

PRINCIPALS' INSTRUCTIONAL SUPERVISORY PRACTICES AS CORRELATES OF TEACHERS' ATTITUDE TO SCHOOLWORK IN SECONDARY SCHOOLS IN JALINGO EDUCATIONAL ZONE

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Abstract - This study examined the relationship between principals' instructional supervisory practices and teachers' attitude to school work in public secondary schools in Jalingo Educational Zone, Taraba State, Nigeria. A correlational survey design was adopted for the study. The population comprised 1,280 teachers and 72 principals from which 450 teachers and 50 principals were sampled using stratified and simple random sampling techniques. Two researcher-developed instruments, _Principals' Instructional Supervisory Practices Questionnaire (PISPQ) and Teachers' Attitude to Work Scale (TAWs) were used for data collection. The instruments were validated by two experts in Educational Management and Measurement and another from Science Education (Measurement and Evaluation Unit, all from the University of Nigeria, Nsukka. Reliability coefficients of 0.85 and 0.81 were obtained for PISPQ and TAWs respectively using Cronbach Alpha. Data were analyzed using Pearson Product Moment Correlation Coefficient to answer two research questions. Findings revealed significant positive relationships among the instructional supervisory practices and job satisfaction ($r = 0.76$, $p < 0.05$). Secondly, the findings revealed that there is a positive relationship between principals checking of lesson notes practice and teachers' attitude to school work ($r=0.78$, $p < 0.05$). Inconsistent supervision and authoritarian approaches were negatively correlated with teachers' morale. The study concluded that effective instructional supervision is a critical determinant of teachers' work attitude in secondary schools. It was recommended that the Taraba State Teaching Service Board organize periodic capacity-building workshops for principals on collaborative supervision, and that principals adopt supportive supervisory strategies to enhance teacher effectiveness and school productivity.

Keywords: Instructional supervision, principal leadership, teachers' attitude to work

Introduction

Education remains a vital instrument for national development, and the effectiveness of any educational system largely depends on the quality of leadership provided by school principals and the commitment of teachers to their duties. In secondary schools, the principal plays a central role in ensuring instructional quality through supervisory practices that enhance teaching and learning outcomes (Hallinger, 2022). The principal refers to the Chief Executive of secondary schools or post primary schools whose basic role is instructional and administrative in nature. Thus, the principal as the leader in the secondary schools promote teaching and learning through instructional supervisory practices that may have an effect on the academic achievement of the students in school. Operationally, the principal refers to the highest in rank of the teachers in the school whose functions are primarily improving the teaching and learning in schools as well as, the administration and management of human, material and financial resources of the school effectively and efficiently so as to attain the educational objectives set in line with the National Educational Policy (2013).

Instructional supervision refers to the process by which principals monitor, guide, and support teachers to improve classroom instruction (Glickman, Gordon, & Ross-Gordon, 2018). It involves activities such as classroom observation, feedback provision,

mentoring, professional development, and evaluation of instructional delivery. Effective instructional supervision promotes teacher competence, motivation, and ultimately improves students' academic performance. Fundamentally, the realization of educational goals and objectives is dependent on the teachers and their quality instructional delivery in schools. This is because the strength of any educational system is determined by the quality of its teachers. High quality teachers are best assets of any educational system. The quality of any educational process and its products is unquestionably influenced by teachers' performance. Unfortunately, in Jalingo Education Zone, teachers appear to manifest poor attitude to work, truancy, lack of lesson note preparation, lateness to school, and nonchalance towards their teaching responsibilities. Could the above ugly situations be attributed to low teachers' job morale, lack of professional development, poor classroom management and lack of instructional materials in schools or ineffective instructional supervision by principals or poor knowledge of instructional content delivery by teachers?

