International Journal of Innovative Education Research 12(4):1-10, Oct-Dec., 2024

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DOI: 10.5281/zenodo.13886034

Administrative Strategies Of Principals' And Quality Assurance In Teaching And Learning In Public Senior Secondary Schools In Rivers State

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ABSTRACT

The research examined the administrative strategies of principals and quality assurance in teaching and learning in public senior secondary schools in Rivers State. Two research questions and two null hypotheses were raised to guide the study. The correlational research design method was adopted. The population of this study comprised 311 public senior secondary schools in 23 LGAs in Rivers State, out of which three hundred and eighty (168) principals representing 50.32% of the population were used as respondents. Two sets of structured scales were titled: "Principals` Administrative Strategies Questionnaire" (PASQ) and "Quality Assurance in Teaching and Learning Questionnaire" (QATLQ). Were used to obtain data from the field. The reliability coefficient index of 0.81 was determined using Cronbach Alpha Statistics. Pearson Product Moment Correlation Coefficient Formula (r) and z ratio were used to test the hypotheses at 0.05 alpha level. Findings revealed that evaluating and communicating with teachers significantly relates to quality assurance in teaching and learning in public senior secondary schools in Rivers State, it was concluded that there is a significant relationship between the supervisory techniques of principals and quality assurance in teaching and learning in public senior secondary schools in Rivers State. Principals should actively support and promote the professional development of their teachers by encouraging them to participate in conferences, seminars, and colloquiums focused on effective teaching techniques, It is recommended that teachers attend such events at least once a year, both at national and international levels, to continually enhance their skills and knowledge. This ongoing professional development will contribute to improved job performance and ultimately benefit the students and the school community as a whole.

Keywords: Administrative, Strategies, Principal, Quality Assurance, Teaching, Learning, and Secondary Schools.

INTRODUCTION

Education plays a crucial role in the advancement of any nation, contributing to the development of human resources and technological capabilities. According to Modebelu et al (2016), education involves the acquisition of knowledge and habits through formal instruction or study, marking its occurrence when learning progresses towards predetermined goals guided by a philosophy comprehended by the learner. UNESCO (2000) defines education as the comprehensive process of

cultivating human abilities and behaviors, providing organized and sustained instruction aimed at imparting a blend of knowledge, skills, and values applicable to all aspects of life. Ayodele, Buari, and Oguntuase (2016) assert that education is the means through which students acquire the necessary skills and values for their intellectual and character development, enabling self-reliance and responsible citizenship. Considering these varied perspectives, education emerges as the process of acquiring knowledge and understanding through formal or informal methods, bringing about positive behavioral changes in the learner within society. Abdulrahaman (2014) simplifies the appreciation of education by likening it to a tool or essential weapon required by every individual to navigate the complexities of the world effectively. The educational policy of any nation aims to achieve education for all. The Nigerian education system is structured into formal and non-formal education. Formal education occurs within institutions, commonly known as schools (FRN, 2013). Secondary schools prepare students who have completed primary education for higher learning institutions, contributing to the nation's manpower for development purposes.

The Federal Republic of Nigeria outlined the overarching goals of education in 2013, aiming to equip students with the skills necessary for practical living in society and to prepare them for higher education. As noted by Ogba (2011), secondary schools play a pivotal role in providing the essential training needed for individuals to develop the skills required to tackle future career challenges. This highlights the significant role of secondary education in Nigeria in achieving national objectives. However, the attainment of these goals hinges on the effective implementation of administrative strategies that improve the quality of the secondary education system. Principals play a crucial role as the leaders of the school. They hold significant positions in the administrative hierarchy responsible for overseeing the school's operations. In secondary schools, principals are in charge of academic matters, providing instructional leadership, supervising instruction and academic achievements, and overseeing activities both inside and outside the school environment. Mgbodile (2004) describes principals as directors because they are responsible for disciplining students and staff members. They can also be viewed as managers as they oversee various aspects of the school's operations. Principals maintain official records and create a conducive environment for teaching and learning in secondary schools. As a result, the crucial roles and functions of principals in ensuring quality assurance cannot be overstated. Therefore, principals are obligated to manage staff, maintain relationships with the school community, oversee the curriculum and instruction, handle student affairs, manage the school's physical facilities and equipment, and oversee school finances.

