



**International Journal of Economics,
Environmental Development and Society
(IJEEDS)**

THE ROLE OF PRINCIPALS' SUPERVISORY SKILLS IN ENHANCING INSTRUCTIONAL DELIVERY IN OKPE/SAPELE/UVWIE FEDERAL CONSTITUENCY, DELTA STATE

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ABSTRACT

This study was undertaken to investigate principals' supervisory skills and its effectiveness in instructional delivery in public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State. Two (2) research questions and hypotheses were raised to give the research direction. The research design considered most suitable for this research was the descriptive survey design of the ex-post-facto type. The population for the study consists of 1,218 principals and teachers in the public secondary schools, comprising of 49 secondary school principals and 1,169 secondary school teachers. A multi stage sampling techniques was used to select 5 teachers in each of the schools by means of simple random sampling technique. On whole 245 teachers served as respondents for this study. A purposeful sampling was used to select two (2) vice principal from each of the local government area including the forty-nine school principals. A total of three hundred (300) teachers, vice principals and principals were selected in the secondary schools. The instrument utilized for collection of data was a structured questionnaire titled "Principals' administrative skills on effective instructional delivery (PASEID). Validity of the instrument was established through judgement of experts and test-retest method and Pearson product moment correlation coefficient was used to establish the reliability. The research questions were answered with mean rating and standard Deviation while Pearson moment correlation was utilized to test the null hypotheses at 95% level of significance. Items on the instrument were scored based on the four points scoring scale. Findings show that there is no significant relationship between principals' supervisory skills, while there was significant relationship between principals' organization skills and instructional delivery in Delta State public secondary schools. It concluded that constraints such as funding and availability of facilities influence principal administrative style in Delta States. It was recommended among others in the study that principals should be knowledgeable, professional and administratively competent, as well as resourceful so as to complement the efforts of the government towards achieving the goals of the schools.

Keywords: Principals, Supervisory Capacity, Effective, Instructional Delivery, Okpe/Sapele/Uvwie, Federal Constituency, Delta State, Nigeria.

Reference to this paper should be made as follows:

Egwunu, H. E., & Eke, L. (2025). The role of principals' supervisory skills in enhancing instructional delivery in Okpe/Sapele/Uvwie Federal Constituency, Delta State. *International Journal of Economics, Environmental Development and Society*, 6(2b), 482-495.

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INTRODUCTION

Solid foundations for higher education are laid during secondary education and as such, it is a very important level of education in Nigeria. According to the Federal Republic of Nigeria 2014, secondary education is the form of education children receive after primary education and before tertiary stage. Specifically, the secondary education should provide an increasing number of primary school pupils with the opportunity for education of a higher quality irrespective of sex, social, religious and ethnic background, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under our broad national aims, and live as good citizens, foster Nigerian unity with an emphasis on the common ties that unite us in our diversity, inspire its students with a desire for achievement and self-improvement both at school and in later life (FRN, 2014). In fact, the aim of secondary schools like any other educational institutions is to achieve specific goal of preparing individuals as good and responsible citizens.

Secondary schools are headed by principals who work together with teachers on the basis of a hierarchical structure that is based on superordinate-subordinate relationship. Functionally, this hierarchy of relationship is the locus of allocating and integrating tasks in order to achieve the goals of secondary schools. More so, the functions of the principal include leading, controlling, directing and motivating teachers toward accomplishment of secondary school goals. Principals are key administrators in secondary schools through whom their competencies would influence teachers to achieve secondary educational goals (Olajide, 2016). Principals could play their roles effectively towards the attainment of the objectives of secondary schools when they possess the requisite competencies, leadership talents, administrative efficiency, managerial skills, planning skills and the competency to motivate teachers to pursue such effort which could help in the achievement of secondary educational goals.

Every principal as an administrator is expected to provide professional guidance to teachers in order to improve the conditions which affect learning and growth of the students and teachers. Fika et al. (2015) asserted that, in discharging their administrative roles, principals may help teachers to perform their jobs of preparing lesson plans; good use of instructional aids; keeping and maintaining of school records, provision of required instructional materials to teachers among others. It is expected that principals' administrative roles are meant to influence teachers' instructional delivery. This desired expectation in secondary education could be achieved through effective discharge of administrative roles by principals since it creates the awareness of sound education philosophies in teachers as the responsibility of achieving effective instructional delivery lies with principals' administrative role by employing various strategies to enhance teachers' job performance. A teacher is any person that undertakes the great task of educating the child who looks to him for knowledge, wisdom, manners, morals, inspiration, and enlightenment and so on. It is the work of teachers to make sure that they prepare the students for furthering their education and acquiring these basic skills for a better life.