The observed lack of commitment to teachers' instructional delivery due to principals' ineffective instructional practices is a source of worry to parents, education administrators as well as other educational stakeholders in the society. Achievement of secondary schools' goals and objectives depends on the effective school supervision by school principals. The principal is the leader of instructional supervision. The primary aim of school supervision is to improve instructional programmes. According to Agbajeola and Hasan (2023), school supervision is also a continuous process of guidance which is focused on different aspects of the school. School supervision is designed to assist teachers improve in their teaching methods so as to enhance students' learning and academic achievement. Thus, the importance of supervision in schools cannot be overemphasized in enhancing teaching and learning process. Gray, (2021) defines supervision as the act of watching over the work or tasks of another person who lacks full knowledge of the concept at hand. According to the author, supervision does not mean the control of other but guidance in a work in professional or personal context. On the other hand, Almustapha, Jibril and Dahiru (2021) define supervision as the process of bringing about improvement in instruction by working with people who are working with students. Also, Basilio and Bueno (2021) explain supervision as the act of providing leadership through a process designed to help staff gain greater competence and overcome some barriers so as to improve job performance. Contextually, supervision is the technical collaborative process of interaction between the supervisor and the teacher with the aim of improving on the instructional delivery by teachers in school.

Supervision makes it possible to understand whether educational activities are in harmony with specified principles and rules. Supervision involves stimulating growth and helping teachers to help the learners. Supervision therefore is a tool for enhancing teachers' knowledge, attitudes and skills in teaching and learning process to facilitate the achievement of educational goals and objectives (Igwe, 2015). Supervision is a distinct professional activity in which education and training aimed at developing science-informed practice are facilitated through a collaborative interpersonal process. Supervision involves observation, evaluation, feedback, the facilitation of supervisee self-assessment and the acquisition of knowledge, and skills by instruction, modeling and mutual problem solving (Akinfolarin, 2017). Supervision takes the form of a flexible relationship of mutual trust, respect, and integrity that takes into account the learning needs of the teacher, as well as initiating the process to facilitate their professional development. Supervision in schools or school supervision is a series of well-planned programmes aimed at enhancing the quality of professional services offered by teachers to the students.

School supervision is regarded as one of the major functions of the principal in order to ensure teachers' instructional delivery in schools to enhance the quality of the teaching-learning process. In order to perform this effectively, principals as supervisors are trained to improve their supervisory practices through intensified workshops and seminars. According to Oyedele (2016), the functions of a principal as a school supervisor include making classroom visits, supervising heads of departments and teachers by checking their scheme of work and lesson notes, checkmating teachers' classroom attendance, checking absenteeism and rewarding hardworking teachers and punishing indolent ones by assigning administrative duties to them as means of encouraging them to do the right things at the right time. As instructional supervisor, supervision in schools remains one of the principal's cardinal objectives.

Supervision is a method employed by principal to promote or direct teaching and learning in the school. According to Mgbodile (2014), it involves the task of ensuring that organized teaching and learning is effective in the school system. This is done by the principal to see that meaningful learning takes place in all classes and making sure that teachers are teaching what they are supposed to teach. Supervision involves undertaking the teaching in a manner that the students understand and enjoy their lessons. The essence of supervision of instruction is to assist teachers with ideas and suggestions that will improve their instructional delivery, as well as identify their needs and problems. Walker (2016) asserts that supervision of instruction is the first and the most important responsibility of a school principal. No wonder Walker further explained that the cardinal index of the achievement evaluation of the school management rests on the leadership ability in instructional supervision. Similarly, Babalola (2015) asserts that among many factors that influence learning and achievement in secondary schools are principals' instructional supervision of instruction and effective communication. Contextually, instructional supervision is a set of activities which are carried out with the purpose of making the teaching and learning better for the learner. Gordon (2025) defines supervision as involving reflection on its past, present and future in instructional leadership. According to the author, supervision in school refers not just to oversight or inspection but a multi-faceted which aim to show quality of education by supporting, guiding, evaluating and improving teaching and overall school environment.