Effective administration is crucial in any educational institution, as it ensures that educational goals and objectives are achieved efficiently. According to Modebelu (2016), the success of a national education system is heavily dependent on appropriate, timely, efficient, and effective administration and management. Administration involves decision-making, planning, organizing, coordinating, evaluating, controlling, inspecting, and supervising. Alu et al (2001) defined administration as the process of utilizing human and material resources within an organization to fulfill its established goals. Administrators direct, lead, control, and coordinate the efforts of the organization's members to achieve these goals. To ensure a high standard of education and the development of quality students in secondary schools, principals need to employ effective administrative strategies. These strategies involve the application of behavioral principles and discipline to create an optimal academic environment. The goal is to recruit and train teachers, facilitate their professional growth, and ensure that every student receives the best possible instruction to meet specific objectives (Mezieobi 2006; Omemu 2017). The government, parents, and other stakeholders expect principals to work effectively to achieve quality assurance. According to the Federal Ministry of Education (2010), key strategies for achieving quality assurance include teacher supervision, ensuring an adequate number of qualified teachers, and their ongoing professional development, as well as periodic comprehensive school evaluations. Ogbonnaya (2013) emphasizes that administrative strategies encompass the entire process of planning, organizing, motivating, coordinating, staffing, budgeting, communicating, and evaluating, enabling administrators to effectively utilize resources to achieve organizational goals. No administrator can function alone without the assistance of others. Therefore, to achieve the set educational goals, staff personnel administration forms an important responsibility of the school administration which the principals are involved in. Staff in the secondary school includes not only the teachers but also the non-teaching staff, clerks, cleaners, cooks, messengers, watchmen, laborers,

and laboratory attendants. Teaching and non-teaching staff are important tools in the hands of secondary school principals in achieving educational objectives. Enyi (1999) outlined the scope of staff personnel administration to include; ascertaining the personnel needs of the school (tutorial and non-tutorial), satisfying personnel needs, and maintaining and improving services of the staff.

Quality assurance in education is a crucial process that aims to ensure that educational program standards set by institutions, professional organizations, and the government are met. Nwosu (2013) defines quality assurance as the evaluation of inputs, processes, outputs, and learning outcomes based on nationally agreed minimum standards. This implies that quality should permeate every aspect of the education system, from input to output. Emphasizing one aspect over the others can lead to an unbalanced result. Ayeni (2010) suggests that quality assurance in education necessitates efficient management, monitoring, evaluation, and reviews of resource inputs and the teaching and learning process to produce students who meet societal standards and expectations. Achieving quality education that yields excellent students requires principals to implement effective administrative strategies. According to the Federal Ministry of Education (2010), quality assurance in education involves the objective monitoring, assessment, and evaluation of all aspects of school life, including resources, usage, and their impact, with the outcomes communicated to all concerned parties. Onyedikachi (2011) asserts that quality assurance involves ensuring the appropriateness and relevance of resources for achieving educational goals and priorities, particularly in secondary school education. To maintain high standards, academic institutions need qualified, motivated teachers, high-quality students, a conducive physical environment, well-equipped facilities, libraries, and funds for research and community service (Wokocha, 2009).

Statement of the problem

The principals of secondary schools serve as the leaders and chief executives of their institutions. It is their responsibility to ensure the promotion of quality education as a means of fostering national development. Effective adoption of appropriate administrative strategies by principals is crucial for ensuring that students receive a high standard of education, which in turn contributes to the development of the resources necessary for the nation's productive sector. However, many secondary schools today are experiencing issues with ineffective administrative strategies employed by their principals, resulting in poor quality assurance. This ineffectiveness is evident in various aspects such as poor coordination, inadequate instructional supervision, administrative style, planning, funding, facilities, principal-teacher relationships, and the overall vision of the principal. Consequently, students' academic performance, teacher and student discipline, examination integrity, infrastructure maintenance, and reading and writing culture are all adversely affected. The failure of principals to implement effective administrative strategies to ensure quality teaching and learning has created a significant gap, which this study aims to address. Against this backdrop, the researcher has deemed it necessary to investigate the administrative strategies of principals and their impact on quality assurance in teaching and learning within public senior secondary schools in Rivers State.

Objectives of the study

1. Find out the relationship between principals' evaluation strategies and quality assurance in teaching and learning in public secondary schools in Abia State.
2. Find the extent of the relationship between principals' communication strategies and quality assurance in teaching and learning in public secondary schools in Abia State.

