledge for both further academic pursuit and productive participation in society. In Rivers State, a notable region in southern Nigeria, senior secondary education holds particular significance, as the state continues to experience rapid urbanization, industrialization, and demographic growth. Public senior secondary schools in Rivers State, as in other regions of Nigeria, are charged with the responsibility of molding future leaders and professionals. However, the effectiveness of these schools in achieving their objectives depends largely on the leadership and management practices of the principals who oversee their operations (Owhondah, 2018).

The role of the principal in achieving effective goal attainment within public senior secondary schools cannot be overstated. Principals are not only tasked with the administrative functions of their schools but also with creating an environment that enhances learning, academic achievement, and the overall development of students. One of the major functions that directly influence the success of a school is the principal's supervisory practices. These practices refer to the systematic oversight and guidance principals provide in managing both teaching and learning processes. Supervisory practices encompass a range of activities, such as monitoring the performance of teachers, assessing the quality of instruction, setting educational standards, and making sure that the school's objectives align with state and national educational policies (Akinyemi, 2017; Oboh, 2018).

In Rivers State, the effective implementation of principals' supervisory practices is integral to the actualization of the goals of public senior secondary schools. These schools are expected not only to provide quality education but also to equip students with the skills necessary for socio-economic development, thus contributing to the state's progress. However, challenges such as inadequate funding, poor infrastructural development, insufficient teaching materials, and ineffective management practices have hindered the realization of these goals (Ogunyemi, 2020). Thus, examining the supervisory practices of principals in public senior secondary schools in Rivers State becomes important in understanding how these practices can be optimized for more effective goal attainment. In Rivers State, where there is a growing demand for quality education amidst a multitude of challenges, the quality and effectiveness of principals' supervisory practices are essential for improving student outcomes and achieving the educational goals set by the government and other stakeholders (Owhondah, 2019).

On the other hand, effective goal attainment refers to the successful realization of educational objectives, including high academic performance, skill development, and the holistic

development of students. The concept of goal attainment in educational settings is grounded in the idea that schools must not only teach but also nurture individuals who are capable of contributing meaningfully to the development of society (Onuka & Akintoye, 2019). Goals in senior secondary education typically encompass academic success, promoting critical thinking, preparing students for the job market, and making sure that students are equipped to be responsible citizens. The realization of these goals is contingent on various factors, including adequate teaching resources, student engagement, and, importantly, effective leadership and management practices by the principal. Smith (2021) emphasized that principals who are proactive in their supervisory roles are more likely to create an environment appropriate for the achievement of educational goals. This proactive approach involves not only regular classroom supervision but also active engagement with teachers and students to make sure that instructional methods are effective and aligned with the school's academic objectives. Principals who actively monitor teaching strategies, provide timely feedback, and implement professional development programs for teachers tend to support a more productive school climate. This, in turn, enhances student performance and contributes to the overall success of the educational system.

Owhondah (2018), Ibara (2018), Agi (2019), and Jackson (2024) identified several key strategies that constitute principals' supervisory practices for effective goal attainment in public senior secondary schools, including instructional supervision, professional development programmes, effective communication, feedback mechanisms, performance monitoring, goal setting, teacher motivation and strategic resource allocation. In this study, the focus will be on four key variables: instructional supervision, effective communication, professional development programmes, and performance monitoring. These variables are integral to creating a supportive and high-performing educational environment.

Instructional supervision as principals' supervisory practice refers to the structured process of overseeing and guiding the teaching activities within a school to make sure that instructional practices are aligned with the school's curriculum and educational objectives. This supervisory function involves observing teachers' classroom activities, providing feedback, offering support, and advancing the professional growth of educators. Instructional supervision is valuable because it directly impacts the quality of instruction and, in turn, student learning outcomes. Adedeji (2019) emphasized that instructional supervision is an effective tool for enhancing teachers' competence and improving the overall academic performance of students. In Rivers State, where many schools face challenges related to teaching quality and student performance, the role of instructional supervision is particularly significant. Principals who engage in active and consistent instructional supervision are better positioned to identify gaps in teaching methods and provide teachers with the necessary support to improve.

Effective communication as principals' supervisory practice refers to the clear, open, and constructive exchange of information among all stakeholders in the school community, including the principal, teachers, students, and parents. It involves not just the transmission of information but also the active listening and feedback processes that make sure of mutual understanding and collaboration. In an educational setting, effective communication is essential for building trust, setting clear expectations, and promoting a positive school culture. Johnson (2020) asserted that effective communication is a central aspect of leadership that influences the success of educational reforms and improvements. Clear, transparent, and open communication allows school leaders to articulate their vision, set expectations, and make sure that all stakeholders, including teachers, students, and parents, are aligned with the school's goals. When communication is effective, it supports a collaborative and productive environment where

concerns are addressed, feedback is exchanged, and collective problem-solving can take place. This creates a positive school culture, which is important for driving educational success. In Rivers State, where communication challenges may arise due to resource limitations or logistical barriers, promoting effective communication can help bridge gaps, improve collaboration, and support the successful implementation of educational reforms. Principals who prioritize effective communication can help develop a sense of unity and shared purpose within the school community, which is necessary for achieving academic success.

Professional development programmes as principals' supervisory practices refer to the continuous learning and training opportunities provided for teachers to enhance their skills, knowledge, and competencies. These programs are designed to keep teachers updated on current educational trends, improve their teaching strategies, and support their professional growth. Professional development plays a major role in improving teacher effectiveness, which directly translates into better student outcomes. Smith (2021) found that professional development programmes have a positive impact on teacher motivation and the overall quality of education. These programs empower teachers by enhancing their knowledge, refining their teaching skills, and providing them with the latest pedagogical strategies. As a result, teachers become more confident and competent in their roles, leading to greater job satisfaction and improved teaching practices. In Rivers State, where there may be disparities in teacher qualifications and access to resources, professional development is necessary for making sure that educators remain competent, adaptive, and equipped to meet the challenges of modern education. Principals who invest in professional development help to build a more effective and capable teaching workforce, which is essential for improving the performance of students in the region.

Performance monitoring as principals' supervisory practice refers to the systematic assessment and evaluation of both student and teacher performance within a school. It involves the use of various tools and methods to track academic progress, identify areas of improvement, and take corrective actions when necessary. Performance monitoring helps make sure that the educational goals set for students and teachers are being met and provides data that can guide decision-making processes. Olorunsola (2018) highlighted the importance of performance monitoring in school management, stating that continuous assessment of performance is needed for improving educational outcomes. Regular performance monitoring allows school leaders to identify areas of strength and weakness, enabling them to take targeted actions to address challenges. It helps make sure that both teachers and students are meeting set educational objectives and provides valuable data that can inform decision-making and resource allocation. In Rivers State, where schools may face challenges in maintaining consistent academic standards, performance monitoring enables principals to take proactive steps to address weaknesses, allocate resources effectively, and make sure that both teachers and students are on track to meet their goals.