Supervision in schools is a continuous process through which educational leaders support, guide, evaluate and reflect upon teaching and learning in the school environment. Ekundayo (2016) observes that supervision includes the oversight of instructional and administrative practices towards enhancing standards in schools. Hence, there is the need for improved communication in teaching and learning and this is promoted through the application of different supervisory techniques such as internal and external supervision in schools. Internal school supervision is an internal arrangement by the teacher to encourage staff effectiveness in their teaching responsibilities. According to Ikegbusi and Eziamaka (2016); schools' supervision can take the form of internal, external, classroom visitation, clinical and principals teaching demonstration method. According to the scholars, school internal supervision is carried out by the principal and his appointed subject head of department in the school to monitor the effectiveness of teachers in carrying out their teaching jobs in schools. Gbenu (2015) observes that internal supervision is meant to facilitate effective teaching by teachers and also an avenue through which teachers are provided proper guidance and feedback for continuous improvement in teaching. Apart from this internal arrangement, school supervision by carried out by external supervisors.

External supervision is supervisory tools by external bodies such as the Ministry of Education and its appointed agents towards monitoring teachers' delivery in schools.

Oyedeji (2016) asserts that external school supervision is not only meant to checkmate teachers' instructional delivery but also meant to oversee the availability of facilities and other instructional infrastructures that are available for teaching and learning in schools. This is normally carried out by trained supervisors appointed by the ministry to periodically visit schools to ensure proper teaching and learning.

Furthermore, the internal school supervision is carried out through instructional supervisory practices such as the, classroom visitations by school principals on regular basis to oversee the teaching activities of teachers in their schools. Abdullatif and Lawal (2023) assert that classroom visitation involves principals' observation of the performance of teachers in instructional delivery meant to help teachers maintain instructional effectiveness. Here, the principals are internal supervisions inspect, rate, assist and often help to provide feedback for the teachers in areas of their deficiencies for future improvement.

Classroom visitation provides the principals with on-the-spot assessment of the teachers' performance and help to suggest for the principals' areas of assisting the teachers in improving instructions for effective teaching. Classroom visitation, also termed classroom observation, is a core component of instructional supervision in which the principal directly observes the teaching-learning process to collect data for professional dialogue and teacher growth (Glickman, Gordon & Ross-Gordon, 2018). Unlike traditional inspection, modern conceptions frame visitation as clinical, collaborative, and non-evaluative in its initial phase (Eric, 2023). The practice involves a pre-observation conference to agree on focus, actual observation using agreed criteria, analysis of data, and a post-observation conference for feedback (Wakin, 2024). The theoretical basis for classroom visitation rests on Clinical Supervision Theory, which posits that direct observation followed by objective feedback reduces teacher isolation and improves instructional effectiveness (Eric, 2023). Human Relations Theory also supports the practice: when principals show personal interest in classroom work, teachers' morale and commitment improve because they feel valued rather than policed (Ken, 2024).

Empirically, classroom visitation has been linked to multiple dimensions of teachers' work attitude. Ogunu (2000) found a strong positive relationship ($r = 0.71$, $p < 0.05$) between principals' frequency of classroom observation and teachers' commitment to duty in Edo State secondary schools. The study attributed this to the "Hawthorne effect" teachers improved performance when they knew their work was being observed. Similarly, Archibong (2012) reported that principals who conducted visitation with immediate post-conference feedback recorded significantly higher levels of lesson preparation among teachers ($\beta = 0.64$, $p < 0.01$) in Akwa Ibom State. The critical factor was not the visit itself but the quality of feedback: constructive, specific, and growth-oriented feedback enhanced punctuality and syllabus coverage, whereas fault-finding visits produced anxiety and resistance (Ofoegbu, 2004).