Research Questions

1. What is the relationship between principals' evaluation strategies and quality assurance in teaching and learning in public secondary schools in Abia state?
2. What is the relationship between principals' communication strategies and quality assurance in teaching and learning in public secondary schools in Abia State?

Hypotheses

HO_1: There is no significant relationship between principals' evaluation strategies and quality assurance in teaching and learning in public secondary schools in Abia state.

HO_2: There is no significant relationship between principals' communication strategies and quality assurance in teaching and learning in public secondary schools in Abia State.

Significance of the study

The findings of this study will have far-reaching benefits for various stakeholders in the education system. Students, parents, teachers, principals, administrators, the Abia state government, and future researchers will all stand to gain from the insights offered by this study. For parents, the study will highlight the positive impact of teacher encouragement on students' enthusiasm for learning, leading to a higher quality of education and academic success for their children. Teachers will benefit from identifying and addressing the challenges that hinder effective teaching and learning in Abia state secondary schools, thus enabling them to improve their teaching skills and maintain students' interest. Principals will be able to address administrative challenges, such as staff selection and school monitoring, to ensure quality education within their institutions. Additionally, future researchers will be able to use these findings as a valuable reference and guide for further studies in this area.

LITERATURE REVIEW

Secondary School Principals

In the education system, secondary school consists of two stages: junior secondary school and senior secondary school. Junior secondary school typically lasts for three years and is designed for students aged 11-14. During this stage, students are taught academic and vocational curriculums. Upon completion of junior secondary school, students are then directed to senior secondary school or technical schools. Senior secondary school, on the other hand, lasts for three years and is intended for students aged 15-18. The certification awarded after senior secondary school is the senior school certificate (SSCE). It's important to note that the achievement of these educational objectives heavily relies on effective leadership, with the principal playing a crucial role in guiding both junior and senior secondary schools. The heads of secondary schools in Nigeria, known as principals, are responsible for the day-to-day operations. They execute educational programs, maintain official records, and foster an environment conducive to teaching and learning. According to Baudinette (2008), competent principals with extensive knowledge of administrative principles and practices are essential for the successful functioning of secondary schools. In addition, principals offer instructional leadership, oversee daily activities, uphold educational standards and goals set by policymakers, supervise and support staff and students, monitor students' progress, and provide training and motivation for teachers. Mgbodile (2004) emphasized the pivotal role of principals in translating educational policies into action, highlighting functions such as managing curriculum and instruction, overseeing staff, handling physical facilities and equipment, managing relationships with the school community, student personnel management, and school finance management.

Staff personnel management in secondary schools plays a vital role in ensuring that both teaching and non-teaching staff are well-prepared, properly compensated, and effectively recruited to help the school achieve its goals. The principal holds the responsibility of assigning roles and ensuring that the staff members perform their duties professionally. Additionally, the principal is also accountable for ensuring the provision and upkeep of school equipment, buildings, and tools. Furthermore, finance is an essential aspect of school management, and the principal essentially serves as a financial manager. This involves procuring resources, ensuring their efficient utilization, and minimizing costs, all to achieve the educational objectives and goals of the school. According to "New Leaders for New Schools" (2009), the effectiveness of a principal is evaluated based on students' outcomes, teacher effectiveness, and leadership actions. The academic achievement of students serves as a key indicator of a principal's effectiveness, demonstrating the direct impact of quality teaching on student outcomes. To enhance teacher effectiveness, motivations, professional development, and provision of instructional materials play crucial roles. A principal can gauge the effectiveness of both students and teachers through critical assessments, which in turn helps in devising appropriate strategies and actions towards achieving the goals and objectives of secondary education, thereby contributing significantly to the effective administration of the school.

Principals' Evaluation Strategies and Quality Assurance in Teaching and Learning

Quality assurance in education involves ensuring that educational programs meet predetermined standards set by institutions, organizations, and government bodies. According to Boraham and Ziarat (2010), quality assurance encompasses planned and systematic actions to instill confidence that a product or service will meet specified quality requirements. It involves the systematic review of