In Rivers State, the challenges faced by public senior secondary schools such as inadequate resources, inconsistent teacher performance, and infrastructural deficits demand that school principals adopt effective supervisory practices to drive educational success. Instructional supervision, effective communication, professional development programmes, and performance monitoring serve as key strategies that can address these challenges. Principals who adopt these practices are better equipped to develop an environment suitable for learning, provide the necessary support to teachers, and make sure that students are achieving their academic potential. Therefore, adopting these strategies in Rivers State can help overcome the prevailing challenges in the educational system and lead to more effective goal attainment in public senior secondary

schools. Against this background, the study examines principals' supervisory practices for effective goal attainment in public senior secondary schools in Rivers State, Nigeria.

### **Statement of the Problem**

Achieving effective goal attainment in public senior secondary schools in Rivers State, Nigeria, is a significant challenge due to various barriers that hinder optimal educational outcomes. School principals, tasked with guiding and managing the school environment, are responsible for implementing supervisory practices that can enhance teaching and learning. However, many schools in Rivers State face substantial difficulties in achieving their educational objectives due to challenges such as inadequate resources, varying teacher competency levels, and inconsistent student performance. Among the major factors influencing educational success are principals' supervisory practices, including instructional supervision, effective communication, professional development programmes, and performance monitoring. Instructional supervision often lacks the necessary depth and consistency to produce meaningful improvements in teaching quality, undermining teachers' ability to meet students' diverse learning needs. Effective communication is hindered by poor dissemination of information, misalignment of goals, and breakdowns in feedback mechanisms. This lack of clarity prevents the full implementation of school goals and expectations.

Furthermore, professional development programs are often limited or not tailored to the specific needs of educators, leaving teachers ill-equipped to improve their practices. Performance monitoring is not always effectively carried out, limiting principals' ability to make informed decisions regarding curriculum adjustments, teacher support, or resource allocation. These challenges are particularly pronounced in public senior secondary schools in Rivers State, where resource constraints, large class sizes, and low teacher morale negatively impact the quality of education. The failure to implement essential supervisory practices means that schools are unable to meet their educational goals effectively. Principals in Rivers State need to adopt more structured and comprehensive supervisory practices, including instructional supervision, effective communication, professional development programmes, and performance monitoring, to improve teaching quality, student achievement, and overall educational outcomes.

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

The aim of this study was to investigate principals' supervisory practices for effective goal attainment in public secondary schools in Rivers State. Specifically, the objectives of the study sought to:

- Determine the extent instructional supervision as principals' supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State.
- Investigate the extent effective communication as principals' supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State.
- Ascertain the extent professional development programmes as principals' supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State.
- Identify the extent performance monitoring as principals' supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State.

## Research Questions

The following research questions were raised to guide the study:

- To what extent is instructional supervision as principals' supervisory practice utilized for effective goal attainment in public secondary schools in Rivers State?
- To what extent is effective communication as principals' supervisory practice utilized for effective goal attainment in public secondary schools in Rivers State?
- To what extent is professional development programmes as principals' supervisory practice utilized for effective goal attainment in public secondary schools in Rivers State?
- To what extent is performance monitoring as principals' supervisory practice utilized for effective goal attainment in public secondary schools in Rivers State?

## Hypotheses

The following null hypotheses were formulated to guide the study and tested at 0.05 level of significance:

- There is no significant difference in the mean ratings of principals and teachers on the extent instructional supervision as principals supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State.
- There is no significant difference in the mean ratings of principals and teachers on the extent effective communication as principals supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State.
- There is no significant difference in the mean ratings of principals and teachers on the extent professional development programmes as principals supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State.
- There is no significant difference in the mean ratings of principals and teachers on the extent performance monitoring as principals supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State.

## Theoretical Framework

Transformational Leadership Theory was first introduced by James MacGregor Burns in 1978 and later expanded by Bernard Bass in the 1980s cited in Owchondah (2018). This leadership theory focuses on the ways in which leaders can inspire and motivate followers to achieve higher levels of performance and engage in positive organizational change. Burns introduced the concept of transformational leadership as a process where leaders and followers engage with each other to raise each other to higher levels of motivation and morality. Bass (1985) further developed the theory by identifying four main components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leadership theory emphasizes the capacity of leaders to inspire and motivate their followers to achieve extraordinary outcomes through building trust, providing a vision, encouraging intellectual growth, and showing genuine concern for the development of others. This approach is particularly relevant to educational settings, where school principals are expected to influence and guide both teachers and students toward achieving higher academic

and personal success (Smith, 2024). In the context of this study, transformational leadership serves as an important framework for understanding how principals can enhance the performance and outcomes of both teachers and students. The central tenets of transformational leadership vision, motivation, intellectual stimulation, and individualized consideration are particularly relevant to the supervisory practices of instructional supervision, effective communication, professional development programs, and performance monitoring in public secondary schools in Rivers State (Owhondah, 2018).

Transformational leadership theory is highly applicable to the study of principals' supervisory practices in public secondary schools in Rivers State as it highlights the role of principals in inspiring and motivating teachers and students. Through building trust, providing a clear vision, promoting intellectual growth, and offering individualized support, principals can improve instructional supervision, communication, professional development, and performance monitoring. These practices, rooted in transformational leadership, play an important role in achieving academic excellence and improving student outcomes in the schools.

## **CONCEPTUAL CLARIFICATIONS**

### **Principals' Supervisory Practices**

Principals' supervisory practices refer to the various leadership activities and strategies that school principals use to oversee and guide the teaching and learning process in schools. Smith (2020) defined principals' supervisory practices as the actions and strategies that school leaders employ to oversee instructional activities, support teacher development, and evaluate student outcomes, with the main goal of enhancing the school's academic performance. This definition highlights the significant role that principals play in shaping the instructional environment and providing the necessary support to teachers and students. Similarly, Johnson (2018) viewed principals' supervisory practices as an ongoing process where principals actively engage with teachers to monitor classroom instruction, provide feedback, and implement programs that promote professional growth. This perspective underscores the idea that supervision is not a one-time event but a continuous process aimed at encouraging improvement through feedback and guidance.

Furthermore, Davis (2017) described principals' supervisory practices as a dynamic and collaborative effort between principals, teachers, and other educational stakeholders to make certain that instructional strategies align with student needs. According to this view, the emphasis is placed on collaboration and the collective effort to achieve high academic standards. In contrast, Roberts (2019) viewed principals' supervisory practices as a multifaceted approach that includes overseeing teacher performance, facilitating professional development, maintaining effective communication channels, and evaluating student progress to confirm that academic goals are met. This broad definition points to the interconnectedness of various supervisory tasks, suggesting that principals' effectiveness depends on their ability to manage and coordinate multiple aspects of school operations. Owhondah (2018), Ibara (2018), Agi (2019), and Jackson (2024) identified several key strategies that constitute principals' supervisory practices for effective goal attainment in public senior secondary schools, they are: instructional supervision, professional development programmes, effective communication, feedback mechanisms, performance monitoring, goal setting, teacher motivation, and strategic resource allocation.

## Effective Goal Attainment

Effective goal attainment is a fundamental concept in educational leadership, referring to the successful achievement of predetermined objectives through strategic planning, commitment, and resource allocation. In the context of public secondary schools in Rivers State, the attainment of educational goals is very important, as principals must employ a range of supervisory practices to support academic success. Effective goal attainment requires an ongoing, systematic effort from all stakeholders, with the school principal playing a central role in guiding teachers and students toward shared objectives.