The role of a principal as an administrator is a very crucial issue because it is anchored on instructional improvement towards effective teaching and learning in secondary schools. The major role of principals is to facilitate the implementation of the various educational programmes at secondary educational with the aim of improving teaching and learning situation. A teacher whether newly employed or experienced, needs support and guidance in the process of implementing the instructional programmes. Principals as school administrators are expected to support and guide teachers by overseeing their activities in the school system. An effective

principal is required to devote him or herself to supervise, monitor and evaluate the teaching-learning processes in his or her school. The principal as an administrator plays the role of overseeing the activities of teachers in the school system to ensure that they conform to the generally accepted principles and practice of secondary school system (Suleiman et al., 2016).

The effective performance of these functions to a large extent is dependent on good administration involving adequate and well qualified teachers, adequate funds for infrastructural facilities, libraries and laboratories (Ikegbusi & Ihennacho, 2016). Giving credence to this, Oboegbulem (2016) maintained that to adequately discharge these functions, there must be massive investment of funds and facilities for secondary school principals to enable them perform their administrative duties affectively. In essence, administrative effectiveness requires that the principal be able to manage resources such as staff, finance, facilities among other things for optimum benefit of the school.

However, different reports have indicated that there are public crises of various dimensions such as poor funding, poor educational infrastructure which include inadequate classroom, shortfall and inadequacies in education funding, manifest in overcrowded classrooms, lack of facilities and equipment, ill-equipped workshops, libraries and laboratories where they exist at all, which combine to frustrate teaching and learning (Ikegbusi & Iheanacho, 2016; Olorunsola & Bello, 2018). This situation may disenchant principal's efforts to effectively administer schools. When this happens, the outcome may be unruly, unsettle students and lower the quality of instructional delivery, which may manifest in poor academic performance. In fact, secondary schools in Delta State are not exonerated from this ugly state of affair. Many have witnessed student violence, frequent outburst of unruly behaviour among students and lack of various amenities. Consequently, the inability of secondary school principals to demonstrate adequate administrative effectiveness could be as a result of some of these challenges.

Federal Republic of Nigeria (2014) indicated that to ensure quality control in schools, it is necessary to have good teachers and supervisors. The primary responsibility of principals is to ensure that high standards are maintained and that schools are ran in accordance with the laid down policy. Quality education is tough to achieve without teachers playing a significant role. Principals on the other hand, encourage effective instructional delivery among teachers by identifying their needs and help them to meet such needs. This encouragement depends on the various principal's administrative skills. When teachers are satisfied with the administrative skills of their principals, their job performance might improve tremendously, because they tend to be more committed and dedicated to their job. Job performance is important to ensure that quality instruction takes place effectively at school. Factors which may ascertain teachers' job performance are the salary structure, career structure, promotion opportunities, availability of school facilities, school disciplinary policy and principal's administrative behaviour (Thomson, in Oguejiofor, 2020).

Principals' supervisory skill is the ability of the principals to monitor and harmonize activities in the schools to enhance effective instructional delivery. This involves checking records to ensure that things are working according to plan, visiting the classrooms to observe teachers and student, inspecting the school compound to see that things are in order and putting staff and students in the right track among others. In every organization, it is common to see the superior officer monitoring what the subordinate does to ensure that a set standard is obtained. Educational system has a set of goals that should be achieved. Chandrasekar in Oguejiofor (2020) remarked that supervision is a professional relationship that provides support and improves the practice of both teachers and supervisors. Thus, it is a vehicle that facilitates

growth, maintenance of professional standards and quality services. Effective supervision requires well trained managers with knowledge, interpersonal skills and technical skills that are developed to provide the necessary and appropriate guidance and support to the teaching staff (Ikegbusi, 2014). These personal attributes are essential for the principals' supervisory skills to ensure direct assistance to teachers as well as enhancing their job performance. Nakpodia in Oguejiofor (2020) in his study discovered that teachers' performance in secondary schools is significantly dependent on the capacity of the principals to effectively conduct adequate and valuable supervision which validates the importance of discipline, record keeping and teaching aids.