educational programs to address needs and accomplish institutional goals (Fadipe, 2009). Materu (2007) describes quality assurance as a planned review process that helps institutions determine whether acceptable education, scholarly standards, and infrastructure are being met, maintained, and improved. In this context, quality assurance ensures that schools adhere to established standards to achieve their objectives. It encompasses aspects such as teaching quality, staff selection, availability of instructional materials, facilities, environment, and student satisfaction. Birzea et al. (2005) emphasize the importance of ensuring that these resources are coherent and interconnected. A robust quality assurance system in education should define the nature and purpose of educational provision, allocate responsibilities and authority to school leaders and teachers, and establish an effective accountability system for daily administrative tasks. Nwosu (2013) contends that quality assurance in education involves evaluating inputs, processes, outputs, and learning outcomes against national standards. This implies that quality should be considered throughout the entire education cycle to strike a balance between societal needs and the investment made in education. Ayeni (2010) highlights that quality assurance encompasses activities undertaken by organizations to ensure that a product meets quality requirements. This involves defining attainable standards, organizing work, documenting procedures, and communicating standards to achieve set goals.

Principals' Evaluation Strategies and Quality Assurance in Teaching and Learning

The connection between administrative tactics and quality assurance demonstrates that the principal, who is the administrator, plays a crucial role in achieving, maintaining, and assuring quality in secondary schools. Principals who implement administrative tactics are consistently linked with quality assurance. These tactics are used to modify behavior, implement change, and achieve educational objectives. According to Obasi (2018), administrative strategies are evident in recruiting the right individuals as teachers, providing them with training to become effective educators, and enabling them to deliver the best education to students to reach set goals. The administrative strategies, therefore, are significantly influential in the school environment. This is because they are behaviors that help school principals understand what is happening within the school and what is expected from the school and the community.

The evaluation strategy is crucial for assessing the performance of all staff, including both tutorial and non-tutorial staff. The feedback gathered from this assessment is used to enhance plans. This strategy enables decision-makers to take appropriate actions to improve organizational efficiency. Evaluation encompasses the assessment of staff performance as well as the implementation of any changes and innovations in education. Babalola in Modebelu et al (2016) emphasized that evaluation can be conducted before, during, and after the introduction of a change. This process helps determine the need for the change, monitor its progress, and ensure that the implemented changes align with the set objectives. Principals need to prioritize these strategies in school management to achieve quality assurance. Neglecting sound administrative strategies can lead to poor quality assurance in secondary schools. When principals fail to enforce behavioral principles and discipline among staff, it can result in indiscipline among staff and students, poor academic performance, vandalism, examination malpractices, and a lack of a strong reading and writing culture, all of which hinder the attainment of quality assurance in the education system.

Principals' Communication Strategies and Quality Assurance in Teaching and Learning

The leaders of secondary schools play a crucial role in guiding the school system, and they need to utilize administrative methods to accomplish school goals. Administrative strategies refer to the actions planned to achieve specific objectives, whether short-term or long-term. Therefore, the administrative strategies of principals encompass the various steps taken by school administrators to ensure quality in the education system (Babatope, 2013). Additionally, principals' administrative strategies, as per Omemu (2017), revolve around applying effective behavioral principles and discipline to establish a high-standard academic system. This involves hiring the right teachers, developing their effectiveness as educators, and guaranteeing that the educational system provides the best possible instruction to all students to achieve the established objectives.

Communication is essential for human interactions. It is how we pass on social norms, culture, customs, traditions, values, and ethics from one generation to the next. In administration, effective communication is crucial for achieving efficiency and effectiveness. Principals need to understand the dynamics of communication and its impact on administration to ensure quality education.

Communication involves sharing facts, thoughts, values, judgments, and opinions through various forms such as face-to-face conversations, phone calls, meetings, conferences, memos, and letters. It requires at least two people, a sender who shares information and a receiver who gets the message. Hence, communication involves transmitting information, ideas, emotions, etc., from one individual to another through speech, symbols, or other methods. Communication within educational institutions ensures that individuals receive and understand information, generate new ideas, enhance employee value and satisfaction, and underpin effective leadership and decision-making. It also fosters cooperation, peace, and managerial efficiency, aids in staff motivation and moral development, supports good planning, creates awareness, facilitates smooth staff interactions, and serves as the basis for coordination (Modubelu, 2016).

Ibiam (2015) contends that communication is a means of comprehending others, as well as seeking to be understood by them. It enables the exchange of thoughts and ideas among individuals, from one person to another, from a person to a group, or among different groups. The communication strategy employed by principals in disseminating instructions and information plays a crucial role in directing the activities of staff and students to achieve the objectives of secondary schools. Inadequate communication may lead to poor administration within the school system, as well as misunderstandings and indiscipline, which can impact the leadership and effective administration of secondary schools by principals. Communication is essential for fostering cooperation, mutual understanding, and respect among staff, students, and principals. Therefore, all these individuals are crucial for achieving educational goals and objectives, which are the direct result of effective communication and contribute to effective administration. Proper use of communication, as a pivotal component of administration, is necessary to ensure quality teaching and learning in secondary schools.