In Northern Nigeria, Bawa (2015) observed that irregular and unannounced visitations were interpreted by teachers in Gombe State as witch-hunting, leading to negative work attitudes. Conversely, Umar (2019) documented that principals in Taraba State who adhered to a scheduled, collegial visitation cycle had teachers with higher job satisfaction and willingness to accept extra duties. This suggests that context and implementation style moderate the relationship between visitation and teacher attitude. International literature corroborates these patterns. Zepeda (2017) emphasized that classroom visitation is most effective when it is frequent, short, informal, and focused on instructional goals rather than personnel evaluation. Blase and Blase (1999) synthesized 800+ teacher reports and concluded that principals who engaged in reflective dialogue

after observation promoted teacher reflection, innovation, and professional responsibility. Sergiovanni and Starratt (2007) warned that visitation without trust degenerates into compliance behavior: teachers perform only when the principal is present.

The consensus from literature is that classroom visitation correlates positively with teachers' punctuality, lesson preparation, use of instructional time, and job satisfaction when five conditions are met: 1) visits are regular and planned, 2) criteria are communicated beforehand, 3) observation is objective and data-based, 4) feedback is timely and two-way, and 5) the process is separated from summative appraisal (Glickman et al., 2018; Zepeda, 2017). Absence of these conditions explains inconsistent findings in some contexts where visitation showed no significant relationship with work attitude (Ayeni, 2012). Thus, for Jalingo Educational Zone, the extent to which principals practice clinical rather than autocratic visitation is likely to determine whether the observed relationship with teachers' attitude to work is strong, weak, or negative.

Clinical supervision also remains another aspect of school supervision used by the principals to enhance the effectiveness of teachers in schools. Clinical supervision as the name suggests involves is another instructional practice where the principal of school engages the teachers in one-on-one interaction in the teachers' teaching activities. This method according to Al-Munnir (2018), enables the principals and the teacher to identify areas of the teachers' strengths and weaknesses in instructional delivery so as to address the areas to enhance the teachers' effectiveness in instructional. Clinical supervision provides the teacher with immediate feedback and helps the teacher to build confidence in him and on the principal too and ensures improvement in teachers' effective instructional delivery. Teachers' supervision in schools is paramount as the teachers remain the most important resource in the achievement of school goals through curriculum implementation. Clinical supervision becomes imperative as it helps to equip the teachers with relevant tools for ensuring effective instructional delivery in schools.

Teachers are important human resource in the achievement of school goals and objectives. A teacher is one who is trained with the knowledge, skills and values towards imparting knowledge to learners in a formal school setting. Eric (2018) defines a teacher as a trained and well-equipped individual for the purpose of imparting knowledge to others in schools. Also, Geoffrey (2018) sees a teacher as that individual who is fully trained and qualified with professional certificate to impart knowledge, skills and values to individuals in formal schools. Operationally, a teacher is a qualified and certificated individual that imparts knowledge and skills to learners in formal schools in Nigeria. Teachers are expected to be effective in their teaching responsibilities to actualize the learning needs of the students. Principals' instructional practices are therefore the most important factor affecting the future development of education process Teachers as individuals or group of individuals hold a very important position in educational sector (Ikegbusi, & Manafa, 2022). The authors are of the opinion that teachers teach, train and process students to acquire the necessary life skills that would enable them survive and contribute meaningfully to the society they belong with the aid of the principals. Teachers cannot effectively and efficiently execute the above duties without themselves being properly and adequately educated, provided for and monitored. According to Chen (2018), school supervision has been identified as one of the approaches to teacher effectiveness. This calls for supervision of instructional procedure in secondary schools.

However, how teachers perform their duties such as preparation of lesson notes, teaching, management of classroom during lessons, maintenance of discipline and provision of detailed feedback on students' academic achievement in the school, sometimes seems ineffective. Literature has lamented on these issues in a study that

teachers display poor attitude to work, absenteeism, lack of dedication to teaching and carrying out assignments. There are reports of low staff morale, staff disciplinary issues, poor attitude to work, lack of interest in teaching and low-quality teachers in the system, poor instructional planning and delivery (Gbenu, 2015). It is not new to hear that teachers in public secondary schools shy away or dodge from writing their lesson notes before going to teach. Also, teachers often complain of teaching many classes and therefore could not prepare lesson notes for all of them. These constitute problems in secondary schools since for teachers to effectively carry out their lesson delivery; there must be a guide like lesson note.