Oleforo et al. (2017) explained that the character of a school reflects and tells the character of the principal. As such, everything in the school, the plant, the staff, the curriculum, methods and techniques of teaching; co-curricular activities, human relationships, bear the impress of the personality of the principal of the institution. It is rightly said that the schools become great not because of the magnificent buildings but because of "magnificent" principals; since the principal is the major component of school administration on whose ability and skill, personality and professional competence will largely define the tone and efficiency of the school.

Planning, organizing, supervising, staffing, assessing, coordinating, leadership, and acquiring and maintaining instructional materials, equipment, and buildings are among the administrative duties that principals are expected to accomplish. Principals are also responsible for overseeing the school's finances, as well as maintaining staff and student discipline. Instructional leadership strategy looks into whether principals involve their teachers in evaluation of the education process, in selection of materials and textbooks for their subjects, in school curriculum planning, in budget preparation, whether school objectives are clearly communicated among others. The instructional supervision strategy looks into whether teachers' activities are carefully monitored, constant classroom visitation, constructive criticism is used to correct teachers, lesson notes are supervised regularly and different supervisory techniques are employed by the principals among others. Therefore, a situation whereby principals fail to adopt effective administrative strategies in managing the schools, this might affect teacher commitment. Many of the teachers in such situation will not give best performances while executing their primary duties and students who are always at the receiving end suffer the consequences. The study is therefore designed to examine principals' administrative skills and effective instructional delivery in public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State.

Statement of the Problem

It is the expectation of the government, parents and even students that quality education is received by students in Nigeria secondary schools through the adoption of appropriate administrative skills by the principals. Although principals have been providing leadership in the school system to some extent, but some administrative skills that could lead to the achievement of school objectives are still lacking. In fact, observations and visits to some public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State have shown lack of effective instructional delivery in secondary schools in the area. This can be seen in the areas of inadequate funding, inadequate facilities, poor instructional supervision, inadequate equipment, laboratory and conflict among teachers, poor principal teacher relationship and poor school-community relations among others. These situations seem to have led to poor academic

achievement among the secondary school students in Okpe/Sapele/Uvwie Federal Constituency of Delta State.

There are many skills that could be employed by principals in order to have a grip of the whole school and consequently move the school forward academically. These ranges from setting a clear vision for the school, monitoring of teachers' and non-teaching staff activities, use of committee system in schools, performance appraisal, participatory decision making, delegation of duties, proper communication and regular staff meeting.

Therefore, the study investigates principals' administrative skills and effective instructional delivery in public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State.

Aim and Objectives of the Study

The main purpose of this study is to investigate the Role of Principals' Supervisory Skills in Enhancing Instructional Delivery in Okpe/Sapele/Uvwie Federal Constituency, Delta State. The specific objective of the study is to:

- Examine teacher's perception of principals' supervisory skills on effective instructional delivery in public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State.
- Investigate teacher's perception of principals' organization skills on effective instructional delivery in public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State.

Research Questions

The following research questions will guide the proposed study:

- What is the teacher's perception of principals' supervisory skills on effective instructional delivery in public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State?
- What is the extent of teacher's perception of principals' organization skills on effective instructional delivery in public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State?

Research Hypotheses

The following hypotheses will be formulated and tested at 0.05 level of significance:

- There is no significant difference of teacher's perception on principals' supervisory skills on effective instructional delivery in public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State based on gender.
- There is no significant difference of teacher's perception on principals' organization skills on effective instructional delivery in public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State based on gender.

METHODS

Research Design

The research design considered most suitable for this research was the descriptive survey design of the ex-post-facto type. This was because the researcher solicited for already existing information in the subject. This meant that there will be no treatment and hence the researcher only tested the knowledge of respondents that had already existed.