Theoretical Framework

Human Relations Theory; by Mary Packer Follet (1868-1933)

Mary Follet, a prominent figure from 1868 to 1933, introduced the Human Relation Theory which emphasized the importance of considering the human element in an organization alongside technological strategies to improve output. The theory places human beings at the core of organizational success, addressing issues such as welfare, motivation, and retirement benefits. Follet believed that cooperation among workers was essential to minimize these human problems. She developed four organizational principles emphasizing direct contact and coordination among all factors in a situation, while also stressing the importance of considering workers' personal needs to enhance productivity. This theory finds application in educational settings, particularly in the role of a school principal. By prioritizing the well-being and interests of employees, such as teachers, the principal can foster a more committed workforce. This, in turn, can lead to the achievement of institutional objectives and quality assurance in secondary schools.

Elton Mayo $(1880-1946)$As another great exponent of the human relations theory. Mayo and his associate carried out research in Hawthorne and came out with conclusions such as;

- Individual workers cannot be treated in isolation but must be seen as members of a group.
- The need to belong to a group and have status within it is more important than monetary incentives or good physical working conditions.
- Informal groups at work exercise a strong influence over the behavior of members.

Human relations theory is relevant to this study of administrative strategies of principals and quality assurance of secondary schools because it centers on human relationships in the organization. There is no way the school can function effectively without the positive relationship between the teacher and the principal as actors in the secondary school system. Administrative strategies of principals will help them discover the problems and interests of the teachers. Since the theory is worker-oriented 'principals' administrative strategies should encourage friendliness and not a master/servant phenomenon.

METHODOLOGY

A correlational research design was adopted. A correlational design is a quantitative method of research in which two or more quantitative variables from the same group of participants are

determined to ascertain the relationship between them. The population of the study is 311 consisting of all the principals in the Public secondary schools in Rivers State. The sample for this study will consist of 160 principals which will serve as the respondents from 243 public secondary schools in Rivers State. The sample size was determined using the Taro Yamane formula. Stratified and simple random sampling techniques will be used for the study. Two sets of instruments were used to collect data to answer the research questions posed. The instruments were titled "Administrative Strategies Principals` Questionnaire" (ASPQ) and "Quality Assurance in Teaching and Learning Questionnaire" (QATLQ). Face and content validity were employed. A copy of the instrument was submitted to two experts in Educational Administration in the Department of Educational Management at the University of Port Harcourt. The comments and suggestions of the experts were used to refine the instruments. Face-to-face administration was used to administer the questionnaire for data collection and retrieval. The research questions were analyzed using Pearson product-moment correlation, and a z-test was used to test the hypotheses at 0.05 alpha level.

RESULTS AND DISCUSSION

Research Question 1: *What is the relationship between principals' evaluation strategies and quality assurance in teaching and learning in public secondary schools in Abia State?*

Hypothesis (Ho_1): There is no significant relationship between principals' evaluation strategies and quality assurance in teaching and learning in public secondary schools in Abia State.

Table 4.1: Pearson Product Moment Correlation Showing the Relationship between principals' evaluation strategies and quality assurance in teaching and learning in public secondary schools in Abia state.

Variables	N	Df	R	P (Sig.)	Decision
Evaluation Strategies	157	153	0.756	0.000	Reject Ho_3 (Not Significant)
Quality Assurance	157				P < 0.05

Decision Rule: 0.00 – 0.19 = Very Low, 0.20 – 0.39 = Low, 0.40 – 0.59 = Moderate, 0.60 – 0.79 = High, 0.80 – 1.00 Very High

To answer the research question, results from Table 4.1 produced a correlation coefficient, 'r' of 0.756; which means there is a high relationship between principals' evaluation strategies and quality assurance in teaching and learning in public secondary schools in Abia State.

For the hypothesis tested, Table 4.1 also revealed that r of 0.756 is significant with P < 0.05 because the calculated probability value of 0.000 is lesser than the critical probability value of 0.05. Therefore, the null hypothesis is rejected. By implication, there is a significant relationship between principals' evaluation strategies and quality assurance in teaching and learning in public secondary schools in Abia State.