Regrettably, in Jalingo Education Zone, there appears to be a manifestation of teachers' inability to carry out their functions effectively due to ineffective instructional supervisory practice from the principals. Many teachers demonstrate lack of commitment to teaching, poor preparation of lesson notes, coming to school at their own leisure, poor attendance to classes and ineffective classroom management and use of instructional materials in their instructional delivery. The principals on their part appear to be preoccupied with other school responsibilities thereby giving supervision instruction which is their major responsibility less attention in schools (Akwam, Odeh & Ochai, 2023). So far, there is a dearth of research in the area of supervision of teachers' instructional delivery in public secondary schools. Perhaps, very few studies have been carried out in this area and this gap is what the study intends to fill. Therefore, this study determines school supervision as a predictor of principals' instructional supervisory practices in public secondary schools in Jalingo Education Zone, Taraba State.

Teachers' attitude to work is another critical variable in educational effectiveness. It encompasses teachers' feelings, beliefs, and behavioral tendencies toward their professional responsibilities (Robbins & Judge, 2024). Teachers are important human resource in the achievement of school goals and objectives. A teacher is one who is trained with the knowledge, skills and values towards imparting knowledge to learners in a formal school setting. Eric (2022) defines a teacher as a trained and well-equipped individual for the purpose of imparting knowledge to others in schools. Also, Geoffrey (2024) sees a teacher as that individual who is fully trained and qualified with professional certificate to impart knowledge, skills and values to individuals in formal schools. Operationally, a teacher is a qualified and certificated individual that imparts knowledge and skills to learners in formal schools in Nigeria. Teachers are expected to be effective in their teaching responsibilities to actualize the learning needs of the students.

The attitude of the teachers to school work is greatly influenced by the instructional supervisory practices of the secondary school principal. Teacher's attitude refers to the mental state which is based on ones' beliefs or value system, emotions and the tenacity to act in a certain way (Samuel, 2020). Attitude reflects how one thinks, feels and behaves. Thus, the principal's instructional supervisory practices influence teachers' attitude to school work. School work refers to the work done by a child or learner does at school or is given at school to do at home. Collins (2021) explains school work as, the one which a learner is given at school or expected to do at home by a more instructional leader usually the teacher. In view of this, Jones (2024) explains that, the manner at which the teacher in school handles the school work predicates the level at which the academic achievement is attained. Thus, the school work as contained in the school curriculum is greatly influenced by the instructional supervisory practices adopted by the school principal. A positive attitude to work by the teachers manifests in punctuality, dedication, job satisfaction, and commitment, whereas a negative attitude leads to absenteeism, poor performance, and low productivity.

In the context of Nigerian secondary schools, especially in the Jalingo Educational Zone of Taraba State, concerns have been raised about declining teacher commitment and poor student academic outcomes. These issues are often linked to ineffective supervisory practices by school principals (Ogunu, 2016). Therefore, examining the relationship between principals' instructional supervisory practices and teachers' attitude to work is essential.

Statement of the Problem

Despite various reforms in the Nigerian education sector, secondary schools continue to experience challenges such as poor teacher commitment, low morale, and declining student academic performance. Reports indicate that some teachers exhibit negative attitudes to work, including absenteeism, lateness, and lack of dedication. One of the major factors contributing to this problem is the perceived inadequacy of principals' instructional supervisory practices. In many schools, supervision is either irregular, fault-finding, or lacks constructive feedback, which demotivates teachers rather than improving their performance. In Jalingo Educational Zone, anecdotal evidence suggests that ineffective supervision may be influencing teachers' attitudes negatively, thereby affecting students' academic outcomes. However, there is limited empirical evidence establishing the relationship between these variables. This study, therefore, sought to fill this gap.