Area of the Study

The study covers Okpe/Sapele/Uvwie Federal Constituency of Delta State in the South-South geo-political zone of Nigeria. Considering the 2006 National Census figures, the population are 176,000, 174,273 and 188,728 for Okpe, Sapele and Uvwie respectively, total of 539,001. By projection, using a 20% increase, the Federal Constituency's population is about 650,000. Orerokpe, Sapele and Effurun are the headquarters of the three Local Government Areas that constitute the constituency and they share borders with Ethiope, Udu, Itsekiri and Ughelli. The notable landmarks in the area include the Federal University of Petroleum Resources and the Petroleum Training Institute at Effurun, Warri Refinery and Petrochemical Company and many other oil companies. The local government areas have infrastructural facilities like electricity, good roads and good communication network. Many of the residents have private bore holes that serve as their major source of water supply. The people in the federal constituency are mainly traders, business owners, civil servants and farmers. It has a number of rivers and stream flowing within its territories. The federal constituency was chosen for this study because of their love and interest in the education of their people.

Population of the Study

The study population consisted of all teachers and principals in the forty-nine (49) public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State. Teacher's population in constituency is 1,169 teachers and 49 principals at the 2022/2023 school year (Ministry of Basic and Secondary Education, Delta State).

Sample and Sampling Techniques

A multi stage sampling techniques was used to select the sample of the study. In the first stage the forty-nine secondary schools were sampled in the federal constituency. In each of the schools, 5 teachers were selected by means of simple random sampling technique. On whole 245 teachers served as respondents for this study. The second stage, a purposeful sampling was used to select two (2) vice principal from each of the local government area including the forty-nine school principals. A total of three hundred (300) teachers, vice principals and principals were selected from Okpe/Sapele/Uvwie Federal constituency.

Instrument for Data Collection

The research instrument used for data collection was a self-structured questionnaire by the researcher titled “Principals’ administrative skills and effective instructional delivery”. The construction of the questionnaire was guided by opinion and findings in the reviewed related literature. The instrument has two (2) sections, A and B. Section A consists of eliciting personal information used to collect the demographic data of the respondents. Section B contains a total of 20 items. The questionnaire items were arranged in six clusters (Principal Supervisory Skill, and Principal organization Skill) to elicit information regarding the administrative leadership skills needed by principals. The study adopted a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validity of the Instrument

The validity of the instrument used for the study was done through the content validity method. The instrument (questionnaire) was submitted to the supervisor for reading, scrutinizing and modification. The validation of the instrument was done by two lecturers who specialise in curriculum studies and computer appreciation. After proper checking, and analysis of the various items in it, necessary modification and corrections were made and the instrument was thereafter approved for use by the project supervisor.

Reliability of the Instrument

The reliability of the instrument was established using test-retest method and correlated using Pearson product moment correlation coefficient from the correlation a coefficient of the instrument was established.

Administration of the Instrument

The structured and validated instrument was personally administered by the researcher and three (3) trained research assistants in their respective sample areas. The copies of questionnaire were given during school hours and retrieved immediately after they have been duly responded to. This was done to avoid loss.

Method of Data Analysis

The data obtained from the study were analyzed using descriptive statistics and inferential statistics. Statistical weighted mean was used to answer research questions while Pearson correlation was used in testing the hypotheses at 0.05 significant levels. The cut off points of research questions one is 2.50, therefore means responses of 2.50 and above were given positive interpretation (agreement) while those below 2.50 were interpreted negatively (disagreement). If the calculated t-value is greater than the critical t-value at alpha level of 0.05, the null hypotheses were rejected and vice versa.

RESULTS

Presentation of Data

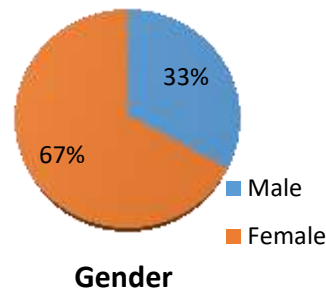


Figure 1: Showing the distribution of teachers in the study area

Figure 1 show the distribution of teachers in the study area. It shows that female was 201 (67%) and male were 99 (33%).

Research Question One

What are the principals' supervisory skills on effective instructional delivery in public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State?