Taylor (2019) defined effective goal attainment as the process of consistently reaching set objectives through a combination of strategic planning, collaboration, and persistent effort by all parties involved. This definition emphasizes the importance of a collective approach to goal-setting, where all members of the school community contribute to the achievement of academic outcomes. Similarly, Thompson (2020) viewed effective goal attainment as an outcome of leadership practices that align organizational strategies with the school's vision, making sure that clear objectives are met through structured efforts and continuous evaluation. The definition highlights the significance of a clear vision and intentional planning to achieve goals within the educational setting. Brown (2018) described effective goal attainment as a dynamic process involving the monitoring of progress, feedback, and adjustments to strategies, particularly when obstacles arise. This view underscores the need for flexibility and adaptability in the face of challenges, as principals must continuously evaluate progress and make necessary modifications to their approach.

In line with this, Harris (2021) described effective goal attainment as the ability to inspire a shared vision among school stakeholders, helping everyone work towards the same objective. The definition stresses the importance of communication and leadership in motivating and aligning the efforts of both teachers and students toward the desired outcomes. Furthermore, White (2022) defined effective goal attainment as the successful realization of academic goals through the integration of various school activities, including instructional supervision, teacher development, and student performance monitoring. The definition underscores the holistic nature of goal attainment, acknowledging that academic success requires the coordinated effort of multiple factors within the school environment.

In the context of public secondary schools in Rivers State, effective goal attainment depends largely on principals' supervisory practices, as school leaders play a vital role in creating an environment that promotes both student learning and teacher development. The integration of key variables such as instructional supervision, effective communication, professional development programmes, and performance monitoring plays a significant role in meeting goals. Instructional supervision, for instance, contributes directly to making sure that teaching methods are effective and aligned with curriculum standards, which is important for achieving academic success (Davis, 2017). Effective communication facilitates clear and consistent exchange of information between principals, teachers, and students, helping expectations to be understood and met (Roberts, 2019). Professional development programs equip teachers with the necessary skills and knowledge to improve their teaching practices, directly contributing to the attainment of educational goals (Smith, 2020). Performance monitoring allows principals to track the progress of both teachers and students, identifying areas for improvement and making timely adjustments to strategies to support the achievement of academic objectives (Wilson, 2021).



Incorporating these elements into their supervisory practices, principals in Rivers State can strengthen their ability to attain educational goals.

### **Instructional Supervision for Effective Goal Attainment**

Instructional supervision is a cornerstone of effective school management, especially in public senior secondary schools where the quality of teaching and learning is essential to achieving educational goals. In Rivers State, Nigeria, instructional supervision plays a significant role in making certain that educational objectives are met, and the schools' standards are consistently maintained. Principals, as educational leaders, carry the responsibility of overseeing instructional practices, guiding teachers, and providing the necessary support to create a conducive learning environment.

The role of the principal as an instructional leader has evolved beyond administrative duties to encompass a more active involvement in the teaching and learning processes. This approach is important in maintaining quality education in public senior secondary schools in Rivers State that meets both national standards and the specific needs of the students (Owhondah, 2019). Instructional supervision, within this framework, is fundamentally about creating a culture of continuous improvement through various practices such as classroom observations, feedback, professional development workshops, and regular communication with teachers. In Rivers State, principals have increasingly adopted a comprehensive approach to instructional supervision, one that recognizes the need for collaboration between teachers and school leadership. This makes certain that teaching practices are regularly evaluated, teachers are held accountable for their instructional methods, and students receive the best possible education. Such supervisory practices are important for guiding teachers toward meeting the educational standards set by the state and the country, while also addressing the specific challenges faced by schools in Rivers State, such as inadequate resources, diverse student populations, and varying levels of teacher expertise (Agi, 2020).

Instructional supervision plays a major role in enhancing the quality of education by providing principals with the opportunity to offer constructive feedback to teachers, identify areas where additional support or training may be needed, and promote continuous professional development. Akpan and Ijaiya (2016) emphasized that regular instructional supervision is necessary for the growth and development of teachers, which in turn improves teaching effectiveness within the classroom. Through a cycle of feedback, principals are able to support teachers in refining their instructional methods, equipping them with the necessary skills to deliver the curriculum effectively. This feedback loop not only improves teaching practices but also prepares teachers to meet the diverse needs of their students, thus enhancing the overall learning experience. Furthermore, instructional supervision plays an important role in improving student learning outcomes. Through practices such as regular classroom observations and the monitoring of lesson delivery, principals can confirm that teaching methods are aligned with students' learning needs, leading to better academic performance.

Adebayo and Olaniyi (2019) demonstrated that effective instructional supervision significantly contributes to improved student academic outcomes, as teachers are better prepared to address diverse learning styles and adapt their teaching strategies accordingly. This adaptability helps to make sure every student receives the support necessary to succeed. Another important aspect of instructional supervision is its ability to promote accountability and professionalism among teachers. Regular supervision instills a sense of responsibility and

commitment to high standards, encouraging teachers to remain diligent in their roles. Ijaduola and Oduwaiye (2021) found that consistent instructional supervision enhances teachers' commitment to their responsibilities, leading to increased student engagement and improved performance. Monitoring instructional practices, principals help maintain the professional standards set by the educational system, encouraging a culture of continuous improvement and accountability.

Instructional supervision allows principals to create a conducive learning environment, which is essential for student success. Principals have the opportunity to assess and adjust the physical and psychological environment in which teaching and learning take place. This includes evaluating classroom resources, management strategies, and teaching materials to confirm they align with effective instructional practices. Benson (2020) emphasized that through instructional supervision, principals can make necessary adjustments to ensure that the learning environment supports both teaching and learning, contributing directly to academic success. Instructional supervision plays a key role in aligning teaching practices with local and national educational goals and standards.

Regularly evaluating lesson plans, teaching methodologies, and assessment techniques, principals can guide teachers to make certain their instruction aligns with national educational standards and the goals of the curriculum. Olanrewaju and Ajayi (2022) asserted that principals who actively engage in instructional supervision are better equipped to help teachers adhere to national curriculum standards, which leads to the achievement of educational goals and the success of public senior secondary schools in Rivers State. Instructional supervision is an essential process that not only improves the professional development of teachers but also contributes to better student learning outcomes, accountability, professionalism, a conducive learning environment, and alignment with educational goals and standards. Through regular and constructive supervision, principals play a significant role in making sure that teaching and learning are optimized for the benefit of students and the broader educational system.

### **Effective Communication for Effective Goal Attainment**

Effective communication is widely recognized as a vital component in the successful functioning of educational institutions, particularly in the context of principals' supervisory practices. In public senior secondary schools in Rivers State, Nigeria, effective communication serves as an important tool in guiding the direction and implementation of various administrative and instructional processes. The principal, as the chief administrator of the school, plays a key role in influencing the academic and social environment, not only through decision-making but also by establishing clear channels for communication with teachers, students, parents, and the wider school community (Owhondah, 2018). Effective communication within this context refers to the transmission of information that is clear, concise, accurate, and understood by all relevant stakeholders. The flow of communication between the principal and the teaching staff, students, and the school board helps make certain that goals and objectives are clearly defined, understood, and consistently pursued throughout the academic year.