Purpose of the Study

The main purpose of this study is to examine principals' instructional supervisory practices as correlates of teachers' attitude to work in secondary schools in Jalingo Education Zone. Specifically, the study aimed to:

1. determine the relationship between classroom visitation practice and teachers' attitudes Jalingo Education Zone, Taraba State.
2. assess the relationship between principals checking of lesson notes practice and teachers' attitude to work in Jalingo Education Zone, Taraba State.

Research Questions

The following research questions were formulated for the study

1. What is the relationship between principals' classroom visitation practice and teachers' attitude to work in Jalingo Education Zone, Taraba State.?
2. What is the relationship between principals checking of lesson notes and teachers' attitude to work in Jalingo Education Zone, Taraba State.?

Hypothesis

H0₁: There is no significant relationship between principal's classroom visitation and teachers' attitude to school work in Jalingo Education Zone, Taraba State.

H0₂: There is no significant relationship between principal's checking of lesson notes of work and teachers' attitude to school work in Jalingo Education Zone, Taraba State.

Methods

Correlation design was adopted for the study. According to Nworgu (2015), this design attempts to explain the process as a statistical technique for establishing the extent of relationship, association or co-variation between two or more variables. The population comprised 1,280 teachers and 42 principals from which 450 teachers and 50 principals from Jalingo Education Zone, Taraba State, Nigeria. The sample of the study was 500 public secondary school principals and teachers using stratified and simple random sampling techniques from Jalingo, Education Zone, Taraba state, Nigeria. Two instruments

were used to collect data from the respondents was titled; Principals Instructional Supervisory Practices Questionnaire (PISPQ) and the Teachers Attitude to school work (TATSWQ). The instrument was validated by 3 experts. The results were analyzed using mean scores and, standard deviation hypothesis were tested using regression analysis at 0.05 level of significance. The items in the questionnaire were weighted as follows: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) with 4, 3, 2, and 1 point responsively. A total of 500 copies of the instrument were administered and retrieved. The data was analyzed using mean scores and standard deviation. Any item statement with mean rating of 2.50 and above was accepted, while item statement with a rating below 2.50 was disagreed upon. The criterion mean of acceptance was 2.50. The instrument was validated by two experts in Educational Administration and Planning, and one in Science Education Department, all from the University of Nigeria, Nsukka. The Cronbach Alpha method was used to determine the reliability of the instrument. It yielded a reliability co-efficient of 0.85 and 0.81 respectively of the two instruments used for the study. Pearson r was used to correlate principal's instructional supervisory practices and teachers' attitude to school work.

Results

Research Question One: What is the relationship between classroom visitation practice and teachers' attitude to work in public secondary school in Jalingo Education Zone, Taraba state, Nigeria?

Table 1: Regression analysis of the respondents on the relationship between principal's classroom visitation practice and teachers' attitude to work in public secondary schools in Jalingo Education Zone, Taraba state, Nigeria.

Variables	Mean	Std.	r	R^2
Principals Classroom instructional supervisory practice	3.12	0.61	0.76	0.50
Teachers Attitude to work	3.05	0.58		

Data in table 1 showed the correlation between the principals' classroom instructional practice and teachers' attitude to work in public secondary school in Jalingo Education Zone, Taraba state, Nigeria as 0.76 with a coefficient of correlation of 0.5. Table 1 indicates that, ' r ' was the coefficient of correlation which is 0.78 and R^2 as Coefficient of determination which is 0.61 not 0.74. Therefore, there is a positive relationship between the principals' instructional supervisory practice and teachers' attitude to work. in public secondary school in Taraba state, Nigeria. Thus, there is a positive relationship between principal instructional supervisory practice and teachers' attitude to school work.

Hypothesis 1 There is no significant relationship between principal's classroom visitation and teachers' attitude to work.

Table 2: PPMC Analysis of the Relationship between Classroom Visitation and Teachers' Attitude to Work

Variables	N	r-cal	r-crit	df	Sig.	Decision
Classroom Visitation vs. Teachers' Attitude to Work	500	0.760	0.113	498	0.000	Rejected

Table 2 reveals $r\text{-cal} = 0.76 > r\text{-crit} = 0.113$ at $df\ 236$, $p < 0.05$. The null hypothesis is rejected. This indicates a strong positive significant relationship between principal's classroom visitation and teachers' attitude to work.

