



# SUPERVISORY LEADERSHIP TECHNIQUES IN THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

**Beauty Eloho NORMAKOH**

Department of Educational Management

Faculty of Education

Ignatius Ajuru University of Education, Port Harcourt, Nigeria

[beautyeloho50@gmail.com](mailto:beautyeloho50@gmail.com)

---

## ABSTRACT

The paper examined the supervisory leadership techniques and model in the management of education in public secondary school. The paper was able to establish the purpose for supervisory technique and model in schools and how it can resolve the challenges teachers are facing in carry out their duties. Therefore, there is need for supervision experts who should be knowledgeable, committed and talented enough to sensitize teachers failure and suggest appropriate ways to evaluate the teachers where necessary and to make correction. The paper presented the historical development of school supervision in Nigeria. Nature and scope of supervision, technique of supervision its characteristic functions of both the federal and state inspectorate supervisory service coupled with problems of school supervision and the concepts for quality. The paper concluded that for education to achieve the desires result in the training of principal teachers and supervisor, the implementation of school curriculum is necessary. The paper suggested amongst others that measures should be taken to improve funding at all level, which will enhance efficiency in service delivery and also there should be provision of adequate infrastructural material in public secondary schools.

**Keywords:** Supervisory, Leadership, Techniques, Model, Management and Educational Quality

Reference to this paper should be made as follows:

Normakoh, B. E. (2022). Supervisory leadership techniques in the management of public secondary schools in Rivers State. *International Journal of Institutional Leadership, Policy and Management*, 4(2), 305-314.

---

Copyright © IJILPM 2022

## INTRODUCTION

Effective supervision leadership makes a difference in any organization and in the educational institutions. The success of any educational system or organization depends on effective

supervision. Educational supervision is a difficult process that needs serious concentration, the educational system is retrogressing day by day because of the ineffectiveness of proper supervision. Every supervisor should endeavor to know the role and act on them properly instead of playing the role of the inspectors in school, which will hinder a lot of achievement in the school system. Globally, the ICT presents great benefits for teaching and learning, teachers and student must make good use of the ICT tools through the supervision of the supervisors. So, through proper supervision, students are exposed to educational ICT through curriculum integration as it has a positive impact on student achievement. Information and communication technology can impact student with great knowledge when the teachers are digitally integrated and also understand how it can be integrated into the curriculum.

Diverse set of ICT tools can be used to communicate, create, disseminate, store and manage information (Burton, 2007). So with proper supervision, ICT will be beneficial to the teachers, the students, parents and the nation at large. Supervision in the educational sector cannot be ignored, it is the backbone of the system, for the system to be effective and things done in the right way, supervision ascribe to the ideas that supervises, competence and needs change overtime (Adegesan, 2010; Ololube, 2013; Kalagbor, 2017). Ololube (2013) went ahead to distinct supervision as a relationship between senior and junior members of a profession that is to evaluate and extends overtime serves to enhance the skills of the junior person, monitors the quality of the services offered by the junior person, and acts as gate keeping to the profession. To Emeterom (2007), supervision is a process that brings about improvement in an institution.

According to Ogunsaji (1983), supervision is the phase of school administration, which focuses primarily upon achieving the basic policies, principles, programs and objectives of the educational institutions, while Emeteron (2007) perceived school supervision as a process of monitoring the level of achieving the basic policies, principles, programs and objectives of the educational institution. Supervision is also a process of stimulating growth and development of teachers and a means of helping teachers to help themselves through the use of expert knowledge and experience to oversee, evaluate, coordinate and improving instructional techniques in teaching and learning process. School supervision can further be defined as the element of administrative process generally concerned with efforts to provide the day-to-day activities of a group by stimulating, directing and coordinating the school staff and their effort towards cultivating a good personal relationship aimed at achieving the school objective.

Supervision is the foundation on which all programs for improvement of teaching must be built. It is an agreement process in which all the teachers participate, while the supervisor educates them as a leader. Teachers, school heads and principal are to take direction from the supervisor (Acheson & Grait, 2004; Barr & Burton, n.d). The success of the school system depends on the ability of the effective leader and how subordinates understand this aspect matters a lot. The task of a supervisory leader is concerned with the aspect of teaching what should be taught, how it should be taught and who to deliver or teach it. So, school supervision is therefore a mechanism used for achieving quality of management and control of educational resources which will aid in improving teaching and learning process in schools. Supervision is the act of educating and directing the principals, teachers and student in a manner that they will understand the right thing to do and do it at the right time for the achievement of the educational goal (Ehren & Vischer, 2008; Eniagbe, 2009).