The significance of effective communication in the supervision of teachers and school staff cannot be overstated. Effective communication enhances teacher performance and motivation. Nwoke (2019) argued that clear and consistent communication between principals and teachers helps in setting expectations, defining goals, and providing constructive feedback. When teachers fully understand their roles, responsibilities, and the connection between their

work and the broader goals of the school, they are more likely to feel motivated to perform at their best. This understanding develops a sense of ownership, where teachers take pride in their contributions, knowing that their efforts are important to achieving the school's objectives. Such an environment leads to increased job satisfaction and results in better student outcomes, as motivated teachers are more engaged and dedicated to their teaching practices.

Effective communication helps in improving school climate and collaboration. Williams (2021) found that open communication facilitates collaboration among teachers, students, and parents, contributing to the creation of a positive school environment. When principals encourage transparent communication, they promote a culture of inclusivity and mutual respect. This environment makes all stakeholders feel valued, which strengthens relationships and encourages teamwork. Collaboration among staff members, students, and parents becomes more seamless, as everyone works toward common goals. A supportive and productive school climate is important for solving problems collectively and for sustaining the momentum needed to achieve academic and operational goals. Furthermore, a collaborative school environment enhances the sense of belonging, which directly impacts the overall performance of the school.

Effective decision-making and problem-solving are important aspects of a principal's supervisory role, and these can be greatly improved through communication. Johnson (2020) observed that principals who engage in regular discussions and feedback sessions with staff, students, and parents are better equipped to make informed decisions. Effective communication allows principals to gather insights and opinions from various school community members, enabling them to identify potential challenges early and take proactive measures. When principals keep lines of communication open, they can address issues promptly, allowing the school to stay on track to meet its goals. The ability to make decisions based on real-time input from the school community helps the school remain adaptable and responsive to changing circumstances, thus maintaining alignment with its educational objectives.

Encouraging accountability and responsibility is another important benefit of effective communication. Clement (2022) found that when principals clearly communicate their expectations and monitor progress, they create an environment where teachers and other staff members are held accountable for their roles in achieving the school's goals. Accountability is not solely about monitoring performance but about creating a culture where individuals understand their contributions and the impact of their actions on the larger mission of the school. Principals who maintain open lines of communication regarding goals, progress, and challenges encourage a sense of responsibility among staff members. Teachers and staff who are aware of their obligations and feel that their efforts are being monitored are more likely to take ownership of their roles, which leads to better academic performance and achievement of school goals.

Effective communication increases parental and community engagement, which strengthens the relationship between the school and its external stakeholders. Bruce (2023) highlighted that when principals communicate effectively with parents and the local community, they can generate support for school initiatives and programs. Through regular communication channels, principals can keep parents informed about school activities, academic expectations, and the progress of their children, which can lead to increased involvement. Parental engagement has been shown to improve student performance, as parents who are well-informed can provide the necessary support at home. Effective communication is an integral part of the supervisory practices of principals in public senior secondary schools in Rivers State, Nigeria.

## **Professional Development Programmes for Effective Goal Attainment**

Professional development programmes are an essential component of the leadership strategies employed by principals to achieve effective goal attainment in public senior secondary schools in Rivers State, Nigeria. These programmes, aimed at enhancing the skills and capabilities of school staff, have a profound impact on improving educational outcomes. In an environment where the educational environment is constantly evolving and facing numerous challenges such as increasing student populations, limited resources, and the need to adapt to modern educational technologies, principals must focus on continuous professional development to make certain that their teachers are equipped with the necessary tools and knowledge to succeed (Owhondah, 2018). The role of professional development extends beyond mere training; it involves promoting a culture of lifelong learning, self-improvement, and adaptability within the school community.

In the context of Rivers State, where there is a dynamic interplay of social, economic, and cultural factors, principals must not only focus on providing academic instruction but also on empowering teachers to meet the evolving needs of the students and the broader educational objectives (Ibara, 2018). The enhancement of teacher competence and instructional quality is a direct result of professional development programs. Ibrahim and Aliyu (2020) found such programs enable teachers to acquire new teaching strategies and pedagogical skills, which are necessary for improving the quality of instruction. Teachers who are equipped with current knowledge and practical tools are better prepared to meet the diverse learning needs of their students. This increased competence not only enhances the effectiveness of teaching in the classroom but also leads to higher student performance, which contributes to the achievement of educational goals in public senior secondary schools. Professional development programmes significantly promote teacher motivation and job satisfaction.

Olawale (2021) found that when teachers participate in professional development opportunities that enhance their skills, they gain a sense of accomplishment and recognition. This encourages increased confidence and competence in their roles, leading to greater job satisfaction. Motivated teachers are more likely to go above and beyond in their duties, thus contributing to a more productive and efficient school environment. This, in turn, supports the achievement of the school's academic and developmental goals, as motivated and engaged teachers are more dedicated to their students' success. The encouragement of collaborative learning and peer support is another key benefit of professional development programmes. Olabode and Uzoechi (2022) highlighted the importance of creating a collaborative environment among teachers through these programs. Teachers are provided with opportunities to collaborate with their peers, share best practices, and engage in problem-solving discussions. This peer-learning environment not only strengthens the professional capacity of the teaching staff but also enhances the overall performance of the school. Working together, teachers improve their teaching strategies and gain new insights that can be shared across the school, encouraging a culture of continuous improvement.

The rapid advancement of technology, professional development programmes support adaptation to technological advancements in education. Johnson and Enyinnaya (2023) emphasized that these programmes often include training on educational technologies, which enables teachers to incorporate digital tools into their instructional practices. The integration of technology allows for more engaging and interactive learning experiences, which can enhance student engagement and improve learning outcomes. In Rivers State, where technology may be

underutilized in some public schools, such programmes are especially important in equipping teachers with the skills to use technological resources effectively, thereby improving the quality of education. Professional development programmes play a major role in supporting school-wide goal alignment and institutional growth. Okoro and Enu (2024) found that when principals confirm that professional development activities align with the school's educational objectives, the entire school community moves forward cohesively toward achieving those goals. Teachers who understand and are equipped to implement the school's vision are more likely to work collaboratively to meet the institution's goals. Additionally, these programs provide principals with valuable insights into the strengths and weaknesses of their teaching staff, allowing for better resource allocation and prioritization of areas that require improvement. This alignment helps the school remain focused on its mission and be better positioned to meet its educational targets. Professional development programmes are an essential aspect of a principal's supervisory practice in public senior secondary schools in Rivers State.

### **Performance Monitoring for Effective Goal Attainment**

Performance monitoring as a supervisory practice is a fundamental aspect of effective leadership in public senior secondary schools in Rivers State, Nigeria. Principals, as educational leaders, are tasked with making certain that their schools meet academic goals and provide a conducive environment for teaching and learning. Effective performance monitoring allows principals to evaluate the progress of the school in real time, identify areas for improvement, and take corrective actions to support the continuous achievement of educational objectives. This process not only involves assessing student outcomes but also includes evaluating the performance of teachers, staff, and the overall operational efficiency of the school (Pius, 2023).

In the complex educational setting of Rivers State, where schools often face resource constraints, large student populations, and a variety of socio-economic challenges, performance monitoring offers an evidence-based approach to improve both teaching and learning (Adrian, 2023). The importance of performance monitoring as a principal's supervisory practice cannot be overemphasized. The improvement of instructional quality is one of the main benefits of performance monitoring. Performance monitoring provides principals with the necessary tools to assess the effectiveness of teaching methods and their impact on student learning.