Research Question 2: *What is the relationship between principals' communication strategies and quality assurance in teaching and learning in public secondary schools in Abia State?*

Hypothesis (Ho_2): There is no significant relationship between principals' communication strategies and quality assurance in teaching and learning in public secondary schools in Abia State.

Table 4.2: Pearson Product Moment Correlation Showing the Relationship between principals' communication strategies and quality assurance in teaching and learning in public secondary schools in Abia State.

Variables	N	Df	R	P (Sig.)	Decision
Communication Strategies	157	153	0.728	0.000	Rejected Ho_4 (Significant)
Quality Assurance	157				P < 0.05

Decision Rule: 0.00 – 0.19 = Very Low, 0.20 – 0.39 = Low, 0.40 – 0.59 = Moderate, 0.60 – 0.79 = High, 0.80 – 1.00 Very High

To answer the research question, results from Table 4.2 produced a correlation coefficient, 'r' of 0.728; which means there is a high relationship between principals' communication strategies and quality assurance in teaching and learning in public secondary schools in Abia State.

For the hypothesis tested, Table 4.2 also revealed that r of 0.728 is significant with P <0.05 because the calculated probability value of 0.000 is lesser than the critical probability value of 0.05. Therefore, the null hypothesis is rejected. By implication, there is a significant relationship between principals' communication strategies and quality assurance in teaching and learning in public secondary schools in Abia State.

DISCUSSION OF FINDINGS

Principals' evaluation strategies and quality assurance in teaching and learning in public secondary schools in Abia state

The third finding of the study revealed that there is a high relationship between principals' evaluation strategies and quality assurance in teaching and learning in public secondary schools in Abia State. Additionally, there is a high relationship between principals' evaluation strategies and quality assurance in teaching and learning in public secondary schools in Abia State.

The finding aligns with Nakpodia (2010) who observed that some teachers are not adequately supported by the school to attend conferences to improve their teaching and student management skills. Principal-teacher conferences provide the principal with the opportunity to promote unity among teachers, keep them informed, and make them feel like an integral part of the school and its accomplishments. These meetings also help the principal coordinate school activities and keep teachers up to date with other school events. Staff meetings with the principal serve as a platform for exchanging ideas and allow the staff to participate in developing the school's curriculum. Additionally, these meetings help facilitate the professional growth of teachers by providing advice, direction, stimulation, and suggesting ways for achieving professional excellence.

Principals' communication strategies and quality assurance in teaching and learning in public secondary schools in Abia State.

The fourth finding of the study showed that there is a high relationship between principals' communication strategies and quality assurance in teaching and learning in public secondary schools in Abia State. Also, there is a significant relationship between principals' communication strategies and quality assurance in teaching and learning in public secondary schools in Abia State. The finding is in agreement with a study by Schon (2010), it was found that principal demonstration techniques have a positive and strong relationship with how teachers carry out their tasks in the classroom. Schon suggested that principals should plan and organize teaching demonstrations, and experts in various fields could also conduct demonstrations initiated by the principal. It was advised that principals should have expert knowledge in at least two commonly taught subjects and a broad understanding of current methodologies to improve teachers. Ani (2007) pointed out that the demonstration technique of supervision allows teachers to ask probing questions that can lead to discovering new methods and ideas. However, Eze cited in Sule (2013) pointed out that principals as supervisors often have little or no time to practice teaching demonstrations and supervisory services for instructional improvement.

CONCLUSION

Based on the study findings, it was concluded that there is a significant relationship between the supervisory techniques of principals and teachers' job performance. Therefore, regular evaluation of teachers and providing necessary professional guidance has a positive influence on teachers' job performance, as it encourages deliberate efforts to enhance students' academic performance.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study:

1. Principals should actively support and promote the professional development of their teachers by encouraging them to participate in conferences, seminars, and colloquiums focused on effective teaching techniques. It is recommended that teachers attend such events at least once a year, both at national and international levels, to continually enhance their skills and knowledge. This

ongoing professional development will contribute to improved job performance and ultimately benefit the students and the school community as a whole.

2. Principals should consistently exemplify the attitudes and traits they expect from teachers to enhance their job performance in secondary schools in Rivers State. They must make a concerted effort to routinely observe teachers' classroom instructional techniques and offer professional guidance and support whenever needed. This proactive approach will help create a positive and productive learning environment for both teachers and students.

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