## CONCEPTUAL CLARIFICATION

### Concept of Supervision

The concept of supervision is based upon the belief that the improvement of instruction is a cooperative enterprise. It is intended to stimulate, coordinate, guide and make the teachers self-directive. Supervision can be called superior vision. It is vision with a mission. It is looking forward and to have a broad outlook for the growth of education. In education, supervision is defined as all efforts of designed schools towards providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials on instruction and methods of teaching and the evaluation of instruction (Ololube, 2017).

Here the word “supervision” means to guide and stimulate the activities of teachers with a view to improve them. Supervision is direction, guidance and control of working force with a view to see that they are working according to plan and are keeping time schedule. In management supervision means overseeing the subordinates at work with authority and with an aim to guide the employees, if he is doing wrong. It encourages staff to learn by using approach method (Nwachukwu, 1985). Supervision aimed at compensating for trained and untrained teachers as well as inexperienced one. It can be in form of class visit as it aims also at providing assistance rather than finding fault. Ololube (2017) emphasized that leadership and supervisory role of the school heads should be basically to improve teachers. Instructional competences for the enhancement of teaching and learning process. Obiweluzor et al. (2013) opined that supervision is a planned programme for the improvement and development of teachers and students to improve teaching and learning.

### Types of Supervision

For school supervision to be very effective. There are three types of supervision. They are:

**Instructional Supervision:** This type of supervision is specific about the activities of the school. It gives more attention to the selection and controls of teaching methods and materials and evaluation of students activities. This aspect is done by the Ministry of Education, Zonal Educational Boards. The main objective is to monitor the teaching and learning process through observation of school’s faculties and environmental cleanliness of the school and to verify the stationary records and mark, make corrections where necessary such as staff attendance record, diaries, registers, lesson notes.

**Clinical Classroom supervision:** This type of supervision aims at improving the teacher activity in the classroom. This is done by the supervisor, principal or head teacher to observe the teacher participation in the classroom and later call upon to discuss the observations recorded against him or her so that he or she can affect the correction when teaching next.

**General Supervision:** Generally, a supervisor’s major role is to interact with the teacher and to find out where they are not doing well or confused in their job, the supervisor will put them through for them to achieve their goal, after evaluations the supervisor will then present a written report to the board or ministry of education based on his observation, findings, challenges and recommendations.

## **Basic Principles of Effective Supervision**

Ololube (2017) identified seven basic principles to help ensure the effectiveness of supervisory systems. These principles are comprehensive and include:

**Healthy Atmosphere:** The school and supervisory environment should be rendered free of tension and emotional stress. It should be an atmosphere that provides incentives for outstanding work.

**Staff Orientation:** The quality and quantity of the work must be specified in clear terms to staff during their orientation. Staff must be made to understand what is and what is not expected of them. New staff must thus, be given a thorough orientation. This orientation should include materials that specify how and where to get the information and materials that will help them to perform their work well.

**Guidance and Staff Training:** Staff should be offered any needed guidance, including how to carry out their assignment. Work standards should be set by supervisors, and information on these standards should be provided in written form to all staff for the purposes of accountability. Schools must regularly arrange and participate in staff training and development to ensure that new techniques and approaches to education are always being introduced and understood.

**Immediate Recognition of Good Work:** Good work should be recognized. The acknowledgement of good work done must be immediate and must be made in a public way so as to serve as an incentive to others. Incentives such as public recognition and recommendation for promotion improve performances.

**Constructive Criticism:** Substandard work should be constructively criticized. Positive and helpful advice and support should be offered to the offending staff. Unlike recognition of good work, such constructive criticisms should be presented in private and should always be free of bias and/or prejudice.

**Opportunity for Improvement:** Staff should be given opportunities to demonstrate their skills and ambitions. They should be encouraged, where appropriate, to take part in making decisions that will affect their school and students. This type of empowerment or engagement will motivate staff to work harder and to take ownership over their classes and tasks.