Okorie (2018) found that through regular evaluations, principals can identify gaps in instructional practices and provide targeted feedback to teachers. This process helps teachers not only meet the standards set by the school but also continue improving their pedagogical strategies. Monitoring classroom performance allows principals to confirm that teaching methods are aligned with the curriculum and that students are receiving high-quality, effective instruction. This directly contributes to the achievement of academic goals and overall school improvement. Promotion of accountability and responsibility is another significant advantage of performance monitoring. Kelvin (2020) highlighted that regular performance assessments help principals hold teachers accountable for their roles in achieving school objectives. When teachers understand that their performance is being monitored and evaluated, they are more likely to take ownership of their responsibilities. This heightened sense of accountability encourages teachers to strive for higher standards in their teaching practices, which leads to better educational outcomes for students.

Performance monitoring is instrumental in identifying areas for improvement and providing targeted support. Performance monitoring allows principals to identify areas where

both teachers and students may be struggling. Rufus (2022) stressed that through the systematic review of student performance, principals can pinpoint specific subjects or areas of the curriculum that need further attention. For example, if students consistently perform poorly in a particular subject, the principal can implement targeted interventions, such as additional training for teachers, extra tutoring for students, or the provision of instructional resources. Identifying challenges early and addressing them proactively enables principals to create an environment that supports continuous improvement and offers students the best chance to succeed. Facilitating data-driven decision making is a significant aspect of performance monitoring. Performance monitoring provides valuable data that can inform decision-making at all levels of the school.

Newman (2023) found that when principals have access to detailed performance data, they are better equipped to make informed decisions regarding resource allocation, curriculum adjustments, and staff development. This data-driven approach helps the school's resources be used efficiently and supports decisions based on evidence rather than assumptions. Principals who utilize performance data to guide their decision-making processes are more likely to create strategies that align with the school's goals and effectively address areas of need. Data-driven decision-making also allows principals to track the progress of initiatives over time, making it easier to measure the success of different interventions and strategies.

Performance monitoring plays an important role in strengthening teacher development and professional growth. Ibrahim and Aliyu (2020) noted that performance assessments provide teachers with constructive feedback that can inform their professional growth. Principals who monitor performance effectively are able to identify strengths and areas for improvement in teaching staff. This information can then be used to tailor professional development programs that address specific needs and build on teachers' existing skills. Performance monitoring thus serves as a foundation for continuous learning, allowing teachers to enhance their teaching practices, stay updated on the latest educational trends, and improve their overall effectiveness in the classroom. This ongoing professional growth is necessary for making certain that teachers remain motivated, competent, and aligned with the school's educational goals. Performance monitoring is a vital supervisory practice for principals in public senior secondary schools in Rivers State, Nigeria.

## **METHODOLOGY**

The research design used in this study was descriptive survey research design. The population of this study comprised 6,153 teaching staff, consisting 320 principals and 5,833 teachers from public senior secondary schools across the 320 secondary schools in the twenty-three (23) Local Government Areas of Rivers State (Statistics Unit, Planning, Research, and Statistics Department of Rivers State Senior Secondary School Board, 2024). A sample of 615 teaching staff, comprising 320 principals and 295 teachers which represents 10% of the total teaching staff in public senior secondary schools in Rivers State was used for the study. To achieve the sample size, a stratified and simple random sampling techniques were adopted to ensure adequate representation of both principals and teachers in the sample. The population was first divided into two strata based on staff category. Then, simple random sampling was used within each stratum to select respondents, giving every individual an equal chance of being chosen. This approach minimized bias and ensured a balanced representation of teaching staff across all 320 public senior secondary schools in the 23 Local Government Areas of Rivers State. The

instrument used for the collection of data for the study was a 20-item self-structured questionnaire titled: Principals Supervisory Practices for Effective Goal Attainment Questionnaire (PSPEGAQ). A 4-point modified Likert rating scale was used, with the following categories: Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2, and Very Low Extent (VLE) = 1. The instruments were validated, and their reliability was determined using the Pearson Product-Moment Correlation (PPMC) statistical tool. The reliability coefficient of the Principals' Supervisory Practices for Effective Goal Attainment instrument yielded 0.91, indicating a high level of reliability. Out of the 615 copies of the questionnaire distributed, 560 were successfully retrieved 310 from principals and 250 from teachers resulting in a return rate of 96.05%, which was used for the analysis. Mean and standard deviation statistical tools were used to answer the research questions, while an independent sample t-test was used to test the null hypotheses at the 0.05 level of significance. The decisional rule for interpretation of the mean scores was classified using real limits of numbers. Any value from 3.50-4.00 was regarded as Very High Extent, any value from 2.50-3.49 was regarded as High Extent, any value from 1.50-2.49 was regarded as Low Extent, and any value from 0.50-1.49 was regarded as Very Low Extent. In testing the hypotheses, the null hypotheses were accepted if the Sig. (2-tailed) is greater than ( $>$ ) the p-value of 0.05 level of significance, and were rejected if the Sig. (2-tailed) is less than ( $<$ ) the p-value of 0.05 level of significance.

## RESULTS

### Answer to Research Questions

**Research Question One:** To what extent is instructional supervision as principals supervisory practice utilized for effective goal attainment in public secondary schools in Rivers State?

Table 1: Mean ratings and standard deviation of the respondents on the extent instructional supervision as principals supervisory practice is utilized for effective goal attainment

Item Statements		Principals N=310		Teachers N=250		Mean Set		Decision
		Mean	SD <sub>1</sub>	Mean	SD <sub>2</sub>	$\bar{X}_1, \bar{X}_2$	SD.	
1	Classroom observations are important for identifying effective teaching practices and areas of improvement.	2.79	.46	2.73	.50	2.76	.48	High Extent
2	Reviewing lesson plans ensures that teachers are effectively aligned with curriculum standards and educational goals.	2.63	.48	2.57	.50	2.60	.49	High Extent
3	Principals ensuring adequate instructional resources are available is critical for effective teaching and learning.	2.67	.51	2.69	.49	2.68	.50	High Extent
4	Providing teachers with regular feedback on their performance helps improve teaching methods and outcomes.	2.55	.61	2.60	.59	2.58	.60	High Extent
5	Principals providing constructive criticism to teachers helps refine teaching strategies and improve student outcomes.	2.64	.56	2.66	.55	2.65	.55	High Extent
<b>Grand Mean Set &amp; Standard deviation</b>		2.66	.52	2.65	.53	<b>2.65</b>	<b>.52</b>	<b>High Extent</b>

Table 1 presents the mean ratings and standard deviation of the respondents on the extent instructional supervision as principals supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State. The table above shows the perception ranges for items 1 to 5: Classroom observations are important for identifying effective teaching practices and areas of improvement (Mean=2.76 and Std=.48 ), Reviewing lesson plans ensures that teachers are effectively aligned with curriculum standards and educational goals (Mean=2.60 and Std=.49), Principals ensuring adequate instructional resources are available is critical for effective teaching and learning (Mean=2.68 and Std=.50), Providing teachers with regular feedback on their performance helps improve teaching methods and outcomes (Mean=2.58 and Std=.60), and Principals providing constructive criticism to teachers helps refine teaching strategies and improve student outcomes (Mean=2.55 and Std=.65). These indicated that the respondents' perceptions for items 1-5 showed a High Extent, as their mean ratings fall within the range of 2.50–3.49. Furthermore, the table showed a grand mean and standard deviation (Mean = 2.65 and Std = .52), which is above the criterion mean of 2.50, and the mean ratings fall within the range of 2.50–3.49. This further implies that, to a High Extent instructional supervision as principals' supervisory practice was utilized for effective goal attainment in public secondary schools in Rivers State.