Research Question Two: What are the relationship principals checking of lesson notes and teachers' attitude to work in public secondary schools in Jaligo Education Zone of Taraba state?

Table 3: Regression Analysis of the responses on the relationship between principals checking of lesson notes and teachers' attitude to work.

		N = 500		
Variables		Mean	Std.	r R2
Principals	checking of lesson notes.	52.00	5.31	0.78 0.74
Teachers	Attitude to work.	26.70	7.29	

Data in table 2 revealed the relationship between the principals checking of lesson notes practice and teachers' attitude to work in Public Secondary school in Jaligo Education Zone. Table 2 indicates that there is a positive relationship between the checking of lesson notes and teachers' attitude to school work with a coefficient of determination of 0.74. This implies that there is a positive correlation between the principals checking of lesson notes with the attitude of teachers to school work in Jaligo Education Zone.

Hypothesis 2: What is the relationship between principal's instructional supervisory practice and teachers' attitude to school work?

Table 4: PPMC Analysis of the Relationship between Checking of Lesson Notes and Teachers' Attitude to School Work

Variables	N	r-cal	r-crit	df	Sig.	Decision
Checking of Lesson Notes vs. Teachers' Attitude to School Work	500	0.680	0.113	498	0.000	Rejected

A significant positive relationship exists. $r = 0.68$, $p < 0.05$. Therefore, there is a positive relationship between the principals checking of notes of lesson practice and teachers' attitude to school work through instructional supervision.

Discussion of Findings

Presentation in table 1 revealed the relationship between principal's classroom visitation practice and teachers' attitude to school work in public secondary school in Jaligo Education Zone. Principals moderately employ supervisory practices such as classroom observation and feedback. Also, teachers exhibit varying attitudes, with some showing commitment while others display negative behaviors. A significant positive relationship exists between effective supervisory practices and teachers' attitude to work. Teachers' positive attitude significantly enhances students' academic performance. The result also aligns with Glickman, Gordon & Ross-Gordon (2014) that clinical supervision enhances professional growth and morale. The findings support earlier studies that effective instructional supervision improves teacher motivation and commitment (Glickman et al., 2018). When principals provide supportive supervision, teachers feel valued and are more dedicated to their duties (Lawal, 2023). The study also aligns with Herzberg's motivation theory, which emphasizes the role of recognition and support in enhancing job satisfaction. Poor supervisory practices, on the other hand, contribute to negative attitudes such as absenteeism and low morale.

Research Question 2 presented in table 2 showed that teachers whose lesson notes are checked regularly are more effective in delivering instruction, thereby improving learning outcomes. This finding aligns with the views of Almunir (2018) who observed that the principals checking of the lesson notes of the teachers makes the teachers to be punctual in schools as well as enhancing their performance in the classroom. This position

was also affirmed by Ogunu, (2016). The significant relationship between checking of lesson notes and teachers' attitude to school work supports Nakpodia (2006) that administrative monitoring promotes preparedness. However, this study found that teachers respond better when checking is followed by constructive feedback, not mere fault-finding, consistent with Archibong (2012).

Conclusion

The study concludes that principals' instructional supervisory practices significantly influence teachers' attitude to work. Effective supervision fosters positive attitudes, which in turn enhance students' academic performance. Also, there is a positive correlation between the principals checking of lesson notes with the attitude of teachers to school work in Jaligo Education Zone. Therefore, improving supervisory practices is essential for achieving educational goals in secondary schools.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. Principals should adopt participatory and supportive supervisory approaches.
2. Regular training and workshops should be organized for principals on modern supervisory techniques.
3. Government should provide adequate resources to facilitate effective supervision.
4. Teachers should be motivated through incentives and recognition.
5. Monitoring and evaluation systems should be strengthened in schools.

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