**Motivation and Encouragement:** Staff should be motivated and encouraged to increase their productivity. They should be encouraged to improve their abilities and to achieve organizational goal.

## **Supervisory Leadership Techniques and Strategies**

The school headmaster or principal is the team leader and the spirit of cooperation should permeate in his dealing with the teachers, students/pupils and community members. The success and achievement of the school largely depends on his efficiency, ability, alertness, imagination, experience and resourcefulness. He is the friend, philosopher and guide in the school. Changes is inevitable in education institution due to changes taking place as a result of communication via

internet. The principal act as a catalyst of change in the school system as an agent who also facilitates such changes (Ololube, 2006).

The assessment areas will be improving teaching and learning by providing feedback on performance of students. Continuous assessment record will also include the academic and administrative aspect of the school to bring about complete improvement. Supervision is a major strategy school principals use to oversee the work of his subjects and to actualize efficiency and effectiveness in the school system. Supervisory position is not always easy. Managing workers has been a major challenge facing most formal organizations over the years. Hence the rigorous processes and methods involved in the selection and supervision of staffs. Ololube (2017) mentioned that the educational sector is currently confronted with the challenge of who is or is not qualified to take part in school administration system. Supervision employs various techniques such as observation, demonstration, classroom visitation, micro teaching techniques, workshops, Class management seminars, group supervision, conferences, counseling and skill training.

**Classroom Visitation:** The principal, the head teacher or supervisor can personally observe and watch teachers and student in action. The main reason of such visits is to observe the quality of the student participation, while learning and the means by which the teacher guides and directs the lesson. Classroom visitation enables the principal, the head teacher and supervisor the opportunity to understand the status of curriculum implementation, level of student participation, effective use of teaching aids, relevance of the objectives and evaluation.

**Micro Teaching Techniques:** This type of techniques provides an opportunity for supervisor and teacher to identify, define, describe, analyze and rectify certain teaching techniques.

**Workshop Techniques:** Technique's conference is organized during the workshop exercise and teachers identify problem in teaching, learning process and solutions are directed to the problem.

**Group Supervision:** This involves supervising team teaching, which is an instructed techniques in which teacher in the same subject and class comes together to achieve some specific goal, they share subject matters according to their area of specialization, for example a social studies teacher can share a topic on social studies, such that one person teaches drug trafficking for 20 minutes and the other teaches the other aspect, later both of them comes together and compare their performances. This technique makes the teacher to study hard, which is an advantage to the student because the enable them to get the best quality out of their teacher.

**Class Management:** This technique produces opportunity for teachers from time to time to visit other school, especially the senior teachers. This visit is been organized by the principal to enable the teachers on how to take charge of their students, which is class management by teacher and how to plan their lesson note; and it helps the teacher on how to improve in their teaching method effectively and it also assist them to grow professionally and individually in the academic sector.

**Skill Training Model:** This model is largely diagnostic and prescriptive in nature. In this method the supervisor focuses on teaching development and skill, this is achieved by through training him in certain skills. The supervisor uses the model to decides with his teachers which

aspects of teaching behavior that result to effective teaching. This enables supervise to determine data collection of the actual teaching behavior of the teachers and analysis of data for strength and weakness and lastly, suggests remedies to the improvement of the teacher's area of weakness.

**The Counseling Model:** This technique involves the supervisor indirectly with teacher outside the classroom. He does not directly gather data about the teacher's classroom behavior. Instead, he is concerned about teacher awareness. This model is highly delegated since it acquires training in Ego-counseling, client - centered therapy and sensitivity training (Okeke 1997).

## **Management**

In this context management is the utilization of available resources to achieve anticipated goals. Adesina (1990) simply defined management as the organization and mobilization of all human and material resources in a particular system for the achievement for identified objective in the system. Robert (2014) stated that management is the function of an organization that involves coordination and cooperation towards goal achievement. Amachukwu (2013) saw management as a way a group of people who are at the highest level of an organization take decision at its affect the running of a place or an institution for effective management this requirement are needed in an organization. Planning, organizing, communicating, coordinating, controlling and directing the action or activity of the staff or teachers.