**Research Question Two:** To what extent is effective communication as principals supervisory practice utilized for effective goal attainment in public secondary schools in Rivers State?

Table 2: Mean ratings and standard deviation of the respondents on the extent effective communication as principals' supervisory practice is utilized for effective goal attainment

	Item Statements	Principals N=310		Teachers N=250		Mean Set $\bar{X}_1 + \bar{X}_2$		Decision
		Mean	SD <sub>1</sub>	Mean	SD <sub>2</sub>	$\bar{X}_1 + \bar{X}_2$	SD	
6	Establishing clear communication between parents and teachers is vital for the holistic development of students and the achievement of educational goals.	2.73	.44	2.72	.46	2.72	.45	High Extent
7	Principals clearly communicating instructional expectations to teachers helps align efforts towards the achievement of educational goals.	2.66	.47	2.59	.49	2.62	.48	High Extent
8	Principals clearly communicating the school's vision and goals to all staff is crucial for unified efforts towards achieving those goals.	2.69	.58	2.70	.61	2.69	.60	High Extent
9	Principals communicating student performance data regularly helps teachers adjust instruction to better meet the needs of students.	2.62	.49	2.61	.49	2.61	.49	High Extent
10	Providing timely and constructive feedback to teachers ensures they understand their strengths and areas for improvement in real-time.	2.68	.54	2.68	.56	2.68	.56	High Extent
<b>Grand Mean Set &amp; Standard deviation</b>		2.68	.50	2.66	.52	<b>2.66</b>	<b>.52</b>	<b>High Extent</b>



Table 2 presents the mean ratings and standard deviation of the respondents on the extent effective communication as principals' supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State. The table above shows the perception ranges for items 6 to 10: Establishing clear communication between parents and teachers is vital for the holistic development of students and the achievement of educational goals (Mean=2.72 and Std=.45 ), Principals clearly communicating instructional expectations to teachers helps align efforts towards the achievement of educational goals (Mean=2.62 and Std=.48), Principals clearly communicating the school's vision and goals to all staff is crucial for unified efforts towards achieving those goals (Mean=2.69 and Std=.60), Principals communicating student performance data regularly helps teachers adjust instruction to better meet the needs of students (Mean=2.61 and Std=.49), and Providing timely and constructive feedback to teachers ensures they understand their strengths and areas for improvement in real-time (Mean=2.68 and Std=.56). These indicated that the respondents' perceptions for items 6-10 showed a High Extent, as their mean ratings fall within the range of 2.50–3.49. Furthermore, the table showed a grand mean and standard deviation (Mean = 2.65 and Std = .52), which is above the criterion mean of 2.50, and the mean ratings fall within the range of 2.50–3.49. This further implies that, to a High Extent effective communication as principals' supervisory practice was utilized for effective goal attainment in public secondary schools in Rivers State.

**Research Question Three:** To what extent is professional development programmes as principals supervisory practice utilized for effective goal attainment in public secondary schools in Rivers State?

Table 3: Mean ratings and standard deviation of the respondents on the extent professional development programmes as principals supervisory practice is utilized for effective goal attainment

Item Statements		Principals N=310		Teachers N=250		Mean Set		Decision
		$\bar{X}_1$	S.D <sub>1</sub>	$\bar{X}_2$	S.D <sub>2</sub>	$\frac{\bar{X}_1 + \bar{X}_2}{2}$	S.D	
11	Principals ensuring regular professional development workshops for teachers is essential for improving instructional practices and meeting school goals.	2.75	.48	2.75	.50	2.75	.49	High Extent
12	Offering in-service training helps teachers enhance their skills, eventually contributing to the achievement of school objectives.	2.68	.51	2.62	.53	2.65	.52	High Extent
13	Principals organizing technology training for teachers enhances their ability to integrate modern tools, improving teaching effectiveness and student outcomes.	2.71	.50	2.73	.52	2.72	.51	High Extent
14	Principals promoting continuing education opportunities for teachers ensures their skills remain relevant and aligned with educational goals.	2.64	.51	2.63	.53	2.63	.52	High Extent
15	Providing specialized training for new teachers supports their transition into the teaching profession and aids in goal achievement.	2.70	.58	2.71	.60	2.71	.59	High Extent
<b>Grand Mean Set &amp; Standard deviation</b>		2.70	.52	2.69	.54	<b>2.69</b>	<b>.53</b>	<b>High Extent</b>

Table 3 presents the mean ratings and standard deviation of the respondents on the extent professional development programmes as principals supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State. The table above shows the perception ranges for items 11 to 15: Principals ensuring regular professional development workshops for teachers is essential for improving instructional practices and meeting school goals (Mean=2.75 and Std=.49 ), Offering in-service training helps teachers enhance their skills, eventually contributing to the achievement of school objectives (Mean=2.65 and Std=.52), Principals organizing technology training for teachers enhances their ability to integrate modern tools, improving teaching effectiveness and student outcomes (Mean=2.72 and Std=.51), Principals promoting continuing education opportunities for teachers ensures their skills remain relevant and aligned with educational goals (Mean=2. 63 and Std=.52), and Providing specialized training for new teachers supports their transition into the teaching profession and aids in goal achievement (Mean=2.71 and Std=.51). These indicated that the respondents' perceptions for items 11-15 showed a High Extent, as their mean ratings fall within the range of 2.50–3.49. Furthermore, the table showed a grand mean and standard deviation (Mean = 2.69 and Std = .53), which is above the criterion mean of 2.50, and the mean ratings fall within the range of 2.50–3.49. This further implies that, to a High Extent professional development programmes as principals' supervisory practice was utilized for effective goal attainment in public secondary schools in Rivers State.

**Research Question Four:** To what extent is performance monitoring as principals supervisory practice utilized for effective goal attainment in public secondary schools in Rivers State?