Table 1: Descriptive Statistics Showing the Principals' Supervisory Skills on Effective Instructional Delivery

S/N	Item	Mean	SD	Decision
1.	Principal easily identify lapses in teachers through regular supervision.	3.60	0.58	Agree
2.	Principal regularly visits teachers in classrooms to observe their teaching methods.	3.45	0.50	Agree
3.	Principal is very skilful in assigning teachers classes based on their areas of specializations.	3.30	0.46	Agree
4.	Principal suggest ways of improvement in the areas of their weak points.	3.25	0.43	Agree
5.	Teachers learn new teaching skills at the end of supervision.	3.35	0.48	Agree
6.	Principal guides teachers towards effective teaching through supervision.	3.35	0.57	Agree
7.	Politeness and coaching role of principal during supervision would boost teachers' morale and enhance their effectiveness in instructional delivery.	3.30	0.56	Agree
8.	Effectiveness in teaching depends on effective discharge of principal's administrative skill.	3.10	0.70	Agree
9.	Class lesson attendance register is effectively used by principal to identify teachers who skip their lessons.	3.10	0.54	Agree
10.	Principal constantly going through teachers' lesson note enhances instructional delivery	3.05	0.74	Agree

Aggregate mean 3.29

Table 1 presents the mean scores of teachers on their opinion concerning the principals' supervisory skills on effective instructional delivery which shows that item 1 on the table with a mean of 3.60 indicates that principal easily identify lapses in teachers through regular supervision. While item 2 which states that principal regularly visits teachers in classrooms to observe their teaching methods got a mean score of 3.45. This shows that in the study area, principals often visit teachers while they are teaching in class.

Item 3 with a mean of 3.30 indicates that principal is very skilful in assigning teachers classes based on their areas of specializations in the study area. Item 4 which were on principal suggesting ways of improvement in the areas of their weak points had a mean value of 3.25, meaning it was accepted by the teachers to be the case. Item 5 with a mean value of 3.35 accepted the statement that teachers learn new teaching skills at the end of supervision. Item 6 in the table above on principal guides teachers towards effective instructional delivery through supervision had a mean score of 3.35 from the respondents, this indicate that the statement is true in the study area.

Item 7 with a mean value of 3.30 showed that politeness and coaching role of principal during supervision would boost teachers' morale and enhance their effectiveness in instructional delivery. Item 8 with a mean score of 3.10 affirm the statement that effectiveness in teaching depends on effective discharge of principal's administrative skill. Item 9 had a mean value of 3.10 which agrees to the statement that class lesson attendance register is effectively used by principal to identify teachers who skip their lessons.

Also, item 10 with a mean score of 3.05 showed that principal constantly go through teachers lesson note enhance instructional delivery. With the overall mean value of 3.29, the respondents agree that principals' supervisory skills has a positive effect on instructional delivery in public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State.

Research Question Two

To what extent do principals' organization skills affect effective instructional delivery in public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State

Table 2: Descriptive Statistics Showing the Extent of Principals' Organization Skills on Effective Instructional Delivery

S/N	Items	Mean	SD	Decision
1.	Instructions on instructional delivery are timely and correctly given to teachers by principal.	3.05	0.74	Agree
2.	Upward communication is discouraged by principal and this reduces teachers' morale towards instructional delivery.	2.25	0.89	Agree
3.	Principal lack the basic communication skills that are necessary to enhance teachers' instructional delivery ability.	1.85	1.06	Agree
4.	Teachers' jobs are well-scheduled based on timetable to enhance efficient instructional delivery.	3.05	0.67	Agree
5.	Teachers prepare adequately for their jobs as the responsibilities are always given to them in advance by the principal.	3.10	0.70	Agree
6.	Principal always expect feedback from teachers on every instruction given to them.	3.10	0.54	Agree
7.	Principal encourages self-expression, creativity and interaction among staff in the school.	3.20	0.40	Agree
8.	Principal communicates openly to staff about the school activities.	3.15	0.79	Agree

9.	Principal uses appropriate communication channels to pass information to all staff.	3.30	0.64	Agree
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Aggregate mean 2.89

Table 2 presents the mean value of the extent to which principals' organization skills affect effective instructional delivery in public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State. Item 1 on the table with a mean of 3.05 indicates that instructions on instructional delivery are timely and correctly given to teachers by principal.

Item 2 with a mean of 2.25 indicate that the statement that upward communication is discouraged by principal and this reduces teachers' morale towards instructional delivery was rejected. Item 3 with a mean of 1.85 shows that principal lack the basic communication skills that are necessary to enhance teachers' instructional delivery ability. Item 4 with a mean value of 3.05 shows that the statement that teacher' jobs are well-scheduled based on timetable to enhance efficient instructional delivery was accepted.