## **The Impact of Supervision for Effective School Management**

Educational supervision is a complex process that must play a prominent role in all educational systems. Ideally, educational supervision is a partnership between supervisors and supervisees, in which both partners are actively involved in the planning and direction taken. Feedback and guidance are essential components of learning and development and so it is vital that supervisors provide supervisees with both. In return, supervisees must demonstrate an openness and commitment to the process, along with a strong sense of self-motivation and self-improvement. This offers a practical framework against which educational supervisions can assess their responsibilities, approaches and expectations. Developmental models of supervision ascribe to the idea that supervisees' competence and needs change over time. More highly structured supervision, for example, fits the needs of the inexperienced analyst, while those with more experience tend to prefer a more collegial supervisory relationship.

Effective supervision occurs when the supervisee consolidates an identity separate from the supervisor, while acknowledging the supervisor's importance and the learning that occurs through supervision. Current developmental models of supervision, however, lack a framework that can help supervisors to manage educational relationships effectively and promote the growth of the system. Supervision is a strategy which helps to implement and improve teaching and learning processes. And also, an activity performed for the advantage of student learning achievement. Ololube (2017) outlined the importance of supervision in schools. However, the following are some of the impacts of supervision in school:

**Proper Guidance from Experts:** The purpose of supervision is to provide academic guidance by an experienced teacher or expert/specialist in different school subjects so that new or junior teachers are able to develop their skills and capacity.

**Classroom Management:** Both teachers and school management agree that discipline of students is the most serious problems in schools today. Supervision can help teachers to acquire better classroom management skills. Among its other aims, supervision should seek to enable teachers to develop preventive and corrective measures of discipline in the classroom.

**Planning for Better Instruction:** Instructional planning is considered to be the first step in improving classroom instruction. It is therefore, recommended that supervisors should help teachers to develop and improve their skills in instructional design and to use models of instruction to guide this instructional planning. Instructional planning includes lesson plans, unit plans and year plans.

**Use of Modern Methods of Teaching:** Methods of teaching are important part of effective instruction in the classroom. The supervisor should thus, help teachers to learn/know about modern methods of teaching and to apply these in the classroom.

**Helps Teachers to Work Together:** In order to accomplish school goals and objectives, teachers must learn to work together. One of the aims of supervision is thus, the enhancement of cooperation among teachers.

**Planning and Implementing:** All developmental and planning activities need guidance and direction at every stage. The right type of supervision is thus, concerned with helping teachers in planning, in the selection of strategies and resources, and in monitoring and evaluating those strategies.

### **Challenge Facing Supervisory Leadership Techniques**

School supervision has been faced with a lot of challenges. These challenges are:

***Inadequate Funding:*** Insufficient funds is one of the constraints to effective management of the school system; this led to poor evident of poor state infrastructures in school which is a duty the school and supervision. Supervisor are no longer given allowances and vehicles given for supervision.

***Unstained supervision:*** Lack of professional training for supervisor and head teachers and principal, due to the modern challenges in the school sector and the world global system, there is need for head teachers, principal and even teacher and supervisor need to be trained from time to time to meet up in the need global educational system, and principal need to know that they are to do the work of supervisory in their school whether external supervisors come or not.

***Unprofessional Teachers:*** The school system is filled with untrained teachers, this is because teaching profession is seen as alternative when there is no job, for them to earn their living, and a lot of them lack teaching skills. The recent employment of thirteen thousand teachers in 2013 in

Rivers State was not based on professionally trained teachers rather for all graduates. They posed a lot of challenges to supervisors in trying to direct them on the right techniques or strategies to apply in teaching.

**Shortages of Supervisors:** shortage of experienced teachers in the school system have led to inadequacy of supervisors. The few numbers of supervisors cannot effectively deliver the objective of supervision, that is why is a bridge between the relationship of supervisor and teacher, the supervisor ends up behaving as inspectors.

**Lack of Instructional Materials:** Many schools lack instructional materials which facilitate effective teaching and learning process, supervisors feel unhappy when teachers lack instructional materials which assist in teaching process.

### **Way Forward for Effective Supervisory and Management of Schools**

A supervisor in this modern era must possess the following qualities to be able to function effectively and manage schools.

**Knowledge and experience:** Any person who takes up the job of supervision must be knowledgeable not only in his or her area of specialization, but must acquire general knowledge to be able to respond to questions from teachers. A supervisor must be an experienced teacher who has taught for more than fifteen years.

**Dignity and Integrity:** A supervisor should carry himself or herself in such a manner as to earn the respect of his or her teachers. He or she should live above board and maintain a standard behavior devoid of unethical code of conduct.