Table 4: Mean ratings and standard deviation of the respondents on the extent **performance monitoring** as principals' supervisory practice is utilized for effective goal attainment

Item Statements		Principals N=310		Teachers N=250		Mean Set		Decision
		$\bar{X}_1$	S.D <sub>1</sub>	$\bar{X}_2$	S.D <sub>2</sub>	$\frac{\bar{X}_1 + \bar{X}_2}{2}$	S.D	
16	Analyzing student performance data allows principals to assess the effectiveness of teaching strategies and adjust practices to meet educational objectives.	2.87	.50	2.90	.45	2.89	.48	High Extent
17	Conducting regular performance appraisals for teachers helps identify areas for improvement and ensures alignment with school goals.	2.74	.53	2.66	.57	2.70	.55	High Extent
18	Establishing clear performance standards for both teachers and students provides a framework for monitoring progress toward school goals.	2.70	.56	2.78	.58	2.74	.57	High Extent
19	Tracking teacher attendance ensures that students receive consistent instruction, which is essential for goal achievement.	2.72	.58	2.68	.60	2. 70	.59	High Extent
20	Principals regularly reviewing teachers' individual goals ensures they are focused on continuous improvement and contributing to school-wide objectives.	2.77	.64	2.73	.62	2.75	.63	High Extent
<b>Grand Mean Set &amp; Standard deviation</b>		2.76	.56	2.75	.56	<b>2.76</b>	<b>.56</b>	<b>High Extent</b>

Decisional Guide: Mean ( $\bar{X}$ ) scores were interpreted as follows: Very High Extent (VHE) ranging from 3.50-4.00, High Extent(HE) ranging from 2.50-3.4, Low Extent (LE) ranging from 1.50-2.49, and Very Low Extent (VLE) ranging from 0.50-1.49

Table 4 presents the mean ratings and standard deviation of the respondents on the extent performance monitoring as principals supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State. The table above shows the perception ranges for items 16 to 20: Analyzing student performance data allows principals to assess the effectiveness of teaching strategies and adjust practices to meet educational objectives (Mean=2.89 and Std=.48 ), Conducting regular performance appraisals for teachers helps identify areas for improvement and ensures alignment with school goals (Mean=2.70 and Std=.55), Establishing clear performance standards for both teachers and students provides a framework for monitoring progress toward school goals (Mean=2.74 and Std=.57), Tracking teacher attendance ensures that students receive consistent instruction, which is essential for goal achievement (Mean=2. 70 and Std=.59), and Principals regularly reviewing teachers' individual goals ensures they are focused on continuous improvement and contributing to school-wide objectives (Mean=2.75 and Std=.63). These indicated that the respondents' perceptions for items 16-20 showed a High Extent, as their mean ratings fall within the range of 2.50–3.49. Furthermore, the table showed a grand mean and standard deviation (Mean = 2.76 and Std = .56), which is above the criterion mean of 2.50, and the mean ratings fall within the range of 2.50–3.49. This further implies that, to a High Extent performance monitoring as principals' supervisory practice was utilized for effective goal attainment in public secondary schools in Rivers State.

## Test of Hypotheses

**H<sub>01</sub>:** There is no significant difference in the mean ratings of principals and teachers on the extent instructional supervision as principals supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State.

Table 5: Summary of t-test analysis result on the significant difference in the mean ratings of principals and teachers on the extent instructional supervision as principals supervisory practice is utilized for effective goal attainment

Respondents' Category	N (560)	$\bar{X}$	SD	Df	t-value	P-value	Decision
Principals'	310	2.66	.52	558	.3101	.973	Not Significant
Teachers	250	2.65	.53				

P-Value at 0.05 level of Significance

Table 5 presents the summary of t-test analysis result on the significant difference in the mean ratings of principals and teachers on the extent instructional supervision as principals supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State. The result from the table shows a calculated t-value of .3101, with a significance level (p-value) of .973 at a degree of freedom of 558. Since the p-value is greater than .05, the result is not statistically significant. Therefore, the null hypothesis was retained. This indicated that there was significant difference in the mean ratings of male and female teachers on the extent instructional

supervision as principals supervisory practice was utilized for effective goal attainment in public secondary schools in Rivers State

**H<sub>02</sub>:** There is no significant difference in the mean ratings of principals and teachers on the extent effective communication as principals supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State.

Table 6: Summary of t-test analysis result on the significant difference in the mean ratings of principals' and teachers on the extent effective communication as principals supervisory practice is utilized for effective goal attainment

Respondents' Category	N (560)	$\bar{X}$	SD	Df	t-value	P-value	Decision
Principals'	310	2.68	.50	558	.3865	.522	Not Significant
Teachers	250	2.66	.52				

P-Value at 0.05 level of Significance

Table 6 presents the summary of t-test analysis result on the significant difference in the mean ratings of principals and teachers on the extent effective communication as principals supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State. The result from the table shows a calculated t-value of .3865, with a significance level (p-value) of .522 at a degree of freedom of 558. Since the p-value is greater than .05, the result is not statistically significant. Therefore, the null hypothesis was retained. This indicated that there was no significant difference in the mean ratings of male and female teachers' on the extent effective communication as principals supervisory practice was utilized for effective goal attainment in public secondary schools in Rivers State.

**H<sub>03</sub>:** There is no significant difference in the mean ratings of principals and teachers on the extent professional development programs as principals supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State.

Table 7: Summary of t-test analysis result on the significant difference in the mean ratings of principals and teachers on the extent professional development programmes as principals' supervisory practice is utilized for effective goal attainment

Respondents' Category	N (560)	$\bar{X}$	SD	Df	t-value	P-value	Decision
Principals'	310	2.70	.52	558	.2165	.775	Not Significant
Teachers	250	2.69	.54				

P-Value at 0.05 level of Significance

Table 7 presents the summary of t-test analysis result on the significant difference in the mean ratings of principals and teachers on the extent professional development programmes as principals supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State. The result from the table shows a calculated t-value of .2165, with a significance level (p-value) of .775 at a degree of freedom of 558. Since the p-value is greater than .05, the result is not statistically significant. Therefore, the null hypothesis was retained. This indicated that there was no significant difference in the mean ratings of male and female

teachers on the professional development programmes as principals supervisory practice was utilized for effective goal attainment in public secondary schools in Rivers State.

**H<sub>04</sub>:** There is no significant difference in the mean ratings of principals and teachers on the extent performance monitoring as principals supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State.

Table 8: Summary of t-test analysis result on the significant difference in the mean ratings of principals and teachers on the extent **performance monitoring** as principals supervisory practice is utilized for effective goal attainment

Respondents' Category	N (560)	$\bar{X}$	SD	Df	t-value	P-value	Decision
Principals'	310	2.76	.52	558	.2779	.341	Not Significant
Teachers	250	2.75	.54				

P-Value at .05 level of Significance

Table 8 presents the summary of t-test analysis result on the significant difference in the mean ratings of principals' and teachers on the extent performance monitoring as principals' supervisory practice is utilized for effective goal attainment in public secondary schools in Rivers State. The result from the table shows a calculated t-value of .2779, with a significance level (p-value) of .341 at a degree of freedom of 558. Since the p-value is greater than .05, the result is not statistically significant. Therefore, the null hypothesis was retained. This indicated that there was no significant difference in the mean ratings of male and female teachers on the extent performance monitoring as principals supervisory practice was utilized for effective goal attainment in public secondary schools in Rivers State.

## DISCUSSION OF FINDINGS

The discussion of findings were organized based on each research question:

### **The Extent Instructional Supervision as Principals' Supervisory Practice is Utilized for Effective Goal Attainment in Public Secondary Schools in Rivers State**

The findings of the study revealed that to a high extent instructional supervision as principals supervisory practice was utilized for effective goal attainment in public secondary schools in Rivers State. The findings also showed that there was no significant difference in the mean ratings of principals and teachers on the extent instructional supervision as principals supervisory practice was utilized for effective goal attainment in public secondary schools in Rivers State. The findings align with the study by Akpan and Ijaiya (2016) who found that regular instructional supervision is essential for the growth and development of teachers, which in turn improves teaching effectiveness within the classroom. Supporting a cycle of feedback, principals are able to support teachers in refining their instructional methods, equipping them with the necessary skills to deliver the curriculum effectively. This feedback loop not only improves teaching practices but also guarantees that teachers are equipped to meet the diverse needs of their students, thus enhancing the overall learning experience.