Item 5 with a mean score of 3.10 indicates that teachers prepare adequately for their jobs as the responsibilities are always given to them in advance by the principal. Item 6 with a mean value of 3.10 indicates that principal always expect feedback from teachers on every instruction given to them. Item 7 showed that principal encourages self-expression, creativity and interaction among staff in the school with a mean of 3.20. Item 8 with a mean value of 3.15 indicates that principal communicates openly to staff about the school activities.

Item 9 with a mean of 3.30 shows that principal uses appropriate communication channels to pass information to all staff. The overall mean of 2.89 shows that principal' organization skills affect effective instructional delivery in public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State.

Hypothesis 1: There is no significant difference of teacher's perception on principals' supervisory skills on effective instructional delivery in public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State based on gender.

Table 3: Pearson (r) Analysis on Principals' Supervisory Skills and Instructional Delivery

		Principals' supervisory skills	Instructional delivery
Principals' supervisory skills	Pearson Correlation	1	.058
	Sig (2-tailed)		.317
	N	300	300
Instructional delivery	Pearson Correlation	.058	1
	Sig (2-tailed)	.317	
	N	300	300

*. Correlation is significant at the 0.05 level (2-tailed)

Table 3 above shows the relationship between principals' supervisory skills and effective instructional delivery with r value of .058 and significance $p = .317$. Therefore, the null hypothesis which states that there is no significant relationship between principals' supervisory skills and effective instructional delivery in Okpe/Sapele/Uvwie Federal Constituency of Delta State public secondary schools was accepted. Thus, there is no significant relationship between principals' supervisory skills and instructional delivery in Delta State public secondary schools.

Hypothesis 2: There is no significant difference on principals' organization skills on effective instructional delivery in public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State

Table 4: Pearson (r) Analysis on Principals' Organization Skills and Instructional Delivery

		Principals' organization skills	Instructional delivery
Principals' organization skills	Pearson Correlation	1	.491*
	Sig (2-tailed)		.000
	N	300	300
Instructional delivery	Pearson Correlation	.491*	1
	Sig (2-tailed)	.000	
	N	300	300

*. Correlation is significant at the 0.05 level (2-tailed)

Table 4 above shows the relationship between principals' organization skills and effective instructional delivery with r value of .491 and significance $P = .000$. Therefore, the null hypothesis which states that there is no significant relationship between principals' organization skills and effective instructional delivery in Okpe/Sapele/Uvwie Federal Constituency of Delta State public secondary schools was rejected. Thus, there is a significant relationship between principals' organization skills and instructional delivery in Delta State public secondary schools.

DISCUSSION OF RESULTS

According to the findings in Okpe/Sapele/Uvwie Federal Constituency of Delta State public secondary schools, there is no relationship between principals' supervisory skills on effective instructional delivery. Although, supervision enables principal to easily identify lapses in teachers through regular inspection and through regularly visits to teachers in classrooms, they observe their teaching methods. Supervision plays an important role in the effective administration of the schools. Effective and adequate supervision is required by the principals, perhaps as a result of the fact that some teachers are lazy and may not want to do their jobs as expected. It is therefore germane for the principal to get them supervised from time to time in order to ensure that they do their jobs as required. There is no gain saying the fact where teachers are not properly supervised, it will have adverse effect on the administrative effectiveness and excellence of the school principals.

No wonder Manafa (2020), posited that of the major functions of the school principals' no one is greater than their functions as supervisors, instruction and curriculum planners. The principals are therefore the overall supervisors of the school programmes. The supervising skills of the principals will help in rating teachers, help the teachers to use various measures of self-evaluation and to a large extent make the principal provide suitable enabling environment for teaching-learning activities. Manafa (2020) also opined that supervision brings about excellence and quality and it helps to give concrete and constructive advice and encourage teachers in order to improve teaching and learning. The respondents in this study agreed that in using instructional supervision in secondary schools' principals supervise teachers' activities to avoid deviation, engage in routine classroom visitation to improve on teachers' delivery of instruction, check teachers lesson notes to make sure they are up to date and take regular attendance of teacher's activities in the classroom to ensure teacher commitment (Agu & Okoli, 2021).