**Resourceful and Creative:** A good supervisor is one who creates new ways of monitoring and evaluating teachers. He or she ensures that new strategies are introduced to improve teaching and learning process.

**Sociability:** An ideal supervisor is one who is able to get along with his or her supervisees without necessarily compromising his or her principles. He or she should be pleasant to people, discuss and feel free with teachers whom, he or she sees as co-colleagues in the teaching profession.

**Democratic:** A supervisor should imbibe democratic principles while dealing with the teachers. He or she should not exercise excessive control over the teachers, allow them make their contributions before taking final decisions.

**Be a good listener and less taker:** While discussing with teachers behave as if, you are in the classroom, the teachers should do the talking while you listen carefully i.e. the discussion should be teacher centered.

**Be good at counsellor:** A supervisor should have basic knowledge of counseling and should render counseling services where necessary. He or she should apply the knowledge of counseling to teachers who come late to school and those who absent themselves from school.

**Be fair and firm to all:** ensure you treat all teachers equal despite their position in the school. A supervisor should be consistent and always maintain discipline at all times.

## CONCLUSION

In the light of the discussions of supervisor leadership in the technique and model in the management of quality education, the desire of quality supervisor all depend on the supervision input in the educational system, for success to be achieved there is need for the principal and teacher to fulfill their own quarter by fighting all the constraint that will make them not to totally have quality achievement the educational sector. The supervisor and the to be supervised must endeavor to bring a change in the educational system.

## Suggestions

The following suggestions were made:

- Government should improve funding at all level which will enhance efficiency in service delivery in public schools,
- Government should initiate compulsory training for all principal and teacher in public schools,
- School to establish supervisory department or quality assurance units.
- There should be provision of adequate infrastructure material in public schools.

## REFERENCES

- Acheson, K., & Grait, M. D. (2004). *Clinical supervision and teacher development: Preserve and applications*. John Wiley & Sons.
- Adegesan S. O. (2010). Establishing Quality Assurance in Nigeria Education system. *Research and Revisions*, 5(7), 380-384.
- Amachukwu R. N. (2013). *Education management and planning education resources*. Harey Publication.
- Barr & Burton (n.d). Academic Aspect Supervision. [Http://Asttrick.Weeb.Com/Acdemic-Aspect-InspectionSupervision.Html](http://Asttrick.Weeb.Com/Acdemic-Aspect-InspectionSupervision.Html).
- Burton, A. (2007). *Management today principles and practice*. Jot Mcgraw Hill Publishing.
- Daniel-Kalio, B., & Ololube, N. P. (2019). Change management and effective performance of universities. *Journal of Education and Society*, 9(2), 255-281.
- Ehren, M. C. M., & Vischers, A. J. (2008). The relationship between school inspections, school characteristics and school improvement. *British Journal of Education Studies* 56(2), 205-227.
- Emetoron, L. G. (2007). *Instructional Supervising Skills for Effective School Management for Head Teachers and Supervisors in Primary School System*. A Paper Delivered of the

- Workshop On Improving Skills On Schools Management for Head Teacher and Supervisor.
- Eniagbe, A. P (2009). Strategies for Improving Supervisory Skills for Effective Primary Education. *Journal of Counselling*, 2(2), 236-241.
- FRN (2014). *National Policy on Education*. NERDC.
- Kalagbor, L.D. (2017). *Educational administration*. Stand Out Publishers.
- Obiweluozor, N., Monoh, U., & Ogbonnaya, N. O. (2013). Supervision and inspection for effective education in Nigeria. *Strategies for Improvement Academic Research International*, 4(4), 586-594.
- Ogunsaji S. (1983). *Educational supervision perspective and practice in Nigeria*. Stand Out Publishers.
- Okeke, B. C. (1997). *Teaching in Nigeria: A case for professionalization*. University Publication.
- Ololube, N. P. (2006). Teacher Job Satisfaction and Motivation for School Effectiveness. *Assessment Essay in Education*, 18, 1-19.
- Ololube, N. P. (2013). *Educational management and supervision model for effective implementation*. Spring Field Publishers.
- Ololube, N. P. (2017). *Educational management, planning and supervision: model for effective implementation (2<sup>nd</sup> Edition)*. Pearl Publishers.