Moreover, the findings corroborate with the study by Adebayo and Olaniyi (2019) who demonstrated that effective instructional supervision significantly contributes to improved student academic outcomes, as teachers are better prepared to address diverse learning styles and adapt their teaching strategies accordingly. This adaptability is key to making certain that every student receives the support necessary to succeed. Lastly, the findings are consistent with the study by Ijaduola and Oduwaiye (2021) who found that consistent instructional supervision enhances teachers' commitment to their responsibilities, leading to increased student engagement and improved performance. Monitoring instructional practices, principals help guarantee that teachers maintain the professional standards set by the educational system, promoting a culture of continuous improvement and accountability.

### **The Extent Effective Communication as Principals' Supervisory Practice is Utilized for Effective Goal Attainment in Public Secondary Schools in Rivers State**

The findings of the study revealed that to a high extent effective communication as principals supervisory practice was utilized for effective goal attainment in public secondary schools in Rivers State. The findings also showed that there was no significant difference in the mean ratings of principals and teachers on the extent effective communication as principals supervisory practice was utilized for effective goal attainment in public secondary schools in Rivers State. The findings align with the study by Nwoke (2019) who found that clear and consistent communication between principals and teachers helps in setting expectations, defining goals, and providing constructive feedback. When teachers fully understand their roles, responsibilities, and the connection between their work and the broader goals of the school, they are more likely to feel motivated to perform at their best. This understanding encourages a sense of ownership, where teachers take pride in their contributions, knowing that their efforts are essential to achieving the school's objectives. Such an environment leads to increased job satisfaction and eventually results in better student outcomes, as motivated teachers are more engaged and dedicated to their teaching practices.

Likewise, the findings corroborate with the study by Williams (2021) who found that open communication facilitates collaboration among teachers, students, and parents, contributing to the creation of a positive school environment. When principals encourage transparent communication, they promote a culture of inclusivity and mutual respect. This environment makes all stakeholders feel valued, which strengthens relationships and encourages teamwork. Lastly, the findings are consistent with the study by Johnson (2020) who observed that principals who engage in regular discussions and feedback sessions with staff, students, and parents are better prepared to make informed decisions. Effective communication allows principals to gather insights and opinions from various school community members, enabling them to identify potential challenges early and take proactive measures. When principals keep lines of communication open, they can address issues promptly, helping the school stay on track to meet its goals.

### **The Extent Professional Development Programmes as Principals' Supervisory Practice is Utilized for Effective Goal Attainment in Public Secondary Schools in Rivers State**

The findings of the study revealed that to a high extent professional development programmes as principals supervisory practice was utilized for effective goal attainment in public secondary

schools in Rivers State. The findings also showed that there was no significant difference in the mean ratings of principals and teachers on the extent professional development programmes as principals supervisory practice was utilized for effective goal attainment in public secondary schools in Rivers State. The findings align with the study by Ibrahim and Aliyu (2020) who found such programmes enable teachers to acquire new teaching strategies and pedagogical skills, which are important for improving the quality of instruction. Teachers who are equipped with current knowledge and practical tools are better prepared to meet the diverse learning needs of their students. This increased competence not only improves the effectiveness of teaching in the classroom but also leads to higher student performance, which eventually contributes to the achievement of educational goals in public senior secondary schools.

Additionally, the findings corroborate with the study by Olawale (2021) who found that when teachers participate in professional development opportunities that enhance their skills, they gain a sense of accomplishment and recognition. This promotes increased confidence and competence in their roles, leading to greater job satisfaction. Motivated teachers are more likely to go above and beyond in their duties, thus contributing to a more productive and efficient school environment. This, in turn, supports the achievement of the school's academic and developmental goals, as motivated and engaged teachers are more dedicated to their students' success. Lastly, the findings are consistent with the study by Olabode and Uzoechi (2022) who highlighted the importance of creating a collaborative environment among teachers through these programs. Teachers are provided with opportunities to collaborate with their peers, share best practices, and engage in problem-solving discussions. This peer-learning environment not only strengthens the professional capacity of the teaching staff but also improves the overall performance of the school.

### **The Extent Performance Monitoring as Principals' Supervisory Practice is Utilized for Effective Goal Attainment in Public Secondary Schools in Rivers State**

The findings of the study revealed that to a high extent performance monitoring as principals supervisory practice was utilized for effective goal attainment in public secondary schools in Rivers State. The findings also showed that there was no significant difference in the mean ratings of principals and teachers on the extent performance monitoring as principals' supervisory practice was utilized for effective goal attainment in public secondary schools in Rivers State.

The findings align with the study by Okorie (2018) who found that through regular evaluations, principals can identify gaps in instructional practices and provide targeted feedback to teachers. This process helps teachers not only meet the standards set by the school but also continuously improve their pedagogical strategies. Monitoring classroom performance allows principals to confirm that teaching methods are aligned with the curriculum and that students are being provided with high-quality, effective instruction. This directly contributes to the achievement of academic goals and overall school improvement. Moreover, the findings corroborate with the study by Kelvin (2020) who highlighted that regular performance assessments help principals hold teachers accountable for their roles in achieving school objectives. When teachers understand that their performance is being monitored and evaluated, they are more likely to take ownership of their responsibilities. This heightened sense of accountability encourages teachers to strive for higher standards in their teaching practices, which leads to better educational outcomes for students.

Lastly, the findings are consistent with the study by Newman (2023) who found that when principals have access to detailed performance data, they are better prepared to make informed decisions regarding resource allocation, curriculum adjustments, and staff development. This data-driven approach promotes that the school's resources are used efficiently and that decisions are based on evidence rather than assumptions. Principals who utilize performance data to guide their decision-making processes are more likely to create strategies that align with the school's goals and effectively address areas of need.

## CONCLUSION

The principals supervisory practices play a vital role in the effective goal attainment of public secondary schools in Rivers State. These practices are multi-dimensional, involving key variables such as instructional supervision, effective communication, professional development programmes, and performance monitoring. Each of these components contributes to the improvement of teaching and learning outcomes, which are vital for student success and overall school achievement. Importantly, when these four key variables; instructional supervision, effective communication, professional development programmes, and performance monitoring are integrated into principals' supervisory practices, they create a cohesive system that enhances educational outcomes. Helping teachers be well-supported, held accountable, and continuously improving, principals can lead their schools toward the successful attainment of academic and developmental goals for their students.

## Recommendations

From the study, the following recommendations are made to ensure effective goal attainment in public secondary schools in Rivers State:

- Principals should conduct regular classroom observations and provide constructive feedback to teachers to improve teaching practices and ensure adherence to curriculum standards.
- Principals should establish clear channels of communication between themselves, teachers, students, and parents to promote transparency and collaboration.
- Principals should prioritize the continuous professional development of teachers by providing access to workshops, seminars, and mentorship programmes that address current educational trends and pedagogical strategies.
- Principals should implement a robust system for monitoring teacher and student performance to ensure that instructional practices align with school goals and that academic progress is consistently tracked.

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