Mobegi et al. cited in Agu and Okoli (2021) further noted that principals should take up their roles as quality assurance officers in their schools and ensure that there is adequate departmental supervision. As instructional leaders, principal's administrative tasks may include supervision, monitoring, assessment, evaluation and dissemination of current information on management and academic techniques to teachers leading to effective instructional delivery. The principals may also be described as an executive head of the school (Achimugu in Agu and Okoli (2021) because of the way he makes decisions and implement its policies and programmes. It was evident across the schools sampled that there was inconsistent instructional supervision and monitoring of students' learning through consistent and more practical assessment procedures which could have contributed to poor student performance. It was also evident that monitoring of curriculum instruction by principals was erratic in most schools to ensure schools meet their targets. However, this study differs from that of Oleforo et al. (2017) in their study on the relationship between principals' supervisory skill and proper conduct of examination among secondary school students, which revealed that there is a significant relationship between principals' supervisory skill and proper conduct of examination among secondary school students. They attributed their result to the prominent role which supervision has in an organization.

Thus, to achieve acceptable standards and results, principals must supervise the staff and students regularly to ensure the achievement of the goals and objectives of education at that level and invariably control the incidence of examination misconduct in schools and their finding is in line with the view of Oleforo (2014), who opined that principals' supervisory skill is significantly related to teachers job performance; and hence if teachers deliver their duties effectively, students on their part will be committed and this will lead to reduction if not complete eradication of the incidence of examination misconduct in schools. The findings of the study, however, disagreed with Oguejiofor (2020) who submitted that there was no significant influence of principals' supervisory role on teachers' job performance in Catholic secondary schools in Nasarawa State. The role of a principal as a supervisor is to improve, encourage, coordinate and direct teachers towards personal and institutional goal attainment. Supervision of teachers by principals is a prerequisite to promote professional standards in the teaching profession. As such, it is the responsibility of principals to assist teachers through supervision to identify and provide the way forward to challenges that hinder teachers' effective job performance.

Based on the findings, it was discovered that there is a significant relationship between principal's organization skill and effective instructional delivery in public secondary schools in Okpe/Sapele/Uvwie Federal Constituency of Delta State. This means that good organization skill enables the principals to put the right person in the right place to do the right thing at the right time, by implication, it is evident that internal organization and control of the schools depend largely and solemnly on the principals. The principals thus make use of the organization skill to ensure good organization structure in the school for administrative effectiveness and for effective accomplishment of the specific goals and objectives of the schools. The above finding correlates with the opinion of Manafa (2020), who submitted that for principals to be effective administratively, he must be able to organize human material resources in the school to bring about effective learning and attainment of goals.

CONCLUSION

Effective instructional delivery In Okpe/Sapele/Uvwie Federal Constituency of Delta State public secondary schools are determined by administrative efficiencies, such as the principal's effective administrative skills. It implies that schools where principals display high administrative skills particularly supervision and organization of staffs and non-staffs, students and instructional facilities, teachers would aspire to be in school daily and impart knowledge to the students. In turn, these students would achieve greater height academically, thereby achieving the schools' goals and objectives. As a result, it is suggested that Delta State secondary school principals should consider their administrative skills as a source of teacher productivity and students' excellence. Secondary school principals in Delta State should be knowledgeable, professional and be administratively competent, as well as resourceful so as to complement the efforts of the government towards achieving the goals of the schools.

Implication on the Study

While previous researchers have focused on or may have focused on different principals' administrative skill on effective teaching and learning, this researcher focused on principals' supervisory skills and principals' organization skills on instructional delivery in public secondary schools and the results showed that when principals exhibit high level of these skills, it positively affects instructional delivery.

Recommendations

Based on the findings of the study, it was recommended that:

- The modern-day school principals should be knowledgeable, professionally and administratively competent, as well as resourceful so as to complement the efforts of the government towards achieving the goals of the schools.
- Teachers and students should be supervised regularly by the principals. The teachers should be made to do their work effectively; their lesson notes/work plan should be checked to ensure adequate lesson preparation, ensuring their come to school on time and attain to their lessons appropriately. Students, on their own part, should be encouraged to take their studies seriously.
- Government should make provision for sponsoring principals and organising conferences for them to serve as a means for professional growth as well as incentives to the principals. Government should refrain from frequent changes in educational policies as policies which are ambiguous with marked difference from the existing ones may leave school principals confused.
- Principals must define objectives with teachers as teachers would be committed in their job to ensure that the objectives are achieved as they participated in deciding the objectives.

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